

Cedar Crest College
Education Department
Syllabus
ECE 101-Introduction to Early Childhood Education
Fall 2009
TR 2:30 p.m.-3:45 p.m.
Curtis 252

Instructor: Joan M. Kern, M.Ed.

Office: Curtis 228

Telephone: 610-606-4666, ext. 3618

E-mail: jmkern@cedarcrest.edu *

***We are only permitted to communicate through Cedar Crest College e-mail accounts.**

Course Description: An analysis of the early childhood education field with focus on historical, social and philosophical background as well as on current and future critical issues in the field. Discussion of developmentally appropriate practice, current teaching trends and best practices are included. The role of the family in early childhood education is highlighted.

Course Objectives:

1. The student will develop an understanding of the education of young children.
2. The student will develop an understanding of the history and theories of early childhood education, including developmentally appropriate practices.
3. The student will develop an awareness of the current and future challenges related to early childhood education.
4. The student will develop an understanding of the process for meeting the special needs of learners in early childhood education.
5. The student will understand the role of parents and families in the education of young children.
6. The student will understand the role of the early childhood professional.

Outcomes:

1. Candidates will demonstrate an understanding of the current early childhood profession, its historical, philosophical and social foundations, and how these influence current thought and practice.
2. Candidates will demonstrate an understanding of the importance of meeting the needs of special needs children and culturally and linguistically diverse learners.
3. Candidates will demonstrate an appreciation for the uniqueness of each child, recognizing the role of family, culture and society.
4. Candidates will describe the principles and practices of a variety of early childhood program models i.e. Montessori and Emilia.
5. Candidates will be introduced to developmentally appropriate practices for students in grades Pre-K to 4.

Required Text:

Morrison, G.S. (2009) *Early Childhood Education Today*. Upper Saddle River, NJ: Pearson Education, Inc.

Students with documented learning disabilities who may need academic accommodation should discuss these needs with the professor. Students with disabilities who wish to request accommodations should contact the Advising Center.

Attendance Policy: Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent.

Honor Code: This class will operate under the Honor Code as specified in the CCC Customs Book. A student loses credibility if he/she engages in any behaviors that break this code. Any student documented as cheating on an assignment, plagiarizing, or otherwise breaking the honor code will receive a grade of F for this course.

Classroom Protocol: Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protections for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their education.

*****Use of cell phones, pagers, blackberries, etc. is restricted to break time. Please turn all devices on vibrate during class for e-Campus emergency system only. *****

Required Course Assignments and Assessments:

Test 1 (09/10) Chapter 1-3	25 points
Test 2 (09/24) Chapters 4-5	25 points
Test 3 (10/22) Chapters 6-8	25 points
Test 4 (11/05) Chapters 9-10	25 points
Final Exam (12/03) Chapter 11-12	50 points
Education Department Professionalism Rubric	50 points
Presentation on ECE Curriculum	100 points
Philosophy of Education	200 points

Presentation on an Early Childhood Curriculum (See rubric for grading information):

Students will work with a partner to prepare and deliver a 30 to 45 minute presentation on one of the following early childhood programs: Montessori, High/Scope, Reggio Emilia, Head Start, or Waldorf. The presentation should include the historical and pedagogical significance of the program. An example of a lesson from the program should be explained and/or demonstrated. Relevant materials for the program should be explained and shown when possible. The classroom environment and the role of the teacher should be discussed. Each member of the partnership should present some aspect of the presentation. Team must research the program outside of the textbook. Two to three sources should be cited in the presentation.

Philosophy of Education (See rubric for grading information):

Each student will develop their Philosophy of Education. This will be a short paper written in APA style. It should be typed in 12 point font and double-spaced. References must be cited. This assignment is personal in nature. It will reflect your own beliefs about how children develop and learn as well as how

and what they should be taught. This should be the reflection of your core beliefs about education. It will be interesting for you to see if it changes throughout your academic experience here at Cedar Crest.

Final Grade Scale:

500-473 points = A
472-453 points = A-
452-433 points = B+
432-413 points = B*
412-398 points = B-
397-378 points = C+
377-358 points = C
357-338 points = C-
337-318 points = D+
317-298 points = D
Below 298 points = F

*** Note Education/Special Education students must receive a B or higher in this course.**

Tentative Course Schedule:

Tuesday, Aug. 25	Introduction, Course Syllabus and Assignments <i>Assignment: Read Chapter 1.</i> <i>Log on to myeducationlab.com</i>
Thursday, Aug. 27	Questions on syllabus and assignments Chapter 1- You and Early Childhood Education <i>Assignment: Read Chapter 2.</i>
Tuesday, Sept. 1	Chapter 2- Current Issues and Public Policy <i>Assignment: Read Chapter 3.</i>
Thursday, Sept. 3	Chapter 3- Observing and Assessing Young Children <i>Assignment: Study and prepare questions on Ch. 1-3.</i>
Tuesday, Sept. 8	Review Chapters 1-3.
Thursday, Sept. 10	TEST- Chapters 1-3 <i>Assignment: Read Chapter 4.</i>
Tuesday, Sept. 15	Chapter 4- The Past and the Present <i>Assignment: Read Chapter 5.</i>
Thursday, Sept. 17	Continue Chapter 4 and begin Chapter 5
Tuesday, Sept. 22	Chapter 5- Theories Applied to Teaching and Learning <i>Assignment: Study for Test</i>
Thursday, Sept. 24	Test Chapters 4 and 5.

Tuesday, Sept. 29	Overview of Chapter 6
Thursday, Oct. 1	Presentations
Tuesday, Oct. 6	Presentations
Thursday, Oct. 8	Discussion of Early Childhood Curriculum and Historic Influences <i>Assignment: Read Chapter 7.</i>
Tuesday, Oct. 13	NO CLASS—FALL BREAK
Thursday, Oct. 15	Chapter 7- Child Care <i>Assignment: Read Chapter 8.</i>
Tuesday, Oct. 20	Chapter 8- The Federal Government <i>Assignment: Prepare questions on Chapters 7 & 8.</i>
Thursday, Oct. 22	TEST- Chapters 6-8 <i>Assignment: Read Chapter 9.</i>
Tuesday, Oct. 27	Chapter 9- Infants and Toddlers <i>Assignment: Read Chapter 10.</i>
.Thursday, Oct. 29	Chapter 10- The Preschool Years
Tuesday, Nov. 3	Chapter 10- The Preschool Years
Thursday, Nov. 5	Test- Chapters 9 & 10 <i>Assignment: Read Chapter 11.</i>
Tuesday, Nov. 10	Chapter 11- Kindergarten Education
Thursday, Nov. 12	Continue Chapter 11 <i>Assignment: Read Chapter 12.</i>
Tuesday, Nov. 17	Chapter 12- The Primary Grades
Thursday, Nov. 19	Continue Chapter 12
Tuesday, Nov. 24	Skim Chapters 13 & 14. Philosophy of Education paper due
Thursday, Nov. 26	NO CLASS—THANKSGIVING BREAK
Tuesday, Dec. 1	Review for final exam. Course evaluations
Thursday, Dec. 3	FINAL EXAM—CHAPTERS 11-12

**** Course Schedule Subject to Change****