SYLLABUS
Department of Special Education
University of Nevada, Las Vegas

Preparing professionals for changing educational contexts

I. Prefix & Number: ECE 352 9M6
II. Title: Methods in Early Childhood Education I (Social Sciences)
III. Credit: 3 hours
IV. Semester: Spring 2006
   Time: 4:00pm – 8:00pm Fridays, 8:00am – 4:00pm Saturdays
   April 21 through May 13, 2006
V. Instructor: Dr. Catherine Lyons
VI. Office Location: CEB 150
VII. Office Hours: Tuesdays 8:30am to 12:30pm & Thursdays 11:00am to 3:00pm
   (NOTE: First Thursday of each month Thursday office hours will be Wednesday of same week from 11:30am to 3:30pm)
VIII. Telephone: 895-1112 (Voice Mail)
        E-mail: Catherine.Lyons@unlv.edu
IX. Prerequisite Course(s): None
X. Course Description:
   Review of the philosophical background of the early childhood education movement: growth, development, learning patterns of children birth to 8 years old. Strategies for teaching, and evaluating young children, and for reporting pupil growth to families

NAEYC Guidelines Addressed:

Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate.

Experiences that promote positive development and learning for all young children.

1. Candidates know, understand and use positive relationships and supportive interactions as the foundation for their work with young children. Candidates know, understand, and use a wide array of effective approaches, strategies and tools to positively influence children’s development and learning.

2. Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

3. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all children.

XI. Course Objectives:

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. (4b)
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (4b)

3. 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 understood in the contexts of family, culture, and society. (4a, 4c)

4. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content. (4a, 4b, 4c)

5. Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies. (4c)

6. Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (4a)

7. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (4c)

8. Demonstrate an understanding of the early childhood profession, its multiple historical philosophical and social foundations, and how these foundations influence current thought and practice. (4a)

Performance (Skills):

1. Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. (4d)

2. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. (4b, 4d)

3. Use a variety of strategies to encourage children’s physical, social, emotional, aesthetic, and cognitive development. (4b)

4. Develop and implement an integrated curriculum that focuses on children’s needs and interests and takes into account culturally valued content and children’s home experiences. (4a, 4c)

5. Create, evaluate, and select developmentally appropriate materials, equipment, and environments. (4b, 4c)

6. Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities. (4d)

7. Establish and maintain positive, collaborative relationships with families. (4d)

8. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (4d)

Disposition(s):

1. Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences. (4a, 4c)

2. Respect family’s choices and goals for children and communicate effectively with families about curriculum and children’s progress. (4a, 4d)
3. Support families in making decisions related to their child’s development and parenting.  

(4a, 4d)

XII. Texts, readings, and instructional resources:

Required Text(s):


Recommended Texts:


Current and Classical References:


**Recommended Web Sites:**

American Association for State and Local History
[www.aaslh.org/](http://www.aaslh.org/)

American Library Association
Caldecott Award Winners
[www.ala.org/alsc/caldecott.html](http://www.ala.org/alsc/caldecott.html)
Coretta Scott King Award Winners
[www.ala.org/snt/csking](http://www.ala.org/snt/csking)

Association for Childhood Educational International
[www.acei.org](http://www.acei.org)

Connect for Kids
[www.connectforkids.org](http://www.connectforkids.org)

Department of Justice Web Page for Children

An Educator’s Guide to Adoption
[www.adoptioninformationinstitute.org](http://www.adoptioninformationinstitute.org)
XIII. Assignments, evaluation procedures and grading policy:

Course Requirements:

Attendance: Regular attendance in class is required and you are expected to be on time and stay until class is finished. Any tardiness later than 30 minutes from scheduled class time will be considered to be an absence; absences will negatively affect your grade.

Exam: There will be a mid-term exam worth 100 points. The exam will integrate readings and class lecture materials.

Social studies unit/lesson plans: one social studies unit that includes 10 lesson plans will be completed by each student. Prior approval of units from the instructor is required to avoid duplication. The lesson/Unit Plans will consist of social sciences’ experiences that children can explore and learn. You will include numerous activities that are relevant to your theme. Activities
should be developmentally appropriate and range from early preschool (2 years of age) to early primary grades (7 years of age). The social studies unit/lesson plans are worth 100.

**Unit Themes:** your choice (e.g. Myself and My Family/Different Kinds of Families; Our school, My Neighborhood; Diversity and Unity in Our Classroom; Building Connections to Home and Community Through Active Experiences; Living in a Democracy- From Choices to Voting; Beginning Economic Concepts- The Young Child as a Consumer; Earth- The Place We Live; Community Workers; Toys Around the World; World Music; Peace Throughout the World; Yesterday, History- Past, Present, and Tomorrow; The Young Geographer).

