PREPARING PROFESSIONALS FOR CHANGING EDUCATIONAL CONTEXT
Department of Special Education
College of Education
University of Nevada, Las Vegas

Prefix & Number: ECE 251
Title: Curriculum in Early Childhood Education
Credit: 3 hours
Semester/Time/Location: Fall 2003/Mon. 1:00-3:30/CEB 133
Instructor: Dr. Yaoying Xu
Office Location: CEB 149
Office Hours: Mon.: 10:00-12:00; Tues.: 10:00-12:00; Thurs.: 10:2:00
Telephone/Email: 895-1100 / yxu@unlv.edu
Prerequisite Courses: ECE 250

Course Description
This course explores the role of the teacher in providing programs for an increasingly diverse population of young children. Discussion and projects will focus on theoretical foundations, current issues and trends, and application of developmental practices across domains in Early Childhood Education.

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 or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use 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)
2. 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 best understood in the contexts of family, culture, and society. (1.a, 1.b, 1.c)
3. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (1.c)

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

1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (1.a, 1.b, 1.c)
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (1.c)
3. Develop appropriate curriculum and instruction practices based upon knowledge of individual children, the community, and curriculum goals and content. (1.a, 1.b, 1.c)
Dispositions
(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. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (1.a, 1.b, 1.c)
2. Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. (1.a, 1.b, 1.c)

Texts, Readings, and Instructional Resources:
Required Text(s):

Supplemental References:

Internet Resources:
The Council for Exceptional Children (CEC)
http://www.cec.org
The Division for Early Childhood (DEC)
http://www.dec-sped.org
National Early Childhood Technical Assistance System
http://www.nectas.unc.edu
National Association for the Education of Young Children
http://www.naeyc.org
Zero to Three
http://www.zerotothree.org

Description of Instructional Procedures:
In-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual/small group problem solving and contextual applications; role-play/simulations; media presentations; community resource personnel/panel discussions; and student presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings, journal reviews, visiting an early childhood classroom and writing a brief critique of observations, and development of an activity/lesson plan

Assignments and Evaluation Procedures:
1. One examination will be given in the mid-semester. The exam will be based on assigned readings, class discussions, handouts, and notes. (50 points)
2. Preparation of two(2) journal reviews relating to early childhood curriculum and presentation of information to the class will be completed. The typed review should be no more than two (2) pages in length. A copy of the article must accompany the typed journal review. (10 points each, 20 points total)

3. Visit at least one early childhood classroom. Write a brief critique of the observations, including (1) the setting, (2) interactions, (3) family involvement, (4) developmentally/age appropriate toys, and (5) diversity. (10 points)

4. Develop a unit plan that will include the Unit Plan Outline and Five Lesson Plans (See Appendix A and B in the textbook). A presentation of one of the five lesson plans will be conducted during the final week. (20 points)

Administrative Requirements:

1. Regular attendance, completion of assigned reading(s), and participation in class are expected (after 2 absences, 5 points will be deducted from the final grade for each absence).
2. 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 cannot be made up and will result in a score of 0 (zero).
3. A grade of “incomplete” will be granted only if the student has:
   a. Completed 75% of the course,
   b. Earned a grade of “C” or better at the time the incomplete grade is requested
   c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
   d. 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 not grading penalty for completing the course by the agreed upon date.
4. All assignments MUST be typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 5th Edition style (where appropriate).

Performance Assessment and Grading Policy

Refer to the assignment rubrics for specifics.

Final grades will be based upon the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
</tbody>
</table>
Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. “If you have a 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 895-0866 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.unlv.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 candidate 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 COE programs is appreciated. Thank you.
## Course Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1/August 25  | Introductions  
Overview of Course |  |
| 2/September 1 | Labor Day |  |
| 3/September 8 | Diverse population and the changing role of the teacher | Wortham, Chapter 1 |
| 4/September 15 | Historical & Theoretical Bases in ECE | Wortham, Chapter 2  
Article Review Presentation starts (2 students per session) |
| 5/September 22 | Quality programs in ECE | Wortham, Chapter 3 |
| 6/September 29 | Developmental characteristics of young children | Wortham, Chapter 4;  |
| 7/October 6 | Infant/Toddler programs; Preschool programs | Wortham, Chapters 5 & 7 |
| 8/October 13 | Programs for children ages 5 to 8 | Wortham, Chapter 10 |
| 9/October 20 | Mid-term Exam |  |
| 10/October 27 | Infant/Toddler curriculum | Wortham, Chapter 6; Videotape 1 |
| 11/November 3 | Preschool curriculum--Language and cognitive development | Wortham, Chapter 8;  
Videotape 2 |
| 12/November 10 | Preschool curriculum--Social and physical development | Wortham, Chapter 9 |
| 13/November 17 | The transitional curriculum for children ages 5 to 8--Language arts, math, and science | Wortham, Chapter 11;  
Videotape 3  
Observation critique due |
| 14/November 24 | The transitional curriculum for children ages 5 to 8--Social studies and physical education | Wortham Chapter 12; Handouts |
| 15/December 1 | Teaching in the real world: Issues and trends in ECE | Wortham Chapter 13; Handouts;  
Videotape 4 |
| 16/December 8 | Final Presentation | All Article Reviews Due |
ECE 251 – Curriculum in Early Childhood Education
Journal Review Rubric
Spring 2003

During the semester each student will be required to complete two (2) journal article reviews. These journal articles are to relate to early childhood curriculum and/or child development. Beginning from the fourth week, each week there will be two students present one of their articles related to the topic as indicated on the syllabus. A sign-up sheet for presentation will be distributed during the first day of the semester. A copy of the article must accompany the written article review. All the review paper will be due during the final week; however, students are encouraged to submit as soon as possible.

The review is to the typed and double-spaced. The length should be no more than (2) (two) pages. (10 points each)