

WEBSTER UNIVERSITY
COURSE SYLLABUS

EDUC 2850
COURSE NUMBER AND SECTION

Dr. Theresa Prosser
961-2660 X7652

EMAIL: prosseth@webster.edu
INSTRUCTOR

Foundations of Early Childhood Education
COURSE TITLE

TERM: SP 2003

Webg
SITE

1. Course Description: (student focus, rationale, scope)

This course focuses on the social, philosophical, and historical background of early childhood education. Students will examine past and current theories of learning as well as multiculturalism, technology and its application, equity and diversity issues, observation and assessment, and developmentally appropriate practice applied across all program areas. Students will also examine the changing field of early childhood education and the role of the professional. Students will visit developmentally appropriate programs and apply their learning to an onsite homeless shelter for women and children.

2. Learning Outcomes: (Goals, objectives, course outcomes, etc.)

- A. Students understand the social, philosophical, and historical background of early childhood education and its impact on current practice. (MoStep 2 d)
- B. Students understand past and current learning theories and how to apply those theories in an early childhood program. (MoStep 2d)
- C. Students understand the importance of parent/family involvement and education in early childhood education. (MoStep 10c)
- D. Students identify developmentally appropriate practice (DAP) and can develop activities incorporating DAP including the area of technology. (MoStep 4a)

- E. Students understand issues surrounding diversity and how to meet the needs of children with special needs and diverse cultures. (MoStep 4b)
- F. Students examine accredited early childhood programs and identify the strengths and weaknesses within programs. (MoStep 1a)
- G. Students critically reflect on their role as a teacher working with young children. (MoStep 9a)
- H. Students understand and follow NAEYC's Code of Ethical Conduct. (MoStep 9c)

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations and exams.

WEEK 1:

Introduction to the course.

Review syllabus

What does it mean to be a professional?

Historical Perspectives of Early Childhood Education

Theories of Learning

Piaget, Montessori, Vygotsky, Gardner, Skinner, and Erikson

Chapter 1

Reflection

WEEK 2:

Children's emotional and physical well being

Communicating effectively with young children

Guiding young children's behavior

Chapter 2, 3, and 5

Reflection

WEEK 3:

TUESDAY: The Importance of Play

Chapter 4

Reflection

Journal Critique Due

THURSDAY: Observation

Reflection

WEEK 4:

TUESDAY: Developmental Stages from Infants to Primary Grades

Chapter 11

Reflection

Journal Critique Due

THURSDAY: Observation

Reflection

WEEK 5:

TUESDAY: Setting up the Social/Emotional Environment

Chapter 9

Reflection

Journal Critique Due

THURSDAY: Observation

Reflection

WEEK 6:

TUESDAY: Setting up the Physical Environment

Chapter 8

Reflection

Journal Critique Due

THURSDAY: Observation

Reflection

WEEK 7:

TUESDAY: Language and Emergent Literacy

Chapter 13

Reflection

THURSDAY: Observation

Reflection

WEEK 8:

TUESDAY: Math and Science Curriculum

Reflection

THURSDAY: Observation at Adams School

Reflection

WEEK 9:

TUESDAY: Art, Music, and Social Studies

Chapter 15

Reflection

THURSDAY: Work at Adams School

Reflection

WEEK 10:

TUESDAY: Observing, Recording, and Assessing

Chapter 12

Reflection

THURSDAY: Work at Adams School

Reflection

WEEK 11:

TUESDAY: Teacher as a Model and Working with Families

Chapters 6 and 7

Reflection

THURSDAY: Work at Adams

Reflection

WEEK 12:

TUESDAY: Routines

Chapter 10

Reflection

THURSDAY: Work at Adams

Reflection

WEEK 13:

TUESDAY: Early Childhood Programs

Handouts

Reflection

THURSDAY: Work at Adams

Reflection

WEEK 14:

TUESDAY: Diversity

Strategies for teaching children with special needs

Multicultural infusion

Bilingual Education

Trends in Multicultural Education

Reflection

THURSDAY: Last Day at Adams

Reflection

WEEK 15:

TUESDAY: NAEYC Code of Ethics/Contemporary Issues in Early
Childhood

Reflection

THURSDAY: Study guide and prep for final exam

REFLECTIVE JOURNAL DUE

WEEK 16:

FINAL EXAM

PRESCHOOL PROJECT DUE

4. Resources

Text: Gonzalez-Mena, J. (2001) (2nd ed.) Foundations: Early childhood education in a diverse society. Mountain View, CA: Mayfield Publishing.
Handouts as needed.

5. Evaluation:

a) Final exam

- b) Reflective Journal
- c) 4 Professional Journal Critiques
- c) Preschool Project

Guidelines for the reflective journal, journal critiques, preschool project, and lesson plans will be provided in class.

TEN PERCENT OF THE GRADE WILL BE DEDUCTED FROM ALL LATE ASSIGNMENTS WITHIN THE FIRST 2 DAYS OF THE DUE DATE. AN ADDITIONAL TEN PERCENT WILL BE DEDUCTED EACH CLASS MEETING THE ASSIGNMENT IS OVERDUE.

Incompletes are given at the discretion of the instructor and under extreme situations. Discussion with the instructor concerning an incomplete should be made no later than the end of the 13th week.

6. Attendance and Participation

Students are responsible for all materials assigned. This includes the text as well as any supplemental reading.

Students are responsible for attending class and the observations. If this is not possible, it is the student's responsibility to make the instructor aware of the absence and to gather any information, notes, handouts, etc. covered in their absence. A student missing more than 2 classes will not receive a grade higher than a **B**. A student missing more than 3 classes will not receive a grade higher than a **C**. Missed observations must be made up on the student's time.

7. Final Projects

Students can pick up final projects, lesson plans, and journals during the Fall semester or provide a self-addressed, **STAMPED** envelope for their return.

This syllabus is subject to change at the discretion of the instructor.

