

**MIDDLESEX COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM**



ECE 101 Introduction to Early Childhood Education

Instructor: Norma Rosado-Javier

Semester: Spring 2016

Class Time: Online

Credits: 3 Room: 415

Office Hours: M/W 11:00am-12:30pm

W-3:30pm-6:30pm or by appointment in Room 508 Snow Hall

Email: Use Blackboard Message Tool

Phone: (860) 343-5758

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

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 an NAEYC accredited early childhood education setting.

Text: Herr Judy, (2016) **Working with Young Children**, 8th edition. The Goodheart-Wilcox Company, Inc.

COURSE OBJECTIVES

Upon completion of this 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

	Items	Points
A	Discussion Board/Activities (15 x10 points each)	150
B	Standards Activity (3 at 50 points each)	150
C	Mid-Term	250
D	Fieldwork/Reflection	200
E	Final Project/PowerPoint-Program Model Presentation/ NAEYC Key Assessment Assignment	250
	Total	1000

Total # of points/Letter Grade

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

Course Requirements/Grading Points:

A. Discussion Boards/Activities: (15x10 points each: 150 points total).

Each week you will be responsible for posting an initial response thread in the discussion link located in the course menu or completing an activity assigned. 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 relate 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

Creatively prepare a brief bulleted summary of each of the contemporary historical figures described in Chapter 4. (Erikson, Piaget, Vygotsky, and Gardner). Select one that you think has or will influence you the most in early childhood education and explain why. Discuss major theoretical perspectives as they relate to children's development.

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? How many of these characteristics do you currently possess? How many do you feel you need to acquire?

C. Mid-Term Exam (250 points).

The mid-term exam will cover as many chapters as we review up until the date of the exam. A study guide will be provided and reviewed 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 may complete your hours in an Infant/toddler classroom, preschool, or school-age facility.
- You are free to observe any program but must indicate if the program is a NAEYC accredited program.
- Your observation needs to be based on the CT. Early Learning Development Standards (CTEDS) and 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 the 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/ Power Point Presentation: (NAEYC Key Assessment Assignment)
Exploration of an ECE Model Program (250 points):

- Students are required to choose one program model to explore and research from the following list:

Head Start	Child Care Centers
Reggio Emilia	Family Child Care
Maria Montessori	School-Readiness Programs,
High Scope	Parent Cooperatives,
Bank Street	School-Age Child Care
Kindergarten	Laboratory Schools
Nursery School	High School Child Care Programs

- Your presentation should include a full description of the model and should identify its approach to early childhood learning.
- Describe its philosophies and how it is 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 is to be presented in an interesting and professional manner.
- You may submit your slides ahead of time to be reviewed by instructor.
- Some class time will be allotted in the computer room to help get you started on this project.

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. **No hand written work will be accepted. All assignments must creatively have cover page to include student's name, instructor's name, course title and number, clear assignment topic or heading and submission date.**

All biographic notations of any articles, other sources reviewed to complete assignments, or cited in the 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

MLA http://www.mxcc.commnet.edu/images/customer-files/L_PDF/MLA.pdf

Minimum Study Time: It is imperative that you study in order to learn the material. A general "rule of thumb" 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 five hours each week studying for this course. You must spend time and learn the materials in the textbook, readings, and study PowerPoint notes as well as what is covered in the course. Research shows that the more time a college student spends studying, the more the student learns.

Instructor's Expectations of Students in class:

1. **Class participation** is expected and is needed for small group activities. Many of the class activities involve small groups and are intended for students to engage in active learning.
2. Students are responsible for all reading assignments and all materials covered in class.
3. **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.
4. **Please turn off or turn to vibrate cell phones upon entering the class. Refrain from texting during class as it can be a distraction/disrespectful to the instructor or other students.**

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

1. 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 which needs to be signed by the supervising teacher at the conclusion of the 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.
2. 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 once you have selected a placement. It then needs to be returned to me as proof of placement/site selection.

3. 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.
4. Respect all applicable policies and procedures of center/classroom including protecting student, staff and family confidentiality.
5. 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.
6. **No student should be left alone with a children 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 encounter while completing your observation hours in your placement site.

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/ 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/.



