

**Mercer County Community College
Social Sciences/Education
Division of Liberal Arts
Trenton, New Jersey 08690**

COURSE: EDU 120
Introduction to Early Childhood Education
Three Credits

DATE: SPRING 2005

COURSE MEETING DAY & TIME: MW 9:00 – 10:15
LOCATION: MS210

INSTRUCTOR: Elizabeth DeGiorgio

OFFICE:

Location: Liberal Arts Building Room 150
Phone: (609) 586-4800 extension 3862
Email: degiorgie@mccc.edu
FAX: (609) 588-5148

OFFICE HOURS: Monday 11:00am - 12:00pm (LA150)
Tuesday 1:00pm - 2:00pm (LA150)
9:30pm- 10:00pm (LA150)
Wednesday 11:00am – 12:00pm (LA150)
Thursday 10:00am – 10:30am (LA150)

* All other office hours by appointment

REQUIRED TEXTS: Morrison, G. (2003) Fundamentals of Early Childhood Education
(3rd.ed.). New Jersey: Prentice Hall, Inc.

* Additional readings as assigned by instructor.

COURSE DESCRIPTION: This course is an introduction to the field of early childhood education and the needs of young children as reflected in the implementation of meaningful settings that include but are not limited to, childcare centers, preschool settings, home based or family childcare. The course content includes principles of child development and emphasizes current research and its applications.

RELATIONSHIP TO EARLY CHILDHOOD PROFESSIONAL PREPARATION

PROGRAM: This course is an option for all students seeking to enter a baccalaureate degree program in education or to find paraprofessional employment that does not require teacher licensure in public or private schools with children in P-3 or birth - age 8. Students are presented with the solid foundational knowledge, skills, and professional dispositions necessary to select, plan, and implement instructional strategies for children in early childhood settings. A field experience will include a guided, in class observation. Program evaluation and/or participation at an approved high quality child –care setting.

COURSE OBJECTIVES: The following National Association for the Education of Young Children (NAEYC) Associate Degree Standards (July 2003) are addressed as course objectives:

Standard #1: Promoting Child Development and Learning

Students prepared in associate degree programs use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard #2: Building Family and Community Relationships

Students prepared in associate degree programs know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve families in their children's development and learning.

Standard #3: Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in associate degree programs know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals to positively influence children's development

Standard #4: Teaching and Learning

Students prepared in associate degree programs integrate their understanding of and relationship with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

4a. Connecting with Children and Families

Students know, understand, and use positive relationships and supportive interactions as the foundations for their work with young children

4b. Using Developmentally Effective Approaches

Students know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.

4c. Understanding Content Knowledge in Early Education

Students understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding.

4d. Building Meaningful curriculum

Students use their own knowledge and resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Standard #5: Becoming a Professional

Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

LEARNER OUTCOMES/ASSESSMENT:**Knowledge**

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

As a result of this course, students will:

1. Use knowledge of how children develop and learn, to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. (NAEYC 1.1)
This will be assessed through the child study and program designs.
2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (NAEYC 1.2)
This will be assessed through the child study and through the lesson plan design and presentation.

Performance (Skills)

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

As a result of this course, students will:

1. apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (NAEYC 1.3, 1.3.1, 1.3.2)
This will be assessed through in class cooperative activities and journal article reviews.
2. establish and maintain physically and psychologically safe and healthy learning environments for children. (NAEYC 2.4, 2.4.1, 2.4.2, 2.4.4, 2.4.5)
This will be assessed through the child study.
3. establish and maintain positive, collaborative relationships with families. (NAEYC 3.1, 3.1.1, 3.1.2, 3.1.3)
This will be assessed through the design of a newsletter.
4. demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (NAEYC 3.2)
This will be assessed through in class cooperative activities.
5. apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (NAEYC 3.3)
This will be assessed through case studies and quizzes.

6. link families with a range of family-oriented services based on identified resources, priorities, and concerns. (NAEYC 3.4)
7. demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. (NAEYC 5.2)
This will be assessed through the journal article reviews and class activities.
8. demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (NAEYC 5.3)
This will be assessed through quizzes and group activities.
9. actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (NAEYC 5.4)
This will be assessed through student affiliate memberships and attendance at meetings, workshops, or conferences.
10. observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served (such as public and private centers, schools, and community agencies). (NAEYC 6.1)
This will be assessed through the child study.

