EARLY CHILDHOOD EDUCATION PROGRAM  
ECE 101D - Introduction to Early Childhood Education  (CRN#: 1133)  
Credits:  3  
INSTRUCTOR:  Dr. Yi Guan-Raczkowski  
Phone:  (860) 343-5783  
Semester:  Spring 2013  
E-mail:  Use Blackboard mail. When Blackboard is down use  vguan@mxcc.commnet.edu  
Office Hours:  Monday - Friday, 9:00 am - 5:00 pm in Chapman 632  

TEXTBOOK  
https://paris.mcgraw-hill.com/sites/0073378488/student_view0/index.html  

Other required resources:  
NAEYC Standards for Early Childhood Professional Preparation Programs (2009)  
Both are available from http://www.naeyc.org/positionstatements  

COURSE DESCRIPTION  
The main goal of this course is to introduce students to early childhood education with emphasis on historical perspectives, theories, practice, and current trends and developments. Early childhood environments for children from birth through eight years of age will be studied. Various curricula materials will also be reviewed.  

COURSE OBJECTIVES  
At the end of this course students will be able to:  
- Explain the roles of the early childhood education professional;  
- Describe critical issues facing children and families today;  
- Explore contemporary issues in early childhood education curriculum, teaching, and methods;  
- Examine the Timeline of the early childhood education historical figures, their beliefs
and theories from Martin Luther (1524) to Howard Gardner. Discuss the influence of the past history of early childhood education on the future direction of the profession;

- Identify and explain the main philosophical and pedagogical principles of the Montessori program;
- Explain the importance of Piaget theory of cognitive development;
- Compare and contrast the similarities, differences and strengths of ECE models;
- Explain the similarities and differences among preschool, kindergarten and primary grade children;
- Evaluate the issues and trends in children’s behavior guidance;
- Discuss the implications of diversity on early childhood education; evaluate issues relating to teaching children with special needs; and review childcare practices among selected ethnic groups (Mexican-American, Asian-American, Native American, African-American, etc).
- Examine why parent, family, and community involvement is important in early childhood development or education programs.

**COURSE REQUIREMENTS/GRADING**

|   | Weekly Discussion Activities -
<table>
<thead>
<tr>
<th></th>
<th>• FUTURE ACTIVITIES (NAEYC Standard Reflection, 25 points/each Introduction - 10 bonus points</th>
<th>300 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Fieldwork: 1. Documentation of Hours  2. Reflection Paper</td>
<td>200 points</td>
</tr>
<tr>
<td>B</td>
<td>1. Research (Exploration) Project  2. PowerPoint Presentation</td>
<td>130 points</td>
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<tr>
<td>C</td>
<td>Journal article review and reflection from NAEYC's &quot;Young Children&quot;</td>
<td>50 points</td>
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<tr>
<td>D</td>
<td>Mid-Term and Final Exam</td>
<td>200 points</td>
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<tr>
<td>E</td>
<td>Web Development: Lesson Plan and Implementation</td>
<td>100 points</td>
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<tr>
<td>F</td>
<td>SmarterMeasure (READI) Test</td>
<td>20 points</td>
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<tr>
<td>G</td>
<td>Total</td>
<td>1000 points</td>
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**Total # of points/Letter Grade**

- 950 - 1000 = A
- 900 - 949 = A-
- 870 - 899 = B+
A – Discussions - NAEYC Activities

- During the week when there is a discussion assignment, you are to choose ONE SET of the FUTURE ACTIVITIES listed in the end of the chapter assigned to the week. Study the NAEYC standard in the textbook that is related to the activities. Post your response on the discussion board. Your response will refer to the NAEYC’s standard. The length of NAEYC standard reflection will be about 400 words. You are to comment on ONE student’s post to Future Activities, which is different from your choice. Throughout the semester, you should choose the activities that cover all NAEYC standards.

Please Note
- To facilitate discussions, your response to the future activities should be posted by midnight of Saturday of the week. Your comment on others is due midnight of Sunday of the week.
- Your responses MUST refer to NAEYC standards.

