

University of North Texas at Dallas
Spring 2016
SYLLABUS

EDEC 3613.001 Introduction to Early Childhood			
3 hour course			
Department of	Teacher Education and Administration	School of Education	Division of Education and Human Services
Instructor Name:	Dr. Ruth J. Guevara		
Office Location:	Dal 2 Office 254		
Office Phone:	972-338-1317		
Email Address:	Ruth.Guevara@untdallas.edu DrLucy05@yahoo.com (alternate email)		
Office Hours:	Monday 9:00am-10:00am, 2:30pm-4:30pm, Tuesday 2:30pm-4:00pm, Wednesday 1:00pm-4:00pm, Thursday 1:00pm-4:00pm and Friday by appointment only.		
Virtual Office Hours:	No virtual office hours this semester. Not applicable.		
Classroom Location:	Dal 1 Room 304		
Class Meeting Days & Time:	Tuesday 5:30pm-8:20pm		
Course Catalog Description:	Historical foundations of early childhood, current programs, best practices and legal and ethical issues. Introduction of how understanding development of typical and atypical young children influences objectives, activities, materials, and teaching strategies and techniques in an early childhood classroom.		
Required Text:	Morrison, G, S, (2009). <i>Early Childhood Education Today, 13th edition</i> . Upper Saddle River, NJ,: Pearson /Merrill Prentice Hall.		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		

Course Goals or Overview:	
	The goal of this course are described below.
<p>This course implements the professional preparation standards of the National Association for the Education of Young Children (NAEYC). These are:</p> <p>Standard 1: Promoting Child Development and Learning Standard 2: Building Family and Community Relationships Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Standard 5: Using Content Knowledge to Build Meaningful Curriculum Standard 6: Becoming a Professional NAEYC Standards for Early Childhood to Build Meaningful Curriculum</p>	
Student Learning Objectives/Outcomes: At the end of this course, the student will	
1	Use their understanding of young children’s development, characteristics, social and cultural backgrounds, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all students.
2	Discuss the importance and complex characteristics of children’s families and communities and the importance and complex characteristics of children’s families and communities. Use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.
3	Identify the importance of using developmentally appropriate curriculum, assessments, schedules, room arrangements, and parental involvement in early childhood environments. Analyze and evaluate case studies and other course content used to highlight the characteristics listed.
4	Know, understood, and use positive relationships and supportive interactions as the foundation for teaching with young children.
5	Understand the importance and structure of each content area in young children’s learning and know essential concepts, inquiry tools, and academic resources for teaching and instructional planning. Synthesize this information to create lessons and develop a learning environment for young children.
6	Identify with and conduct themselves as members of the early childhood profession. Know and use ethical guidelines and other professional standards related to early childhood practice. Evaluate case scenarios and other course content to determine the ethical guidelines and professional standards involved.

Course Assignments

I CONTENT

Students will be responsible for textbook chapter reading and additional information presented in class lectures, class discussions, handouts, etc. The chapters and content for quizzes, mid-term and final exams are as follow:

- PART 1 Early Childhood Education and Professional Development – Chapter 1-3
- PART 2 Foundations, Histories and Theories – Chapter 4 & 5
- PART 3 Programs and Services for Children and Families – Chapter 6-8
- PART 4 Teaching Today’s Young Children: Linking Development and Learning Chapters 9-13
- PART 5 Meeting the Special Needs of Young Children – Chapter 14-17

II CHILDREN'S LITERATURE PRESENTATIONS

Each student will select a children's literature book from a school or local library and will read the book to the class. This will be included as part of story time for a group of prekindergarten or kindergarten children. The presentation will include introducing the story and the actual reading. The student is responsible for including a series of questions that will serve as a foundation for listening, thinking and responding to the questions with supporting details and information. This is a type of practice you would perform with young children in the classroom. A Children's Literature Form will be completed and submitted as a presentation grade for this assignment. A handout will be provided for you to use and complete prior to submitting the final copy on the day of scheduled presentations. This practice is focused on actively involving young children to be part of your audience.

