



Course Syllabus

ECED 5830.02	Topics in Early Learning: Seminar in Early Childhood Education	Summer 2006
326 Webster Hall M 5:00-9:00 p.m.	Dr. Cheryl Breig-Allen 236 Webster Hall 951.2660 x 7652 allenCb@webster.edu	3 credit hours

Note: the syllabus is subject to change in response to student needs and topics of interest that emerge.

COURSE DESCRIPTION:

Students will thoughtfully and critically examine major issues, trends, controversies, and challenges in early childhood education, surrounding practices, policies, and professional development. They will gain in-depth knowledge of the key dimensions of a chosen topic by conducting an individual analysis grounded in theoretical principles, professional literature, and personal experiences.

LEARNING OUTCOMES:

<p>Course Outcomes</p> <p>Students will</p>	<p>Webster University SOE Goals and Dispositions ECED MAT Goals</p>	<p>NAEYC Standards for Early Childhood Professional Preparation Missouri Standards for Teacher Education Programs (MoSTEP) NCATE Candidate Proficiencies</p>
<p>1. Negotiate and elaborate group goals. Define expectations for the seminar. . Outline the work to be done , methods to be used.</p>	<p>SOE Goals 1.4 The knowledgeable learner understands theoretical principles of effective instruction to plan learning experiences. 2.2 The informed instructor understands and uses a range of instructional strategies. Dispositions 3.4 Accepts academic rigor.</p>	<p>NAEYC Standard 5 Becoming a Professional 5c Engaging in continuous collaborative learning to inform practice. MoSTEP 1.2 Presents knowledge in multiple ways. 10.1 Participates in collegial activities designed to make the [class] a productive learning community. NCATE Content Knowledge Professional Knowledge and Skills</p>
<p>2. Negotiate plans for individual investigative studies. Research topic grounded in professional literature in addition to personal experiences.</p>	<p>1.1 The knowledgeable learner knows content that supports conceptual understanding. Dispositions 1.3 Exhibits curiosity. 3.2 Practices informed decision-making in university and school cultures. ECED MAT Goals 1. Demonstrate competence as a teacher researcher</p>	<p>NAEYC Standard 4 Teaching and Learning 4d Using own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes. MoSTEP 2.2 Strengthens prior knowledge with new ideas. 4.3 Evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning. 9.2 Uses resources available for professional development NCATE Content Knowledge Professional Knowledge and Skills</p>

<p>3. Conduct a class session on selected topic taking into consideration multiple perspectives and theoretical viewpoints. Lead class discussion on the topic to develop shared understanding</p>	<p>2.3 The informed instructor uses a variety of communication modes, media, and technology to support student learning.</p> <p>4.2. The responsive educator acknowledges social and cultural contexts to create effective teaching and learning environments.</p> <p>Dispositions 3.3 Communicates and collaborates in university and school cultures.</p> <p>ECED MAT Goals 4. Demonstrates professionalism through communication and collaboration with colleagues.</p>	<p>NAEYC Standard 4 Teaching and Learning 4c Knowing, understanding and using appropriate, effective approaches and strategies for early education.</p> <p>MoSTEP 5.2 Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.</p> <p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills</p>
<p>4. Participate in in-depth investigations and discussions. Write reflection papers on selected seminar topics.</p>	<p>3.2 The reflective collaborator promotes communication and collaboration with colleagues, families, and community leaders.</p> <p>Dispositions 1.4 Engages in reflection. 2.4 Listens respectfully to other points of view.</p>	<p>NAEYC Standard 5 Becoming a Professional 5d Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p>MoSTEP 7.3 Supports and expands learner expression in speaking, writing, listening, and other media.</p> <p>NCATE Evidence of Dispositions</p>

COURSE REQUIREMENTS

1. Facilitation of one class seminar fulfilling the following criteria:

- Provide enough information to stimulate and support group discussion and debate.
- Develop a variety of questions to guide discussion.
- Use a variety of tools for presenting information.
- Promote and be open to different perspectives on the topic.
- Provide an outline of key points.
- Identify three articles for the class to read in advance of the seminar

2. Write two reaction papers on a seminar led by another student with the following possible considerations for your response:

- What new concepts or information were learned?
- What are some areas or issues on which you changed your mind or gained new perspective?
- Discuss concepts, arguments and information that reinforced your own ideas about the subject.
- Discuss implications for practical use and future learning.
- Why did this topic interest you?
- What did you connect with and why?
- How were the articles given in advance beneficial to the discussion or your thinking about the topic?
- Five years from now what might you remember from this seminar?