**Social studies unit/lesson plan peer presentation (20 minutes):** will include a brief introduction of yourself, your unit, including one interactive social studies lesson from the unit (must be one of two lessons presented in an inclusive preschool classroom), student evaluation, family involvement, necessary adaptations & accommodations for child(ren) with disabilities, Nevada Pre-K Standards (or CEFs) and a question and answer period by your peers and the instructor. Handouts for your peers and the instructor are required at time of presentation. Your handout should include a description of each lesson/activity included in your unit (brief rationale, objectives, required materials, method of presentation, adaptations and accommodations for young children with disabilities, family involvement, and student evaluation. The instructor’s handout should include a self evaluation of your hands-on activity. The social studies presentation & handout are worth 50 points.

**Hands-on activity:** students will introduce the unit and one lesson/two activities in an inclusive preschool classroom. Students must receive prior approval from the instructor and the head teacher of the participating classroom. The social studies unit introduction & lesson plan implementation are worth 50 points.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>100</td>
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<tr>
<td>Social Studies Unit/Lesson Plans</td>
<td>100</td>
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<tr>
<td>Unit/Lesson Plan Classroom Activity (50%) &amp; Peer Presentation (50%)</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>300</td>
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Final grade for this class will be determined by computation of the simple arithmetic average of scores obtained on the assignments.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<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>
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<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>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>59 and below</td>
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<td>Week</td>
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| 1    | April 21 | Introductions/Course Overview/Assignments  
Social Studies and the Young Child  
Social Studies – Curriculum Goals  
*Seefeldt, About the Authors, Forewood, & Preface*  
*Seefeldt, Chapter 1* |
| 2    | April 22 | Social Studies & Theory Development  
Resources for Learning/Resources to Teach Social Studies  
Valuing Diversity  
*Pre-approval for Social Studies Unit Theme*  
*Seefeldt, Chapters 2, 3 & 4* |
| 3    | April 28 | Different Kinds of Families |
| 4    | April 29 | Self, Others, & the Community  
Attitudes & Values  
Social Studies Unit/Lesson Plan Review  
*Mid-Term Review*  
*Head Teacher Approval Form Due*  
*Seefeldt, Chapters 5 & 6* |
| 5    | May 5    | Social Studies and the Young Child  
*Mid-term Exam* |
| 6    | May 6    | Thinking & Concept Development  
History: Yesterday, Today, & Tomorrow  
Geography & Young Children  
*Seefeldt, Chapters 7, 8, & 9* |
| 7    | May 12   | Beginning Economics  
*Seefeldt, Chapter 10* |
| 8    | May 13   | Social Studies and the Young Child  
*Social Studies Thematic Units Due*  
*Unit Presentations* |
Learning Enhancement Services
The UNLV Disability Resource Center (DRC) houses the resources for students with disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137. Their numbers are: (702) 895-0866/Voice; (702) 895-0652/TDD; and (702) 895-0651/Fax. For additional information please visit http://www.unlv.edu/studentlife/drc.

Academic Integrity Statement
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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 January 30, 2006 of plans to observe holiday(s). NOTE: students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

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.

UNLV Library Information
The University Libraries offer free, brief clinics and workshops to help you increase your research skills and save time searching. Bring your topic to a Research Clinic for in-depth, one-on-one consultation with a research expert, or attend one of our more structured workshops on topics such as finding books and articles, successful search strategies, or Internet research. Check out the schedule at www.library.unlv.edu/help/events.html or call 895-2123 for more information.
### ECE 352 Methods in Early Childhood Social Sciences

#### Presentation (s) Project (s) Rubric (50 points)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (organization) (15%)</th>
<th>Completeness of Information (20%)</th>
<th>Presentation (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary</strong></td>
<td>Consistent organization. APA style used. Spelling and grammar elements with few or no errors. Lesson plan is replicable and relevant to selected topic.</td>
<td>Provides enough information for replication. Thorough investigation. Current information. Major research of topic. All lesson plan elements present. Lesson plan organized in logical sequential order.</td>
<td>Logical flow. Understandable to audience. Sticks to the topic. Visuals used. Sticks to time limit. Checks for understanding.</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>Frequently organized but has occasional lapses. APA style with minor errors. Spelling and grammar with few minor or one major error. Lesson plan is hard to follow and may not be replicable in its entirety.</td>
<td>Provides information for replication with minor attempt at research. Current information and use of major researchers. Lesson plan lacks organizations but may appear sequential in order.</td>
<td>Semi-logical flow. Too high to too low for audience. Personal stories without trying to research. Sticks to time limit, but runs out of time. Check for understanding.</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>Somewhat difficult to follow. Sometimes organized. APA style seldom used. Spelling and grammar with many errors. Short in length. Lesson plan is not replicable.</td>
<td>Outdated information. Major attempt at research is missing. Lesson plan has no organization or methodology. Lesson plan appears thrown together and is not sequential in order.</td>
<td>Illogical. Too high or too low for audience. Off-course. Little or no use of visuals. Exceeds time limit. No check for understanding.</td>
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