Disposition(s)

(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

As a result of this course, students will:

1. communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well being. (NAEYC 3.5)
This will be assessed through presentations and participation at the preschools.
2. reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development. (NAEYC 5.1)
This will be assessed through the reflective journal and the writing of an education philosophy.
3. demonstrate awareness of and commitment to the profession's code of ethical conduct. (NAEYC 5.4)
This will be assessed through the class activities.

4. serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators. (NAEYC 5.6)

This will be assessed through the investigation of present challenges in the field of early childhood and the design of action plans.

INSTRUCTIONAL PROCEDURES:

Classroom experiences include discussion, activities, role-play, lecture, class presentations, case studies, fieldwork, and individual projects.

COURSE REQUIREMENTS: Guidelines and rubrics will be provided

1. Class Participation/Preparation (5 points per class = 150 points)

Students are expected to read text and supplementary readings as assigned. Students are also expected to attend class prepared to actively participate in class discussions, assignments, and activities. Communication skills are strengthened and a great deal is learned through interactions with peers in class.

2. Lesson plan/Activity presentation (co teaching) (150 points)

Lesson plans/ Activities will address the key features of a positive learning environment and attend to the healthy, respectful, supportive, and challenging dimensions.

Student co teachers are required to develop lesson plans with clear and concise learner objectives and outcomes.

A demonstration lesson (15 minutes) will be taught in class with peers as learners. Students will complete self-evaluations and peer evaluations

Additional information and a lesson plan format will be provided in class.

3. Child study (400 points) guidelines will be provided.

Child observation - domains of development and integration of theory

4. 4 exams (400 points)

Quizzes may include multiple choice, true-false, short answer/essay, and analysis/application questions. Material may include text readings, supplemental readings as assigned, class lecture, discussion, and activities. 3 quizzes will be administered in the testing center. The final exam will be in the classroom.

5. Designing a quality preschool program (100 points)

COURSE CONTENT/SCHEDULE:

All lecture dates/topics are tentative. Any modifications to this schedule will be announced in class.

Session	Date	Topics	Due
Week 1		Course Overview Requirements guidelines/forms/handouts Student inventory/writing personal goals NAECY Standards What research shows young children need Professional goals Multiple roles and pathways/areas of EC Knowledge base of the profession Skills and dispositions Contemporary issues in ECE NJDOE ECE program expectations	
Week 2 & 3		Learning theories: How do children learn? Principles of Child development Developmentally appropriate practices Recent studies in early literacy & brain development Effective curriculum planning	
Week 4		Zero to three Major needs of the young child: Cognitive, language Physical, motor, social, emotional Infants and toddlers	
Week 5		Individual/cultural characteristics (Abilities, learning styles, temperaments, Developmental profiles)	
Week 6		Curriculum models Differences between best practices for different Age groups and developmental levels. Play as the tool of learning	
Week 7		Foundations of language, literacy, mathematics Key content areas	
Week 8		Culture profoundly influences child development Ethnicity, racial identity, economic class, family structure, Languages, religious / political beliefs Race – socially constructed rather than biological basis	

Week 9	Family Systems Family development Culturally responsive practices Families from diverse cultures Families with children with disabilities
Week 10	Observations documentation Assessment strategies Ethical issues in assessment NAEYC Code of ETHICAL conduct Bias in child observation
Week 11	cycle of inquiry within the classroom and work setting Curriculum development Tracking student progress Goals, benefits, uses of assessment
Week 12	Communication, collaboration, consultation Effective Communication Techniques for EC Positive regard for the roles and responsibilities of team members Life long learning
Week 13	Advocacy Time/priority management Diverse partnerships Speech/language pathologist Bilingual Ed specialists
Week 14 & 15	Lesson presentations Research reviews

CLASS POLICIES:

Special Accommodations

Students with disabilities should meet with the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the college procedure for self-disclosure, which is stated in the Guide to Services and Accommodations for Students with Disabilities. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

Academic Honesty

Plagiarism is the use of another's words or ideas without acknowledgment. It is the equivalent of theft. Some plagiarism is extreme and willful (i.e., buying term papers). Other forms of plagiarism may arise from carelessness or ignorance (i.e., misusing quotation marks or citations). Plagiarism of any kind is not acceptable nor will it be tolerated.