III EARLY CHILDHOOD PROGRAM OBSERVATIONS

Each student will write three lesson plans for this course. Consider planning activities that are appropriate for the age group selected. They three categories are:

- Lesson Plan 1: Infant or Toddlers
 - Lesson Plan 2: Pre-K – Kindergarten
 - Lesson Plan 3: Primary Grades 1st – 3rd
- ❖ **Lesson Plan 1- Infant or Toddlers:** Infant and toddler lesson plans are created and structured differently than for school-aged children. A lesson plan template will be provided for your review and one to practice before submitting the final copy. The lesson plan template will be posted on Blackboard for you to use for this assignment. Special focus and consideration for the lesson plan designed for Infant and Toddlers is to consider the cognitive development of an infant. Specifically when using appropriate literature books for story time. Infants benefit more from books with less print or wordless books. Single pictures, vibrant colors, simple not busy and opportunities for sensory experiences. Seek assistance from your local library to locate appropriate children's literature books for this assignment.
- ❖ **Lesson Plan 2 – Pre-K – Kindergarten:** Students will write a lesson plan that will be used during one particular content taught at a set time on one day. This may include a math lesson first taught in the morning and focused on shapes and fractions. The lesson is focused on the Texas Essential Knowledge and Skills TEKS standards and the additional supplemental materials that can be used to support the math lesson. A list of materials to support your selected content area and skills must be included in the **MATERIALS** section of your lesson plan. Include in your **ACTIVITY** section the activity that will be included in Lesson Plan 2. You may consider writing a lesson plan based on ELA, Science, Social Studies and or the Fine Arts. If your focus is to write a lesson plan on one of the fine arts (art, music, theatre/drama), refer to TEKS Chapter 117 Fine Arts for accurate information for your lesson plan. The overall goal is for young children to develop a proficiency level throughout each of the stages of development. Mastery is not the overall goal.
- ❖ **Lesson Plan 3 – Primary Grades 1st -3rd :** The same format will apply for Lesson Plan 3. Select the specific content area before developing your lesson plan. Content areas to select from is English Language Arts – Reading, Writing, Math, Science and Social Studies. Include 1-2 supporting activities for this age group. Review the TEKS standards for this age group as you develop your lesson plan. Lesson Plan 3 will include selecting a content area of interest, age,

grade and developmental skills appropriate for grades 1st-3rd. Select only one grade level for this assignment.

IV REVIEW OF CURRENT TOPICS ON EARLY CHILDHOOD

- ❖ Each student will select a current topic in Early Childhood Education and create a 10-15 minute presentation for the class. A powerpoint or video presentation is required for this assignment. Students may create a powerpoint presentation and include video clips to support the topic researched and presented. A list of topics will be provided in class for you to choose one from the list. Topics not presented on the list will need approval from the professor or instructor teaching this class. Refer to the guidelines recommended for this assignment. Classmates will present their questions and feedback based on the topic selected and overall presentation. A copy of your presentation must be submitted prior to the scheduled presentations. Check the **HOT TOPIC PRESENTATION SCHEDULE** for your presentation date and time.

V ANNOTATED BIBLIOGRAPHY

- ❖ **Article Analysis Assignment:** Each student will select one article related to Early Childhood Education from a scholarly peer-reviewed journal and write an annotation for the article. There are three sections to write for this paper. Approximately one-third of the paper should be a brief summary of the article, and one-third an evaluation of the article's content. The last section of the paper should include a personal reflection about the usefulness of the information in the article for early childhood educators. This assignment should be 2-3 pages typed using the APA format and submitted as a hard copy for review and a grade. Refer to the rubric before you begin writing and submitting your document for a grade.
- ❖ **Discussion Group Assignments:** A series of questions will be provided for you to work with a classmate in class to review, analyze, discuss and reflect on the role of the early childhood educator, the shifts and focus on early childhood programs in various school settings, families with young children with special needs, early childhood special education and bilingual programs, and competitive early childhood programs in countries such as Italy, England, France, Germany, China, Australia, Ireland, Finland, Africa and other countries whose views and focus varies on young children on different platforms. Connections will be made with the readings from the textbook and on-going research studies on young children and their development and learning environments. **RECOMMENDED FOCUS:** Sharing meaningful information, validating different points of view and information shared in groups and providing suggestions or commentary to what has been shared.