B - Fieldwork

- 10 hours observing 2 children at a single site, one child identified as having special needs, and one child demonstrating typical development. This does not mean you should not observe what the other children are doing in your observation. Students are encouraged to use the college preschool centers at the main campus and Macdonough School. If neither is an option, you are free to observe other programs but must indicate if the program is an NAEYC accredited facility. In general, pay attention to everything that will be happening in the program and get involved.
- Write journal entries detailing observations including dates and time span. This will help you to write your final paper/report on the observation.
- Overall observation of the setting and child interaction with children and adults.
- Child growth over time using CTPAF as a framework for your analysis.
- Examples of observed best practice as exemplified by NAEYC Standards, your reading, and discussions.
- Connections to and examples of philosophies studied.
- Personal conclusions based on all of the above.
- Reflective paper summarizing your observations, minimum of 700 words (5 page, 12 fond size, Time New Roman, double-spaced) (include YOUR OWN

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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<tr>
<td>A</td>
<td>900</td>
<td>1000</td>
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<tr>
<td>A-</td>
<td>870</td>
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<td>B</td>
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<td>D</td>
<td>600</td>
<td>629</td>
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</table>
REFLECTION/OPINION NOT JUST NARRATIVE OF CHILDREN’S ACTIVITIES).

- You are free to complete your hours in an Infant/Toddler classroom or preschool classroom and/or both.
- Refer to the grading rubric in Class Files folder - Fieldwork icon in Blackboard.

C – Research (Exploration) Project (Key Assignment/Assessment)

Part I Research (Exploration of an ECE Historical figure): Identify/Explore major accomplishments and how the work of this individual was influenced by family values and society in his or her own time. Include a description of the life and times, identifying society and family values that influenced this philosopher’s theories and approaches. Use APA style for in-text citations and the list of references format for citations.

Part II Application: Give examples of or influences on practice found in today’s early childhood programs and within the CTPCF and CTPAF. Include well defined, accurate examples of influence on current practice, as well as examples from observations, curricula, and assessments studied in class.

Part III Report: Must be well written in a concise, factual manner and represent a synthesis of research cited. Identify the selected philosopher and give pertinent information including years he lived, worked, country of origin and practice; identifying key points of beliefs, theory and practice, and providing a good reference for future use. Include a complete bibliography of at least three professional references and 2 bibliographic references.

Part IV: PowerPoint Presentation: Serves as a culminating activity, merging together the research on a single philosopher; and is to be prepared cooperatively with group members, and presented in class. The presentation must include a minimum of 10-12 slides, and is to be presented in an interesting and professional manner. It must include salient and factual information, artifacts and/or illustrations.

Extra Explanation of The Key Assignment Project

The student will choose/select from the following Historical Figures/Philosophers to explore/research and write a report: Jean Piaget, Lev Vygotsky, Erik Erikson, Maria Montessori, Friedrich Froebel, Howard Gardner, Reggio Emilia, Abraham Maslow, Rudolf Steiner, Carl Rogers, John Bowlby, Arnold Gesell, B.F. Skinner, Albert Bandura, and Urie Bronfenbrenner.

Your choice/selection of historical figure should be during week 5 of class. You are to follow the instructions provided and explained earlier. The purpose of this assignment is to provide students the opportunity to further explore the major models in Early Childhood. Each student is required to submit 7-10 pages (12 font size, Time New Roman, double spaced) paper on the Historical Figure. In addition to the 7-10 page typed double spaced paper submitted/posted, each student is required to submit a PowerPoint presentation (minimum of 10 slides). PowerPoint presentation posted on the discussion board should include captioned pictures and other artifacts related to the historical figure to enhance your report. Failure to submit your final paper and
PowerPoint on the due date will result in the loss of 20 points of your grade for this assignment.

