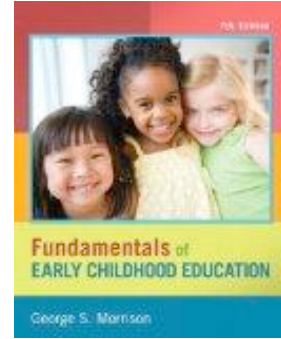


Introduction to Early Childhood Course Syllabus



Course Information

- A. Number: ECED 100
- B. Credits: 2
- C. Prerequisite: none
- D. Corequisite: none
- E. Time/Location: Tuesday 3-4:50 Ed. Building 114
- F. This course is offered Fall Quarter, 2015

Personal Information

- A. Instructor: Linda Bone
- B. Office: Education Bldg. Room 125
- C. Telephone: Office (406) 275-4770 Home (406) 883-0123
- D. Office Hours: T 8-12:00 and Th 8-10
- E. Email: linda_bone@SKC.edu

Required Materials

- A. Morrison, George S. (2011). Fundamentals of Early Childhood Education. Upper Saddle River, New Jersey: Pearson
- B. 1 inch binder for ECED 100 with labeled dividers
- C. 2 inch binder for Early Childhood Professional Portfolio with dividers and page covers
- D. MT Early Care and Education Knowledge Base (provided in class)
- E. Resource materials in the SKC library on reserve
- F. Handouts from instructor
- G. An open mind

Description

Introduction to Early Childhood Education provides an overview of issues, practices and methodology in early childhood education. Students will explore professional standards in the field.

Course Objectives

Upon completion of this course students will:

- A. Develop their entry level Philosophy of Education.
- B. Expand their ability to share appropriate literature with children 0-8 using strategies practiced in class.
- C. Develop an awareness of Educational Philosophers and theories that have influenced educational practice.
- D. Recognize Developmentally Appropriate Practice (DAP) when planning activities for children 0-8.
- E. Evaluate early childhood program options and determine their applicability for children, parents and communities.

- F. Write first paragraph of RWAs (Reflective Written Analysis) for each of the six standards included in the Early Childhood Portfolio.

Montana Early Learning Care and Education Knowledge Base	Assessment
Standard 6: Becoming a Professional	Written Educational Philosophy

Cultural Relevancy

Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.

Student will:

- A. Participate in discussions, activities, and reflective writings about cultural relevancy in course topics, including caring for Native American Children.
- B. Apply information from this course to their work with families from similar and diverse cultures in order to enhance communication, build relationships, and develop teaching strategies.

Critical Thinking

This course will encourage critical thinking skills by having students apply and critique information.

Student will:

- A. Evaluate several early childhood program options and determine their applicability for children, parents, and communities.
- B. Use information from this course to assess Developmentally Appropriate Practices in Early Childhood.
- C. Problem solve various factors pertaining to the application of class materials, handouts and discussions in early childhood settings.

Citizenship

This course will encourage students to evaluate several early childhood education program options and determine their applicability for children, parents, and communities.

Student will:

- A. Be exposed to issues of social justice as it relates to young children.
- B. Recognize basic requirements for a positive and productive early childhood program

Communication

Communication skills will be addressed in course discussions, reflections and presentations.

Student will:

- A. Discuss their individual philosophies on education by reflecting on their past educational experiences.

- B. Research and present various topics dealing with Early Childhood issues.
- C. Enhance their ability to share literature with young children.

Course Requirements:

- A. Participate in class activities and discussions
- B. Prepare and organize a class binder
- C. Reflect on outside reading
- D. Use specific reading strategies to develop 2 lesson plans for stories to be shared with peers and a group of young children
- E. Assemble a TEP (Teacher Education Program) Portfolio including a title page and divisions for six standards.
- F. Complete an Educational Philosophy** paper considered a “major assignment” to be scored with a rubric and added to your Professional Portfolio

Credit Hours:

Following the SKC Credit Hour Policy, to meet the identified objectives of this 2-credit course, delivered over a 10 week term will expect the following commitment of time:

2-hours/week classroom or direct faculty instruction and group activities
 4 hours or more of out-of-class time, including homework each week.

