An introduction and overview to the field of early childhood education, with emphasis on the developmental, emotional and educational needs of young children (birth to 8).

### Purpose

To provide prospective teachers of young children the opportunity to understand and recognize that the young child requires differing expectations, measurements, and approaches to motivation and learning. This course will provide students with information and experience you will need to understand the personal-professional requirements for being and early childhood teacher.

### NAEYC GUIDELINES ADDRESSED

1. **Promoting Child Development and Learning**

   Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

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

Knowledge
(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge
Pedagogical content knowledge, Professional Knowledge)

1. Identify knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight (1.a, 1.b)
2. Identify knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children (1.a, 1.b)

Performance (skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures all students are learning.)

1. Apply knowledge of cultural and linguistic diversity and the significance of sociocultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (1.b)
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (1.c)
3. Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (*)
4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (*)
5. Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served (such as public and private centers, schools and community agencies). (*)

Disposition(s)
(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—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)
1. Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children’s development, learning, and well being (*)

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2. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development. (*)

(*) Some objectives are not directly tied to NAEYC standards and elements, however it goes beyond NAEYC’s expectations.

Texts and Readings:
Required Text:

Supplemental Readings:

Description of Instructional Procedures:
The primary in-class instructional formats for this course include lecture and discussions: individual and small group problem solving and contextual applications; media presentations and community resource personnel presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities; assigned readings; review of current research, and observations of early education programs for newborns, infants & toddlers, preschool education, and K-2nd grades in the public school
Assignments and Evaluation Procedures:

Course Requirements:
1. Class attendance. Each student will attend each and every class (after three absences, 5 points will be deducted for each absence).
2. Participation in class discussions.
3. Completion of assigned reading.
4. Completion and reporting of 2 readings from professional journals.

5. Examinations. Each student will take two in class exams (midterm and final). Each exam will be based on appropriate chapters, handouts, and class notes.
6. Twenty hours of observation and participation in the UNLV Preschool and Primary grades.
7. Maintaining a field observation.

Course Grading:
1. Midterm and Final 60%
2. Written Report of 2 Journal Reports 10%
3. Field Observation Journal 20%
4. Field Observation and participation 10%

Grading Criteria:
A = 95   A- = 92   B+ = 88   B = 85   B- = 82   C+ = 78
C = 75   C- = 72   D+ = 68   D = 65   D- = 60
Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspect of the learning environment. “If you have documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex, Suite 137. The phone number is 895-0966 or TDD 895-0652.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Curriculum Materials Library (CML-CEB 101), or the Office of the Dean of the College of Education (CEB-301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at http://www.unl.edu/committees/copyright.

Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidates learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of the COE programs is appreciated.
August 31  Course Overview

Sept. 2  YOU and Early Childhood education: What Does IT Mean To Be A Professional  Chapter 1

Sept. 7  Library Orientation (Rhyolite Rm) Library

Sept. 9  The Past and the Present: Prologue to the Future  Chapter 3

Sept. 14  Historical Perspective

Sept. 16  Historical Perspective

Sept. 21  Piaget and Others:

Sept. 23  Piaget and Others

Sept. 28  Guest Speaker  Chapter 4

Sept. 30  Early Childhood Programs Applying Theories to Practice

Oct. 5  Portfolio Assessment  Chapter 5
Observing and Assessing Young Children
Journal Article I - due

Oct. 7  Field Observation

Oct. 12 Infant and Toddler Foundational Yrs for Learning
         Chapter 6

Oct. 14 Field Observation

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Calendar - (continued):

Oct. 19 The Preschool Years Getting Ready for School Chapter 7

Oct. 21 Midterm

Oct. 26 Kindergarten Today: Meeting Academic and Developmental Needs Chapter 8

Oct. 28 Field Observation

Nov. 2 The Primary Grades: Preparation for Lifelong Success Chapter 9

Nov. 4 Field Observation

Nov. 9 Guest Speaker

Nov. 11 Field Observation

Nov. 16 Field Observation
Nov. 18    Field Observation

Nov. 23    Guiding Children’s Behavior: Chapter 11
Helping Children Become Responsible
Journal Article 2 - due