VI INDIVIDUAL PRESENTATIONS

- ❖ **Individual Presentations:** Each student will present a presentation on an early childhood program and its' curriculum. The presentation should include the following: Parent Involvement, Community Supported Early Childhood Programs (private, public, church EC programs, Head Start – a government program and Early Childhood Curriculum. A handout that includes a list of required information will be provided for students to use when working on this individual assignment. A powerpoint presentation is ideal for this assignment as well as providing a display of information supporting your selected early childhood program. A mini exhibit tri board is recommended to support this assignment.

VII UNIVERISTY POLICIES, CLASS ATTENDANCE, AND PARTICIPATION

- ❖ **Students with Disabilities (ADA Compliance):** The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, contact Ms. Cynthia Suarez in the Office of Disability at 972-338-1777 or email at Cynthia.Suarez@untdallas.edu.
- ❖ **Assignment Policy:** APA style is required for all writing assignments. Refer to the most current edition for additional information for any writing assignments, projects and or presentations. This is a requirement from the School of Education and Department of Teacher Education. All major writing assignments will require APA style. Students are expected to pay attention to detail in their writing assignments, projects, and presentations.
- ❖ **Exam Policy:** Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member will be required. Rescheduled exam dates must be approved before the students can make-up the exam. A sick child during the exam must be addressed with the instructor ahead of time. It is the responsibility of the student to make the appropriate arrangements before attending class.
- ❖ **Academic Integrity:** Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.
- ❖ **Bad Weather Policy:** On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.
- ❖ **Attendance is required:** Attendance is required. This is a professional requirement and expectation of all students attending the University of North Texas Dallas campus and a disposition that demonstrates character and leadership. The University attendance policy is in effect for this course. The class is designed as a shared learning experience and essential to the acquisition process of new information and knowledge generally located in and outside of the textbook. Emphasis for this course will focus on group discussions and active hands-on assignments throughout the semester. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Students are responsible to notify the instructor prior to the start of class that they are arriving late and or will be absent. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a peer to obtain information missed from either a lecture or lab session.

Any absence from class that is medical or dental related will require a medical document acknowledging that the student was seen, treated and released from a medical or dental office or emergency clinic. No medical details are necessary. The document or form should include your name, date, name of hospital, physician's office or medical clinic that you were treated and released. The same process will require an announcement or bulletin if attending a funeral of an immediate family member or relative either in or out-of-town. Honesty with each of these possible scenarios is expected from all students.

- ❖ Students with small children are expected to make the appropriate arrangements for child care prior to the start of the semester. It is strongly encouraged that you do not leave your child or children unattended on campus regardless if they are outside of the classroom you are in for the duration of the class. It is the responsibility of the student to notify the instructor regarding an absence from class and or arriving late to campus.
- ❖ **Late Arrival/Arriving Tardy:** A tardy will apply if a student arrives 5 minutes late to class. An absence will apply after the 5 minute grace period for arriving late to class. After 3 absence applied will result in a lower letter grade and average. It is the responsibility of the student to arrive to class on time and demonstrate dependability and responsibility. Due to the nature of the course, scheduled lectures and hands-on activities, will not be altered due to a student arriving late to class. After 3 late arrivals/tardies to class an absence will apply.
- ❖ **Participation is required:** Participation is required in group discussions and contributions made to the current discussions in class. It is recommended that students actively engage and reflect on current stance and issues pertaining to early childhood education in the United States today.

University Policies and Procedures

- ❖ **Exam Policy:**
Students are expected to attend class and take exams as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Documentation for any medical treatment for personal or family illness (immediate family related) or attending a funeral of an immediate family member or serving in the military will be required. Rescheduled exam dates must be approved before the students can make-up the exam. It is the responsibility of the student to make the appropriate arrangements before attending class.
- ❖ **Academic Integrity:**
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.
- ❖ **Bad Weather Policy:**
On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

VIII COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and learning outcomes for the course.

