Methods in Early Childhood: Social Sciences

I. Prefix and Number: ECE 453
II. Title: Methods in Early Childhood: Social Sciences
III. Credit: 3 Credit Hours
IV. Semester: Spring 2018
V. Instructor: Leslie Nelson, Ph.D.
VI. Class Location: CEB 218
   Wednesdays 4:00 – 6:45 pm
VII. Office Hours: By appointment
VIII. Office Phone & Location 702-895-3205, CEB
      E-Mail: nelso146@unlv.nevada.edu
IX. Prerequisite Course(s): none

X. Course Description
This course is designed to examine the philosophical background of early childhood education as it pertains to the professional, the students, the families, and the community. This will be done by examining the field, the processes, and the content of Social Studies for children birth to age eight. This course will also examine the strategies for teaching and evaluating children, the preparation for teaching this subject, and the reporting of growth to the parents of young children.

XI. Course Objectives

InTASC Standards Addressed:
   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

NAEYC (NAEYC) Standards Addressed:
   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
Knowledge (Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Discussion and projects on theoretical foundations across domains in Early Childhood Education. InTASC1.e, InTASC2.g, InTASC3.o., InTASC4j, NAEYC 4a, NAEYC4b, NAEYC4.c

Measurement/Evaluation: Article Reviews and Research Project

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. Discussion and projects on application of developmental practices across domains in Early Childhood Education. InTASC 5.a, InTASC7.a, InTASC8.a, NAEYC 4a, NAEYC4b, NAEYC4c, NAEYC4d

Measurement/Evaluation: Discussion Postings and Rubric Presentation

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.) NAEYC 4a, 4c, 4d and InTASC 9, 10

1. Discussion and projects on current issues and trends across domains in Early Childhood Education. InTASC9n, NAEYC 4a, NAEYC4c, NAEYC4d

Measurement/Evaluation: Discussion Postings

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://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

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 end of the first two weeks of classes, September 6, 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 that could not reasonably been avoided. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=4&navoid=164.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

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 (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: 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/

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.

XII. Texts, Readings, and Instructional Resources

Required Text


Additional Readings


Internet Resources:
National Association for the Education of Young Children - http://www.naeyc.org
Zero to Three - http://www.zerotothree.org
The Division for Early Childhood (DEC) - http://www.dec-sped.org
Nevada Association for the Education of Young Children - http://www.nevaeyc.org/
The Council for Exceptional Children (CEC) - http://www.cec.org
UNLV Library - http://www.library.unlv.edu/
Early Childhood Education Online - http://www.ume.maine.edu/~cofed/eceol/welcome.html

Description of Instructional Procedures:

This is a hybrid class, meeting both in-class and completing coursework online, or out-of-class. The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel. Out-of-class learning
activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and Webcampus postings and/or discussions.

XIII. Assignments, Evaluation Procedures, and Grading Policy

1. Two Journal Article Reviews (50 points each; 100 points total)
This assignment requires the participant to select, read and critique a research study or educational article on social studies in early childhood education. During the search for an appropriate study, it is hoped that students will learn about the many types of professional journals available in the university library and the information they contain. Students will complete two article reviews. It is highly recommended the instructor approve the journal articles in advance. The article must be published after 2011 for full points. See the rubric for more specific information about the required sections.


Assignment Profile

APA 6th Edition Example:

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


Required parts for the review of research related to course content (Article Review):

Title Page: Includes title of the article, author(s) who wrote the article, name of the student, and the date.

Provide Purpose: A paraphrase of the researchers words in an overview or summary of the article. Additionally, an argument/reasons for the importance of teaching the targeted skill/s for the target population is clearly made.
Participants/Setting: Information on the participants are provided (e.g., age(s), sex, ethnicities, socioeconomic background, disability, if applicable; percentages are acceptable). Setting for the intervention is provided (e.g., pre-k program, toddler room, elementary school, resource room, home).

Materials: Materials for the intervention are listed and clearly described.

Instructional Procedures: The person responsible for implementing the intervention is listed. Instructional procedures are also listed and clearly described (Step by step; think task analysis).

Measurement: The independent and dependent variables are listed (i.e., what are the authors trying to measure?)

Results: Results are described clearly. What was the outcome of the intervention? Did it work for all students?

Discussion: Why or why not did this intervention work? Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher?

Implication: Think about what this means for educators. Does it suggest changing how things have been done, or present it in a different way? What does this mean for educators?

Reflection: Make sure to answer the following: 1) Describe how you might implement this intervention in your (future) class. (2) Include what questions you still have about this intervention. Is there anything unclear and would prevent you from implementing in your classroom?

