

## **EDEC 3613**

### **Introduction to Early Childhood Education**

**Instructor:** Caitlin Seeligson, M.Ed.

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

**Contact:** Caitlin.Seeligson@unt.edu

**Class Hours/Room:** MW 5:30 – 6:50pm / DAL 1 204

#### **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*

Each chapter of your textbook begins with NAEYC Standards specific to the chapter. Read and reflect on these NAEYC Standards as you read each chapter. You can access the full description of the NAEYC Standards at

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>

#### **Required Text:**

Morrison, G. S., (2012). *Early Childhood Education Today, 12<sup>th</sup> 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. **(150 Points)**

### **Child Observation Record (Pre-K-Grade 3)**

Each student will:

- Conduct an observation of a child in Pre-Kindergarten, Kindergarten **or** grades 1, 2, or 3.
- 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.

**100 points.**

### **Develop Two Lesson Plans Using the 5E Model**

There are two lesson plan assignments that you complete individually using the 5E model. You will individually complete lesson plans for each of the following:

You are to follow the exact format of the sample given in class. If you would like feedback ahead of time from your classmates you may post your lesson plans in the discussion board titled, "5E Lesson Plans." **Posting your lesson plan to the discussion board is not required or part of your grade.** Each lesson plan is worth **100 points**.

**Exams.**

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.

**Final Self-Evaluation**

Submit a 250 word post evaluation about your effort and achievement in the course. Also, include your total number of course points. See final evaluation rubric. **10 points**

Total points in the course are distributed as follows

Midterm Exam	100
Final Self Evaluation	200
Inclusion Reflective Essay	100
Book Whisperer Essay	150
Child Observation Record	100
Kindergarten Lesson Plan	100
Primary Lesson Plan	100
<b>Total Points</b>	<b>850</b>

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**A 850 - 765**

**B 764 - 680**

**C 679 - 595**

**D 594 - 510**

**F 510 and below**

<b>Date</b>	<b>Class Assignments</b>
Week 1	Syllabus Review Introduction Online Overview Chapter 1 <i>You and Early Childhood Education</i>
Week 2	Chapter 2 <i>Current Issues and Public Policy</i> Directions for Child Observation
Week 3	Chapter 3 <i>Observing and Assessing Young Children</i> <b>Explanation of 5E Model (online readings)</b>
Week 4	Chapter 5 <i>Theories Applied to Teaching and Learning</i> Discuss Reflection Essay
Week 5	Chapter 6 <i>Early Childhood Programs</i>
Week 6	Chapter 7 <i>Child Care</i> Chapter 8 <i>The Federal Government</i>
Week 7	Chapter 9 <i>Infants and Toddlers</i> <b>Midterm Due</b>

Week 8	Chapter 10 <i>The Preschool Years</i>
Week 9	<b>Child Observation Record and Essay Due by 11:59 PM</b> Chapter 11 <i>Kindergarten Education</i> Instructional Processes-RTI
Week 10	Chapter 12 <i>The Primary Grades</i>
Week 11	<b>Kindergarten Lesson Plan due by 11:59 PM</b> Chapter 13 <i>Technology and Young Children</i> Lecture-Instructional Processes –STEM
Week 12	Chapter 14 <i>Guiding Young Children</i>
Week 13	<b>Primary Lesson Plan due by 11:59 PM</b> Chapter 17 <i>Parent, Family, and Community Involvement</i>
Week 14	<b>Book Whisperer Project due by 11:59 PM</b> Review and Burning Questions
Week 15	Final Due

### **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](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](http://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.