

SYLLABUS EDE 3123 Early Childhood Education

Catalog Description:

EDE 3123. Early Childhood Education. (3) (Prerequisite: Admission to Teacher Education. Corequisite: RDG 3112 and RDG 3123). Three hours lecture. Overview of early childhood education. Understanding young learners and creating learning environment. Assessing young children. Field experience.

Objectives:

1. To help students understand the physical, social, emotional, and cognitive development of young children and its significance to the effectiveness of early childhood education. **INTASC#2 CFPO 2**
2. To help students learn about the development of early childhood education and current philosophy, attitude, issues, and trends with emphasis on the influence of various groups, such as the National Association for the Education of Young Children (NAEYC). **INTASC #4, 10 CFPO 3**
3. To help students learn how to design an early childhood physical facility: indoor and outdoor learning environment. **INTASC #5, CFPO, 2, 6**
4. To help students learn how to select appropriate equipment and supplies for an early childhood program based on the students' characteristics and state and local guidelines during the field-based experience. **INTASC #2, 5 CFPO 2, 6**
5. To help students learn how to develop the curriculum for early childhood programs. To provide practicum students with the opportunity to plan and conduct a variety of learning experiences. **INTASC #2, 7, 10 CFPO 2, 3, 5, 8, 9**
6. To help students realize the significance of play as the most effective teaching and Learning tool **INTASC #2, 4, CFPO 7**
7. To help students understand the importance of discipline and learn the behavior management models and a variety of discipline strategies to foster self control. **INTASC#5, 9 CFPO 2,**
8. To help students understand the important role the family plays in child learning and development and to learn the appropriate ways to establish and maintain positive teacher-family relationships. **INTASC #7, and #10 CFPO 1, 2, 7, 8,**
9. To help students understand the characteristics, uses, advantages, and limitations of different types of assessment methods (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development. **INTASC #8, CFPO 4**
10. To provide students with cooperative learning experience. **INTASC # 10 CFPO 2, 8, 9**
11. To help students develop their verbal communication skills and professionalism. **INTASC #6 and #9 CFPO 1, 2, 8**

Topics To Be Covered:

1. Introducing early childhood education (3.00 hours)
 - a. The history and current issues, and trends of early childhood education
 - b. Developmentally appropriate practice
 - c. NAEYC, MECA ,SECA
2. Child growth and development (6.00 hours)
 - a. Behaviorist theories
 - b. Maturationist theories
 - c. Constructivist theories

- d. Normal patterns of growth and development and its significance to education
3. Models of schools (3.50 hours)
 - a. Behaviorist
 - b. Constructivist
 - c. Montessori
4. Creating the learning environment (6.00 hours)
 - a. Goals and Objectives/Standards
 - b. Indoor spaces
 - c. Outdoor spaces
 - d. Planning for diversity
5. Planning (6.00 hours)
 - a. General goals and instructional objectives
 - b. Daily schedule
 - c. Instructional Delivery Planning
 - d. Planning for diversity
6. Guiding children's behavior (6.00 hours)
 - a. Balancing teacher authority and child autonomy
 - b. Approaches to guiding children
 - c. Applying the approaches
7. Play (3.00 hours)
 - a. Historical perspective of play
 - b. Theories of play
 - c. Play as education tool
 - d. Teacher's role in play
8. Assessment (3.50 hours)
 - a. Standardized assessments
 - b. Reporting results
9. Observation: the most appropriate assessment tool for young children (4:00 hours)
 - a. Definition of observation
 - b. Purposes of observation
 - c. General guidelines for observing children
 - d. Observation methods: Anecdotal records, checklist
10. Teachers, Parents, and Paraprofessionals (4.00 hours)
 - a. Expectations
 - b. Family involvement
 - c. Variety ways to communicate with family

Suggested Course Requirements/Student Activities:

1. Each student will be responsible for mastery of the knowledge covered in lectures, class discussions, text readings, videotapes and any other materials. **INTASC #2, 3, 6, 7, CFPO 3**
2. Each student will write "**Getting to Know Your Students**" paper, a description of children in the field experience classroom based on first hand observation. **INTASC 2, 3, 5 CFPO 1, 2**

3. Students will create **an indoor learning environment** for young children cooperatively.
INTASC #3, 5, CFPO 1, 2, 6
4. Students will plan a thematic unit for young children individually or in a cooperative group
INTASC #7, 10 CFPO 1, 2, 3, 5, 9
5. Each student will complete a practicum of **1 hour per week** and complete a variety of field assignments. **INTASC #2, 3, 4, 5, 7, 8, 9, 10 CFPO 1, 2, 4, 5, 6, 7, 8,**
6. Each student will write **4 journals** on the assigned topics (See observation guide for more information) **INTASC #5, 10 CFPO 1, 6,**
7. Students will take **3 chapter tests and 1 final examination**
8. **In class attendance and participation are required. CFPO #1, 3**

Teaching Methods and Instructional Resources:

A variety of approaches will be employed in class session, including, but not be limited to lectures, discussions, field experience, videos, transparencies, readings, handouts, small group discussion and presentations.

Evaluation:

A letter grade for this class will be given upon completion of course requirements. The break down for determination of final grade is as follow:

Field Activities	200	A	90-100%
Tests(3 chapter tests and 1 final)	300	B	80-89%
Description of the children	100	C	70-79%
Creating indoor environment	100	D	60-69%
Thematic Web	100	F	Below 60%
Journals	100		
Total	900		

Text:

Brewer, Jo Ann (2004) Introduction to Early Childhood Education: Preschool Through Primary Grades (5th ed.)
Pearson Education, Inc.

Bibliography:

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Derman-Sparks, L. (1999). Markers of multicultural/antibias education. Young Children, 54 (5), 43.

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