

MAYLAND COMMUNITY COLLEGE



EDU 119, Section 10
August 2006

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**MAYLAND COMMUNITY COLLEGE
Welcomes You To:**

**EDU 119, Section 10
Early Childhood Education
Credit Hours: 4 Contact Hours: 4**

Course Description

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities.

Prerequisites: None

Corequisites: None

Instructor Information

Instructor: Deborah Greenlee
Office Location: Gwaltney Hall, room 207 or cell (828) 467-0630
Telephone Number: (828) 765-7351, extension 380
E-mail Address: greenleedeborah@yahoo.com
Office Hours:

Course Information

Class meets on Tuesday and Thursday 9:00 – 10:50, Gwaltney Hall room 207
Inclement weather: Option B 10:45 – 12:05

Required Text(s): Gordon, Ann Miles & Kathryn Williams Browne.
Beginnings and Beyond Foundations in Early Childhood Education. 6th Edition. New York: Delmar Publishers, Inc. 2004.

Levine, Karen. **A Survival Guide for Child Care Providers Tips from the Trenches.** New York: Delmar Publishers, Inc. 2002.

LRC Resources: Early childhood books, magazines, journals

Required supplies: 2" or 3" ring binder notebook, index tabs, & internet access.

Course Objectives/Competencies:

1. Demonstrate a broad understanding of the early childhood profession, its multiple historical, theoretical, philosophical and social foundations and how these foundations influence current thought and practice.
2. Demonstrate a broad understanding of the diversity of program types available today and their respective licensing/standards requirements.
3. Evaluate early childhood environments by means of observation, rating scales, program types and adaptability to include all children.
4. Design schedules, activity plans and environments that are reflective of the children in the classroom setting based on developmentally appropriate practices with consideration to all domains of development in children.
5. Use NAEYC's Code of Ethical Conduct to evaluate different scenarios to determine appropriate responses.
6. Develop a personal career plan that includes a self-assessment of skills and interests, a mission statement, career goals and ongoing professional development.
7. Determine positive behavior guidance responses and strategies to different situations based on developmentally appropriate practices and principles.

Attendance Policy/Tardiness/Make-Up Work:

Regular class attendance is regarded as essential to the academic progress of the student. **You are expected to attend class and are responsible for contacting the instructor when you must be absent.** In order to reward attendance these will count as 1 test grade.

Students are tardy if they are not in the classroom at the appointed time for class to begin. **Two** tardies equal **one** absence.

Make-up work will be as follows:

ALL of the following

- 1 critique (in MLA form) concerning working with young children.
- 1 activity
- A 4 page summary of the current chapter(s) in *Beginnings and Beyond Foundations in Early Childhood Education* and/or *A Survival Guide for Child Care Providers* Tips From the Trenches we are addressing in class. Summary must be typed, double spaced, using a professional 12 font.

OR

- A 2 page summary of the current chapter(s) in Beginnings and Beyond Foundations in Early Childhood Education and/or A Survival Guide for Child Care Providers Tips From the Trenches with an attached doctor's excuse. Summary must be typed, double spaced, using a professional 12 font.

This work **must** be turned in to the instructor within **one week** after your return to class or make-up work will **not be accepted**.

Grading Criteria/Tests/Projects:

Grades will be assigned according to the following criteria:

Participation:

Participation in class discussions and activities is required and expected in this course.

Reading:

Reading of text, supplemental text(s), and instructor assigned reading is required and expected. Students are expected to be prepared for class, this requires staying current with course materials.

Critiques:

Review of 4 magazine, journal or newspaper articles related to young children. Students will read the article, summarize the information, and critique (or give their opinion of) this information in one to one and one-half pages. Reviews must be typed, using 12 size font with professional font (no color or cursive) and be double spaced. Citation of article must be in MLA format. Correct MLA citation form is posted on LEO.

Due on following dates:

September 5
September 26
October 24
November 21

- **Students will share a brief summary of critique on specified due dates.**

Philosophy paper:

Students will write a paper describing their personal philosophy regarding Early Childhood Education and the care of young children.

Research available information (include information gathered from reading **NAEYC'S Code of Ethical Conduct**), adapt it to include your ideas, write report to turn in, and present an oral report to the class. The written report is to be no less than 3 pages in length, 12 font size in acceptable professional font (no cursive or color), double spaced, and presented with a cover sheet.

Due: September 19.

- You may download the Code of Ethics at www.naeyc.org.

