

EDEC 3613

Introduction to Early Childhood Education

Instructor: Caitlin Seeligson, M.Ed.

Office Hours: 1 hour before and after class; by appointment

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Class Hours/Room: Tuesdays, 7-9:50PM, DAL 1 248

Course Description:

Foundations of early childhood education including current programs, best practices, and ethical issues. Introduction to teaching young children and the influences of research, theory, program practices, and teaching strategies on young children and early childhood classroom practices.

This course implements the professional preparation standards of the National Association for the Education of Young Children. These are:

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 Professionals, Initial
Licensure Programs, p. 11, July, 2009*

Required Text:

Morrison, G. S., (2012). *Early Childhood Education Today, 12th edition*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

Course Objectives:

As a result of this course, students will:

- 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.

Texas Pre K Guidelines:

- v. The Learning Environment: Physical Arrangements, Activities, and Social Relationships
- vi. Monitoring Children's Learning and Development in Ways that Provide Feedback and Evidence of Success
- vii. Developmental Approach to Promoting School Readiness
- viii. Effective Practices for Promoting School Readiness

- Know about, understand, and value 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.

Texas Pre K Guidelines:

- ii. Families: Critical Players in Children’s School Readiness and Prekindergarten Experience

TEKS:

- §113.2. Social Studies, Kindergarten
- §113.3. Social Studies, Grade 1
- §113.4. Social Studies, Grade 2.
- §113.5. Social Studies, Grade 3

- Know about and understand the goals, benefits, and uses of assessment.

Texas Pre K Guidelines:

- vi. Monitoring Children’s Learning and Development in Ways that Provide Feedback and Evidence of Success

- Know, understand, and use positive relationships and supportive interactions as the foundation for teaching young children.

Texas Pre K Guidelines

- v. The Learning Environment: Physical Arrangements, Activities, and Social Relationships

- Know, understand, and use developmentally appropriate and effective approaches

Texas Pre K Guidelines:

- vi. Monitoring Children’s Learning and Development in Ways that Provide Feedback and Evidence of Success
- vii. Developmental Approach to Promoting School Readiness
- viii. Effective Practices for Promoting School Readiness

- Understand the importance of each content area in young children’s learning.

TEKS

- §110.11-16. English Language Arts and Reading, Kindergarten-Fifth Grade
- §111.11-17. Mathematics, Kindergarten-Fifth Grade
- §112.10-16. Science, Kindergarten-Fifth Grade
- §113.1-16. Social Studies, Kindergarten-Fifth Grade

- Know the essential concepts, inquiry tools, and structure of content areas including academic subjects and resources for teaching.

TEKS

- §110.11-16. English Language Arts and Reading, Kindergarten-Fifth Grade
- §111.11-17. Mathematics, Kindergarten-Fifth Grade
- §112.10-16. Science, Kindergarten-Fifth Grade
- §113.1-16. Social Studies, Kindergarten-Fifth Grade

- 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.

Texas Pre K Guidelines:

- ix. Professional Development: The Key to High-Quality Prekindergarten Programs

COURSE ASSIGNMENTS

Book Whisperer Essay

You will read 10 children’s books of your choice for children in grades pre-k-3 and reflect on how you can use these books in your classroom. You will also read one **professional book written for teachers of young children on the topic of reading instruction**. A list is provided on Blackboard for you to select from. **200 Points**

Child Observation Record (Pre-K-Grade 3)

Each student will:

- Conduct an observation of a child in Pre-Kindergarten, Kindergarten **or** grade 1.
- Conduct at least two observations. Your observations should be at least one week apart.
- Complete two observation forms (1 form per observation)
- Collect at least one Work Sample
- Complete the Child Observation Record
- Write a 1,500 word reflective essay based on your observations.

Essay =100 points Child Record=10 points each Observation Form = 40 points each

5E Lesson Plan/Presentation

You will follow the format of the 5E Lesson Plan presented in class and on Blackboard. You will create your own 5E Lesson Plan for Pre-K, K or 1st Grade. You will collect all materials to present your lesson in class.

5E Plan = 100 points Presentation = 100 points

Midterm

The Midterm Exam will consist of multiple choice and true/false questions that will test student’s factual, conceptual, and applied knowledge of the information presented in class. The exam will be comprehensive in nature and will take place on Blackboard.

100 points

Final Exam

The Final Exam will be an informal assessment of the student’s knowledge of the course.

50 points

Total points in the course are distributed as follows

| | |
|------------------------|------------|
| Midterm Exam | 100 |
| Final Exam | 50 |
| Book Whisperer Project | 200 |
| Child Observation | 200 |
| 5E Lesson Plan | 100 |
| 5E Presentation | 100 |
| Class Participation | 100 |
| Total Points | 850 |

A 850 - 765

B 764 - 680

C 679 - 595

D 594 - 510

F 510 and below

| DATE | | CLASS | DUE |
|-------|---------|---|-------------------|
| 9/3 | Week 1 | Syllabus Review Introduction to Course Online Overview Chapter 3 <i>Observing and Assessing Young Children</i> Directions for Child Observation | |
| 9/10 | Week 2 | Chapter 1 <i>You and Early Childhood Education</i> Chapter 2 <i>Current Issues and Public Policy</i> NAEYC Position Statements | |
| 9/17 | Week 3 | Chapter 7 <i>Child Care</i> Chapter 8 <i>The Federal Government</i> | NAEYC Reflection |
| 9/24 | Week 4 | Chapter 6 <i>Early Childhood Programs</i> | |
| 10/1 | Week 5 | Chapter 5 <i>Theories Applied to Teaching and Learning</i> | |
| 10/8 | Week 6 | Chapter 5 (continued) | Child Observation |
| 10/15 | Week 7 | Explanation of 5E Model | |
| 10/22 | Week 8 | Chapter 9 <i>Infants and Toddlers</i> | 5E Outline |
| 10/29 | Week 9 | Chapter 10 <i>The Preschool Years</i> | Midterm |
| 11/5 | Week 10 | Chapter 11 <i>Kindergarten Education</i> | |

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|-------|------------|---|------------------------|
| 11/12 | Week 11 | Chapter 12 <i>The Primary Grades</i> Chapter 13 <i>Technology and Young Children</i> | |
| 11/19 | Week 12 | 5E Presentations Chapter 17 <i>Parent, Family, and Community Involvement</i> | 5E Lesson Plan |
| 11/26 | Week 13 | Parent Conferences Chapter 14 <i>Guiding Young Children</i> | |
| 12/3 | Week 14 | Chapter 14 (continued) Review/Burning Questions | |
| 12/10 | FINAL | Final Exam | Book Whisperer Project |

Class Policies:

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on academic integrity: http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Student Conduct: Expectations for behavior in this class accord with the Code of Student Conduct: “Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.” See www.unt.edu/csrr.

Attendance: More than two absences will lower a student’s final grade by 40 points. Three tardies count as an absence.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

The instructor reserves the right to change, revise, modify, or delete any portion of this syllabus.

Any changes will be announced in class and/or via Blackboard.