3. Research Paper

- Review key points that you had prepared and any key points or issues that were generated during the seminar (planned and experienced).
- Reflect on and analyze the written responses from the audience.
- Discuss implications of the seminar study for your own professional practice or life. This could include considerations for future observation and assessment of children, curriculum planning, further research, classroom organization or work with parents.

COURSE CALENDAR

6/5 Introduction and negotiation of seminar format.

6/12 Thematically Integrated/Emergent Negotiated Curriculum.

6/19 Constructivist Theory: Project Construct, The Reggio Emilia Approach

6/26 Perspectives on Inclusion in Early Childhood Education

7/3 No Class Fourth of July Holiday

7/10 Presentation 1: _____

Reflections: 1: _____

2: _____

Presentation 2: _____

Reflections: 1: _____

2: _____

Presentation 3: _____

Reflections: 1: _____

2: _____

Presentation 4: _____

Reflections 1. _____

2. _____

Presentation 5: _____

Reflections 1. _____

2. _____

Presentation 6: _____

Reflections 1. _____

2. _____

7/17 Presentation 7: _____

Reflections: 1: _____

2: _____

Presentation 8: _____

Reflections: 1: _____

2: _____

Presentation 9: _____

Reflections 1. _____

2. _____

Bring final drafts of Research Paper for peer review.

7/24 Final Discussions Papers Due

RESOURCES:

Paciorek, K.M. (2002). Taking sides: Clashing views on controversial issues in Early Childhood Education, McGraw-Hill/Dushkin.

Additional readings will be distributed during class sessions. Video and slides will be used to illustrate and examine concepts and strategies presented in class.

EVALUATION

Rubric for Research Paper

Criteria	Proficient A or A-	Proficient B+, B or B-	Nearing Proficiency C+ or C	Unacceptable C- or D
Purpose	The writer's central purpose or argument is readily apparent to the reader. Thesis is well developed and clearly focused.	The writing has a clear purpose or argument, but may sometimes digress from it. Thesis is well developed, but may not be clearly focused.	The central purpose or argument is not consistently clear throughout the paper. Thesis is adequate, but may need further clarification or definition.	The purpose or argument is generally unclear. Thesis is unclear or even missing.
Content	Balanced presentation of relevant and legitimate information that clearly supports central thesis or argument, and shows a thoughtful, focused, in-depth analysis of a significant topic. Reader gains important insights.	Information provides reasonable support for a central thesis or argument, and displays evidence of a basic analysis of a significant topic. Reader gains some insights.	Information supports a central focus or argument at times. Analysis is basic and general. Reader gains few insights.	Central focus or argument not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	The ideas are arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what the reader intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging. In general, it is focused and keeps the reader's attention.	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for an academic paper.	The tone is generally professional. For the most part, it is appropriate for an academic paper.	The tone is not consistently professional or appropriate for an academic paper.	The tone is unprofessional. It is not appropriate for an academic paper.
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence structure are frequent enough to be a major distraction to the reader.

Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
Mechanics (Grammar, Spelling, Writing Punctuation, and Capitalizations)	The writing is free or almost free of errors.	There are occasional errors, but they do not represent a major distraction or obscure meaning.	The writing has many errors and the reader is distracted by them	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length	Paper is the number of pages specified in the assignment.			Paper has fewer pages than specified in the assignment.
References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. Quality of resources makes the reader confident that the information and ideas can be trusted.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. Quality of the resources allows the read to be uncertain of the reliability of some of the sources.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. Quality of the resources causes the reader to doubt the accuracy of much of the material presented.	References are seldom cited to support statements. There are virtually no sources that are professionally reliable causing the reader to have serious doubts concerning the value of the material and stops reading.
APA	APA format is used accurately and consistently in the paper and on the References page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.