Play paper:

Students will explore books, magazines, and their own observations concerning the importance and benefits of play for young children. Observe children of several different age and ability levels (birth -age 8) and one age group in more detail before drawing your final conclusions concerning this topic. Write a report about your findings, including a mini rating scale of a group of young children that is conducted as you observe the children, a sample of a lesson plan used by the teacher of the group of children you observe, a bibliography (in MLA format) of at least one book and two magazine articles, and your personal opinions of play. The written report is to be no less than 3 pages in length, 12 font size in acceptable professional font (no cursive or color), double spaced, and presented with a cover sheet. On the assigned date, you will participate in a group discussion on play.

Due: October 26.

Teaching Aids and Room Decorations:

Each student will construct **2** teaching aids (bulletin boards, door decorations, mobiles, toys, books, games, game boards, file folder games, puppets, etc.) and complete a Teacher-Made Materials sheet to accompany each one. As you choose these activities, consider developmentally appropriate practices (DAP) as defined by NAEYC and make sure your choices meet these guidelines. Teacher-Made Materials sheet are also posted on LEO

Due on November 7

- You will find information on DAP at www.NAEYC.org.

Portfolio:

Each student will develop a professional portfolio. The instructor will provide specific guidelines (also posted on LEO) which you will follow to develop the portfolio. **Include your Critiques, Philosophy paper, Play paper, and Teaching Aids and Room Decorations in your portfolio.** The instructor will add items and instructions as the semester progresses.

The portfolio is due on December 5

- **It will not be accepted after this date without specific permission from the instructor.**

Tests, Pop Quizzes & Homework:

Tests will be on material covered in class and assigned readings. Students are expected to take tests on assigned date. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests must be taken within **one week** of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up tests. It is the student's responsibility to initiate the make-up arrangement. It is imperative that you are in class on testing days. Unannounced pop quizzes may be given at the instructor's discretion and may not be made up if missed. Homework assignments may be given at the instructor's discretion and will be due the following class meeting. All assignments

not covered in this syllabus, such as homework, will be posted on LEO the morning following the class.

Assignments are due according to dates printed on the syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you know that you must be absent on the due date of an assignment, turn it in to the instructor early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10 point deduction for each class day it is late**. If problems arise, you are encouraged to contact the instructor prior to the due date. If you are experiencing difficulty in a course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

Grading Criteria:

Participation	10%
Tests & Attendance	20%
Portfolio	70%

Grading Scale:

A = 94 - 100
B = 86 - 93
C = 78 - 85
D = 70 - 77
F = Below 70

Inclement Weather Procedures:

In all periods of inclement weather you are reminded to use good judgement when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make the decision of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in this syllabus.

Academic Standards/Student Expectations/Ethics:

Please turn off all electronic equipment; cell phones, beepers, or etc. during class, unless you have prior instructor approval. Students are expected to conduct themselves as mature and responsible individuals at all times, showing high regard and respect for the rights, privileges and property of others, including college facilities and property. Students who are disrespectful, exhibit rude or disrespectful behavior to the instructor or other students will be asked to leave class. For grading purposes this will be considered an absence. All students are expected to follow MCC's Conduct Policy & Student Code of Conduct. Violation of any regulations or applicable federal, state, or local statutes may result in administrative action up to and including suspension or expulsion.

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty (cheating, fabrication, facilitation of academic dishonesty, plagiarism, etc.) will make the student subject to disciplinary action. In other words **Be honest!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an "I" for this course, it must be removed before the end of the next semester to avoid the grade automatically changing to an "F".

Withdrawal Dates:

Fall 2006

End of unconditional Withdrawal
End of Conditional Withdrawal

Friday, September 22, 2006
Tuesday, October 30, 2006

Administrative Withdrawal statement:

If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor. This student will not be allowed to return to the class.

Please retain a copy of this syllabus and refer to it often, this is your guide to course expectations and requirements. If this syllabus is lost another can be downloaded from LEO.

Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

While I have attempted to be as thorough as possible with this syllabus, course procedures may vary from this outline to meet the needs of this particular group of students. If you have concerns about any information printed in this syllabus, please share your concerns with the instructor.

Course Outline/Weekly Topics

Week 1	Early childhood and professionalism Portfolio development
Week 2	History of Early Childhood Education
Week 3	Theories of Development
Week 4	Observation and Assessment
Week 5	NAEYC Code of Ethics

Week 6	Creating Environments
Week 7	Curriculum Basics
Week 8	Physical/Motor Development
Week 9	Planning for the Mind
Week 10	Language Development
Week 11	Guiding children's behavior
Week 12	Technology and young children
Week 13	Multiculturalism
Week 14	Applying Theory to Practice
Week 15	Issues and Trends
Week 16	Evaluation