Grading System

Class participation: 8 pts/class for 10 classes	= 80 pts.
Organized binder; midterm and final (2x10 pts)	= 20 pts.
Reflection on outside reading: 10 pts x 10	= 100 pts.
Plan for and present 2 children’s books: 50 pts x 2	= 100 pts.
Develop your Educational Philosophy**	= 100 pts.
Professional Portfolio	= 100 pts.
Total	= 500 pts

Homework is due on time for full credit. Late papers will be expected and accepted, but will not receive full credit.

- 500 – 450 = A
- 449 – 400 = B
- 399 – 350 = C
- 349 – 300 = D
- Below 300 = F

* *Assignments will be included in your Professional Portfolio with completed rubric.

Tutors are available for students! Please contact the instructor if you have any questions or need for a tutor.

OTHER COURSE INFORMATION

Attendance

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class.

Therefore, it is required that students participate in all class sessions. Participation is graded at 10 points/class. Communication with the instructor is very important in this class. An opportunity for make-up work is provided on an individual basis for emergency situations. A student missing more than 6 hours of class without make-up work will be asked to drop the class.

Late Assignments

The issue of late assignments is an on-going problem for the student and the instructor. An important aspect of being a teacher is to be professional. One of the many responsibilities of a professional is to meet deadlines. Think of your assignment due dates as deadlines.

Late assignments will not receive full credit. 35% will be deducted on all late assignments. There are two deadlines this quarter where late assignments may not be turned in after the due dates. November 2nd is considered Mid-Quarter Deadline. Any late assignments assigned and due up to November 2nd must be turned in by this date. No credit if they are not. December 7th at the beginning of class is the Final Deadline for the second set of late assignments unless otherwise arranged on an individual basis with the instructor.

In-class assignments may not be made up outside of class.

Failure to come to class to participate and present assignments on their due date will be considered late assignments.

Students are expected to be on time for class and to stay until the designated time set for dismissal. If a student must leave early he/she should inform the instructor at the beginning of class.

Anyone missing a class should notify the instructor by email or phone before the class takes place. It is the student's responsibility to collect the agenda and handouts for the missing class. If possible, submit homework before class.

Cell Phones

Students must keep cell phones in the off position during class. If students must leave a phone on in case of emergency situations, they must notify the instructor and take the call outside of the classroom.

Incompletes

Incompletes will not be given except in the case of emergencies. In the event of an incomplete, student must sign a contract specifying tasks to be completed with realistic and fair time deadlines.

Reasonable Accommodations:

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete at 406.275.4968 or consult the SKC web page for Students with Disabilities for more information.

SKC Retention

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you "disappear" from class or they are concerned about your attendance and performance). Debbie L. Bell, SKC Retention Coordinator (Bookstore Annex, 275-4982, Email: retention@skc.edu)

Course Outline

This outline is subject to change according to class needs.

- Week 1 Introduce: Syllabus, text and routines (name toss)
Discuss importance of MT Early Learning Knowledge Base
Introduction of Mind in the Making by Ellen Galinsky (handout)
Assignment: Read Chapter 1 and complete Reading Response*
Class binder, prepared according to handout*
- Week 2 Discuss: Chapter 1, You and Early Childhood Education
Teacher Education Program (TEP Portfolio)
Mind in the Making, Skill #1, Focus and Self Control
Reflective Writing Analysis (RWA); first paragraph
Assignment: Read Chapter 2 and complete Reading Response*
TEP Portfolio, prepared according to handout*
- Week 3 Discuss: Chapter 2, Early Childhood Education Today
Mind in the Making, Skill #2, Perspective Taking
TEP Stage I, artifacts that are required
NAEYC Standard 1; write RWA in class
Assignment: Read Chapter 3 and complete Reading Response*
Print Standard 1 in style determined for portfolio*
- Week 4 Discuss: Chapter 3, History and Theories
Mind in the Making, Skill #3, Communication
Discuss Standard 2
How to share a story with young children
HOPA Mountain program and books
Assignment: Read Chapter 4 and complete Reading Response*