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; 860-343-5759; Founders Hall Room 123J

- Secondary Title IX Coordinator
Ms. Queen Fordham
Coordinator of the Meriden Center Welcome Desk
qfordham@mxcc.edu; 203-608-3011

Course Outline

Date	Topics	Assignments
<u>Week 1</u> 1/22/16	Introductions/Ice Breaker Review syllabus /Course Overview	Read Chapter 1
<u>Week 2</u> 1/25/16 1/27/16 1/29/16	Part 1-The Children and You Chapter 1-You: Working with Young Children	Read Chapter 4 Standard #6: Becoming a Professional (due on 2/1/16)
<u>Week 3</u> 2/1/16 2/3/16 2/5/16	Chapter 4-Child Development Principles and Theories	Read Chapters 5/6
<u>Week 4</u> 2/8/16 2/10/16 2/12/16	Chapter 5-Understanding Children from birth-2. Chapter 6 Understanding 2 and 3yr olds. No Class!	Read Chapters 7/8 Standards Activity #1 (due on 2/17/16)
<u>Week 5</u> 2/15/16 2/17/16 2/19/16	<u>College Closed</u> Chapter 7-Understanding Four-and Five-Year-Olds /Chapter 8-Middle Childhood	Read Chapters 9/10
<u>Week 6</u> 2/22/16 2/24/16 2/26/16	Part 2-Creating a Safe and Healthful Environment Chapter 9-Preparing the Environment Chapter 10-Selecting Toys, Equipment, and Educational Materials	Read Chapters 11/12 Do Bulletin Board! (due on 2/29/16)
<u>Week 7</u> 2/29/16 3/2/16 3/4/16	Chapter 11-Promoting Children's Safety Chapter 12-Planning Nutritious Meals and Snacks	
<u>Week 8</u> 3/7/16 3/9/16 3/11/16	Chapter 13-Guiding Children's Health Part 3- Guiding Children Chapter 14-Developing Guidance Skills Review Study Guide	Read Chapters 13/14 Study for Mid-Term Exam
<u>Week 9</u> 3/14/16 3/16/16 3/18/16	Chapter 15-Guidance Challenges Chapter 16-Establishing Classroom Limits/. Mid-Term Exam	Read Chapters 17/18
3/21/16 3/23/16 3/25/16	SPRING BREAK	
<u>Week 10</u> 3/28/16 3/30/16 4/1/16	Chapter 17-Handling Daily Routines Part 4-Learning Experiences for Children Chapter 18-The Curriculum	Read Chapters 19/20 Standard #5 Curriculum (due on 4/4/16)

<u>Week 11</u> 4/4/16 4/6/16 4/8/16	<u>Academic Advising Begins!</u> Chapter 3-Observing Children: A Tool for Assessment Chapter 19-Guiding Art, Blockbuilding, and Sensory Experiences	Read Chapters 21/23 Field Observations due on 4/15/16.
<u>Week 12</u> 4/11/16 4/13/16 4/15/16	Chapter 20-Guided Storytelling Experiences Chapter 21-Guiding Play and Puppetry Experiences/ <u>Last day to withdraw from class!</u> Chapter 22-Guiding Manuscript Writing Experiences Field Observations Due!	Read Chapters 3/28
<u>Week 13</u> 4/18/16 4/20/16 4/22/16	Chapter 23-Chapter 27 Guiding Math, Science, Social Studies, Food and Nutrition, Music and Movement, and Field Trip Experiences Chapter 28-Guiding Field Trip Experiences	Read Chapter 31
<u>Week 14</u> 4/25/16 4/27/16 4/29/16	Part 5-Other People You Will Meet Chapter 29-Programs for Infants and Toddlers Chapter 30-Programs for School-Age Children Chapter 31-Guiding Children with Special Needs	Read Chapter 32/33
<u>Week 15</u> 5/2/16 5/4/16 5/6/16	Chapter 32-Involving Parents and Families Education Chapter 2-Types of Early Childhood Programs	Power Point Presentations due Week of 5/9/16.
<u>Week 16</u> 5/9/16 5/13/16	Last Class-Chapter 33-A Career for You in Early Childhood Power Point Presentations Due!	



Early Childhood Education Program

Spring 2016

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.comnet.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 his/her
10 observation hours at (name of facility)_____.

Director/Head Teacher Signature _____ Date _____

Student Signature _____ Date _____

