

Webster University
Course Syllabus

EDUC 2850
COURSE NUMBER AND SECTION

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Foundations of Early Childhood Education
COURSE

TERM: SP 2004

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 role of the professional. Students will visit developmentally appropriate programs and apply their learning.

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

- A. Students describe and define the social, philosophical, and historical background of early childhood education and its impact on current practice. (MoStep 2d)
- 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 effect of positive communication and the development of good relationships between families and early childhood teachers. (MoStep 10c)
- D. Students examine what is meant by "developmentally appropriate practice" 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)
- I. Students describe and implement various observation techniques. (MoStep 8a)

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

Week 1: (Jan. 12 & 14)

Introduction to the course.

Review syllabus.

What does it mean to be a professional?

Chapter 1 - Historical and theoretical perspectives of Early Childhood

Education

Reflection

Week 2: (Jan. 19 & 21)

Chapter 12 - Observing, Recording and Assessing

Reflection

Week 3: (Jan. 26 & 28)

Observation and Service at a Parent-Child Program

Reflection

Week 4: (Feb. 3 & 5)

Chapter 2 - Child's Physical Health and Safety

Chapter 3 - Communicating Effectively with Children

Chapter 5 - Guiding Young Children's Behavior

Reflection

Week 5: (Feb. 10 & 12)

Tuesday - Chapter 10 - Routines

Thursday - Observation

Reflection

Journal Critique Due

Week 6: (Feb. 17 & 19)

Tuesday - Chapter 8 - The Physical Environment

Thursday - Observation

Reflection

Week 7: (Feb. 26 & 28)

Chapter 6 & 7 - Teacher as Model & Working with Families

Reflection

Week 8: (Mar. 2 & 4)

Tuesday: Observation
Thursday: Chapter 9 - Setting up the Social-Emotional Environment
Reflection
Journal Critique Due

Week 9: (Mar. 16 & 18)

Tuesday: Chapter 4 - Importance of Play
Thursday: Observation
Reflection

Week 10: (Mar. 23 & 25)

Tuesday: Chapter 11 - Developmental Stages
Thursday: Observation
Reflection

Week 11: (Mar. 30 & Apr. 2)

Tuesday: Chapter 13 - Language and Emergent Literacy
Thursday: Observation
Reflection
Journal Critique Due

Week 12: (Apr. 6 & 8)

Tuesday: Chapter 14 - Math & Science
Thursday: Observation
Reflection

Week 13: (Apr. 13 & 15)

Tuesday: Chapter 15 - Art, Music & Social Studies
Thursday: Games-Integrating and Individualizing Activities
Reflection

Week 14: (Apr. 20 & 22)

NAEYC Code of Ethics/Contemporary Issues in Early Childhood
Reflection
Journal Critique Due

Week 15: (Apr. 27 & 29)

Tuesday: Project Presentations
Thursday: Study guide/prep for final exam
REFLECTION JOURNAL DUE

Week 16: (May 4 & 6)

Project Presentations

PRESCHOOL PROJECT DUE FINAL EXAM

4. Resources

Text: Gonzalez-Mena, J. (2001) (2nd Ed.) Foundations: Early Childhood Education in a Diverse Society. Mountain View, CA: Mayfield Publishing.

Brekekamp, S.I. & Copple, D., Ed. (1997) , Developmentally Appropriate Practices Birth through Eight Years of Age, Washington, D.C, NAEYC.

5. Evaluation:

- a) Final Exam
- b) Reflective Journal
- c) 4 Professional Journal Critiques
- d) Preschool Project

Guidelines for the reflective journal, journal critiques, lesson plans, and preschool project will be provided in class. Developmentally Appropriate Practices readings will be assigned as needed.

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.