

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

**I. METHODS AND PRACTICUM IN EARLY CHILDHOOD EDUCATION
ECE 3154**

Hours credit: 4

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Classroom: as assigned

Office Hours: MW 10-11, W 1-4

II. CONCEPTUAL FRAMEWORK :



The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.

An educator who is COMPETENT displays the following dispositions:

- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

III. COURSE DESCRIPTION:

Methods and practice in instruction and guidance of young children. Emphasis will be on developmental processes and motor skills. A field component is required. Lecture 3 hours.

IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:

If you come into the class with the attitude, “What can I learn from this?” you will be much more successful than if you are only taking this class because it is required for your degree. Paying tuition does not entitle you to a passing grade.

The students who successfully complete this course will:

- A. identify the developmental processes for children birth – 8 years. (**NAEYC 1** Promoting Child Development and Learning. Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. **OCTP 2**. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.)
- B. describe physical /motor, cognitive, and emotional/social characteristics of young children. (**NAEYC 1, OCTP 2**)
- C. list developmentally appropriate strategies for promoting play and physical/motor development of young children. (**NAEYC 1, 4**. 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 children.; **OCTP 2**)
- D. describe home environments and the impact of those environments on the development of the young child. (**NAEYC 2**. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They 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.)
- E. state characteristics of a developmentally appropriate classroom. (**NAEYC 1**)
- F. discuss the need for a socially and emotionally safe learning environment. (**NAEYC 1**)
- G. identify characteristics of exceptional and diverse young children. (**OCTP 3**. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.; **7**. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.)
- H. find ways to adapt and modify the environment and activities to meet the needs of exceptional and diverse young children and discuss the legal issues involved. (**NAEYC 4; OCTP 3, 7, 13**. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.)

- I. list benefits of parental involvement in the education of the young child. (NAEYC 2, 4)
- J. identify factors that affect the behavior of the young child. (NAEYC 1)
- K. describe methods and strategies for increasing socially accepted behavior in the classroom. (NAEYC 4; OCTP 5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.)
- L. compare and contrast characteristics of effective and ineffective teachers of young children. (NAEYC 4, 5. Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.; OCTP 9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.)
- M. identify and discuss current issues in the field of Early Childhood Education. (NAEYC 5)
- N. teach young children in a developmentally appropriate classroom under the supervision of qualified personnel. (NAEYC 1, 4, 5)
- O. assist in collecting children's assessment information. (NAEYC 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.)
- P. identify legal issues affecting early childhood education. (NAEYC 5; OCTP 13)
- Q. continue developing critical and reflective thinking skills (NAEYC 5; OCTP 9)

V. **TEACHING STRATEGIES** The class will utilize lecture, class discussion, guest speakers, and videos, which primarily center on the chapter reading assignments and review of teaching experiences. This class will also utilize various aspects of Blackboard and Turn It In.

VI. **REQUIREMENTS AND ASSIGNMENTS:**

Read the chapter(s) to be covered in class before coming to class.

Students will develop general competencies that the learned society deems necessary for teachers of young children. Students are expected to develop their abilities to critically/reflectively think about all aspects of teaching.

Check your Blackboard and Cameron e-mail accounts regularly, as I may have to send an e-mail or post clarifications of assignments. Students may also submit assignments in the digital dropbox on Blackboard, just let me know that you have done so.

This is a pedagogy class. It is also an introductory class to Early Childhood Education that provides a framework of methodology. In this class, the students are required to apply their

knowledge as they assist, under supervision, children in the public school pre-kindergarten, kindergarten, or transitional classrooms. (NAEYC 4)

