

**Department of Education**

Term: Fall 2010

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| **Course:** | ECE 233 | **Professor:** | Jennifer Jenkins |
| **Credits:** | 3 hours | **Office Hours:** | By appointment |
| **Classroom:** | 213 McClurg | **Telephone:** | 803-238-0785 |
| **Class Meets:** | MWF 12:00-12:50 | **Email:** | jennifer.jenkins@newberry.edu |
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| **Catalog Course Description:** A study of the theories, design, implementation, and evaluation of early childhood curriculum and assessment. This course focuses on the goals, benefits, and uses of the developmentally appropriate curriculum, effective instructional strategies, and assessment. A portion of this class time is spent visiting schools to experience various curriculum models and action. Required of all early childhood candidates. Offered fall semester. Prerequisite: EDU 101 and EDU 224 |
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| **Required Textbook:** *Introduction to Early Childhood Education Preschool Through Primary Grades*, JoAnn Brewer, 6th Edition, Pearson, ISBN 0-205-49145-6. |
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| **Supplementary Materials:** *Creative Curriculum for Preschool* |
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| **LiveText Account:** Students must have a LiveText account. |
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| CACP: Level II |
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| Learning Goals:  By the end of the course, the candidates will be able to:   * Identify the latest and most influential theories and research addressing academic content and brain development in young children as well as the proven theories of the past. * Create developmentally appropriate lesson plans to help children acquire social competence and academic skills   needed to become successful learners.   * Identify the elements of the EC environment that lead children to experiment, manipulate, and question   concepts of the core curriculum.   * Identify and use a variety of developmentally appropriate assessment genres to document social, emotional,   physical, cognitive, and language development.   * Develop strategies for positive home-school connections. * Describe and design various EC information gathering techniques, designed to assess programs, monitor   trends, identify special needs, support learning, and document for accountability. |

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| Department of Education Policies **Attendance:** Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course.  Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation |

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| **Academic Integrity:** Cheating and plagiarism will not be tolerated. Perpetrators will receive a “0” on the assignment and a disposition form will be filed. Candidates may also be referred to the Conduct Review Board for Newberry College. Remember that plagiarism includes, but is not limited to: turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work. |

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| **Disabilities Support:** If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  Her office is located in Wright Hall and she can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss) |

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| **Electronic Media:** Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment.  *Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer*  **Emergency Procedures:** In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments in LiveText or to the email of the professor, to the extent possible. The professor will provide course resources, answer questions and make clarifications. It is essential that we continue with instruction and assignments during a loss of in-class time. |

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| **Course Requirements**   * **Two Tests** * **Final Exam** * **Early Childhood Unit Plan Posted in LiveText** * **Preparation of 3 Read Alouds** * **Class Project on a Curriculum Model**   **Field Experience:**  Students must participate in all field experiences in order to receive a passing grade in the course.  **Professional Dress during the Field Experience:** Teacher candidates at Newberry College are expected to behave professionally and ethically in all relationships with administrators, teachers, parents and students. In addition, candidates are expected to dress in a professional manner any time they are representing the college at a public school. Any visit to a school during a Field Experience or Internship is in effect an interview – candidates need to make a good impression for themselves and Newberry College. During field experience all candidates need to look like professional educators, not college students. |

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| **Instruction: The methods used in class will vary depending on the learning objectives and will model best practices in instruction.** |

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| Grading Scale: Rubrics will be given for each assignment. The scale for each rubric will be 0 to 4 points. | 3.5 < A ≤ 4  3.0 < B+ ≤ 3.5  2.5 < B ≤ 3.0  2.0 < C+ ≤ 2.5  1.5 < C ≤ 2.0  1.0 < D+ ≤ 1.5  0.5 < D ≤ 1.0  F ≤ 0.5 |

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| **Class Conduct:** Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain.  In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated.  Research Base: Hirsh-Pasek, Kochanoff, “Using Scientific Knowledge to Inform Assessment”. Society for Research in Child Development: Social Policy Report, Vol. XIX, No. 1.Koralek (2004) “Spotlight on Young Children and Assessment”, Washington, D.C.: NAEYC. Stipek and Byler (2005), “The Early Childhood Classroom Observation Measure”, Early Childhood Research Quarterly, 19 (3), pp. 375-397. National Association of School Psychologists (2005) “Position Statement of Early Childhood Assessment”, <http://www.nasponline.org/information/pospaper> |