References Page: include APA 6th ed. citation of the article

Journal Article Criteria:
Organization/Time/APA: APA style, grammar, spelling, title page, references page 10 pts.
Content: Purpose, Participants, Materials, Procedures, Measurement, Results 20 pts.
Reflection: Discussion, Implications, Reflection 20 pts.
Total: 50 pts.

2. Rubric Presentation (100 points each; presentation 25 points; 225 points total)
Design two social studies rubrics for performance-based lessons. Your submitted paper will include: (1) the rubrics, (2) the lesson plan upon which each rubric is based, (3) a discussion of how these rubrics will be used with children of early childhood age, (4) a discussion of the criteria used to devise the rubrics, and (5) a discussion of how the rubrics can be individualized for ALL students, including young children with disabilities.
Students will present their social studies rubric assignments to a smaller group in class (presentation is 25 points). See rubric for additional details about the assignment. This is the primary assignment for this course.

3. Research Project (100 points; presentation 25 points; total 125 points)
Students may choose a topic area or the instructor will assist in the determination of topic areas. **Topic areas must be determined and approved by the instructor.** Students will plan and generate a presentation that explores social studies in early childhood education. Presentations should be in Microsoft Powerpoint or Google Slides with a one page summary/handout in a Microsoft document or PDF that classmates may download for future reference. Students can work independently or with a partner on this assignment.

All presentations should be comprehensive in scope, aesthetically pleasing, include appropriate language. Presentations will include: 1) introduction (why the topic is important), 2) issues for the topic (conceptual and practical problems), 3) strategies worth considering in exploring the topic, 4) questions that you may be struggling with, 5) articulate why this topic is important to you and warrants a place in early childhood education, and, 6) references. Students will present their presentation in class with the accompanying handout. See rubric for additional details.

4. Participation & Attendance Points (50 points)
Attendance and participation are essential for mastery of course content. Students are encouraged to take a proactive rather than a reactive role during class. Students are expected to come to class each week prepared to discuss and respond to main topics from the readings. Students are expected to participation in online discussions and/or short quizzes when concurrent with classes that are posted online for the week. For participation and attendance, students will earn approximately 3 points per class period that is in-person or online. Points will be earned based on the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>Student arrives to class on time, with all materials prepared</td>
<td>Student somewhat participates in class discussion activities OR is not well prepared with assigned materials OR partially completes online activity</td>
<td>Student arrives late to class OR without all materials prepared</td>
</tr>
<tr>
<td></td>
<td>Student actively participates in class discussion and activities and is prepared with assignment materials. Student comprehensively completes designated online activity.</td>
<td>Student comprehensively completes designated online activity.</td>
<td>Student does not participate in class discussions or activities and is not prepared for class OR does not complete online activity OR student holds side conversations/does not pay attention/spending large amounts of time on technological device</td>
</tr>
</tbody>
</table>
### Longevity

<table>
<thead>
<tr>
<th></th>
<th>Student remains in class for the entire time</th>
<th>N/A</th>
<th>Student leaves class early</th>
</tr>
</thead>
</table>

**Participation and attendance activities points will only be given if a student is present in class and participates.** Therefore, if a student does not attend class, regardless of the reason, they will not earn the points. Updated at midterm, end of course, or per student request.

### Course Grading:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Reviews</td>
<td>100 points</td>
</tr>
<tr>
<td>Rubric Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>In-Class Presentation Rubrics</td>
<td>25 points</td>
</tr>
<tr>
<td>Research Project</td>
<td>100 points</td>
</tr>
<tr>
<td>In-Class Presentation Research Project</td>
<td>25 points</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

### Grading Policy:

- A   = 95-100
- A-  = 92-94
- B+  = 88-91
- B   = 85-87
- B-  = 82-84
- C+  = 78-81
- C   = 75-77
- C-  = 72-74
- D+  = 68-71
- D   = 65-67
- D-  = 60-64
- F   = 59 and below

### Administrative Requirements and Course Policies:

- **Late Policy:** Assignments are due at the start of class at 4:00 pm. Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted. **No exceptions.** Dependent on the assignment, some assignments need to be uploaded to Webcampus via Turn It In when notified by the instructor.