- A. **A 35 hour field component is included in this course. Thirty hours will be in a public school pre-kindergarten or kindergarten classroom. Five hours will be in an infant or toddler setting. Your field component must be completed in the school assigned by the Coordinator of Field Experiences. Any changes in your field placement must be approved by the Coordinator of Field Experiences. Thirty-five clock hours of observation and practicum must be completed even if assignments related to the observations are not submitted. Anyone, failing to complete 35 clock hours for the field placement in the assigned school has not completed course requirements and will receive an “F” in the course. The student must retake the course and will be required to complete all assignments, exams, and the full 35 of field experience that are part of the course.**
- B. Keep a journal of activities you do in the classroom. For this you will log in to Blackboard and post it in your “Group” page. This is set up for each individual student. No one other than the instructor will be able to see what you have posted. Journal entries must reflect critical/reflective thinking. This journal must be posted after each day in the classroom. No credit will be given for late journals. The journal entry should include the activities you guided. The objective and the outcome **must** be recorded. Give a brief evaluation of the day. Ask questions to which you want a response. You may be asked to include other information during the semester. (NAEYC 5; OCTP 9)
- C. You will complete and submit the following items:
1. Your attendance sheet for your field experience (due after your last day in the classroom)
 2. A sketch of a proposed interactive bulletin board to be approved by Mrs. Stoll and a picture of the final bulletin board as it was constructed and displayed in Nance Boyer (sketch is due at least 1 week prior to your scheduled time to display; picture of the final display is due 1 week after construction)(NAEYC 4; OCTP 2)
 3. A copy of each lesson plan that you prepare and present with a reflection on the outcome of the lesson. Lesson plans must be submitted to Turn It In. (Lesson plans must follow approved format and are due each week after you teach the lesson. There must be a minimum of 3 lesson plans whether you get to teach them or not.) (NAEYC 4, 5; OCTP 1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students., 7, 9)
 4. The daily schedule used in the classroom (due September 26) (NAEYC 1)
 5. A directory that you have compiled of (at least 20) internet sites that have appropriate teaching materials and information for young children (due November 10) (NAEYC 4; OCTP 4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students development of critical thinking, problem solving, and performance skills and effective *use of technology*.)

7. A copy of the Pre-kindergarten curriculum and the Kindergarten PASS objectives obtained from the Oklahoma State Department of Education. (available on the web at <http://sde.state.ok.us/home/defaultie.html> due August 29)
- D. Students will compile a resource file of language, art, games, fingerplays, bulletin board ideas, lesson/concepts, stories, and music activities appropriate for grade 3 and below. (minimum of five in each section) Other headings may be added at your discretion. Place these in an appropriate filing system so they can be retrieved easily. (due November 21) (**NAEYC 4; OCTP 2, 4**)
- E. Create a floor plan for an early childhood classroom. Detailed instructions for this assignment are in Appendix 2. (**NAEYC 1**)
- F. Observe and teach in your assigned classroom on the day and time that have been assigned. Follow the approved lesson plan. The coordinating teacher must be consulted prior to **any** change of plans.
- G. Participate in at least one parent/extra-curricular activity with your cooperating teacher. Include a reflection of this activity in your journal. This will also be documented on your field experience attendance sheet and will count towards your 30 hours of field experience. (We may or may not have assigned family activities for this.) (**NAEYC 2, 4; OCTP 10: The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of student learning and well-being.**)
- H. Create a Professionalism Poster. The accompanying paper must be submitted to Turn It In. Instructions are Appendix 1 of the syllabus (due December 5– final) (**NAEYC 5**)
- I. Be professional in all ways toward children, parents, visitors, and all school personnel.
- J. Cleanliness is essential for your health, for the children’s health, and for aesthetic reasons. You **must** clean up after yourself and put things away where they belong.

VII. TEXTBOOK/MATERIALS:

Required: Brewer, J. (2007). *Introduction to early childhood education preschool through primary grades* (6th ed.). Needham Heights, MA: Allyn & Bacon.

Optional: Kolakoski, D. L. (2004). *Write it down! A guided journal of ideas, strategies, and reflections for beginning teachers*. Canada: Thompson.

VIII. EVALUATION/GRADING

All assignments are due on the date noted in this syllabus. Late work is discouraged.

At mid-semester and at the end of the semester, students will submit a completed self-evaluation form. This form is available on Blackboard. Schedule an appointment to review and evaluate the form with Mrs. Stoll. Grammar and proper pronunciation of words are necessary when working with children and will affect your grade.

Journal is worth 100 points*.

Attendance sheet is worth 20 points.

Bulletin board with pre-approved sketch and photo afterwards is worth 20 points.*

Daily schedule is worth 5 points.