ATTENDANCE

Regular attendance will be taken and penalties imposed for excessive absences.

WRITTEN WORK

Assignments are due at class time on the date specified. Failure to turn in a paper on time can result in a penalty of one grade. Assignments are expected to be free of mechanical, typographical, grammatical, and spelling errors.

READING AND CLASS PARTICIPATION

Reading assignments will be given for each class. Chapters from texts should be read prior to class lecture and discussion on that topic. Students are responsible for all materials for all materials as assigned, including text and any supplemental readings. Class participation is strongly encouraged as we all have experiences from which others can learn. We need to build and construct our knowledge as we proceed through this course.

COURSE EVALUATION

Assessments	Links to Course Outcomes	Percentage of Grade
Seminar Facilitation	1, 2, 3, 4	25%
Reflection and Analysis Seminar 1 Seminar 2	1, 2, 3, 4	10% 10%
Evidence of Behavior Supporting Dispositions and Responsibilities of Adult Learners	1, 2, 3, 4,	10%
Cognitive Development Inquiry Paper	1, 2, 3, 4	45%

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

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.

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

ACCESSIBILITY/ACCOMODATIONS POLICY:

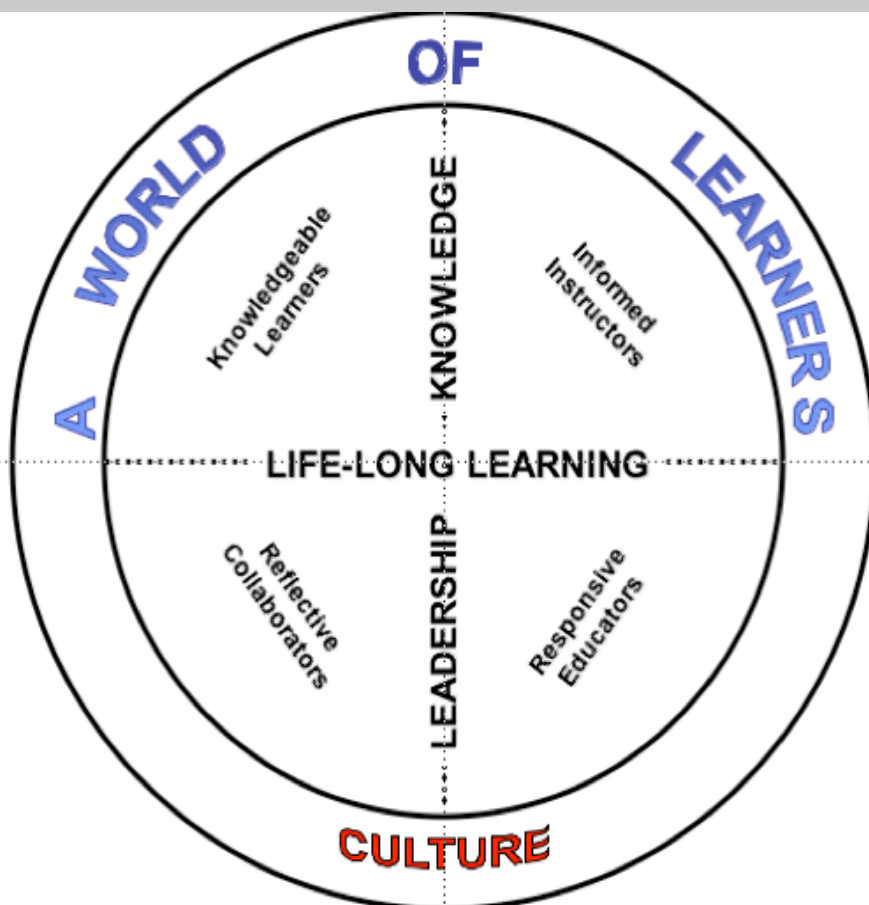
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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