Attendance Policy

Attendance is mandatory. More than three absences will result in the lowering of your final grade. Excessive absences will result in a WI (withdrawn from class by instructor). Please try to attend all classes. In addition, if you come to class late or leave early, your grade will also be affected. Three late arrivals or early departures or a combination of these will equal one class absence. Attendance will be taken at the beginning of every class. In the event of an unavoidable absence, it is the student's responsibility to keep abreast of all assignments and material covered. Networking with fellow students via phone or email will help resolve any concerns during your absence.

Professionalism

Professional behavior is expected of all students. Students should refrain from talking while peers or the instructor is talking and should participate to the best of their abilities in all class activities. Cell phones must be turned off during class. Anyone who does not adhere to this policy will have points deducted from the class participation grade.

Work Quality

It is assumed that all work will be of professional quality. All assignments must be typed and in APA format. Any student's work containing numerous spelling, typographical, or grammatical errors will result in the loss of points. Work that is illegible will be returned ungraded and zero (0) points will be earned.

Late Assignments

Late assignments will not be accepted. Absence from class is not a legitimate excuse for turning in a late assignment.

BIBLIOGRAPHY:

Bailey, D. & Wolery, M. (1992). Teaching infants and preschoolers with disabilities (2nd ed.). Boston: Merrill.

Batshaw, M. L., & Perret, Y. M. (1992). Children with disabilities: A medical primer (3rd ed.). Baltimore: Brookes.

Bredekamp, S., & Copple, C. (Eds.). (1997). Developmentally appropriate practice in early childhood programs (Rev. Ed.). Washington DC: NAEYC.

Division for Early Childhood. (1993). DEC recommended practices: Indicators of quality in programs for infants and young children with special needs and their families. Reston, VA: Council for Exceptional Children.

Friend, M., & Bursuck, W. (1996). Including students with special needs: A practical guide for classroom teachers. Boston: Allyn and Bacon.

Kirk, S. J., Gallagher, J. J., & Anastasiow, N. J. (1993). Educating exceptional children (7th ed.). Boston: Houghton Mifflin.

Lynch, E. W., & Hanson, M. J. (1998). Developing cross-cultural competence: A guide for working with young children and their families (2nd ed.). Baltimore: Brookes.

Porter, S., Haynie, M., Bierle, T., Heintz Caldwell, T., & Palfrey, J. S. (1997). Children and youth assisted by medical technology in educational settings: Guidelines for care (2nd ed.). Baltimore: Brookes.

Smith, C. R. (1998). Learning disabilities: The interaction of learner, task, and setting (4th ed.). Boston: Allyn and Bacon.

Tiegerman-Farber, E., & Radziewicz, C. (1998). Collaborative decision-making: The pathway to inclusion. Upper Saddle River, NJ: Merrill.

Westling, D. L., & Fox, L. (1995). Teaching students with severe disabilities. Englewood Cliffs, NJ: Prentice Hall.

Wolfe, P. S., & Harriott, W. A. (1997). Functional academics. In P. Wehman & J. Kregel (Eds.), Functional curriculum for elementary, middle, and secondary age students with special needs (pp. 69-103). Austin, TX: Pro-Ed.

Books:http://www.cshs.csp.edu/info/bib_ec.html

Banks, James (1999). *An introduction to multicultural education*. Needham, MA. Allyn and Bacon. A classic look at valuing the diversity in classrooms and families.

Beck, Laura E. (1997). *Child development*, 4th edition. Boston, MA. Allyn and Bacon. This textbook is a general overview of child development.

Berk, Laura E. and Winsler, Adam. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, D. C. NAEYC. A great resource for teacher who want to apply Vygotsky's approach in the classroom. It gives a clear explanation of the theories.

Bredenkamp, Sue and Copple, Carol, editors. (1997). *Developmentally appropriate practices in early childhood programs*. Washington, D.C. NAEYC. The resource contains the most current update of the position statement from the National Association for the Education for Young Children. The book outlines practices, which are based on solid research on learning in the first eight years of life.

Carter, Margie and Curtis, Deb. (1998). *The visionary director*. St. Paul, MN. Redleaf Press. Imagine the childcare, head start, or preschool of your dreams, not just a program that is good enough. Carter and Curtis help us imagine, dream, and assist us in making the dream become a reality for young children.