Grading Matrix

Instrument	SLO	Description and Value Points or Percentages	Total Points
Program Observations	1	Rating sheet and personal reflection from observing an Early Childhood Accredited Center	50
Exams	1-7	5 exams 3 quizzes, midterm and final exam	100
Children's Literature Book & Display	3,4	1 Individual Book Presentation	75
Lesson Plans	1,3,4,5	3 Lesson Plans 25 pts each Infants & Toddlers, Prek-K, 1 st – 3 rd	75
Group Presentation EC Programs	1,2,6	1 presentation that includes a Powerpoint	25
Individual Presentation HOT TOPIC related to young children	1,2,6	1 presentation that includes a Powerpoint	25
Historical Figure Presentation	1.2.6	1 presentation that includes a Powerpoint	25
Current Topics Presentation on Early Childhood Education	1,2,4,6	1 Individual Powerpoint Presentation	75
Article Analysis Assignment	3,5,6	1 Individual Report	50
Class Attendance and Participation Extra points	1,2,3,4,5, 6 & 7	Arriving on time, active participation, contributions made to class and group discussions.	25

SLO - Student Learning Outcomes

Grade Scale: Extra points Attendance and Participation – 25
 A - 450-500
 B - 400-449
 C - 350-399
 D - 300-349
 F Below 300

**COURSE OUTLINE
SPRING 2016**

Dates	Topic Focus	Assignments & Activity	SLO's
<p>Week 1 January 18-24 Class meets on Tuesday January 19th</p>	<p>Martin Luther King Jr. Holiday</p> <p>Classes meet as scheduled beginning on January 19th. Class activity. Name & Information Card. FOCUS/LECTURE: Early Childhood Education Overview NAEYC Standards, DAP – Development Appropriate Practice</p>	<p>Read Chapter 1 Early Childhood Education</p> <p>Activity: Group discussion Discussion topics of interest and on-going focus on early childhood education.</p> <p>Assignment for Week 2: Read Chapter 2 Prepare to engage in active discussion based on the chapter.</p>	1,2,3,4,5,6
<p>Week 2 January 25-31</p>	<p>Part 1 Current Issues: Implications for Teaching and Learning FOCUS/LECTURE: Contemporary Issues affecting children, families and teachers of young children. Special focus on homeless families with children and poverty. Cultural awareness included. Video Review: Homeless in America</p>	<p>Activity: Answer the discussion questions on the current issues affecting children, families and teachers of young children today.</p> <p>Assignment for Week 3: Read Chapter 3 Observation and Assessment for Teaching and Learning</p>	1,2,3,4,5,6
<p>Week 3 February 1-5</p>	<p>Part 1: Observation and Assessment for Teaching and Learning Understanding the purpose for conducting observations and assessments.</p> <p>FOCUS/LECTURE: Purpose for conducting observations and assessments with young children in EC Program.</p> <p>Quiz Chapter 1 & 2</p>	<p>Activity: Group activity Work with a peer and create one rubric for performance and one for observation used with young children. Select one content and one learning center for this activity.</p> <p>Assignment for Week 4: Read Chapter 4 The Past and Present Review list of historical figures and select one to report on in class. Timeline presentation on new ideas developed from early educators. Use the</p>	1,2,3,4,5,6