Lesson Plans are worth 100 points each. *

Pre-kindergarten curriculum and the Kindergarten P.A.S.S. standards are worth 10 points each.

Internet directory is worth 40 points.

Resource file is worth 100 points.

Environment Plan is worth 100 points.*

Self-evaluation forms and review are worth 100 points at mid-semester and final.

Professionalism Poster is worth 100 points.*

* indicates rubrics will be used to grade these items. Rubrics will be posted on Blackboard.

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply.

90 - 100% of total points possible = A

80 - 89% “ = B

70 - 79% “ = C

60 - 69% “ = D

59% and below “ = F

An “incomplete” (I) will only be issued for continuing illness, death in the family, or emergency. Documentation must accompany any requests for an I along with a statement of work due and a completion date. All documentation will be kept on file.

All assignments are to be free of spelling and grammatical errors. Each assignment submitted should represent the **original** work of the student whose name is written on the paper. Submitting assignments that are not original is academically unacceptable according to the Cameron University Student Handbook. Such work will receive zero points for the assignment and will not be allowed to be resubmitted. **Credit for others' ideas or words must be cited in work, including the resource file.**

All assignments must be turned in no later than noon on Friday, December 7.

VII. ATTENDANCE/WITHDRAWAL

Roll will be taken each class time. Class members are expected to attend **ALL** class sessions on time and to be fully prepared. Participation in classroom discussion is desirable and expected. The interaction between various members of the class often leads to greater learning than any that could be provided by the instructor alone. Students are responsible for **all** reading assignments, handouts, visuals, lectures and presentations, as tests are intended to cover **all** information sources. Because you have a scheduled time to “teach” in your assigned classroom, you must notify your cooperating teacher as early as possible if you are going to be absent so arrangements can be made to cover your responsibilities with the children. Mrs. Stoll also needs to be notified.

Out of respect for the instructor and fellow classmates and in order to maximize everyone's learning, **all cell phones and pagers must be turned off or in the silent mode.** If you must answer your phone, please step out of the room. Text messaging should also not take place during class. This policy is also in effect when you are in the public school classroom.

A student withdrawing from this course must initiate and complete withdrawal according to policy stated in the Cameron University Catalog. Students who cease to attend class and who do not bring an official Cameron drop form for the instructor's signature will receive an "F" in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of "W" in such a circumstance. The last date to withdraw from class without an entry on the transcript and with a full refund is August 31. The last date to withdraw from class with and automatic "W" is November 14. The last date to withdraw from class is December 3.

VIII. COURSE OUTLINE AND SCHEDULE:

CLASS SCHEDULE

(subject to change)

Week 1 (August 22)	Introductions, course requirements, scheduling, review child development and learning theory (Chapter 1)
Week 2 (August 29-)	Field placements, activity plans and instruction (Chapter 4)
Weeks 3 and 4 (September 5-12)	Guidance goals and techniques, promoting self-control (Chapter 6)
Week 5 (September 19)	Play: Learning at its best (Chapter 5)
Week 6 (September 26)	Communication, common problems, developing interpersonal skills, problem-solving
Week 7 (October 3)	Observation and Assessment (Chapter 7)
Weeks 8 and 9 (October 10-17)	Knowing yourself and your competencies, being observed, values, styles and techniques – mid-semester conferences
Week 10 (October 24)	Designing Schools for Young Children (Chapter 2)
Week 11 (October 31)	Creating the learning environment (Chapter 3)
Week 12 (November 7)	Parents, families, interactions with home and school (Chapter 8)
Week 13 (November 14)	Being a professional, quality, commitment, growth, advocacy, issues, trends
Weeks 14 (November 21)	Employment search, preparation, legalities
Week 15 (November 28)	Review and final conferences
Week 16 (December 5)	Final – Professionalism Poster Presentation

Cameron University is committed to making its activities as accessible as possible. The University provides a range of special services for those with disabilities. If you anticipate a need for any of those services, please contact the Cameron University Disabled Student Services office, located in 326 N. Shepler, 2800 W. Gore Boulevard, Lawton, OK 73505-6377. Phone (580) 581-2209. Website at http://www.cameron.edu/disabled_services.

Should an emergency arise while you are on campus and you are using a cell phone, the Cameron University emergency number is 581-2911.

