

**MAYLAND COMMUNITY COLLEGE
Welcomes You To:**

**EDU 119 A, Section 20
Early Childhood Education
Credit Hours: 2 Contact Hours: 2**

TERM: FALL 2005

Course Description

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, and types of programs, professionalism, observation skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession.

Prerequisites: None

Corequisites: None

Instructor Information

Instructor: Dean Myers
Office Location: Gwaltney Hall, room 207
Telephone Number: 765-7844
E-mail Address: none
Office Hours: before and after class

Course Information

Class meets on Monday & Tuesday 6:00 -8:50 pm and Thursday 6 – 7:50 pm in room 207 in Gwaltney Hall

Required Text(s): Gordon, Ann M. and Kathryn W. Browne.
**Beginnings & Beyond: Foundations in Early
Childhood Education.** 6th. Edition. New York: Delmar
Learning. 2004.

Levine, Karen. **A Survival Guide for Child Care
Providers: Tips from the Trenches.** 1st Edition.
New York: Delmar Learning. 2002.

LRC Resources: Early childhood books, magazines, journals

Required supplies: **3-5"** ring binder notebook, sheet protectors, dividers

Course Objectives/Competencies:

1. Examine contemporary societal factors that influence early childhood education.
2. Describe qualities and roles of a child care provider.
3. Identify professional ethics standards for child care providers.
4. Discuss various philosophies of early childhood education and state a personal philosophy.
5. Explain the importance of play in the early childhood environment.
6. Evaluate developmentally appropriate environments for children.
7. Discuss the various types of early childhood programs and curricula.
8. Assess personal and professional needs and set goals.
9. Plan and evaluate learning experiences based on children's needs and interests, chosen from a variety of curriculum areas.
10. Develop a professional portfolio which reflects personal qualities

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 if you must be absent from class. To reward attendance and to allow for legitimate absences, attendance is counted as one test grade. The grade is computed as follows: 16 class meetings: 6.25 points for each attendance. Students are tardy if they are not in the classroom at the appointed time for class to begin. **Two** tardies equal **one** absence. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion and only in extreme cases. If students have acceptable reasons for absences, make-up work will be assigned and must be accompanied by a doctor's excuse. This work must be turned in to the instructor within **two weeks** of the date it is assigned; otherwise, it will not be accepted.

Grading Criteria/Tests/Projects:

Grades will be assigned according to the following criteria:

1. Participation in class discussions and activities.
2. Reading of materials as they are assigned.

3. Critique of 3 magazine, journal or newspaper articles related to young children. Critiques are to be typed, one-half page report, and will be placed in your portfolio.
 - Students will share a brief summary of critiques.
4. 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 **Ethics in Early Care and Education**), adapt it to include your ideas. This is to be included in your portfolio.
5. Teaching Aids and Room Decorations - Each student will construct **1** teaching aid (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. Due on_____.
6. Picture section of you in action with young children. Each pictures must contain a brief caption.
7. Three lesson plans using the plan provided.
8. Emergent Literacy Behavior Checklist
Observe 1 student from birth -4 year old. (about 45 minutes) Use the checklist on page 140 to give you a broad picture of what children know and are able to do. Using the information from checklist teachers can better plan for small-group and individual instruction. Checklists provide much useful information.
9. Learning Theories-Each student will place information on the following theorists in the portfolio. Use the following guide: column 1 - individual and dates, column 2 - major contribution, column 3 - influence on modern theorists.

Martin Luther
 John Locke
 Maria Montessori
 John Dewey
 Jean Piaget
 Abraham Maslow
 Erik Erikson
 E.D. Hirsch
 Lev Vygotsky
10. Resources: Each student will place in portfolio information or strategies for young children. Articles are to be gathered from professional journals or professional websites. Each area must contain no less than 2 articles or activities pulled from

an appropriate educational website addressing information you can use in the early childhood classroom. Divide the subject by topics in your portfolio.

Child Abuse

Child Development

Building Self-Esteem

Developmentally appropriate programs and practices: Infants

Developmentally appropriate programs and practices: Toddlers

Developmentally appropriate programs and practices: Preschoolers

These are additional resources that must be included. (Students may include articles or activities, but articles or activities are not required for these three items)

Terminology 11 selected terms on page 22-23 other terms to follow

Brief summary of the importance of fathers in education p. 34 and handout

6 main brain researches that influences our ideas about how children learn p. 45

11. Portfolio – Each student will develop a professional portfolio. (Neatness and Creativity count) **The Portfolio Planner** will be used as a guide for the portfolio. Items 3 through 10 will be included in the portfolio. **The instructor will add items and instructions as the semester progresses.** The portfolio is due on during the last week of class. **It will not be accepted after this date without specific permission from the instructor.**

12. Tests on material covered in class and assigned readings. You are expected to take test 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 no longer possible to leave tests in the Learning Lab; therefore, 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, unless otherwise specified. Late assignments will be penalized **10 points per day late.**

13. 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. Assignments will **not** be accepted if they are more than **two weeks** late.

If you are experiencing difficulty in this course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

Participation	10%
Tests	10%
Portfolio	70%
Attendance (test grade)	10%

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 judgment 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. Additional information concerning inclement weather is listed in the Student Handbook on pages 10 & 11.

Academic Standards/Student Expectations/Ethics:

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism, will make the student subject to disciplinary action. If there is suspicion of any of the above items, the student will be called in for a conference. If there is sufficient proof that any of the above has occurred, the student will receive an "F" for the course and may be subject to other measures, such as probation, suspension, or expulsion from Mayland Community College.

In summary, **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". Refer to the Student Handbook, page 22, for additional information.

While I have attempted to be as thorough as possible with this syllabus, course procedure 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 your concerns with the instructor.

Withdrawal Dates:

Choose which is appropriate

Fall 2004

End of Unconditional Withdrawal
End of Conditional Withdrawal

Thursday, September 25, 2004
Monday, November 3, 2004

The following 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.

The following ADA statement: 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.

	Course Outline/Weekly Topics
Week 1	Early childhood and professionalism Portfolio development
Week 2	Understanding current issues
Week 3	The past and the present
Week 4	Theories of development
Week 5	Applying theory to practice
Week 6	Developmentally appropriate programs and practices: Infants
Week 7	Developmentally appropriate programs and practices: Toddlers
Week 8	Developmentally appropriate programs and practices: Preschoolers and Evaluation