Derman-Sparks, Louise. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, D. C., NAEYC. In this book, the author and the ABC Task Force describe how teacher of young children conceptualize and implement a curriculum which helps children learn about diversity.

Dodge, Diane Trister and Colker, Laura J. (1992). *The creative curriculum for early childhood education*. Washington D. C., Teaching Strategies. This textbook outlines the environment which early childhood teachers create to facilitate the teaching of curriculum in young children. It should teachers how to create a planned environment to address all aspects of children's development.

Dombro, Amy Laura, Colker, Laura J., and Dodge, Diane Trister. (1997). *The creative curriculum for infants and toddlers*. Washington, D. C., Teaching Strategies. The textbook outlines how teachers of young children create a high-quality program for infants and toddlers. The focus is on routines and activities in a carefully planned environment.

Gartrell, Dan. (1998). *A guidance approach for the encouraging classroom*. Albany, NY. Delmar Publishers. This book describes levels of mistaken behavior in children and suggests straightforward and practical approaches that help children see the sense in prosaically behavior. It also reinforces unconditional positive regard with children.

Gonzales-Mena, Janet (1993). *Multicultural issues in childcare*. Mountain View, CA. Mayfield Publishers.

This simple text examines cultural differences in childcare settings.

Heidemann, Sandra and Hewitt, Deborah, (1992). *Pathways to play: Developing play skills in young children*. St. Paul, MN. Redleaf Press.

This book is a handbook for teachers. Besides being a handbook for teachers, which describes how sociodramatic play and social skill develop, it contains a play checklist for teachers to use to observe children's play skills. Some skills that are included are entering a playgroup and handling conflict in play. It is an easy handbook with an extensive list of activities for teachers to use to encourage development of specific play skills.

Hohmann, Mary, Banet, Bernard, and Weikart, David. (1979) *Young children in action*. Ypsilanti, MI. Highscope Press.

The curriculum which produced the Perry Preschool Project. The handbook introduces and explains the High Scope philosophy.

Klugman, Edgar and Smilansky, Sarah (1990). *Children's play and learning: Perspectives and policy implications*. New York, NY. Teachers College Press.

Chapter titles include: importance of play in young children's learning, play in historical perspective, Play in teacher education, implications of sociodramatic play for children with special needs, policy and administrative perspectives of play, play and the research perspective. The book reinforces all we believe from a research perspective and from the field.

Lynch, Eleanor W. and Hanson, Marci J. (1992). *Developing cross-cultural competencies*. Baltimore, MD. Paul H. Brooks Publishing.

Includes the social foundations for working with young children and families.

Machado, Jeanne M. (1999). *Early childhood experiences in language arts*. Albany, N.Y. Delmar Publishers.

A state-of-the-art guide for teachers working with the language and literacy development of young children.

Menke Paciorek, Karen and Munro, Joyce Huth. (1996). *Notable selections in early childhood education*. Guilford, CT. Dushkin Publishing.

This resource contains professional writings from the past 400 years. It illustrates how the profession is deeply rooted in practices that work with young children and how those best practices have evolved into what the professional currently identifies as developmentally appropriate.

Montessori, Maria. (1914). *Dr. Montessori's own handbook*. New York, NY. Schocken Books.

From the words of the master, Montessori shares her practical guide for teaching young children. The book was originally written as a result of the thousands of requests from teachers and parents.

Scales, Barbara, Almy, Millie, and Nicolopoulou, Ageliki editors, (1991). Play and the social context of development in early care and education. New York, NY. Teachers College Press.
The chapter titles include: Defending play in the lives of children, perspectives from the field: teachers and parents respond to the call for developmentally appropriate practice in the primary grades, play, cognitive development, and the social world: the research perspective, social interactions in the preschool and the development of moral and social concepts.

Shore, Rima. (1997). Rethinking the brain: New insights into early development. New York, NY. Families at Work Institute.
This easy to read summary of 15 years of early brain development and the implications for parents and teachers is a must read for anyone involved in early childhood or family education. This book is a true affirmation of the importance of the early years and the adults involved in nurturing them.

