

**MIDDLESEX COMMUNITY COLLEGE  
EARLY CHILDHOOD EDUCATION PROGRAM  
SPRING 2014**

**ECE F101 – Introduction to Early Childhood Education- Online (CRN#: 1133)**

**Credits: 3    Instructor:** Mrs. Jessica Stewart    **Phone:** (860) 335-3974

**Semester:** Spring 2014

**E-mail:** Use BlackBoard email. When it is down use [jstewart@mxcc.commnet.edu](mailto:jstewart@mxcc.commnet.edu)

**Office Hours:** by appointment only.

**TEXTBOOK**

Working with Young Children, Judy Herr, 7<sup>th</sup> Edition

ISBN: 978-1-60525-436-4

**OTHER REQUIRED RESOURCES**

NAEYC Code of Ethical Conduct: [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

NAEYC Website: [www.naeyc.org](http://www.naeyc.org)

PAF Flip Chart: <http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf>

Preschool Assessment Framework:

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool\\_Assessment\\_Framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf)

**COURSE DESCRIPTION**

The main goal of this course is to introduce students to the field of early childhood education with an 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:

- Describe career opportunities in the Early Childhood Field, and identify the personal characteristics needed for different careers.
- List and describe the various types of Early Childhood programs available for families.
- List the purposes of assessment, and summarize the guidelines for observing children in an early care setting.
- Describe the factors necessary for appropriate curriculum planning for young children.
- Identify key Early Childhood contemporary historical figures, analyze each figure's approach to early childhood education, and assess how one figure may influence the student's teacher style. (Historical Figure Assignment).
- Describe the physical, cognitive, social/emotional development of young children birth through age 8.
- Summarize the importance of room layout for the developing needs of children, and the equipment and materials needed to provide developmentally appropriate learning environments for children birth through age 8.

- Describe how to create and implement classroom rules and appropriate guidance techniques.
- Explain the importance of a daily schedule, and the role it plays in children’s lives both within the classroom and the home.
- Explain how art, math, science and social studies are incorporated into the early care curriculum, and how to plan activities for children of differing age groups in these learning areas.
- Describe the importance of a positive family/school connection, as well to design a family newsletter.
- Explore the Connecticut Preschool Curriculum Framework performance standards (CTPCF) and the role it plays in planning developmentally appropriate curriculum for young children;
- Explore the NAEYC Standards with their supporting skills.

**COURSE REQUIREMENTS/GRADING**

A	Discussions: a. Discussion questions: 15 points each x 8 discussions Due dates noted within the course outline. b. Self-Reflections Discussion: 9 reflections x 10 points each Due dates noted within the course outline.	120 points  90 points
B	Field Observation/Participation – (a) 10 Hours including Observation within (b) <b>ANY TWO</b> of the following age groups; Birth to 3, 3 to 5 or 5 to 8 and (c) within ANY TWO of the following settings; Child Care Center, Head Start, or School Age programs. (d) Reflective Paper	*Observation Visits 100 points  *Paper 100 points
C	Module Activities: 20 points each x 12 Activities Activities will be linked to the chapters reviewed in each learning module. Activities will also be linked to different NAEYC standards. Due dates noted within the course outline.	240 Points
C	Lesson Plan: Due 5/11	40 points
D	Research Activity – Historical Figures due 2/23	60 points
E	Final Project/Exploration of an ECE Model Program (In lieu of Final Exam)	250 points
Total		1000 points

**Total # of points/Letter Grade**

950 – 1000 = A      900 – 949 = A-      870 – 899 = B+      830 – 869 = B  
800 – 829 = B-      770 – 799 = C+      730 – 769 = C      700 – 729 = C-  
670 - 699 = D+      630 – 669 = D      600 – 629 = D-      <599 = F

### **A –DISCUSSIONS/SELF-REFLECTIONS (NAEYC: 1a, 1b, 1c, & 4d):**

1. Each week students will be required to answer the discussion question.
2. In addition, you are to comment on at least one others students discussion post
3. Please be sure to follow proper discussion board netiquette.
4. Self-reflections: this will be a private discussion for you to reflect upon your learning within each Module. Each is worth 10 points. Failure to submit on time will result in a loss of 2 points before grading begins.

### **PLEASE NOTE**

1. To facilitate discussions, your response to the discussion question must be posted by **the due dates noted on the syllabus for both the first post, and response.**
2. Your responses **MUST** reference the question and demonstrate clear understanding of the material reviewed.
3. PLEASE NOTE: Late submissions will be docked 5 points prior to being graded.