IX. BIBLIOGRAPHY

- Bennett, T. (2007). Viewpoint: New ways of preparing high-quality teachers. *Young Children* 62(4), 32-3.
- Bodrova, E. & Leong, D. J. (2007). *Tools of the mind* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Brown, K., Fitzpatrick, T. S., & Morrison, G. (2004). Valuing diversity in classrooms through family involvement. *Dimensions of Early Childhood Education*, 32(3), 11-16.
- Curtis, D., and Carter, M. (2005). Rethinking early childhood environments to enhance learning. *Young Children* 60(3), 34-38.
- Noe, L. (2007). What's it like? Making meaning with metaphors. *Young Children* 62(4), 30-31.
- Webb, N. and Brome, B.L. (2004). Professional collaboration for children with disabilities: Put families first. *Dimensions of Early Childhood Education*, 32(3), 19- 26.
- Wein, C. A., Coates, A., Keating, B., and Bigelow, B.C. (2005). Designing the environment to build connection to place. *Young Children* 60(3), 16-24.
- Whaley, C. (2007). Emergent, integrated curriculum: Meeting standards in meaningful ways. *Dimensions of Early Childhood Education*, 35(2), 3-11.

Appendix 1

PROFESSIONALISM POSTER PRESENTATION INSTRUCTIONS

The Vision

Being a professional entails more than earning a degree. There are several components to professionalism. These components include:

- Identifying and involving oneself with the early childhood field
- Knowing about and upholding ethical standards and other professional guidelines
- Engaging in continuous, collaborative learning to inform practice
- Integrating knowledgeable, reflective, and critical perspectives on early education
- Engaging in informed advocacy for children and the profession

This assignment gives you the opportunity to show your understanding and competence in each component of professionalism.

Your Assignment

During this semester and in previous semesters, you will have and have had experiences that lead you to further development as a professional. For this assignment, you will develop a Professionalism Poster, which is basically a bulletin board about yourself and your development as a professional.

However, this is more than just a straight-forward bulletin board. In order to present yourself as a professional, you will use an analogy. For example, in the past one student likened her path to professionalism to the Yellow Brick Road in *The Wizard of Oz*. Another student likened her path to the stores in a mall. For your analogy, think of something that really interests you. Think about how your

interests could represent the various areas of professionalism. Once you have decided on an analogy, think about how you can pictorially represent each component of professionalism. When you put your pictorial representation on your poster, label each part as its professionalism counterpart.

In addition to the poster, you will write an essay explaining how the analogy on the poster portrays each component of your professional development. You will also include specific examples of your professional development in relation to each component. For your final exam in this course, you will do a Professional Poster Presentation, showing your poster and presenting the written part of your assignment.

Appendix 2

ENVIRONMENT PLAN ASSIGNMENT

Given the attached diagram of a classroom (which will also be available as a document on Blackboard), draw in the major items of classroom equipment. You can draw this by hand, or you can use the drawing tools in Microsoft Word or another computer program. You cannot change the items that I already have in place or their dimensions. You must use the color codes that I have placed on the key. (Color-coding eliminates the need to write on the drawing itself.)