		guidelines for this assignment. Individual presentation on Week 5.	
Week 4 February 8-12	<p>Chapter 4 The Past and Present FOCUS/LECTURE: Past and present ideas from early educators and their views on the teachings and schooling of young children.</p> <p>PRESENTATIONS – On a historical figure associated with the development of young children and early childhood progress. Timeline presentation – poster support.</p> <p>Quiz #2: Chapter 3 & 4</p>	<p>Read Chapter 5 Theories Applied to Teaching and Learning Piaget’s Stages of Intellectual Development Activity: Group Discussion, Presentations on a selected historical figure – TimeLine Presentation.</p>	1,3,6
Week 5 February 15-19	<p>Chapter 5 Theories Applied to Teaching and Learning</p> <p>FOCUS/LECTURE: Theories, Piaget, Vygotsky, Gardner, Erikson, Maslow, Bronfenbrenner etc.</p>	<p>Read Chapter 6 Presentations: Timeline and Early Educators and Early Childhood Programs Activity: Group Discussion on the current views, research and position on the education of young children, Pre-k programs, possibilities of 3 years olds attending public school etc. Presentations of TimeLine of EC Educators and their key concepts and or theory.</p> <p>Special focus and interest on Diversity, Special Needs Programs, Accommodations for Diverse Learners & Ethical Dilemma etc.</p>	1,3,4
Week 6 February 22-26	<p>Chapter 6 EC Programs</p> <p>Quiz 3 Chapter 5 & 6</p>	<p>Read Chapter 7 Child Care Presentations:</p> <p>HOT TOPICS in Early Childhood</p>	1,2,4,6

Week 7 February- March 2/29 – 3/4	Chapter 7 Child Care Today FOCUS: The impact of Child Care. Child Care Centers & Young Children	Chapter 7 Child Care Today Discussion and Reflection	1,2,4,6
Week 8 March 7-11	Chapter 8 Federal and State Governments Supporting Children Success FOCUS/LECTURE: Important focus on federal programs and early childhood. ESEA NCLB (2002), ESSA (2016), Head Start, Title 1 EC Programs, etc. Lecture and Discussion MID-TERM EXAM	Children’s Literature Book & Exhibit Presentations	1,2,4,6
March 14-20 Spring Break	SPRING BREAK		
Week 9 March 21-25	Class Field Trip to Eastfield Community College Early Childhood Learning Center	Take notes and generate a response and reflection paper.	1,2,4,6
Week 10 March 28-April 1 st	Chapter 9 Infant and Toddler Development FOCUS/LECTURE: Learning about infants and toddlers. Stages of Development and learning patterns and behaviors for each. Appropriate activities for this age group of infants and toddlers.	Review: 5E Lesson Plan Model Work Session Lesson Plan 1 and 2	1,2,4,5,6
Week 11 April 4 - 8	Chapter 10 The Preschool Years FOCUS/LECTURE: Learning about the preschool years, portraits of preschoolers, working parents, etc.	Work Session Lesson Plan 3 Young Children in early childhood programs Developing learning activities and centers. Supporting the social emotional development of young children.	1,2,4,5,6

Week 12 April 11-15	Chapter 11 Kindergarten – Past and Present FOCUS/LECTURE: Learning all you need to know about Kindergarten Education, curriculum and kindergarten programs.	Discussion and Reflection The challenging environment, physical environment and the kindergarten curriculum.	
Week 13 April 18 - 22	Chapter 12 The Primary Grades & Contemporary Schooling FOCUS/LECTURE: Learning Context, physical development & motor development, social & emotional development, mental health in middle childhood, cognitive development, moral development and environments that support learning in the primary grades.	Discussion, Review, Reflection, Application, Practice and Outcomes Voices from the Field	
Week 14 April 25-29	Chapter 12 The Primary Grades FOCUS/LECTURE: The Fine Arts – Content Areas in EC grades – Social Studies, Science, Math, Reading/ELA, Literature Circles, grouping, etc. Activities appropriate for young children in the primary grades.	Discussion and Reflections SUBMISSION OF LESSON PLANS	
Week 15 May 2-6	Chapter 15 Understanding Multiculturalism Chapter 16 Children with Diverse Needs Chapter 17 Parents and Families FOCUS/LECTURE: Focus on key information in each of the chapters that focus on young children, parents, families, multiculturalism and meeting the needs of children with diverse needs.	Discussion and Reflections Submission of Annotated Bibliography	
Week 16 May 9-11	FINALS WEEK	No late submission of course work.	

