## ECE 250 Syllabus
Department of Special Education  
College of Education, University of Nevada Las Vegas

| I. | Prefix & Number | ECE 250 |
| II. | Title | Orientation to ECE |
| III. | Credits | 3 |
| IV. | Semester | Fall 2014 |
| V. | Instructor | Yuying Fan |
| VI. | Office/Phone/Email | Fany2@unlv.nevada.edu |
| VII. | Class Location | CEB 214, Wednesday 7:00 -9:45pm |
| VIII. | Office Hours | By Appointment |
| IX. | Prerequisites | None |

### X. Course Description (Course Introduction)
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). This course will provide prospective teachers of young children the opportunity to understand and recognize that the young child require differing expectations, measurements, and approaches to motivation and learning.

### XI. Standards Addressed: NAEYC Standards Addressed in this Course

- **NAEYC Standard**
  - Standard 1: Promoting Child Development and Learning
  - Standard 2: Building Family and Community Relationships
  - Standard 3: Observing, Documenting, and Assessing to Support Young Children
  - Standard 4: Using Developmentally Effective Approaches
  - Standard 5: Using Content Knowledge to Build Meaningful Curriculum
  - Standard 6: Becoming a Professional
  - Standard 7: Field Experiences

- **INTASC Standards**
  - Standard 1.0 Learner Development
  - Standard 2.0 Learning Differences
  - Standard 3.0 Learning Environments
  - Standard 4.0 Content Knowledge
  - Standard 5.0 Application of Content
  - Standard 6.0 Assessment
  - Standard 7.0 Planning for Instruction
  - Standard 8.0 Instructional Strategies
  - Standard 9.0 Professional Learning and Ethical Practices
  - Standard 10.0 Leadership and Collaboration
XII. Knowledge Objectives and Related Standards

Upon completion of this course students will be able to meet the following 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 (InTASC1.e, InTASC2.j, NAEYC1.a, NAEYC1.b, NAEYC2.a)
   Measurement/Evaluation: In-Class Activities and Field Observation Journal

2. Identify knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children (InTASC1.e, InTASC2.g, NAEYC1.a, NAEYC1.b, NAEYC2.a)
   Measurement/Evaluation: In-Class Activities and Field Observation Journal

Performance (Skills)

(The ability to used 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 socio-cultural and political contexts for development and learning, and recognize that children are better understood in the contexts of family, culture, and society. (InTASC1.a, InTASC2.a, Intasc4, NAEYC2.a, NAEYC2.b, NAEYC2.c)
   Measurement/Evaluation: In-Class Activities and Field Observation Journal

2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (InTASC3.a, NAEYC1.c)
   Measurement/Evaluation: In-Class Activities and Field Observation Journal

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. ( *).
   Measurement/Evaluation: Written Report of Research Articles

4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (INTASC9.f, NAEYC6d)
   Measurement/Evaluation:: Written Report of Research Articles
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). (INTASC 10.b, NAEYC7a)

Measurement/Evaluation: Field Observation Journal

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. (*)

Measurement/Evaluation: Field Observation Journal

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 modifications, and continuing professional development. (INTASC10.c, NAEYC6a)

Measurement/Evaluation: Philosophy Paper

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

Required Materials


XIV. SUPPLEMENTAL TEXTS AND/OR MATERIALS


Suggested Internet Resources

Child Development Theorists  [http://www.youtube.com/watch?v=15HncOVohTo](http://www.youtube.com/watch?v=15HncOVohTo)

InTASC Standards  [http://www.cessso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html](http://www.cessso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_%28InTASC%29.html)

*Journal of Early Childhood Teacher Education*  [http://www.tandfonline.com/toc/ujec20/current#.Uq86YY1cQ7A](http://www.tandfonline.com/toc/ujec20/current#.Uq86YY1cQ7A)
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Journal of Teacher Education  http://www.sagepub.com/journals/Journal200961

National Association for the Education of Young Children  http://www.naeyc.org/

National Association for the Education of Young Children Standards and Accreditation Criteria  www.naeyc.org/ncate/standards

XV.  ASSIGNMENTS (750 Possible for the Course)

1. Attendance and Participation. ( 10 points per classes)

   Come to class prepared to participate in a scholarly discussion about the assigned reading materials such as articles, book chapters, or videos. To receive full credit, please be on time, be present, be prepared to discuss the readings, and be ready to participate in group activities.

