

**MAYLAND COMMUNITY COLLEGE
Welcomes You To:**

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

FALL 2007

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:	Deborah Greenlee
Office Location:	
Telephone Number:	(828) 765 – 7351 ext. 380
E-mail Address:	dgreenlee@mayland.edu
Office Hours:	Monday 1:00 to 2:00 & 5:00 to 6:00 Tuesday 5:00 to 6:00 Wednesday 1:00 to 2:00 & 4:00 to 5:00 Thursday 9:00 to 11:00 & 2:00 to 4:00 Friday 11:00 to 1:00

Course Information

Monday 6:00 – 7:50 PM in room 207 in Gwaltney Hall

Required Text(s): Gordon, Ann Miles & Kathryn Williams Browne. **Beginnings and Beyond.** 7th Edition. New York: Delmar Publishers, Co. 2008.

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

LRC Resources: Early childhood books, magazines, & journals.

Required supplies: 1 3" ring binder notebook.

Course Objectives/Competencies:

Competencies 1, 2, 3, and 5 were discussed in the first half of this course. Those objectives above will be reviewed plus 4, 6, & 7 will be the major focus in this class.

EDU 119 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 evaluating 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. Students are expected to be present for the entire class time and will not be counted present if they leave early. You are expected to attend class and are therefore responsible for contacting the instructor **BEFORE** class begins if you will be absent. Attendance is counted as 1 test grade.

Two (2) tardies will equal 1 absence. You are considered tardy if not in the classroom at the appointed time for class to begin.

I expect that all assignments will be turned in on time. Late assignments WILL NOT be accepted!!!!!!

To make up an absence you must do **ALL** of the following:

- ✓ 1 critique (in MLA format) concerning children and families.
- ✓ A 2 page summary of the current chapter of **Beginnings and Beyond** that we are addressing in class. This summary is to be typed, double spaced, using 12 font, with no cursive or color.

This work **must** be turned in to the instructor within **one week** after you return to class or make-up work **will not be accepted**. **No partial make-up work will be accepted!!!!**

Grading Criteria/Tests/Projects:

Reading:

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

Participation:

Participation in class discussions and activities is expected and required. In 1944 John Dewey said, "One cannot share in social intercourse with others without learning – without getting a broader point of view and perceiving, things of which one would otherwise be ignorant."

Tests:

Tests will be on material(s) covered in class and assigned readings. You are expected to take tests on assigned dates. 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 a **zero**. **It is the student's responsibility (not the instructor's) to initiate the make-up arrangements**. There will be an accumulative final that **must be taken on assigned date** or the test grade will be zero.

The following will be placed in the Educational Portfolio. Your Educational Portfolio will be due December 10. Do NOT use page protectors!!!

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, 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. MLA format information is posted on LEO.

Due: November 1

Reviews/Critiques:

Student will review/critique a total of **6** newspaper, magazine, journal, or internet articles, **2** for each of the following categories:

- Using Computers in the Early Childhood Classroom
- Current or Future Trends in Early Childhood Education
- articles that address this question, “How do we Teach for Tomorrow?”

The students will read the articles, summarize the information and critique (or give your opinion) of this information in one to one-and-one-half pages. Review/Critiques cannot have a copyright date that is older than 10 years. Reviews/Critiques must be typed, using 12 size font in a professional format (no cursive or color), and be doubled spaced. All citations of articles must be in MLA format. Students will share a summary of their article during the class it is due. An example is posted on LEO.

DUE: September 10
September 24
October 15
October 29
November 12
November 26

DAP, CAP, Inclusion, and Curriculum:

Students will investigate and write a 2 page paper answering the questions of what is developmentally appropriate curriculum, culturally appropriate curriculum and what affect these have on inclusion. Paper is to be typed, using a professional 12 font (no cursive or color), and doubled spaced. Each paper is also to include a bibliography of no less than **3** sources in MLA format.

Due: September 17

Activity Plans:

Students will develop **1** activity for each of the following age groups:

- Infants (birth – 6 months)
- Mobile Infants (6 – 12 months)
- Toddlers (12 – 18 months)
- Early Childhood (3 – 4 years)
- Pre-School (4 – 5 years)

The purpose of these activities will be to be used to help infant and children work on developing their self-esteem and self-expression. Each activity will be written on an Activity Plan Sheet. A copy of the Activity Plan Sheet is posted on LEO.

Due: October 22

Children’s Literature:

Students will choose **1** book that is appropriate for each of the following ages:

- Infants (birth – 6 months)
- Mobile Infants (6 – 12 months)
- Toddlers (12 – 18 months)
- Early Childhood (3 – 4 years)

The student will write a 1 to 2 page paper on each book chosen. Each paper will contain:

- ✓ Title of the book
- ✓ Author
- ✓ Age it is appropriate for
- ✓ A brief summary of contents of book

The papers are to be typed using a 12 font, and doubled spaced.

Due: December 3

Assignments are due according to dates printed on this syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you must be absent on the due date of an assignment, turn it in early or it will not be accepted. If problems arise, you are encouraged to contact the instructor prior to the due date of an assignment.

If you are experiencing difficulty in this course, please contact the instructor for assistance. Office hours are listed on the instructor's office door. If the instructor deems it necessary, he/she may request an individual conference with you.

Grading Criteria:

Reviews/Critiques	10%
Portfolio	10%
Children's Literature	10%
Tests & Attendance	10%
Activity Plans	20%
Play Paper	20%
DAP, CAP, Inclusive & Curriculum	20%

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. While individuals are expected to give due consideration to their responsibilities for attendance, the College recognizes and expects that adults must ultimately make their own decisions about attendance and accept responsibility for them. When announcements pertaining to schedule changes due to inclement weather are made, it will be posted on the front page of Mayland's Website (www.mayland.edu), on the homepage for LEO at leo.mayland.edu and aired on local radio and television outlets. For complete listing of these radio and television outlets refer to the Student Handbook. 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 listed in the Student Handbook. 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".

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.

Withdrawal Dates:

Fall 2007

End of Unconditional Withdrawal	Tuesday, September 25, 2007
End of Conditional Withdrawal	Thursday, November 1, 2007

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.

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	Syllabus & Review of Competencies 1 2 3 & 5
Week 2	Chapter 10 Curriculum Basics
Week 3	Designing Schedules, Activity Plans, & DAP
Week 4	Chapter 11 Planning for the Body: Physical/Motor Development
Week 5	Self Assessment & Mission Statement
Week 6	Chapter 12 Planning for the Mind: Cognitive Development
Week 7	More DAP
Week 8	Chapter 13 Planning for the Mind: Language Development
Week 9	Play in the Lives of Children
Week 10	Chapter 14 Planning for the Heart and Soul: Emotional, Social, Creative, and Spiritual Growth
Week 11	DAP, CAP, Inclusive & Curriculum
Week 12	Chapter 15 Issues and Trends in Early Childhood
Week 13	Activity Plans
Week 14	Children's Literature
Week 15	Putting Together Educational Portfolios
Week 16	Review & End of course test