Nov. 25    Thanksgiving Day

Nov. 30    Inclusive Education Chapter 10
Education for Living in a Diverse Population

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Dec. 2     Parent, Family and Community Involvement: Chapter 12
Cooperation and Collaboration

Dec. 7     Review

Dec. 14    Final Exam

ASSIGNMENT DATES:
Journal Articles          Oct. 5 & Nov. 23
Library                    Sept. 7
Midterm                   October 21
Holidays                   Nov. 25
Field Journals            December 7
Final                      December 14
Journal Articles

This assignment requires the student to select and critique a research article in science and math methods in early childhood education.

Assignment Profile

Author(s), (Year of Journal). Title of Article (small case letters except first word), Name of Journal, Volume(number of issue), pages.


Purpose of the research
Include subjects involved in the study
Procedure and Method used in the study: (test instruments, intervention approaches, treatments, unique instruments and special equipment and etc.)
Findings/Results:
Conclusions (researcher’s interpretation of whether hypothesis is substantiated)
Reflections: (the most important section, the place for students to express personal
opinions, questions to consider. Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher? What are the theoretical implications?

Journal Article Criteria:
Organization 1
Content addressed by answering all of the above requirements 2
Reflection 2
Total 5

The following journals can be found in the UNLV library:

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Observation and Participation

Field Journal

Each student will observe one hour in the morning and one hour in the afternoon at the UNLV Preschool's Butterfly Classroom, the infant room, the Heart Classroom, the Rainbow Classroom, Title I at Paradise El., K at Paradise El., 1 at Paradise El., and 2nd at Paradise Elementary School. A written summary of what was presented, how it was presented, and the students behavior will be transcribed and included in a field journal. (Each classroom observation will be presented separately in your field journal)

Once completing your observation of the UNLV’s Preschool program and Paradise Elementary School you will sign up for four different participation sessions. Each session will involve one hour of classroom interaction with the children. It will be your responsibility to work with the students in the capacity that the UNLV Preschool classroom teacher prescribes.

Each participation day should be reported and included in your field journal. Include what your responsibilities were, student behaviors, teacher behaviors, outcomes, individual interactions, group interactions, and self reflection. Reflect upon the experience as well. (See Journal Observations)
Journal/Observations

During Observation:
Write down what you see:
1. Room environment (nurturing, sterile, colorful, to stimulating)
2. # of children and adults (in the room and in groups)
3. Age of children
4. Activities they are participating in
5. Structure of the classroom (how the classroom is set up: free choice, rotating centers, desks or tables)
6. Is the room child-centered? Teacher directed?

After you get a general feel for the classroom and have documented the physical characteristics you will summarize each observation visit.

You might want to:
1. Center your observation on one particular group
2. Observe one child
3. Watch the adult-child relationship
4. Look for just types of play
5. Obtain some language samples
6. Watch for social interactions
7. Observe how the children are disciplined

After observation:
1. Type up your notes
2. Pick something that really interested you from your observation and reflect on it

ECE 250 Orientation to Early Childhood Education
Observational Journal Rubric (20%)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format 10%</th>
<th>Completeness of Observation 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Clear and logical sequence and order</td>
<td>* Provides significant information on what occurred during observation</td>
<td></td>
</tr>
<tr>
<td>* Easy to follow</td>
<td>* All major areas are discussed</td>
<td></td>
</tr>
<tr>
<td>* Typed</td>
<td>* what was presented</td>
<td></td>
</tr>
<tr>
<td>* Appropriate grammar and spelling</td>
<td>* what was taking place in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* mode(s) of the delivery used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* behavior(s) of the children</td>
<td></td>
</tr>
</tbody>
</table>

Target: Exemplary
Somewhat logical sequence and order
Difficult to follow
Typed
Minimal grammar and spelling errors

Acceptable

No logical sequence and order
Can't follow
Not typed
Poor grammar and spelling

Unacceptable

Provides significant information on what occurred during observation
Some areas are discussed
what was presented
what was taking place in the classroom
behavior(s) of the children

Provides little information on what occurred during observation
Few areas, if any, are discussed
what was presented
what was taking place in the classroom