



Course Syllabus

COURSE NUMBER: ECED 5010	COURSE TITLE: Foundations of Early Childhood Education	TERM: I Fall 2008
SITE: WEBG WEBH #324 Office Hours: W 8:30-10:00a Th 12:30-3:00p	INSTRUCTOR CONTACT INFORMATION: Dr. Maxine L. Bauermeister Webster Hall #244 bauermei@webster.edu 314-961-2660 ext. 7710	CREDIT HOURS: 3 cr hours Wed. 5:00 p.m. to 9:00 p.m.

1. COURSE DESCRIPTION: This course serves as an introduction for students pursuing initial certification in Early Childhood Education. This course addresses the philosophical and historical foundations of the profession as well as developmentally appropriate practice and cultural diversity. It provides a knowledge base for subsequent courses in curriculum, child and family resources, and model programs.

2. REQUIRED TEXT: Roopnarine, J. & Johnson, J. (2009). *Approaches to Early Childhood Education*. (4th ed.). Upper Saddle River, NJ: Merrill, Prentice, Hall.

OPTIONAL TEXT: Bredekamp, S. (2000). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children (NAEYC).

HANDOUT: NAEYC Code of Ethical Conduct (provided by instructor)

3. LEARNING OUTCOMES:

Course Outcomes	SOE Goals and SOE Dispositions Addressed	MoSTEP/Prof Standards Addressed	NAEYC Standards Addressed
Students will demonstrate an understanding of the field of Early Childhood Education including past and present perspectives.	Goals: 1.1, 1.4, 4.1 Dispositions: 1.2, 1.4	MoSTEP: 1.3, 1.4,	NAEYC Standard 1: 1a,1b, Standard 2: 2a
Students will identify and analyze the basic types of formal and	Goals: 1.1, 4.2, 4.3 Dispositions: 1.2, 1.3, 1.4, 2.4	MoSTEP: 1.4, 1.5, 3.1, 8.1, 8.3,	NAEYC Standard 1: 1c

informal settings including model programs designed for quality education for young children.			
Students will demonstrate knowledge of the prevailing theories that have influenced practice in early childhood settings	Goals: 1.1, 1.2, 1.3, 1.4, 2.1 Dispositions: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4	MoSTEP: 1.3, 1.4, 2.1, 2.2, 2.4, 6.1	NAEYC Standard 1: 1a, 1b, Standard 4: 4d, Standard 5: 5a, 5d
Students will demonstrate the ability to observe, record, and assess observations.	Goals: 1.1, 2.4 Dispositions: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	MoSTEP: 8.3 9.1	NAEYC Standard 3: 3a, 3b
Students will demonstrate familiarity with the professional literature in the field.	Goals: 1.1, 1.2 Dispositions: 1.3, 1.4,	MoSTEP: 1.5, 2.2	NAEYC Standard 5: 5a
Students will examine the cultural diversity dimensions of Early Childhood Education.	Goals: 1.1, 3.1, 4.1, 4.2 Dispositions: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2	MoSTEP: 7.2, 8.2	NAEYC Standard 1: 1b
Students will learn about professional behavior and ethics.	Goals: 3.1, 3.2, 4.1, 4.2 Dispositions: 1.1, 1.2, 2.3, 2.4, 3.1, 3.3	MoSTEP: 9.1, 9.2, 9.3, 10.1, 10.3	NAEYC Standard 5: 5b
Students will actively engage in multiple teaching and learning strategies	Goals: 1.1, 2.2, 2.3, 3.1 Dispositions: 1.2, 1.3, 1.4	MoSTEP: 1.2, 1.3, 1.4, 5.1, 5.2, 7.4	NAEYC Standard 3: 3b, Standard 4: 4a, 4b

4. SCHEDULE of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and/or exams.

Week 1

Introductions: Who are you in the lives of children? Who do you want to be? Outline of course, student participation, goals, and assumptions

Set up learning groups, pass around sheet for contact information, and generate ideas about multiple teaching strategies.

Video: Early childhood in Ireland – How does culture influence early education? Why is history important?

Group Activity: Chapter 1, visually illustrate historical perspectives on Early Childhood Education

Growth of Early Childhood Education

Observing and Recording Observations

Week 3

Student group presentation on Chapter 5 and 7

Group work on early childhood in other countries

Theories of development - Maxine

Professionalism and ethics in the field – NAEYC Code of Ethical Conduct handout and activity

Assignment: Complete infant/toddler observation and **turn in week 5**. This should be 1 – 2 pages in length and based on your observation notes. Please attach your notes to the paper. Read chapters 8, 9, and 10

Week 4

Student group presentation on Chapters 9, 10, 12 and 16

Development of the Preschool/Early Primary child, Chapter 8 - Maxine

Review expectations for final project and select a topic

Assignment: Read Chapters 6, 13, and 14

Week 5

Observation #1 due

On-site visit: Faith Academy of Montessori at the Station

Week 6

Student group presentation on Chapters 13 and 14

Chapter 6 – Maxine

Assignment: Complete preschool/early primary observation and turn in **next week**.. Again this should be 1-2 pages in length and based on your observation notes. Attach the notes to your paper and read chapter 15.

Assignment: Complete special topics project

Week 7

Observation #2 due.