Select a book and plan 3 activities that would enhance the story*
NAEYC Standard 2, final print*
Mid-term organized notebook*

- Week 5 Discuss: Chapter 4, Implementing EC Programs
Mind in the Making, Skill #4, Making Connections
Discuss Standard 3
Write plan for sharing of story using your selected book
Visit SKC Early Childhood program
Check for organized binder (10 pts.)
Assignment: Read Chapter 5 and complete Reading Response*
Practice your story lesson plan to present to a peer*
NAEYC Standard 3, final print*
- Week 6 Discuss Chapter 5, Standards and You
Mind in the Making, Skill #5, Critical Thinking
Discuss Standard 4
Practice with partner for Sharing a Story
Visit Head Start program
Assignment: Read Chapter 6 and complete Reading Response*
Present story to class*
NAEYC Standard 4, final print*
- Week 7 Discuss: Chapter 6, Observing and Assessing Young Children
Mind in the Making, Skill #6, Taking on Challenges
Discuss Standard 5
Develop your Educational Philosophy
Present Sharing a Story (1/2 class); complete a reflection
Visit On Our Way Montessori Preschool in Polson
Assignment: Read Chapter 7, 8, 9, or 10 and complete Reading Response*
First Draft of Educational Philosophy*
NAEYC Standard 5, final print*
- Week 8 Discuss: Chapter 7, 8, 9, and 10
Mind in the Making, Skill #7, Self Directed, Engaged Learning
Discuss Standard 6
Peers edit Educational Philosophy
Complete Sharing a Story presentations and reflection
Assignment: Read Chapter 11 and complete Reading Response*
Final draft of Educational Philosophy (writing lab)*
Second plan for Sharing a Story*
NAEYC Standard 6, final print*
Final check for TEP Portfolio*

- Week 9 Discuss: Chapter 11, Educating Children with Diverse
Backgrounds and Special Needs
Practice Sharing a Story with peer
Final check for TEP portfolio
Assignment: Read Chapter 12 and complete Reading Response
Share a Story with small group of children (at least
3); and complete reflection*
Final check for organized class binder*
- Week 10 Discuss: Chapter 12, Guiding Children's Behavior
Final check for TEP Portfolio
Assignment: Read Chapter 13 and complete Reading Response
- Week 11 Discuss Chapter 13, Parents, Families, and Community
Celebrate Learning
Share Professional Portfolio with peers

ECED 100
Introduction to Early Childhood Education
Education Philosophy
TEP I, Standard 6

Student _____

Instructor: _____

Date: _____

Level of Performance	Unacceptable (0)	Developing (1)	Proficient (2)	Advanced Mastery (3)
Education Philosophy written through integrating knowledgeable, reflective and critical perspectives. 5d	Candidate refers to personal beliefs developed through experiences.	Candidate includes at least two additional ideas gained through reading and/or class discussions, but lacks clarity and elaboration. Makes reference to at least one theorist.	Candidate clearly states a personal philosophy based on beliefs about teaching and learning including support gained through reflection. States and confirms consensus of beliefs with at least one theorist and one program that supports their beliefs.	Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.

Comments:

This Education Philosophy received a score of _____ out of possible 100 points for ECED 100. It was evaluated to be

Unacceptable

Developing

Proficient (80+)

according to the criteria detailed above.

Name _____

Date _____

**Writing Rubric for ECED 100
Teaching Philosophy**

Structure _____/30

Students will follow APA format _____/10

1-2 pages in length using ideas from the handout *My
Philosophy of Education* _____/10

Paragraphing and transitions are clear and appropriate _____/10

Content _____/50

Students will discuss how children learn and reference a major
theorist that supports their beliefs. _____/10

Students will discuss how and what children should be taught
and reference a major program that supports their beliefs. _____/10

Students will include beliefs on their role in the Early
Childhood environment. _____/10

Students will develop their thoughts on the role of schools,
family, and community in the education of a child. _____/10

Students will share where their beliefs originated and how their
personal upbringing has impacted their teaching. _____/10

Mechanics _____/20

Written work has no major errors in word selection and usage,
sentence structure, spelling, punctuation and capitalization

Total _____/100

Comments: