

**MIDDLESEX COMMUNITY COLLEGE  
EARLY CHILDHOOD EDUCATION PROGRAM**

**ECE 101D- Introduction to Early Childhood Education**

**Profesor:** Norma Rosado-Javier  
**Online**  
**Email:** Use Blackboard Message Tool  
**Phone:** (860) 343-5758

**CRN#:** 1133  
**Semester:** Spring 2015  
**Credits:** 3

**College Email:** [nrosado-javier@mxcc.commnet.edu](mailto:nrosado-javier@mxcc.commnet.edu) (Use only if Blackboard is down).

**Text:** Miles Gordon, Ann and Williams Browne, Kathryn(2014) Beginnings and Beyond: Foundations in Early Childhood Education. Wadsworth, Cengage Learning.

**COURSE DESCRIPTION**

This course is a study of the historical, philosophical and social perspectives of early care and education. Emphasis will be on modern development and trends, along with an understanding of the organization and composition of early childhood education settings, which include curriculum materials, learning environments and equipment.

**This course will involve 10 hours of field observation and participation in a preschool setting.**

**COURSE OBJECTIVES**

Upon completion of course, students will demonstrate an understanding of:

- A variety of contemporary and historical figures and their approaches to early childhood education.
- The similarities, differences and strengths of various early childhood education program models.
- The many roles and responsibilities of the early childhood education professional.
- The relationship between play and development in young children.
- NAEYC standards and the role they play in student learning.
- NAEYC Code of Ethical Conduct for the early childhood professional.
- The importance of parent, family, and community involvement in early childhood development and education programs.
- The developmental theories of Erikson, Piaget, Vygotsky, and Gardner.
- Contemporary issues in early childhood education curriculum, teaching, and methods.
- The positive environmental factors that influence good health in children including planning nutritious and appealing meals and snacks.
- Techniques used to guide children successfully as they learn appropriate social-emotional skills, classroom limits, and daily routines.
- Working with children who have special needs that may be encountered in the early childhood program: hearing, speech, language, vision, physical, health, cognitive, and behavioral disorders.

- The similarities and differences among preschool, kindergarten and primary grade children.
- The importance of recognizing and integrating children’s cultural diversity into the early childhood curriculum.
- Integrating language, literacy, math, science, art, music, and social studies into a holistic curriculum.

**Course Requirements/Grading Grid/ Grading Description**

	<b>Items</b>	<b>Points</b>
<b>A</b>	Discussion Boards (15x10 points each)	<b>150</b>
<b>B</b>	Standards Activity (3x 50 points each)	<b>150</b>
<b>C</b>	Mid-Term Exam	<b>250</b>
<b>D</b>	Fieldwork/Reflection	<b>200</b>
<b>E</b>	Final Project/Power Point <b><u>NAEYC Key Assessment Assignment</u></b>	<b>250</b>
	<b>Total</b>	<b>1000</b>

**Total # of points/Letter Grade**

1000-950=A	898-848=B+	745-695=C+	592-542=D+	439-0=F
949-899=A-	847-797=B	694-644=C	541-491=D	
	796-746=B-	643-593=C-	490-440=D-	

**COURSE REQUIREMENTS/GRADING DESCRIPTION**

**A. Discussion Boards: (15x10 points each).**

Each week you will be responsible for posting an initial response thread in the discussion link located in the course menu. You will also need to respond to someone else’s thread. (You may respond to more than one if you wish). The initial thread must respond directly to the discussion question posted. (More information about discussion boards will be found in the discussion board link).

**B. NAEYC Standards Activity: (3x 50 points each: 150 points total).**

The MxCC Early Childhood Education Program is accredited by the National Association for the Education of Young Children (NAEYC). As part of this accreditation, our students are introduced to the NAEYC Standards for Professional Development. In this course, we will discuss three of the seven standards. You will be responsible for the following assignments pertaining to the standards,

**NAEYC Standard#1 – Promoting Child Development and Learning**

Review the historical figures/early childhood theorists discussed in Chapter 1. Select **one** and describe their major contributions to early childhood education. Choose the **one** that you think has or will influence **you** most in this field and explain why.

**NAEYC Standard#5 –Using Content Knowledge to Build Meaningful Curriculum**

Develop a bibliography of resources that you will use when you work with infants and toddlers, preschoolers, or school age children. In each annotation, explain how the resource helps promote children's learning. (For example, articles, books, parent magazines, etc.)

### **NAEYC Standard#6 – Becoming a Professional**

What are the most important characteristics that today's early childhood professionals should possess? After reviewing the professional attitudes and behaviors expected of a teacher, how do you see yourself in this role? Chose **one** of the Core Values of NAEYC's Code of Ethical Conduct (page 152) and explain in your own words what the standard means to you as a professional teacher.

### **C. Mid-Term Exam (250 points).**

The mid-term exam will cover chapters 1 thru 8 (excluding chapter 2) and any additional materials discussed. A study guide will be supplied for your review prior to exam.

### **D. Fieldwork (200 points):**

- Students are required to visit and observe in an early childhood setting of their choice for a total of 10 hours. (Your hours will need to be documented using the form on page 10 of this syllabus).
- You are free to complete your hours in an Infant/Toddler classroom or preschool classroom and/or both.
- You are free to observe any program but must indicate if the program is NAEYC accredited.
- Your observation needs to be based on the CT. Early Learning Development Standards (CTELDS), Ct.Preschool Curriculum Framework, (CTPCF) & Ct. Preschool Assessment Framework (CTPAF) documents (these will be discussed further in our course) using the following developmental domains: Personal/Social, Physical, Cognitive, and Creative. Plan your schedule so that you are able to observe children in all four domains.
  - You should document an overall observation of the setting and children interacting with other children as well as adults.
  - Document any observation of growth and development over time using framework for the analysis of the observation.
  - Indicate examples of observed best practices as exemplified by NAEYC standards, your readings and class discussions.
  - Make connections about the program and any of the philosophies studied.
  - Add personal conclusions based on all of the above.
  - **Make sure you write journal entries detailing observations including dates and time span. This will help you to write your final paper/report on the entire observation period.**
  - **The reflective part of this assignment, summarizing your observations, should include a written reflection with a minimum of 3-5 pages typed (include your own reflection/opinion, not just a narrative of children's activities).**

**E.Final Project/Exploration of an ECE Model Program (250 points):**

**Power Point Presentation: (NAEYC Key Assessment Assignment)**

- In a PowerPoint presentation, students are required to choose one program model to explore and research.  
Some examples are: **Head Start, Reggio Emilia, Maria Montessori, High Scope, Bank Street, Family Child Care Homes, Child Care Centers, School-Age Child Care, School-Readiness Programs, Parent Cooperatives, Laboratory Schools** and/or any others listed in your book in Chapter 2.
- Your presentation should include a full description of this model and identify its approach to early childhood learning.
- Describe their philosophies and how they are implemented into the program.
- Include a schedule of the day and discuss what a typical day in this center looks like.
- Identify what curriculum is used to implement lesson plans and what assessment tools are used to assess children's growth and development.
- Include a written reflection on why you chose this particular program and how you acquired all your information.
- Your presentation must include a minimum of 10-12 slides and should be interesting and presented in a professional manner.
- You may submit your slides ahead of time to be reviewed by instructor.

**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.

**NOTE FOR ALL ASSIGNMENTS:**

Assignments must be typed with 12-size font and double-spaced and must be submitted on due dates. All biographic notations of any articles, sources reviewed to complete assignments, or sources cited in a report must be acknowledged in the reference list. Use APA or MLA format in writing your references. See websites below.

**APA** [http://www.mxcc.commnet.edu/images/customer-files/L\\_PDF/APA.pdf](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/APA.pdf)

**MLA** [http://www.mxcc.commnet.edu/images/customer-files/L\\_PDF/MLA.pdf](http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf)

## IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).



### NON-DISCRIMINATION STATEMENT

*Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.*

*The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:*

- Primary Title IX Coordinator  
Dr. Adrienne Maslin  
Dean of Students/Title IX and Section 504/ADA Coordinator  
[amaslin@mxcc.edu](mailto:amaslin@mxcc.edu); 860-343-5759; Founders Hall Room 123|
- Secondary Title IX Coordinator  
Ms. Mary Lou Phillips  
Director of Human Resources, Middlesex Community College  
[mphillips@mxcc.edu](mailto:mphillips@mxcc.edu); 860-343-5751; Founders Hall Room 115
- Secondary Title IX Coordinator  
Ms. Queen Fordham  
Coordinator of the Meriden Center Welcome Desk  
[qfordham@mxcc.edu](mailto:qfordham@mxcc.edu); 203-608-3011

## Course Outline

<b>Date</b>	<b>Topics/Chapters</b>	<b>Assignments</b>
Week 1 1/19/15- 1/25/15	Introductions/Getting Started	
Week 2 1/26/15- 2/1/15	Review syllabus /Course Overview  <b><u>Module 1- Section 3-Who are the Teachers?</u></b>  Chapter 5-Teaching: A Professional Commitment	<b>Standard Activity #6 Becoming a Professional 1<sup>st</sup> assignment (Due 2/1/15)</b>
Week 3 2/2/15- 2/8/15	<b><u>Module 2-Section 2-Who is the Young Child?</u></b>  Chapter 3-Defining the Young Child	
Week 4 2/9/15- 2/15/15	<b><u>Module 3-Section 1-What is the Field of Early Childhood Education?</u></b>  Chapter 4- Developmental and Learning Theories	
Week 5 2/16/15- 2/22/15	<b><u>Module 4</u></b>  Chapter 1-History of Early Childhood Education	<b>Standard Activity #1 Promoting Child Development and Learning (Due 2/22/15)</b>
Week 6 2/23/15- 3/1/15	<b><u>Module 5</u></b>  Chapter 6 –Observation and Assessment of Children	
Week 7 3/2/15- 3/8/15	<b><u>Module 6</u></b>  Chapter 7-Guiding Children’s Behavior  Review Study Guide	<b>Study for Mid-Term Exam</b>
Week 8 3/9/15- 3/15/15	<b><u>MID-TERM EXAM</u></b>	
Week 9 3/16/15- 3/22/15	<b>Spring Break</b>	
Week 10 3/23/15- 3/29/15	<b><u>Module 7</u></b>  Chapter 8-Families and Teachers: Partners in Education	<b>Standard Activity #5 Using Content Knowledge to Build Meaningful Curriculum (Due 3/2915)</b>