**D- Journal Article Review/Reflection**

Students will choose one Journal article from NAEYC’s “Young Children” and other ECE journals. Explore the article, review and write a reflection of at least 2 typed double spaced pages plus cover page. The article review will be graded based on the following:

(a) A brief description of the article (5 points)

(b) A brief discussion of why you chose this particular article (5 points)

(c) Your thoughts on the author’s perspective. (Do you agree or disagree. Explain) (20 points)

(d) Describe/explain how you will use/apply the information in the field of early childhood setting/program classroom (10 points).

(e) Clarity, grammar, sentence structure, paragraphs (10 points)

**E- Exams**

Mid-term Exam (50 questions with 2 points each)------------------------Chapters 1-7

Final Exam (50 questions with 2 points each)--------------------------Chapters 8-15

*The exams include multiple choice questions.*

**F- Brainstorming Web, Calendar, and Learning Experience Plan (Lesson Plan)**

Students will review the CT Preschool Curriculum Framework (CTPCF), CT Preschool Assessment Framework (CTPAF), and Flip Chart information provided on the Class Files folder. The CTPCF, CTPAF, and Flip Chart are all tools commonly used in preschool classrooms across Connecticut. It assesses children’s growth and development in the following four domains: Personal/Social, Physical, Cognitive, Creative. Choose 4 performance standards, one in each domain and create a curriculum web containing activities to help children grow and progress in each of those areas.

- Students will develop a curriculum web/calendar using the models from CTPCF, and post it to the discussion board to share with others.
- After developing the Web/Calendar, develop activities using Learning Experience (Lesson) Plan {LEP} format provided.
- You will select one activity, plan, and implement in a class preschool classroom. You will make sure that teaching materials are age appropriate and suitable for the classroom environment.

**G. SmarterMeasure (READI) TEST**

You are to take a self-assessment test, SmarterMeasure (READI). The test information is posted at [http://www.mxcc.edu/Content/READI.asp](http://www.mxcc.edu/Content/READI.asp). After taking the test, you will evaluate the results based on the test report. You need to write a summary report, stating your strengths and weaknesses (yellow or red on the bar chart). In the weak areas, state how you plan to improve your skills and ensure your success in this class. You need to post your summary report on the discussion board by Sunday, January 30th. This assignment is worth 20 points.
NOTE: All assignments must be typed with 12-size, Times New Roman font, and double-spaced and must be submitted on due dates. Use correct grammar, punctuation, and formal English written language. Late submission of an assignment will be penalized.

Instructor’s Expectations of Students

- It is essential to log on to the class Blackboard site a few times a week and read announcements or emails. Every week, in Announcements, I will post a reminder for reading and assignments, a summary of classwork, and possible other important notes that help you study and complete assignments. Any messages addressed to you will be sent in Blackboard internal mail tool, Messages.
- Students are responsible for all reading assignments and all materials covered in class.
- All assignments are due on the dates indicated. Assignments will not be accepted after the due date unless the instructor has been consulted prior to the due date. Any assignment submitted after the due date will be considered late. Late assignments will be penalized.
- Students are expected to complete a total of ten hours outside of class time observing selected children in their class setting. Students are responsible for maintaining a time sheet indicating date/time spent on site and is to be signed by the supervising teacher at the conclusion of the minimum of 10 hours of observation. Those who do not complete a minimum of 10 hours will receive an incomplete for the course and arrangements must be made by the student with an approval of the instructor to complete the missing hours before a final grade is given.