   Additional materials may be given as “homework” to complete for the next session. These assignments will be collected and count as participation points.

2. Self-Reaction Paper, (Draft Submission = 0 points, Final Submission =100 points). Due Draft Sep 10th, 2014; Final Nov 26th,2014

   Student will write a self-reaction paper discussing: experience in early childhood education, perspectives in early childhood education, teaching philosophy as a education teacher, views in cultural diversity in early childhood classroom, short-term and long term goal, and professional development plan.

3. Family Brochure (100 points), Due Oct 1st,2014

   Students will design a family brochure to communicate the importance of early childhood education and advantages and strategies of partnership between family and professionals on children’s achievement improvement.

4. In-Class Lecturing, (150 points)

   Students will team up as a group (three students as a group) and plan a lecture for this class. The lecture will be about 30 minutes long, covering the important points of the lecture. You will be evaluated both by me and by your classmates.

5. Field Observation Journal (100 points). Due Oct 29th, 2014

   This assignment is designed to give students opportunity to experience a real classroom situation. Students will be assigned to classrooms, and are asked to
observe and provide reaction to classroom environment, teaching methods, and children’ behavior.


Students will team up as a group (five students as a group) and plan classroom lessons for a group of children. The presentation and final paper should include the following:

- Classroom environment design
- Identify the age of the children you plan the lessons for
- Centers and activities you will have
- Address appropriate strategies such as technologies and methods

XVI. DESCRIPTION OF INSTRUCTIONAL PROCESURES:
The primary instructional formats for this course include readings, video, discussion, individual and small group problem solving, and contextual applications. 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-2 grades in the public school.

XVII. SPECIAL NOTES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html.

Copyright – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://provost.unlv.edu/copyright/.

Disability Resource Center (DRC) – The Disability Resource Center (DRC) determines accommodations that are “reasonable” in promoting the equal access of a student reporting a
disability to the general UNLV learning experience. In so doing, the DRC also balances instructor and departmental interests in maintaining curricular standards so as to best achieve a fair evaluation standard amongst students being assisted. In order for the DRC to be effective it must be considered in the dialog between the faculty and the student who is requesting accommodations. For this reason faculty should only provide students course adjustment after having received this “Academic Accommodation Plan.” If faculty members have any questions regarding the DRC, they should call a DRC counselor.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The DRC is located in the Student Services Complex (SSC-A), Room 143, phone (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/.

**Religious Holidays Policy** -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day of late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could have been avoided. For additional information, please visit: [http://catalog.unlv.edu/content.php?catoid=4&navoid=164](http://catalog.unlv.edu/content.php?catoid=4&navoid=164).

**Tutoring** -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/).

**UNLV Writing Center**
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.
Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/)

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

**XIII. GRADING POLICY**
**Administrative Requirements**

1. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).

2. A grade of "Incomplete" will be granted only if the student has:
   - completed 75% of the course,
   - earned a grade of "B" or better at the time the "Incomplete" grade is requested, and
   - requested an "Incomplete" grade for personal or academic reasons deemed extraordinary by the instructor.
   - The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.

3. All exams and assignments are due on the day (and by the specific time) indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed exams cannot be made up and will result in a score of 0 (zero).