### **B – FIELDWORK/REFLECTIVE PAPER (NAEYC 7a & 7b)**

1. Each student is expected to complete 10 hours of fieldwork:
  - a. Students must observe within at least two of the following age groups:  
Birth to 3, 3 to 5 or 5 to 8.
  - b. Observations must take place within **two** of the following settings: NAEYC Child Care Centers, Head Start or a School Age program.
2. During this process choose and observe two children within each of the settings (birth to 3, 3 to 5 or 5 to 8). Choose two of the following developmental areas (physical, social, emotional, cognitive, language, adaptive skills, creative/aesthetic expression) using program observation tools or Connecticut Assessment framework Tools, and focus on one for each age group.
3. Please be sure to always observe what all children are doing during within the program.
4. You are required to keep a comprehensive journal of all your activities, experiences, and reflection each day you are present at the program/center (you will use this information for the reflective paper).
5. Each observation date/time must be sign-off by the Cooperating teacher at the site.
6. Students are responsible for finding field sites and scheduling their observation time with the classroom teachers/program Directors. If you have difficulty finding a site, please contact me and I will be happy to assist you.
7. Please note: A loss of 10 points will be deducted from each hour missed of field experience. Failure to receive at least 80/100 points will result in an incomplete for this course.
8. **Reflective Paper (1a, 1b, 1c, & 4d)**  
Write a 3-5 page explanation of what information you gained during your observations and how you will take what you have learned and put it into practice. Speak about learning environments, were they appropriate for the age level, did teachers individualize for children, were children assessed regularly and was assessment used to plan curriculum. What changes would you make to the environment and/or curriculum and why?

### **C – LESSON PLAN (NAEYC 1a, 1b, 1c)**

Using a model of your choice; make a lesson plan for one week for the age group of your choice. Keep in mind the following:

- a. What do you want children to gain from their experiences?
- b. How will the learning experiences help children with their social-emotional, physical and cognitive skill development?
- c. How will you assess children?
- d. What will you do to ensure what you have planned was effective and/or successful?
- e. What changes will you need to make to the classroom environment to expand experiences for children?
- f. What materials will you need for the week?

### **D – HISTORICAL FIGURE RESEARCH ACTIVITY (NAEYC 1a, 1b, & 1c)**

Part 1: Creatively prepare a summary of each of the four (4) contemporary historical figures described in Chapter 4 (Erikson, Piaget, Vygotsky, and Gardner).

Part 2: Select one figure, and in no less than 500 words:

1. Assess and report on how you think the figure will influence you as an early childhood teacher, and
2. Hypothesize how the figure's theoretical perspectives relate to children's development in today's world.

You may include captioned pictures and other artifacts related to the historical figure to enhance your report. Please Note: Failure to submit this assignment on the due date will result in a loss of 10 points, prior to the start of grading.

### **E – FINAL PROJECT/EXPLORATION OF AN ECE MODEL PROGRAM (NAEYC Key Assignment/Assessment)**

Students will explore an early childhood education program model. Please choose one of the following programs: Head Start, Reggio Emilia, Maria Montessori, Family Child Care, Child Care Centers, School-Age Programs, or School Readiness Programs, or others found in the text.

Part 1: Include a full description of the chosen model and identify its approach to early childhood learning. Describe the programs philosophies and how they are implemented into the program. Include a schedule of the day and discuss what a typical day in the program looks like. Identify what curriculum is used to implement activities, and what assessment tools are used to assess children's growth and development.

Part 2: Include a written reflection on why you chose the program and how you acquired all of your information.

Part 3: PowerPoint Presentation must include a minimum of 10-12 slides. Each slide must have at least 25 words of notes explaining the slide. Presentations will be posted for review to all on a discussion board, so ensure your presentation is professional.