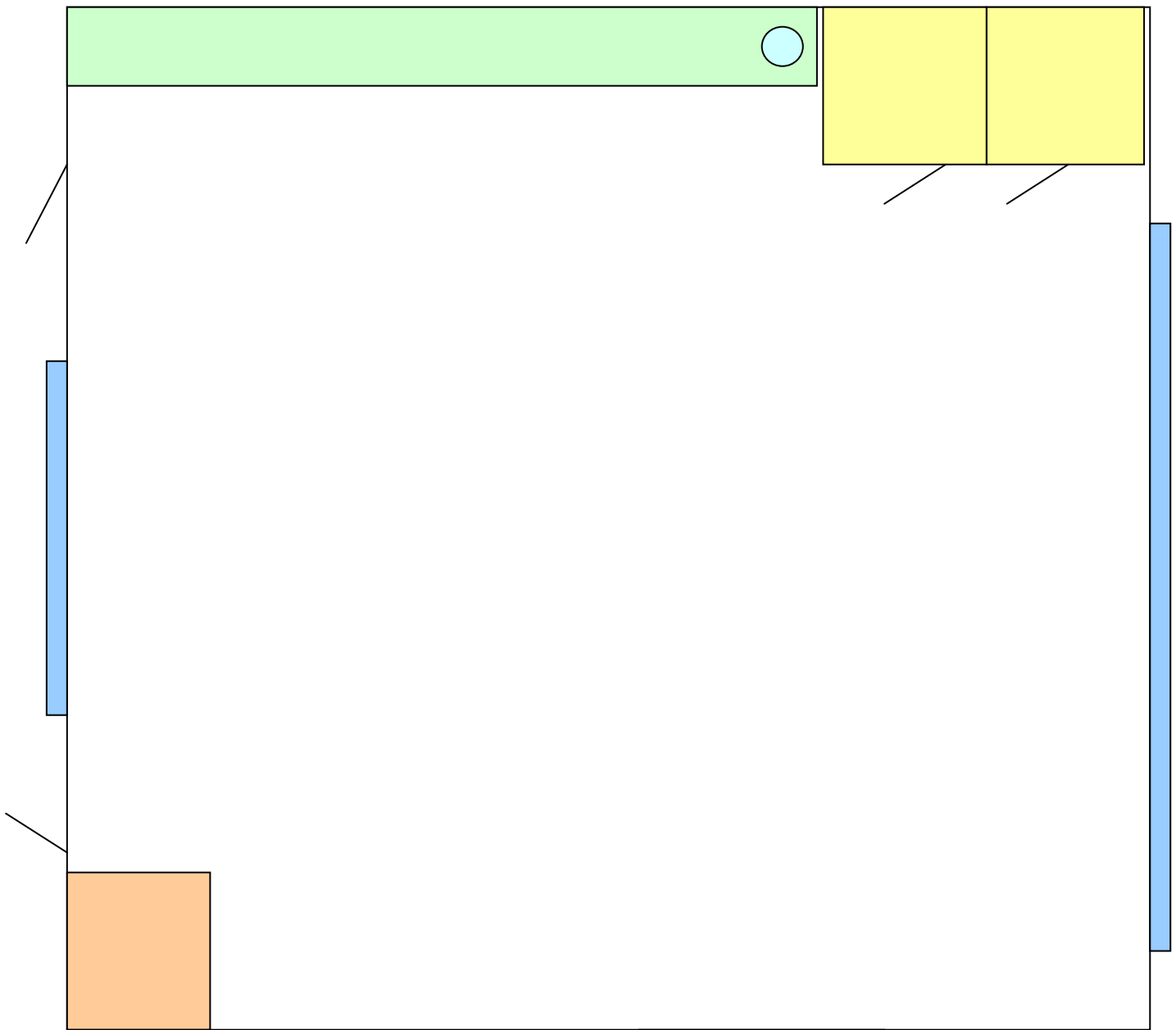
The equipment you choose to place in the classroom does not have to be the same shape as is shown in the key. (For example, I show an orchid colored oval as a table. However, you may choose to use a rectangular or other shape of table. Put the table shape that you want, but it must be colored orchid.) You may also add other items that I have not already listed. However, you must add the color-code to the key.






Your items must also be drawn to scale. If you are not sure how big the table is that you want to use, look in equipment catalogs to see the dimensions of tables and how many people those tables seat. As noted in the key $\frac{1}{4}$ inch on the paper equals 1 foot (12 inches) in real life.

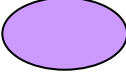




You will also write a paper to accompany your floor plan. In the paper you will

1. note in detail the smaller supplies that you would order for your classroom that are too difficult to include in a drawing;
2. describe the research and principles upon which you based your environment plan;
3. describe how it meets the criteria of healthy, respectful, supportive, and challenging;
4. note the age group and how many children in the group for which the environment is being planned.

It is recommended that you use some of the equipment catalogs available to help you with locating equipment. It is also recommended that you read the rubric thoroughly and implement the items as described.



Key	
	Bathrooms
	Sinks
	HVAC unit
	Windows
	Cabinets

	Tables
	Chairs
	Shelves
	Carpets
	Doorways

1/4 inch = 1foot