ECE 453 - Summer 2011 - Instructor: Neal Nguyen

“Preparing Professionals for Changing Educational Contexts”
Department of Special Education and Early Childhood Education
College of Education, University of Nevada, Las Vegas

Syllabus

I. Prefix and Number: ECE 453

II. Title: Methods in Early Childhood Social Sciences

III. Credit: 3 Credit Hours

IV. Semester: Summer 2011

V. Instructor: Neal Nguyen

VI. Office Location & Hours: CEB 115 - Office Hours: Mondays 1:30-3:30 pm (See below) OR By Appointment (The instructor will be online/WebCampus during this time to answer/discuss any questions/concerns from students via email).

VII. Class Location & Time: Online or Distance Education/WebCampus

VIII. Office Phone/Email 895-4380/nnguyen@unlv.nevada.edu OR WebCampus

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

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 developmental and learning outcomes for all children.

Knowledge (Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge) NAEYC 4a, 4b, 4c

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.) NAEYC 4a, 4b, 4c, 4d

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

XII. Texts, Readings, and Instructional Resources

Required Text


Additional Readings


XIII. Assignments, Evaluation Procedures, and Grading Policy
Academic Requirements

1. Participation/Expectations (10 points)

1. All students are expected to be respectful to other students in the class and the instructor.
2. Class participation (online discussions/critiques) are expected and count as part of your grade.
3. All work need to be submitted ON THE DATE(s) as indicated in the syllabus.

2. Examininations (40 points)

Two exams, each worth 20 points, are required. One will be given at midterm and the other at the scheduled time and date of the final exam. Each of these two exams will be short-answer and/or multiple choice in nature and stress your ability to integrate readings and class lecture materials and apply them to practical problems. Study guides and exam questions will be posted under “Assessment tab” on WebCampus OR email on the specified dates below (weekly schedule).

3. Social Studies Box (20 points)

(A) Assemble a social studies box consisting of 6 lesson plans/activities suitable for early childhood aged children. Use a small box (you will need to transport it) to hold the activities (since this is an online class, be certain to list all items of the box). Activities in the box must each be self-contained including all materials (points will be deducted for missing materials) and the lesson/activity plan (follow the format presented in this syllabus). Worksheets are not acceptable for use in the box. All activities are to be designed for individual and small group use.
(B) Post your S.S Box for other students to view and critique under “Discussion tab” (critique at least ONE S.S box from other student).

4. Social Studies Unit (20 points)

(A) Develop a social studies unit that includes: (1) table of contents, (2) the goals of the unit and the goal’s correlation to Nevada’s Learning Standards, (3) a concept map, (4) relevant list of 5 children’s literature titles, (5) 6 internet resources (3 students and 3 teachers), (6) 4 complete lesson plans (follow the format presented in this syllabus) not utilized in the social studies box assignment, and (7) a reflective piece (your thoughts on the use of the unit in your future teaching).
(B) Post your S.S Unit for other students to view and critique under “Discussion tab” (critique at least ONE S.S unit from other student).

5. Article Review (10 points)

Students will choose 1 article (peer-reviewed) on any topic that includes teaching strategies in social sciences that prospective teachers or teachers of primary students could use to teach in the classrooms. (Approval from the instructor is needed for article selection by email/attach the instructor the actual article).

(A) Students will write a 200-300 word abstract for the selected/approved article. An abstract provides an outline of the article and summarizes its content.
(B) The presentations must discuss the meaning and the practical implications for educators/parents (post your presentation power-point slides for others to view and critique on WebCampus under “Discussion tab” – each student will post his or her own presentation slides AND comment or critique AT LEAST ONE other presentation from other student (s). The presentation slides should include power
points and handouts as necessary for other students in the class and the instructor. Students will submit their abstracts, copies of articles, and power-point slides to the instructor after posting his or her work in “Discussion tab” on WebCampus. This assignment is required to be typed (double-spaced) and free of grammatical and spelling errors. The cover sheet for this assignment is to include the student’s name, the assignment title, date, course name. Students will post their presentation slides as scheduled in the below “weekly schedule” (Total of 10 points for article review abstract/5 AND presentation slides and at least ONE critique of other student’s work/5).

**Administrative Requirements**

All assignments will be due on the assigned days. Assignments must be submitted electronically through WebCampus under “Assignment tab”. If the assignment is late five points will be deducted for each day an assignment is late.

**Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>59 or less</td>
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</tbody>
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# XIV. Weekly Schedule (Subject to change with notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>June 6</strong></td>
<td><strong>Welcome/Syllabus/Questions and Answers</strong></td>
<td><strong>Go to WebCampus for weekly lecture notes (Learning Module) &amp; related class requirements</strong></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>June 7</strong></td>
<td><strong>These are the Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>June 8</strong></td>
<td>&quot; &quot;</td>
<td>Chapter 1</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>June 9</strong></td>
<td>Planning and Assessment</td>
<td>Chapter 2</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>June 13</strong></td>
<td>&quot; &quot;</td>
<td>Article selection DUE (Email the instructor a copy of the article for approval).</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>June 14</strong></td>
<td>Resources for Learning</td>
<td>Chapter 3</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>June 15</strong></td>
<td>&quot; &quot;</td>
<td>Chapter 3 (cont.)</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>June 16</strong></td>
<td>Thinking and Concept Formation</td>
<td>Chapter 4</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>June 20</strong></td>
<td>• Self, Others, and the Community: Social Skills</td>
<td>Chapter 5</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>June 21</strong></td>
<td>* Review for Midterm/Study Guide</td>
<td>Review for Midterm Exam</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>June 22</strong></td>
<td>Culture, Diversity, and Values</td>
<td>Chapter 6</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>June 22</strong></td>
<td><strong>Midterm Exam</strong></td>
<td>Midterm Exam</td>
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<tr>
<td>Week 3</td>
<td>June 23</td>
<td>“““</td>
<td>Chapter 6 (cont.)</td>
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<tr>
<td>Week 4</td>
<td>June 27</td>
<td>Children’s Study of Time, Continuity, and Change: History</td>
<td>Chapter 7</td>
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<tr>
<td>Week 4</td>
<td>June 28</td>
<td>“““</td>
<td>Chapter 7 (cont.)</td>
</tr>
<tr>
<td>Week 4</td>
<td>June 29</td>
<td>People, Places, and Environments: Geography</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 4</td>
<td>June 30</td>
<td>Production, Distribution, and Consumption: Economics</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Week 5</td>
<td>July 4</td>
<td>Independence Day</td>
<td>Have a great break</td>
</tr>
<tr>
<td>Week 5</td>
<td>July 5</td>
<td>Developing Citizenship: Civics and Government</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 5</td>
<td>July 6</td>
<td>Global Connections</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 5</td>
<td>July 7</td>
<td>* Review for Final Exam/Study Guide</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>Week 5</td>
<td>July 8</td>
<td>Final Exam</td>
<td>Final Exam DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have a great summer</td>
<td></td>
</tr>
</tbody>
</table>
University Policies

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/committees/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.

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/.

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.

Any other class specific policies (e.g., absences, make-up exams, extra credit policies, plagiarism/cheating consequences, policy on pagers/mobile phones, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.).
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format (organization)</th>
<th>Completeness of Information</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</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.</td>
<td>Logical flow. Understandable to audience Sticks to the topic. Visuals used. Sticks to time limit. Checks for understanding.</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>Organized but has occasional lapses. 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>Provides information for replication with minor investigation attempt. Current information. Lesson plan/rubric lacks organizations but may appear sequential in order.</td>
<td>Semi-logical flow. Too high to too low for audience. Personal stories without connection to lesson/rubric. Does not stick to time limit. Checks for understanding.</td>
</tr>
<tr>
<td>Below Expectations</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>
<td>Illogical. Too high or too low for audience. Off topic. Little or no use of visuals. Exceeds time limit or uses half or less of available time. No check for understanding.</td>
</tr>
</tbody>
</table>
Lesson Plan Format

Domain:

Activity Name:

Goal(s):

Objectives:
1.
2.
3. etc.

Materials:

Procedures:

Simplification:

Extension:

Evaluation of Lesson and Learner(s):
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
</table>
| **TARGET**  | - Consistent organization  
              - Consistent use of APA style  
              - Correct spelling and grammar  
              - References each answer to text, notes or outside readings | - Answers at least 95% of total # of questions correctly  
              - Uses a variety of sources  
              - Presents comprehensive perspective  
              - Synthesizes information and reaches conclusions  
              - Answers all questions | **9 – 10 POINTS** |
| **ACCEPTABLE** | - Occasional lapses of clarity in organization  
                  - One or two spelling or grammar errors  
                  - Inconsistent correct use of references  
                  - Covered the required points in each answer | - Answered fewer than 80% of the questions correctly  
                  - At least 1/2 of the answers contain references  
                  - Uses less than 3 references  
                  - Answers are only partially responsive to questions | **7 – 8 POINTS** |
| **UNACCEPTABLE** | - Disorganized and difficult to follow  
                     - Minimal use of APA style  
                     - Many spelling errors  
                     - No references or incorrect references  
                     - Did not answer all questions | - Answered fewer than 80% of questions correctly  
                     - No reference to text or outside reading  
                     - No synthesis of information from different sources  
                     - Numerous incomplete answers | < **6 POINTS** |