Smith, Charles A. (1982). Promoting the social development of young children: Strategies and activities. Palo Alto, CA. Mayfield Publishing Company.
"With over 100 strategies and activities, this practical text will help teachers encourage the development of personal and social skills in children during the early childhood years. Self-studies and child studies help teachers recognize and understand the emergence of these skills in the children they work with.

Tabors, Patton O. (1997). One child, two languages: A guide for preschool educators of children learning English as a second language.
Solid suggestions for working with children under six whom are not native speakers of English. The importance of building a solid foundation in the home language is emphasized.

York, Stacey. (1991). Roots and wings: Affirming culture in early childhood programs. St. Paul, MN. Redleaf Press.

Movers and Shapers in Early Childhood

Millie Almy: Inspiration to many at the University of California and writer of many books and articles on the field of early childhood education.

Barbara Bowman: One of three founders of the Erikson Institute for the Advanced Study in Child Development who can clearly articulate an uncommon grasp of child development and learning theory.

Elizabeth Brady: Professor and frequent lecturer from the University of California.

T. Berry Brazelton: The pediatric guru. Dr. B is known from his insights on child development and parenting.

Urie Bronfenbrenner: Professor of Child Development at Cornell University. Helped launch Head Start.

Mozelle Core: Committed to high quality childcare as an operator and leader in professional organizations for teachers of young children.

Betty Caldwell: University of Arkansas professor who has been instrumental in shaping the direction of Head Start. She is best known for her research on childcare.

Thelma Harmes: First author of the Early Childhood Environment Rating Scale from Teachers College Press.

Joanne Hendrick: Professor from the University of Oklahoma who has written many texts on child development and early childhood education.

Dorothy Hewes: Committed to professionalism in the administration of early childhood centers.

Asa Hilliard III: Asa is a moving lecturer and writer especially on the value of diversity in early childhood education.

Alice Sterling Honig: A spokesperson and authority on the care of infants and toddlers.

James L Hymes: Started his career in early childhood education during World War II as head of two Kaiser Child Service Centers and author of many key articles on the field.

Constance Kamii: Piagetian expert at the University of Alabama. Participated in the Perry Preschool Project.

Lilian Katz: Director of the ERIC Clearinghouse on Elementary and Early Childhood Education and professor of early childhood education at the University of Illinois. Katz is a much-respected writer and lecturer.

Grace Mitchell: Favorite author on childcare and advocate for the workers in the profession.

Gwen Morgan: Worked hard to improve state laws governing programs for young children. Gwen has promoted coordinated efforts between states on behalf of young children.

Evelyn K. Moore: Founder of the Black Child Development Institute, an organization concerned with the education and well being of African American children.

Shirley Moore: A well-known professor from the University of Minnesota with 50 years of experience in the field of early childhood. Shirley worked at the university lab school and at the Institute of Child Development.

Elizabeth Prescott: Author of the landmark publication, *Day care as a child-rearing environment* (1972) which looked at the quality of centers for young children.

Winona Sample: Also started her career during WW II by providing childcare for Army wives. Continued her career as preschool teacher, director, and advocate for migrant workers and Native Americans in Head Start.

Bernard Spodek: Professor of early childhood education at the University of Illinois.

Joan Swift: Involved in pioneering research on child development at the Iowa Welfare Station and founder of six lab preschools in Chicago.

David Weikart: Developer of the Perry Preschool Project, which demonstrated the positive effects of a carefully designed curriculum on poor young children. The High Scope curriculum evolved from his research.

Docia Zavitkovsky: Known as the storyteller of the early childhood community.

Edward Zigler: A child development researcher at Yale University. Zigler is an active advisor to Head Start.

EDU 120 / Spring 2005

Student Name _____

COURSE REQUIREMENTS:

1. Class Participation/Preparation (5 points per class = 150 points)

Dates of absence: _____

2. Lesson plan/Activity presentation (co teaching) (150 points)
****in class activity

3. Child study (400 points) guidelines will be provided.

Child observation - domains of development and integration of theory

4. 4 exams (400 points)

Exam #1 _____

Exam #2 _____

Exam #3 _____

Exam #4 _____

5. Designing a quality preschool program (100 points)
****in class activity

8. Reflective journals (10 points each) _____

TOTAL POINTS POSSIBLE: 1200 + reflective journals

TOTAL EARNED:

FINAL GRADE = TOTAL POINTS EARNED/TOTAL POINTS POSSIBLE