4. **Course Grading:**
   1. Attendance and Participation (10@ 15 classes) 150
   2. Self-Reaction Paper 100
   3. Family Brochure 100
   4. Field Observation Journal 100
   5. In-Class Lecturing 150
   6. Class Activities Planning 150

   **Total = 750**

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<thead>
<tr>
<th>Points Earned</th>
<th>Percentage Scores</th>
<th>Grade</th>
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<tbody>
<tr>
<td>690 – 750</td>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>668 – 689</td>
<td>89-92</td>
<td>A-</td>
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<tr>
<td>638 – 667</td>
<td>85-88</td>
<td>B+</td>
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<tr>
<td>608 – 637</td>
<td>81-84</td>
<td>B</td>
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<td>593 – 607</td>
<td>79-80</td>
<td>B-</td>
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<tr>
<td>563- 592</td>
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<td>535-562</td>
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<td>518 – 534</td>
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<td>488-517</td>
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<td>450-487</td>
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## XIX. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Lesson/Date</th>
<th>Lesson Topic</th>
<th>Assigned Readings and Resources</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>1 8/27/14</td>
<td>Introduction &amp; Overview of Class</td>
<td></td>
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<tr>
<td>2 9/3/14</td>
<td>What Does it mean to be a professional?</td>
<td>Chapter 1</td>
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<tr>
<td>3 9/10/14</td>
<td>Current Issues: Implications for Teaching and Learning</td>
<td>Chapter 2 &amp; 3</td>
<td>Group 1 In-Class Lecturing Draft of Self-Reflection Paper Due</td>
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<tr>
<td></td>
<td>Observation and Assessment for Teaching and Learning</td>
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<tr>
<td>4 9/17/14</td>
<td>4. The Past and the Present 5. Theories Applied to Teaching and Learning</td>
<td>Chapter 4 &amp; 5</td>
<td>Group 2 In-Class Lecturing</td>
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<tr>
<td>5 9/24/14</td>
<td>Applying Theories to Practice</td>
<td>Chapter 6</td>
<td>Group 3 In-Class Lecturing</td>
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<tr>
<td>6 10/1/14</td>
<td>Meeting the Needs of Children and Families</td>
<td>Chapter 7</td>
<td>Group 4 In-Class Lecturing Family Brochure Due</td>
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<tr>
<td>7 10/8/14</td>
<td>Infants and Toddlers The Preschool Years</td>
<td>Chapter 9 &amp; 10</td>
<td>Group 5 In-Class Lecturing</td>
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<tr>
<td>8 10/15/14</td>
<td>Observation Week</td>
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<tr>
<td>9 10/22/14</td>
<td>Kindergarten Education The Primary Grades</td>
<td>Chapter 11 &amp; 12</td>
<td>Group 6 In-Class Lecturing</td>
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<tr>
<td>10 10/29/14</td>
<td>Federal and State Governments: Supporting Children’s Success Technology and Young Children</td>
<td>Chapter 8 &amp; 13</td>
<td>Group 7 In-Class Lecturing Class Observation Report Due</td>
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<td>11 11/5/14</td>
<td>Guiding Children</td>
<td>Chapter 14</td>
<td>Group 8 In-Class Lecturing</td>
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<td>12 11/12/14</td>
<td>Living and Learning in a Diverse Society Children With Diverse Needs</td>
<td>Chapter 15 &amp; 16</td>
<td>Group 9 In-Class Lecturing</td>
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<td>13 11/19/14</td>
<td>Parents, Families, and the Community: Building partnerships for Student Success</td>
<td>Chapter 17</td>
<td>Group 10 In-Class Lecturing</td>
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<tr>
<td>14 11/26/14</td>
<td>Review and Application</td>
<td></td>
<td>Self-Reflection Paper Due</td>
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<tr>
<td>15 12/3/14</td>
<td>Group Presentation-Planning a class</td>
<td></td>
<td>All Group Presentation Materials Due</td>
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<tr>
<td>16 12/10/14</td>
<td>Group Presentation-Planning a class</td>
<td></td>
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</tbody>
</table>