

WEBSTER UNIVERSITY
Course Syllabus

ECED 5010
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Sheila Sherman

COURSE NUMBER AND SECTION

INSTRUCTOR

E-MAIL ADDRESS

Foundations of Early Childhood

SP2 2004
3

COURSE TITLE
WGSD 356

TERM

CREDIT HOURS

SITE

Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course addresses the historical, philosophical, psychological, and social foundations of early childhood education. The interaction of biological, medical, personal-social, child-family interactions, and environmental factors which may place a child at-risk or cause disabilities is discussed. Major theories of teaching and learning including their logical and empirical foundations and the application of these theories to diverse young learners is incorporated into discussions, readings, and assignments.

Learning Outcomes: (goals, objectives, course outcomes, etc.)

Identify any MOSTEP or professional standards that are met by each learning outcome.

1. Demonstrate knowledge of major theories of teaching and learning and apply these theories to diverse learners. (MoStep 2d)
2. Examine past, current, and future issues affecting children and their families. (MoStep 3d)
3. Understand the significance of incorporating developmentally appropriate practice into all areas of infant, toddler, preschool, kindergarten, and primary grades (MoStep 2a)
4. Understand the impact of government on early childhood programs, children, and families.
5. Develop an awareness and acceptance of children with special needs, creating learning environments for all children (MoStep 7b)
6. Examine, understand, and support cultural diversity in the classroom (MoStep 3d)
7. Understand the importance of professionalism and adopting a

code of ethics which supports children and families (MoStep 9c)

8. Conduct research using appropriate tools of inquiry (MoStep 1)

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

Week 1 - March 16

Introduction

Outline of course and student participation

Discussion of developmentally appropriate practice

NAEYC's position statement

Guidelines for decisions about DAP

Policies essential for achieving developmentally appropriate early childhood programs

Text: NAEYC Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition

NAEYC Code of Ethical Conduct, Amended 1997

Week 2 - March 23

Children and Thinking

Taking Sides

Issue 2 - Should Brain Science Guide Educational Practice?

Annual Editions

Article 8 - What's the Difference between Right and Wrong: Understanding How Children Think

Article 41 - Salting the Oats - Using Inquiry-Based Science to Engage Learners at Risk

Handout

Ch. 5.1 Froebel, F., from the Education of Man

Ch. 7.1 Dewey, J., from Three Years of the University Elementary School

Grades and Retention

Taking Sides

Issue 11 - Should All Children Be Five Years of Age Before Starting Kindergarten?

Issue 17 - Is Grade Retention a Sound Educational Practice?

Handout

Ch. 1.4 Elkind, D., from "The Hurried Child: Is Our Impatient Society Depriving Kids of Their Right to Be Children" *Instructor*

Ch. 9.4 Shepard, L. & Smith, M.L., from "Synthesis of Research on Grade Retention," *Educational Leadership*

Week 3 - March 30

Discipline

Taking Sides

Issue 4 - Is Time-Out an Effective Discipline Technique?

Issue 6 - Is Spanking an Effective Method of Discipline?

Annual Editions

Article 29 - Bullying Among Children

Article 30 - Use the Environment to Prevent Discipline Problems and Support Learning

Handout

Ch. 1.2 - Vygotsky, L.S., from *Thought and Language*

Ch. 1.3 Erikson, Erik., "A Healthy Personality for Every Child"

Curriculum

Taking Sides

Issue 3 - Using Computers

Issue 15 - Is the Whole-Language Approach the Best Way to Teach Reading?

Annual Editions

Article 36 - Using Documentation Panels to Communicate with Families

Article 40 - Children Are Born Mathematicians: Promoting the Construction of Early Mathematical Concepts in Children under Five

Handout

Ch. 9.1 - Cohen D., & Stern, V., from *Observing and Recording the Behavior of Young Children*

Week 4 - April 6

Superheroes

Annual Editions

Article 14 - Cartoon Violence: Is it as Detrimental to Preschoolers as We Think?

Article 31 - Helping Children Cope with Stress in the Classroom Setting

Handout

Ch. 9.3 - Paley, V. G., "On Listening to What the Children Say," *Harvard Educational Review*

Education Systems

Taking Sides

Issue 14 - Are Multi-Age Programs Best for Young Children?

Issue 18 - Do Multi-Year Assignments with the Same Teacher Improve Primary Students' Learning?