Instructor’s Expectations of Students during On-site Observations

- Present a professional appearance and demonstrate a professional manner while in the center/classroom including in the presence of children and in communicating with center/classroom staff and parents.
- Respect all applicable policies and procedures of center/classroom including protecting student, staff and family confidentiality.
- Become acquainted with center administrative and classroom staff, children and parents (to the extent necessary to complete course requirements); and acquainted with all procedures for entering the facility, the classroom and being with children.
- **NO STUDENT CAN BE LEFT ALONE WITH CHILD OR CHILDREN FOR ANY PERIOD OF TIME. IF YOU FIND YOURSELF IN THAT POSITION, IMMEDIATELY INFORM STAFF THAT YOU ARE NOT ALLOWED TO DO THIS; AND INFORM THIS INSTRUCTOR IMMEDIATELY IF THE SITUATION IS NOT RESOLVED.**
- Note: If students have scheduled an observation for a day that MXCC classes are subsequently cancelled, students need to exercise caution in deciding whether or not to continue with plans to observe or to cancel and reschedule. If the decision is to go to the site to observe, call the center first to confirm that they are open or have the students present that you are planning to observe.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics/Chapters</th>
<th>Assignments/Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Getting to know class members.</td>
<td>1. Introduction - Discussions</td>
</tr>
<tr>
<td>1/23-1/27</td>
<td>Familiarize yourself with syllabus.</td>
<td>2. SmarterMeasure (READI) Test</td>
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<td>4. Overview of the 7 NAEYC Standards</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Chapter 1</strong>, Working with Young Children</td>
<td>Discussions:</td>
</tr>
<tr>
<td>1/28 – 2/3</td>
<td></td>
<td>NAEYC Standards - Future Activities for Chapter 1</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Chapter 2</strong>, Children and the Worlds They Inhabit</td>
<td>Discussions</td>
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<tr>
<td>2/4-2/10</td>
<td></td>
<td>NAEYC Standards - Future Activities for Chapter 2</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Chapter 3</strong>, Children Learning About the World through Relationships</td>
<td>Discussions</td>
</tr>
<tr>
<td>2/11-2/17</td>
<td><strong>Chapter 4</strong>, Children Understanding the World through Play</td>
<td>NAEYC Standards - Future Activities for Chapter 3 or 4</td>
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<td><strong>Field Observation</strong> - Post Your Observation Site for Approval</td>
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<td>c. Start Web Development &amp; Lesson Plan</td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Chapter 5</strong>, Early Childhood Perspectives: Then and Now, Near and Far</td>
<td>Discussions</td>
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<tr>
<td>2/18-2/24</td>
<td></td>
<td>a. NAEYC Standards - Future Activities for Chapter 5</td>
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<td>b. <strong>Research Project</strong> - Post your choice of the Historical Figure for your research project.</td>
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<td><strong>Week 6</strong></td>
<td><strong>Chapter 6</strong>, Theories of Early Childhood: Explanations, Applications, and Critiques</td>
<td>Discussions</td>
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<tr>
<td>2/25-3/3</td>
<td></td>
<td>a. NAEYC Standards - Future Activities for Chapters 6</td>
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<td>b. <strong>Web Development &amp; Lesson Plan</strong> - Part I and Part II Due</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Chapter 7</strong>, Early Childhood Programming</td>
<td>Discussions</td>
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<tr>
<td>3/4-3/10</td>
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<td>NAEYC Standards - Future Activities for Chapters 7</td>
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<tr>
<td><strong>Week 8</strong></td>
<td><strong>Mid-Term Exam</strong> -(chapters 1-7)</td>
<td><strong>Midterm Exam</strong></td>
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<tr>
<td>3/11-3/17</td>
<td><strong>Chapter 8</strong>, Children, Development and Culture</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>SPRING RECESS---------NO CLASSES</strong></td>
<td><strong>SPRING RECESS---------NO CLASSES</strong></td>
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<td>3/25 - 3/31</td>
<td><strong>Chapter 9</strong>, Observation: The Roots of Practice</td>
<td>Discussions</td>
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<td>NAEYC Standards - Future Activities for Chapter 8 or Chapter 9</td>
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</tbody>
</table>
| Week 10 | 4/1 - 4/7 | **Chapter 10**, Early Childhood Assessment | Discussions  
a. NAEYC Standards - Future Activities for Chapter 10  
b. **Journal Article Review Due** |
|---------|-----------|-----------------------------------|-----------------------------------------------|
| Week 11 | 4/8 - 4/14 | **Chapter 11**, Working with Infants, Toddlers, Two-Year Olds and their Families | Discussions  
NAEYC Standards- Future Activities for Chapter 11 |
| Week 12 | 4/15-4/21 | **Chapter 12**, Preschoolers and Kindergarteners | Discussions  
a. NAEYC Standards - Future Activities for Chapter 12  
b. **Research Project - Historical Figures Due** |
| Week 13 | 4/22-4/28 | **Chapter 13**, First, Second, and Third Graders | Discussions  
NAEYC Standards - Future Activities for Chapter 13 |
| Week 14 | 4/29- 5/5 | **Chapter 14**, Partnering with Twenty-First-Century Families | **Web Development & Lesson Plan - Part IV Due** |
| Week 15 | 5/6-5/12 | **Chapter 15**, Policy Issues and Early Childhood Practice | **Fieldwork Report Due** |
| Week 16 | 5/13 - 5/18 | Final Exam *(chapters 8-15)* | **Final Exam** |