Week 11 3/30/15- 4/5/15	<b><u>Module 8</u></b> Chapter 9-Creating Environments	
Week 12 4/6/15- 4/12/15	<b><u>Module 9</u></b> <b><u>Section 4-What is Being Taught?</u></b> Chapter 10-Curriculum:Creating a Context for Learning and Play	
Week 13 4/13/15- 4/19/15	<b><u>Module 10</u></b> Chapter 11-Planning for the Body: Physical/Motor Development in Action	<b>Field Observations (Due 4/19/15)</b>
Week 14 4/20/15- 4/26/15	<b><u>Module 11</u></b> Chapter 12-Planning for the Mind: Cognitive Development in Action	
Week 15 4/27/15- 5/3/15	<b><u>Module 12</u></b> Chapter 13-Planning for the Mind: Language and Literacy Development in Action	
Week 16 5/4/15- 5/10/15	<b><u>Module 13</u></b> Chapter 14-Planning for the Heart and Soul: Psychosocial Development in Action	<b><u>Power Point Presentations</u></b> <b><u>Due 5/10/15</u></b>
Week 17 5/11/15- 5/17/15	<b><u>Module 14</u></b> <b><u>Section 5-How Do We Teach for Tomorrow?</u></b> Chapter 15-Issues and Trends in Early Childhood Education: Four Themes	

### **Instructor's Expectations of Student:**

- 1) Students are responsible for all reading assignments and all materials covered in class.
- 2) **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.
- 3) 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 the approval of the instructor to complete the missing hours before a final grade is given.

### **Instructor's Expectations of Students During On-site Observations:**

1. Print and fill out the onsite observation letter (page 9 of syllabus).  
This letter needs to be signed by both you and the site supervisor. It then needs to be returned to me.
2. 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.
3. Respect all applicable policies and procedures of center/classroom including protecting student, staff and family confidentiality.
4. 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.
5. **No student should be left alone with a child or children for any period of time.**  
If you find yourself in that position, immediately inform the center staff that you are not allowed to be placed in that position. It is important that you notify me if you find yourself in an uncomfortable situation. I will assist you with any difficulties/challenges you may be facing in your placements.





Early Childhood Education Program

Spring 2015

Student \_\_\_\_\_

The above student is currently enrolled in ECE 101- Introduction to Early Childhood Education at Middlesex Community College. Students enrolled in this course are expected to complete 10 hours of field work in an approved early childhood education setting. This student has expressed an interest in observing in your respected facility and would like your permission to do so.

NAEYC Ethics and Professional Standards are reviewed in this course. During the observation hours, students will be taking notes and are required to refer to children observed by pseudonyms to protect confidentiality both in class discussions and assignments. Students are also expected to conduct themselves in a professional manner and to adhere to your program policies at all times.

Feel free to discuss with the student the expectations/course work required for this course as well as your center/classroom expectations.

If you have any questions or concern, feel free to contact me at 860-343-5758 or through email at [nrosado-javier@mxcc.commnet.edu](mailto:nrosado-javier@mxcc.commnet.edu)

Thank you for partnering with Middlesex Community College. Your participation in teacher education is extremely valuable and much appreciated.

Sincerely,  
Norma Rosado-Javier  
Assistant Professor/Program Coordinator  
Early Childhood Education Program  
Middlesex Community College

I give my permission for \_\_\_\_\_ to conduct their observation hours at (name of child care facility)\_\_\_\_\_.

Director/Head Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**COURSE NUMBER/TITLE:** ECE 101D – Introduction to Early Childhood Education  
**INSTRUCTOR:** Norma Rosado-Javier  
**PURPOSE:** Field Observation Time Sheet/Activities Spring 2015  
**DEPARTMENT:** Early Childhood Education (Middlesex Community College)

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

**SCHOOL/PROGRAM NAME/ ADDRESS/PHONE NUMBER**  
 \_\_\_\_\_  
 \_\_\_\_\_

DATE TIME DAILY ACTIVITIES OBSERVED/PARTICIPATED		
DATE	TIME	DAILY ACTIVITIES OBSERVED/PARTICIPATED (Example)
9/15/14	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 \_\_\_\_\_