**Course Essential Question: What is developmentally appropriate practice for early childhood?**

**Course calendar:**

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| **Class** | **Date** | **Topic/Activity** | **Assignments for next class**  **(***assignments may be adjusted as necessary)* |
| 1 | Aug. 25 | Introductions and Expectations | Read Chapter 1 – Theories of Development |
| 2 | Aug. 27 | Discussion of Chapter 1 and EC Standards | Research Classroom Read Alouds |
| 3 | Aug. 30 | Modeling of Read Alouds | Read Chapter 2 – Designing Curriculum |
| 4 | Sep. 1 | Discussion of Chapter 2 and NAEYC Code of Ethics | Read Chapter 3 - Environments |
| 5 | Sep. 3 | Discussion of Chapter 3 and Constructivism |  |
|  | Sep. 6 | No Class – Labor Day | Design an Appropriate Read Aloud for Your Assigned Level |
| 6 | Sep. 8 | Read Alouds |  |
| 7 | Sep. 10 | Read Alouds |  |
| 8 | Sep. 13 | Test # 1 | Read Chapter 4 – Planning |
| 9 | Sep. 15 | Discussion of Chapter 4 | Select the Standards for Your Unit |
| 10 | Sep. 17 | Review of Unit Standards and Theme | Research High/Scope Model  <http://www.highscope.org/> |
| 11 | Sep. 20 | Discussion of High/Scope |  |
| 12 | Sep. 22 | Field Trip to High/Scope Classroom | Read Chapter 5 - Play |
| 13 | Sep. 24 | Discussion of Chapter 5 | Research Physical Layouts of EC Classrooms |
| 14 | Sep. 27 | Discussion of Physical Environments | Create Read Aloud # 2 |
| 15 | Sep. 29 | Read Alouds |  |
| 16 | Oct. 1 | Read Alouds | Research Rousseau, Pestalozzi, and Froebel |
| 17 | Oct. 4 | Discussion of Historical Figures Who Influenced EC Education |  |
| 18 | Oct. 6 | Test # 2 Mid-Term | Read Chapter 6 – Guiding Behaviors  Research Montessori  <http://www.montessori-namta.org/namta/geninfo/whatismont.html> |

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| 19 | Oct. 8 | Discussion of Chapter 6 and Montessori |  |
| 20 | Oct. 11 | Field Trip to Montessori Classroom | Research Creative Curriculum  <http://www.creativecurriculum.net/> |
| 21 | Oct. 13 | Discussion of Creative Curriculum and Review and Feedback from Field Experience |  |
|  | Oct. 15 | No Class – Fall Break |  |
| 22 | Oct. 18 | Field Trip to Creative Curriculum Classroom | Read Chapter 7 - Assessment |
| 23 | Oct. 20 | Discussion of Chapter of Chapter 7 and Review and Feedback from Field Experience | Research Dewey, Piaget, Vygotsky, Maslow, Ericson, and Gardner |
| 24 | Oct. 22 | SCAEYC Conference – Columbia |  |
| 25 | Oct. 25 | Discussion of 20th Century EC Educators | Read Chapter 8 – Working with Parents |
| 26 | Oct. 27 | Discussion of Chapter 8 | Research Reggio Emilia <http://www.reggioemiliaapproach.net/> |
| 27 | Oct. 29 | Guest Speaker | Read Chapters 9 and 10 – Literacy |
| 28 | Nov. 1 | Discussion of Chapter 9 and Review and Feedback from Speaker | Review Chapter 10  Create Read Aloud # 3 |
| 29 | Nov. 3 | Discussion of Chapter 10 and Read Alouds | Read Chapter 11 – Teaching Mathematics |
| 30 | Nov. 5 | Discussion of Chapter 11 and Read Alouds | Read Chapter 12 – Teaching Science |
| 31 | Nov. 8 | Discussion of Chapter 12 and Read Alouds | Research the South Carolina Readiness Assessment |
| 32 | Nov. 10 | Review of the South Carolina Readiness Assessment | Read Chapter 13 – Creative Arts |
| 33 | Nov. 12 | Discussion of Chapter 13 and Review of Unit Center Activities | Read Chapter 14 – Teaching Social Studies |
| 34 | Nov. 15 | Discussion of Chapter 14 | Read Chapter 15 – Health, Wellness, and Safety |

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| 35 | Nov. 17 | Discussion of Chapter 15 | Research NAEYC for Developmentally Appropriate Practices in EC <http://www.naeyc.org/> |
| 36 | Nov. 19 | Discussion of EC Developmentally Appropriate Practices |  |
| 37 | Nov. 22 | Presentation of Unit Plans |  |
|  | Nov. 24 - 26 | No Class – Thanksgiving |  |
| 38 | Nov. 29 | Presentation of Unit Plans |  |
| 39 | Dec. 1 | Presentation of Unit Plans |  |
| 40 | Dec. 3 | Review for Exam |  |
|  | Dec. 6 | No Class – Reading Day |  |
| 41 | Dec. 7-10 | Final Exams – Day and Time TBA |  |