**NOTE:**  
a. The following Blackboard functions will be used during the semester: announcement, discussions, learning module, assignment, mail, tests, and my grades.  
b. It is suggested to save all your work on your computer (not on Blackboard) for composing your 1st Early Childhood Education portfolio.  
c. Please note that the syllabus is **TENTATIVE** and instructor may make changes during the semester.  

MxCC offers **FREE TUTORING** on campus (Chapman Hall 711), at the Meriden Center, and online (etutoring.org). For more information, visit the College Learning Center Website (click “College Learning Center” on the [www.mxcc.edu](http://www.mxcc.edu) homepage) or call (860) 343-5770. Take advantage of these services and start to excel in your classes!

**WRITTEN COMMUNICATION STANDARDS:** Proper written communication is a vital professional skill. All written course work must include Standard English Practices. These include: spelling and punctuation, capitalization, sentence and paragraph structure, grammar, clarity of expression, and organization.
**MINIMUM STUDY TIME:** It is very imperative that you study in order to learn the material. A general "rule of thumb" for an on-ground 3-credit course is that for every one hour you spend in class, you should spend a minimum of two hours studying for the class. This means that you should spend at least 6 - 9 hours each week studying for this course. You must spend time and learn the materials in the textbook, readings, and study PowerPoint notes. Research shows that the more time a college student spends studying, the more the student learns.

**ADA ACCOMMODATION STATEMENT:** Students with physical or learning disabilities who may require accommodation are encouraged to contact the counseling office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials will provide assistance and/or accommodations to those students who have completed this process.

**Accommodation for Religious Beliefs and Practices:** If your religion obligations conflicts with the course calendar requirements, and if you wish to request an accommodation, you must first request this in writing prior to the date of the assessment or the activity you will miss, and preferably at the beginning of the semester. When requesting a make-up quiz, test, exam, assignment, or activity, state the reason for your request and the date(s) on which your religious obligation(s) will conflict with the course calendar requirements. Also, if your religious obligations/holidays, is unfamiliar to your instructor, you may be asked to provide a calendar which shows the published date(s) of your religious observance(s) or holiday(s).

**ACADEMIC STANDARD:** Information regarding academic ethics and classroom behavior: At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally. (Board of Trustees’ Policy 5.2.1)

**BIBLIOGRAPHY**


Current Website resources and other references are located on course textbook readings for Further Enrichment at the end of each chapter.

WEB RESOURCES
https://paris.mcgraw-hill.com/sites/0073378488/student_view0/index.html
http://www.naeyc.com
http://www.naeyc.org/about/positions.asp
www.zerotothree.org
DATE | TIME | DAILY ACTIVITIES OBSERVED/PARTICIPATED
--- | --- | ---
9/15/12 | 7:30-8:00am | Arrival: Ushered & greeted children and parents during arrival.

Just neatly list ONLY all the daily activities observed and participated in and do not describe children’s activities in this table.

TOTAL # OF HOURS: ____________________

STUDENT'S SIGNATURE__________________________

SUPERVISING TEACHER'S NAME__________________________

SUPERVISING TEACHER'S SIGNATURE__________________________