



Turtle Mountain Communi
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COURSE: ECE310 Intro to Early Childhood Education
TIMES: T/H 11:00am – 12:20pm, Room 216
INSTRUCTOR: Kathy Jo Henry
Telephone: 701- 477-7862 ext. 2200
Office Hours: Posted on the door

Text: Beginning & Beyond 7th Edition, by Gordon Ann M. and Browne Kathryn W. (2008)
Delmar Publishers

Supplemental Text: Developmentally Appropriate Practice in Early Childhood Programs,
Bredekamp, Sue and Copple, Carol; NAEYC, 2009

Course Description/Rational:

This course is designed to give the student a general overview of the field of early childhood education. The course will explore the historical and philosophical foundation of care and developmentally appropriate practices of schooling young children, birth to grade 3, which include stages of cognitive, communication, social, emotional, and physical development.

Course Goals:

1. Students will examine the nature of early childhood through an overview of its social, historical, philosophical, and curricular foundation from birth to grade.
2. Students will describe in writing the importance of play.
3. Students will demonstrate appropriate discipline and guidance techniques to use with children, birth to grade 3.
4. Students will identify types and characteristics of different early childhood programs.
5. Students will evaluate, using written assessment criteria, developmentally appropriate environments for children, birth to grade 3.
6. Students will examine the role of the early childhood teacher and caregiver in such areas as literacy development, behavior expectations and management, creating effective learning environments and partnering with parents for student growth from birth to grade 3.
7. Students will identify community resources available to children and families.
8. Students will identify and demonstrate ethical standards for teachers and child care providers.
9. Student will learn early childhood terminology.

Student Attitudes:

1. To understand that new facts must be added to our child development database to expand the limits of traditional care.
2. To remember our own ethnocentrism and to be reflective about it.
3. To understand bias and stereotypes and to accept the teacher/caregiver's role to prevent them from becoming obstacles to development.
4. To promote activism among child development professionals in direct and indirect ways.

Methods of Instruction: Methods of instruction will include direct instruction and online instruction, as well as class discussion, group work, hands-on projects, student presentation, along with reading and writing reflection. You will be responsible for completing any online assignments for this course through Jenzabar.

Attendance, class participation, and in class writing assignments: Many of the outlined activities require active participation on the part of YOU, the student! Therefore attendance and active participation are very important and will count toward final course grades. Unexcused absences will be subject to loss of 5 grade points for each. If you are ill or have a family emergency, please call my office, leave a message or email. I expect valid excused absences to be reported to me prior to class.

Periodically, I will ask students to write responses to class activities, assigned readings, or some other topic. Only those students who are in class at the time of the writing will receive credit-no make-ups.

Your rights and responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the instructor so that she may assist you with your course progress.

Cultural Content: The seven teachings of the Anishinabe are examined. This will enhance understanding of the multiple links connecting curricula with learning and teaching. By examining the curriculum all concerned rediscover the educational goals of integrating culture into teaching and learning.

Statement of Academic Integrity: Scholastic honesty is expected. Dishonesty includes cheating, plagiarism, and collusion. Students are expected to do individual work unless directed by a project and or permission is given. If dishonesty is found, the student will be reported to the Academic Dean.

Teacher Education Performance Standards:

To be examined and demonstrated through the student experience and documented in the professional portfolio:

1. Knowledge of subject matter
2. Knowledge of human development and learning
3. Adaptation of instructional strategies
4. Multiple instructional strategies
5. Classroom motivational and management skills
6. Communication skills
7. Instructional planning skills

8. Assessment of student learning
9. Professional commitment and responsibility
10. Partnerships

Evaluation Procedures:

Participation:

Chapter Summaries 1-15 (Chapters 1-9 due by the end of week 10 and 10-15 due by the end of week 17) Each worth 20 pts.

Topic Paper Research/Reflection paper (20 pts/each)

During the semester you are required to write 5 topic papers Specify Title of article, journal, and then the author and the date of the reading(s) on each reflection paper.