## COURSE OUTLINE

Dates-2014	Topics/Chapters	Assignments/Activities
Module 1 Introduction 1/22-1/26/14	Introduction Blog Familiarize yourself with syllabus. Review netiquette rules. Introduce NAEYC website: <a href="http://www.naeyc.org">www.naeyc.org</a>	<ul style="list-style-type: none"> <li>a. Post to blog by 1/26/2014</li> <li>b. Review syllabus and netiquette rules; submit agreement by 1/26/14</li> <li>c. Review NAEYC website; review the Code of Ethics by 1/26/14.</li> <li>d. <b>Field Observation</b> – Post Your Observation Site for Approval By 2/3</li> <li>e. <b>Self-Reflection Journal</b> due 1/26/14</li> </ul>
Module 2 1/27-2/2	<b>Chapter's 1 and Chapter 2</b>	Assignments: <ul style="list-style-type: none"> <li>a. Discussion Question: response to question due by 1/30. Reply to another students post due by 2/2</li> <li>b. Activity 1: due 2/2</li> <li>c. Self-Reflection Journal due 2/2</li> </ul>
Module 3 2/3-2/16	<b>*no class 2/12 &amp; 2/16</b> Chapters 3 and 18	Assignments: <ul style="list-style-type: none"> <li>a. Discussion Question: response to question due by 2/6. Reply to another students post by 2/8.</li> <li>b. Activity 2: due by 2/9.</li> <li>c. Activity 3: due by 2/16</li> <li>d. Self-Reflection Journal due 2/16</li> </ul>
Module 4 2/17-2/23	Chapter 4	Assignments: <ul style="list-style-type: none"> <li>a. Discussion Question: response to question due by 2/20. Reply to another students post by 2/23.</li> <li>b. Historical Research Activity– due by 2/23</li> <li>c. Self-Reflection Journal due 2/23</li> </ul>
Module 5 2/24-3/9	Chapters 5, 6, 7, 8	Assignments: <ul style="list-style-type: none"> <li>a. Discussion Question: response to question due by 2/27. Reply to another students post by 3/2.</li> <li>b. Activity 4: due 3/2</li> <li>c. Activity 5: due 3/9</li> <li>d. Self-Reflection Journal due 3/9</li> </ul>
Module 6 3/10 – 3/30	<b>*spring break 3/17 to 3/22</b> Chapters 9, 10	Assignments: <ul style="list-style-type: none"> <li>a. Discussion Question: response to question due by 3/13. Reply to another students post by 3/16.</li> <li>b. Activity 6 Due 3/16</li> </ul>

		c. Activity 7 Due 3/30 d. Self-Reflection Journal due 3/30
Module 7 3/31 to 4/13	<b>*no class 4/3</b> Chapters 14, 16, 17	Assignments: a. Discussion Question: response to question due by 4/4. Reply to another students post by 4/6. b. Activity 8 Due 4/7 c. Activity 9 Due 4/13. d. Self-Reflection Journal due 4/13
Module 8 4/14 to 4/27	<b>*no class 4/18 to 4/20</b> <b>Chapters 19, 23, 24, 25</b>	Assignments: a. Discussion Question: response to question due by 4/17. Reply to another students post by 4/20. b. Activity 10 Due 4/20 c. Activity 11 Due 4/27 d. Self-Reflection Journal due 4/27
Module 9 4/28 to 5/11	Chapter 32	Assignments: a. Discussion Question: response to question due by 5/1. Reply to another students post by 5/4. b. Activity 12 Due 5/4 c. Lesson plan due 5/11 d. Self-Reflection Journal due 5/11
Module 10 5/12 to 5/19	<b>Final Project/Exploration of an ECE Model Program</b>  <b>Field Experience</b> Reflection paper: this is based upon the field observations.	Final Project/Exploration Model (NAEYC Key Assignment/Assessment) due 5/19/2014  Field Experience Reflection paper due 5/19/2014

**NOTE:**

- a. The following Blackboard functions will be used during the semester: announcement, calendar, discussions, learning module, assignments, e-mails, assessment, and grades.
- b. It is suggested to save all your work to your computer (not on Blackboard) for composing your 1st Early Childhood Education portfolio.
- c. Please note that the syllabus is **TENTATIVE** and changes may be made during the semester.

**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 4-6 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’s 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)*

**SOURCES**

Working with Young Children, Judy Herr, 7<sup>th</sup> Edition

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PAF Flip Chart: <http://www.sde.ct.gov/sde/lib/sde/pdf/deps/early/flipchart.pdf>

Preschool Assessment Framework:

[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool\\_Assessment\\_Framework.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_Assessment_Framework.pdf)

CT Child Day Care Website:

[http://www.ct.gov/dph/cwp/view.asp?a=3141&Q=387158&dphNav\\_GID=1823&dphNav=](http://www.ct.gov/dph/cwp/view.asp?a=3141&Q=387158&dphNav_GID=1823&dphNav=)

INSTRUCTOR: Jessica Stewart  
COURSE NUMBER/TITLE: ECE F101 – Introduction to Early Childhood Education  
PURPOSE: Field Placement Time Sheet/Activities  
DEPARTMENT: Early Childhood Education (Middlesex Community College)

STUDENT NAME \_\_\_\_\_

SCHOOL/PROGRAM NAME \_\_\_\_\_

PROGRAM TOWN/PHONE \_\_\_\_\_

DATE      TIME      DAILY ACTIVITIES OBSERVED/PARTICIPATED  
**(Just neatly list ONLY all the daily activities observed and participated  
in and  
do not describe children’s activities here)**

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TOTAL # OF HOURS: \_\_\_\_\_

STUDENT'S SIGNATURE \_\_\_\_\_

SUPERVISING TEACHER'S NAME \_\_\_\_\_



SUPERVISING TEACHER'S SIGNATURE \_\_\_\_\_