- **All assignments MUST be done in APA 6th edition,** including typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).
c. This class is supported by WebCampus. Each student enrolled in the class is expected to log on to WebCampus and to monitor closely the class site for messages and additional assignments on a daily basis.

d. The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Other Notes - Students are expected to demonstrate professional behavior at all times. This includes:

- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.
- The instructor may deduct points from students' grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments

Weekly Schedule: Course outline subject to change ECE 453

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading (Due at the beginning of class)</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions</td>
<td>Order book and familiarize yourself with it</td>
<td></td>
</tr>
<tr>
<td>1/17/18</td>
<td>Review Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>These Are the Social Studies</td>
<td>Seefeldt et al. Chapter 1</td>
<td></td>
</tr>
<tr>
<td>1/24/18</td>
<td>Navigating the Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Planning and Assessment</td>
<td>Seefeldt et al. Chapter 2</td>
<td></td>
</tr>
<tr>
<td>1/31/18</td>
<td>APA Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Resource</td>
</tr>
<tr>
<td>------</td>
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<td>----------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>2/7/18</td>
<td>Resources for Learning</td>
<td>Seefeldt et al. Chapter 3 Article TBA</td>
</tr>
<tr>
<td>5</td>
<td>2/14/18</td>
<td>Thinking and Concept Formation</td>
<td>Seefeldt et al. Chapter 4</td>
</tr>
<tr>
<td>6</td>
<td>2/21/18</td>
<td>Self, Others, and the Community: Social Skills</td>
<td>Seefeldt et al. Chapter 5 Article TBA</td>
</tr>
<tr>
<td>7</td>
<td>2/28/18</td>
<td>Culture, Diversity, and Values Research Project Topic Sign Up</td>
<td>Seefeldt et al. Chapter 6</td>
</tr>
<tr>
<td>8</td>
<td>3/7/18</td>
<td>Children's Study of Time, Continuity, and Change: History</td>
<td>Seefeldt et al. Chapter 7</td>
</tr>
<tr>
<td>9</td>
<td>3/14/18</td>
<td>Mid-term in semester People, Places, and Environment: Geography</td>
<td>Seefeldt et al. Chapter 8 Article TBA</td>
</tr>
<tr>
<td>10</td>
<td>3/21/18</td>
<td>Production, Consumption, and Decision Making: Economics</td>
<td>Seefeldt et al. Chapter 9</td>
</tr>
<tr>
<td>11</td>
<td>3/28/18</td>
<td>Spring Break!</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/4/18</td>
<td>Developing Citizenship: Civics and Government</td>
<td>Seefeldt et al. Chapter 10 Article TBA</td>
</tr>
<tr>
<td>13</td>
<td>4/11/18</td>
<td>Global Connections In-class Rubric Presentation</td>
<td>Seefeldt et al. Chapter 11</td>
</tr>
<tr>
<td>14</td>
<td>4/18/18</td>
<td>Social Studies Wrap Up</td>
<td>Article TBA</td>
</tr>
<tr>
<td>15</td>
<td>4/25/18</td>
<td>In-class presentations</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson/Rubric Presentation

<table>
<thead>
<tr>
<th><strong>Proficiency</strong></th>
<th><strong>Format (organization)</strong></th>
<th><strong>Completeness of Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>Consistent organization. APA style used. No spelling and/or grammar errors. Lesson plan/rubric is replicable and relevant to selected topic.</td>
<td>Provides enough information for replication. Thorough investigation of topic/lesson. All lesson plan/rubric elements present. Lesson plan/rubric organized in logical. Sequential order. Logical flow. Understandable to audience. Sticks to the topic. Visuals used. Sticks to time limit. Checks for understanding.</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
<td>Organized but has occasional lapses.</td>
<td>Provides information for replication with Semi-logical flow. Too high to too low</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>APA style with minor errors. Some spelling and/or grammar errors. Lesson plan/rubric is hard to follow and may not be replicated in its entirety.</td>
<td>minor investigation attempt. Current information. Lesson plan/rubric lacks organizations but may appear sequential in order.</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Lesson Plan Format</td>
<td>Difficult to follow. Unorganized. APA style seldom used. Many spelling and/or grammar errors. Lesson plan/rubric is not replicable.</td>
<td>Outdated information. Major attempt at investigation is missing. Lesson plan/rubric has no organization or methodology. Lesson plan/rubric is not sequential in order.</td>
</tr>
</tbody>
</table>

**Lesson Plan Format**

**Area(s)/Domain(s):**

**Activity Name:**

**Grade/Ages of Students:**

**Objectives (based on specific standards – what do you want students to learn?)**

**Standards:**

**Length of Lesson:**

**Materials:**

**Procedures (e.g., Introduction, Closing):**
Simplification:

Extension:

Evaluation of Lesson and Learner(s) – refer to rubric:

Accommodations and/or Modifications:

Roles of Teaching Assistant(s) (if applicable):

Students with IEPs:

*Don’t forget to attach the rubric!