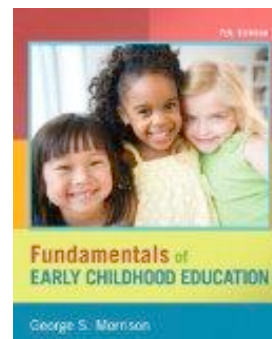# Introduction to Early Childhood
Course Syllabus

Course Information
- A. Number: ECED 100
- B. Credits: 2
- C. Prerequisite: none
- D. Corequisite: none
- E. Time/Location: Tuesday 3-4:50   Education Building 114
- F. This course is offered Fall Quarter, 2014

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.

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   * *Assignments will be included in your Professional
399 – 350 = C   Portfolio with completed rubric.
349 – 300 = D
Below 300 = F

OTHER COURSE INFORMATION
<u>Attendance</u>
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 <u>required that students participate in all class sessions.</u> 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 <u>emergency situations</u>. A student missing more that <u>6 hours of class without make-up work</u> will be asked to drop the class.

Students are expected to <u>be on time</u> 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 <u>notify the instructor</u> 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.

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, Stan Fleming (stan_fleming@skc.edu) at 406.275.4968 or consult the SKC web page for Students with Disabilities for more information.

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

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