Annual Editions

Article 23 - Different Approaches to Teaching: Comparing Three Preschool Program Models

Article 24 - Examining the Reggio Emilia Approach to Early Childhood Education

Handout

Ch. 11.2 - Hymes, J.L., from "Industrial Day Care's Roots in

America"

Ch. 12.4 - Morgan, H., from Historical Perspectives on the Education of Black Children

Week 5 - April 13

Play

Annual Editions

Article 12 - No Time for Fun

Article 18 - All They Do is Play? Play in Preschool

Article 33 - Learning Centers: Why and How

Article 34 - Blocks as a Tool for Learning: Historical and

Contemporary Perspectives

Handout

Almy, M., from "Spontaneous Play: An Avenue for Intellectual Development"

Teachers

Annual Editions

Article 4 - How Do Education and Experience Affect Teachers of Young Children?

Article 47 - "All Children Can Learn": Facts and Fallacies

Handout

Katz, L., from "Developmental Stages of Preschool Teachers"

Week 6 - April 20

The Family

Taking Sides

Issue 1 - Is Early Maternal Employment Harmful to Young Children?

Annual Editions

Article 10 - Encouraging Fathers to Participate in the School Experiences of Young Children: The Teacher's Role

Article 13 - Talking to Kids about Race

Article 16 - Creating Home-School Partnerships

Infants and Toddlers

Annual Editions

Article 7 - Look Who's Listening

Article 15 - Who's Watching the Kids?

Article 17 - For America's Infants and Toddlers, Are Important Values Threatened by Our Zeal to Teach?

Handout

Honig, A.S., from Quality Infant/Toddler Caregiving: Are There Magic Recipes?"

Week 7 - April 27

Kindergarten

Taking Sides

Issue Is Full Day Kindergarten Best for All Children?

Annual Editions

Article 20 - Study: Full-Day Kindergarten Boosts Academic Performance

Article 21 - The Child-Centered Kindergarten: A Position Paper

Article 25 - The Silencing of Recess Bells

Perspectives

Taking Sides

Issue 16 - Is Class Size Reduction the Most Effective Way to Improve Educational Performance?

Annual Editions

Article 45 - Class-Size Reduction in California

Handout

Ch. 13.2 - Lowenfeld, V., from Creative and Mental Growth

Ch. 14.2 - Kagan, S.L., from "The New Advocacy in Early Childhood Education"

Ch. 14.3 - Kamii, C., & Kamii, M., from "Why Achievement Testing Should Stop"

Week 8 - May 4

Student Presentation of Research

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): Paciorek, K.M. 2002. Taking Sides. Clashing Views on Controversial Issues in Early Childhood Education. McGraw-Hill/Dushkin.

Annual Editions: Early Childhood Education 03/04. McGraw-Hill/Dushkin.

Supplemental Readings: Paciorek, K.M. 1999. Sources: Notable Selections in Early Childhood Education, Dushkin/McGraw-Hill (Provided as Needed)

Brekekamp, S., Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition, 2000, NAEYC

NAEYC Code of Ethical Conduct, Amended 1997

Audio-visual/other: (Provided as Needed)

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the

grade assigned to each item below)

Research Paper - 30%

Students will research a current topic in early childhood education and write a research paper. The research paper must be typed, double-spaced, following APA (5th ed.) guidelines. It must be a minimum of 10 pages not including references or appendices. A minimum of 10 references must be used. No more than 4 of these can be electronic (internet) references.

If you have never written a research paper or have forgotten, it is the student's responsibility to seek the appropriate resources and learn.

Plagiarism is a serious offense. Be sure you reference your work appropriately and cite page numbers as well as authors for direct quotes (This information is found in the APA manual). Any student caught plagiarizing will receive an automatic No Credit for the course and may be dismissed from the MAT program.

Examination(s) - No

Class Participation - 20%

Class Attendance - 20%

No more than one excused absence is permitted. A no-credit is given to anyone missing more than two classes. This is in keeping with the School of Education policy reported in the Graduate Catalogue. It is the student's responsibility to notify the instructor of an absence. It is also the student's responsibility to make up missed work, pick up any handouts, or notes.

Class Presentations - 30%

Students will be assigned readings to present in discussion groups during the term. The student is responsible for designing discussion questions based upon the readings and facilitate a 25 minute group discussion. STUDENTS ARE RESPONSIBLE FOR ALL OF THE READINGS. IT IS DIFFICULT TO FACILITATE A DISCUSSION IF NO ONE HAS READ THE ASSIGNED READINGS.

Other - Incompletes are given at the discretion of the instructor and 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 except in extreme cases. A letter grade of "B" is the highest grade given to students granted an incomplete.

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.
7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings: There may be additional assignments as needed to fulfill the class expectations.

- a) Lab
- b) Curriculum Project
- c) Paper(s)
- d) AV Project
- e) Other

This is a MAT class. all students are expected to achieve a minimum of above average work. This not only includes content knowledge, but also writing and problem-solving skills. I expect the work to be the caliber of graduate students.

Grading System: A - Outstanding
B - Very Good
C - Average
NC - No Credit

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.