In your reflection, demonstrate that you thoughtfully engaged with the reading. Questions you can ask yourself before writing a reflection paper are: **How do the ideas in the reading connect to my own experience? What strikes me as significant and why? What questions do I have after reading? What don't I understand? In what ways is my opinion different with the author and why? What issues come up for me when I think about applying ideas in an early childhood classroom?**

Topics

- Importance of play in Kindergarten
- Learning Theories
- Planning for Cognitive Development
- Common Core and Kindergarten
- Kindergarten Assessment

Movement Activity Due Week 17

Share movement lessons that you do in the classroom that develops a child's growth in the domains of social/emotional, cognitive, creative, gross and fine motor. Due by: May 4, 2015.

Grading Scale:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

↓ = F

Course	ND Standards	Objectives	Artifacts	INTASC	NAEYC
EDUC 310 Introduction to Early Childhood	50037.1 Child Development	To examine the nature of early childhood through an overview of its	*Midterm Exam *Final Exam *Readings with Reflective papers	#1: The teacher understands the central concepts, tools of inquiry, and structure of	#1: Promoting Child Development and Learning

	<p>50037.2 Theories of Education from a Historical Perspective Practice</p> <p>50037.8 Professionalism</p> <p>50037.9 Field Experience</p>	<p>social, historical, philosophical, and curricular foundation.</p> <p>To understand ways of thinking about early childhood curriculum and environments</p> <p>To explore what it means to teach young children and the importance of play for their development and learning.</p> <p>To understand the importance of following the Professional Code of Ethics</p>	<p>*Essay : What I know about Early Childhood Education</p> <p>*Three site observations to a - -Childcare Center -Preschool and -Primary Grade</p> <p>*Interview with Early Childhood Teacher</p> <p>*Movement Activity</p> <p>*Class activities of charting similarities and differences from observations of settings, program curriculums and relationships</p>	<p>the discipline they teach and can create learning experiences that make these aspects of subject matter meaningful to students.</p> <p>#2: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and emotional development.</p> <p>10# The teacher foster relationships with school, colleagues, parents, and agencies in the community to support students and well being</p>	<p>#3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>#6: Becoming a Professional</p>
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Semester Calendar

Week of	Topic		Chapter	Assignment
Week One	Early Childhood Education History of Early Childhood		Chapter 1	Read Chapter 1 Review Questions Page 43
Week 2	Types of Early Childhood Programs		Chapter 2	Read Chapter 2
Week 3	Defining the Young Child		Chapter 3	Read Chapter 3
Week 4	Developmental and Learning Theories		Chapter 4	Read Chapter 4
Week 5	Teaching: A Professional Commitment The Role of a Teacher in the Classroom		Chapter 5	Read Chapter 5
Week 6	Observation and Assessment Learning to Read the Child		Chapter 6	Read Chapter 6
Week 7	Understanding and Guiding Behavior		Chapter 7	Read Chapter 7
Week 8	Families and Teachers: Partners in Education		Chapter 8	Read Chapter 8
Week 9	Creating Environments		Chapter 9	Read Chapter 9
Week 10	SPRING BREAK	Summaries Chapter 1-9	BY the end of the week.	
Week 11	Curriculum Basics		Chapter 10	Read Chapter 10

Week 12	Planning for the Body: Physical/Motor Development		Chapter 11	Read Chapter 11
Week 13	Planning for the Mind: Cognitive Development		Chapter 12	Read Chapter 12
Week 14	Planning for the Mind: Language Development		Chapter 13	Read Chapter 13
Week 15	Planning for the Heart and Soul: Emotional, Social, Creative, and Spiritual Growth		Chapter 14	Read Chapter 14
Week 16	Issues and Trends in Early Childhood Education		Chapter 15	Read Chapter 15
Week 17	Final May 4 (Chapter 10-15 Summaries all due) Movement Activity			

Have a Great Summer!