Student group presentation on Chapters 15

Student Presentations on Self-selected Topics

Week 8

Student Presentations on Self-Selected Topics

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Points
Two journal articles (5 pts. each)	Students will demonstrate current knowledge in areas of early childhood education and familiarity with the professional literature	10 pts
Two on-site observations of early childhood programs (10 pts. each)	Students will actively engage in multiple learning and teaching strategies. Students will demonstrate the ability to observe and record observations	20 pts
Group presentation (20 pts.)	Students will actively engage in multiple learning and teaching strategies	20 pts
Individual presentation and special topic	Students will actively engage in	

paper (35 pts.)	multiple learning and teaching strategies	35pts
Class participation (10 pts.)	Students will actively engage in multiple learning and teaching strategies	10 pts
Professional behavior and attendance (5 pts.)	Students will develop a sense of professionalism and ethics	5 pts

Students are responsible for reading all materials assigned in class. You are expected to be on time and to come to class prepared to discuss issues related to weekly topics.

Students are expected to conduct themselves in a professional manner during class time. Attendance is mandatory.

Incompletes are given at the discretion of the instructor and only under unusual circumstances. It is the student's responsibility to notify the instructor of any problems. Incompletes will not be discussed beyond the 6th week of class.

Note: The syllabus is subject to change at the discretion of the instructor.

6. GRADING SCALE:

93 – 100 = A

90 – 92 = A-

86 – 89 = B+

83 – 85 = B

80 – 82 = B-

76 – 79 = C+

73 – 75 = C

70 – 72 = C-

66 – 69 = D+

63 – 65 = D

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

1. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

2. ACCESSIBILITY/ACCOMODATIONS POLICY:

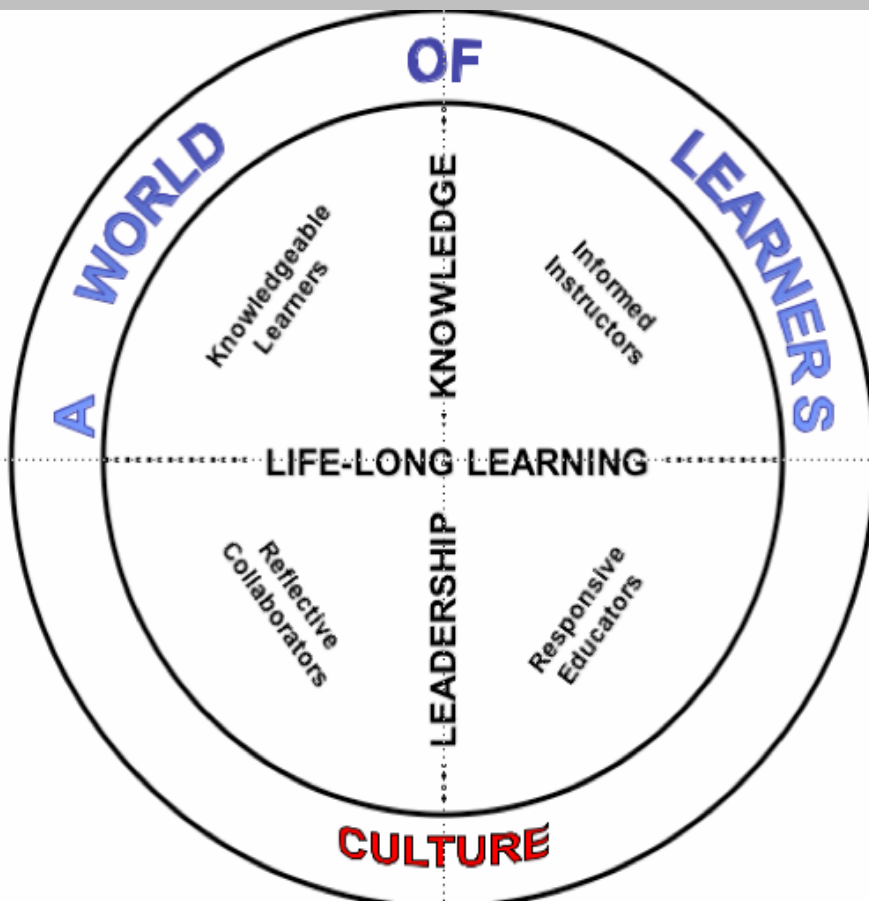
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr.Barbara Stewart, at (314) 968-7495.

WEBSTER UNIVERSITY
SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).

NAEYC Standards

Standard 1. Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on children's development and behavior
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

- 2a. Knowing about and understanding family and community characteristics
- 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c. Involving families and communities in their children's development and learning

Standard 3. Observing, documenting and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c. Understanding and practicing responsible assessment
- 3d. Knowing about assessment partnerships with families and other professionals

Standard 4. Teaching and Learning

- 4a. Knowing, understanding, and using positive relationships and supportive interactions
- 4b. Knowing understanding, and using appropriate, effective approaches and strategies for early education
- 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Standard 5. Becoming a Professional

- 5a. Identifying and involving oneself with the early childhood field
- 5b. Knowing about and upholding ethical standards and other professional guidelines
- 5c. Engaging in continuous, collaborative learning to inform practice
- 5d. Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e. Engaging in informed advocacy for children and the profession