

Southeastern Oklahoma State University
Teacher Education Program Syllabus
ELED 4523 Survey of Early Childhood Education

Professionals for the 21st Century: Competent, Committed, and Ethical

INSTRUCTOR CONTACT INFORMATION:

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COURSE TITLE: ELED 4523 Survey of Early Childhood Education

PREREQUISITES: None

NOTE: This course is the first course a candidate should take in the program.

CATALOG DESCRIPTION: A study of the history, philosophy, methods, and theories for educating the young child from three through eight years.

REQUIRED MATERIALS:

Textbooks:

Early Childhood Education Today (newest edition) by George S. Morrison

Developmentally Appropriate Practice in Early Childhood Programs (3rd edition) by Carol Copple and Sue Bredekamp, editors; Copyright 2009. (This book is a reference that will be used in this class and all subsequent early childhood courses.)

OPTIONAL MATERIALS: None

LIBRARY AND INFORMATION RESOURCES:

Available through the Southeastern Online Learning website or
<http://www.se.edu/online-learning/technology/communication-netiquette/>

OTHER RESOURCES AND LOCATION: None

PORTFOLIO COMPONENT: Reflection on book bag activity and family partnership

MAJOR GOALS:

1. know about the history, philosophy, and theories related to early childhood education
2. know about contemporary influences and children and families
3. know about and understand the goals, benefits, and uses of assessment
4. know about developmental characteristics (ie—intellectual, motor, language, emotional) of infants, toddlers, preschoolers, kindergarteners, and primary grade children
5. know, understand, and use developmentally appropriate and effective approaches

COURSE OBJECTIVES:

1. apply knowledge of developmentally appropriate practice to create a book bag activity/family involvement project for use with a preschool child
2. identify, describe, evaluate, and reflect on major theories in early childhood education
3. observe young children of various ages (toddler, age, 4, age 5) in various early childhood settings and reflect on the experiences through a lens of developmentally appropriate practice and various theoretical perspectives

DEMONSTRATION OF STANDARDS

InTASC Core Teaching Standards

Standard #1: Learner Development. The teacher understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CONCEPTUAL FRAMEWORK:

The conceptual framework of the teacher education program at Southeastern Oklahoma State University is based on the revised theme: *Professionals for the 21st Century: Competent, Committed and Ethical*. The revised conceptual framework represents a commitment to the knowledge, skills and dispositions previously established in the previous versions with updates that have occurred as a result of new knowledge and conceptualizations in the profession of teacher education. The teacher understands the process of continuous lifelong learning, the concept making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development. The conceptual framework is an extension of the former theme “Teacher as Manager of Learning” and is comprised of the four knowledge-based domains: *planning, delivering, motivating* and *assessing*. Planning is an important aspect of effective instruction which involves developing and designing daily, unit, and long range plans for instruction. If this process is not well thought out, the results would be detrimental to the outcome. Delivering covers a wide range of instructional strategies and methods such as presentation, demonstration, questioning and performance. The delivery of instruction also refers to the educational practices related to creating learning environments that promote positive social interaction, active inquiry, collaborative learning, and engagement in educational experiences. Successful teachers are positive motivators. They create an enjoyable classroom environment which accommodates a variety of learning styles and individual differences. Assessment is a vital part of the program for teacher candidates. They learn that assessment can be used in a variety of ways to assess properly. They must collect, interpret, and synthesize data, then use that information to modify the curriculum.

RESEARCH OR PROJECT COMPONENTS:

1. Book Bag and Family Involvement Project: Each candidate will create a book bag to be used with a young child. The book bag will also contain a family involvement project.
2. Video/Podcast Presentation: Each candidate will create a creative learning video in which the major theories in early childhood education are identified, described, and evaluated, along with a reflection on the theory.
3. Reflective Essays (3): Each candidate will observe children of various ages (infants, toddler, age, 4, age 5, ages 6/7) and write three separate reflective essays based on the observations.

FIELD COMPONENT:

Candidates will observe 10 hours in various early childhood settings. Each candidate will observe a minimum of 2 hours for each of the required age groups: **1)** infants, **2)** toddlers, **3)** four year olds, **4)** five year olds, **5)** six or seven year olds.

DIVERSITY COMPONENTS:

Cultural and Linguistic Component: Candidates will study language and cultural differences and their implications for literacy development.

Students with Exceptionalities Component: Candidates will study categories of exceptionalities that may be encountered in the primary classroom and general ways to address accommodations and modifications for those students to enhance literacy development.

TECHNOLOGY COMPONENT: Candidates will utilize technology produce various projects, a written reflection, and upload documents to Chalk and Wire.

Timeframe for Participation: Student participation is critical to the success of this class. To be a successful online learner, you must be highly self-motivated. You will be graded on your responses, timeliness of submitting projects, tests, and homework, communication with other students, and meaningful contributions to the discussion boards. The discussion board is where you and the instructor make the class come alive, so be sure to participate early and often.

Discussion boards will be available on a weekly basis. New topics will be posted on Mondays at 9:00 a.m. and will remain until the following Monday at 8:00 a.m., unless noted otherwise on the Assignment Schedule. To receive credit for participating, you must make meaningful contributions to the discussion boards each time a topic is available. Simply “I agree” or “I disagree” is not meaningful. You are required to post your comments to a question on the discussion board; you must also comment on at least 2 other posts each week. The idea is to “discuss” the problem or topic. Be sure to carefully read and follow the instructions posted with each discussion.

A good “rule of thumb” is for your initial postings to be between 175-200 words in length. If you compose your thoughts in MS Word 2007, the word count is located in the lower left corner of the page. An acceptable word count for the two additional postings is approximately 150 words.

Blackboard automatically tracks and records every click, including your name! I can see if and when you logged on, the date and time of day you logged on, and even what you accessed once you logged on! This way I can determine whether or not you participated in the assignment.

Approximate Time Required for Individual Activities: This course will be conducted using a variety of instructional methods and learning activities, including, but not limited to “virtual” lectures/chats, discussion boards, homework, exams, written activities, projects, and online activities. Approximately 20 hours per week will be required for successful completion of course requirements. Read, read, and re-read directions and information carefully before emailing or calling for help. You will find most of your questions answered in the course syllabus or on the discussion board.

Expectations for Communications: Check the course website every day, at least five days a week! You should also check your grades regularly and stay in touch with me concerning submitted assignments that are not reflected in your grades.

Email address—You are required to use your SE student email address when using Blackboard. In addition, you are required to REGULARLY check your SE student email account. All email correspondence will be sent to your SE student email address. Be sure to include your name in the body of every email you send to me.

Activity and Other Assignment Expectations: Weekly assignments will be posted by 9:00 a.m. on Mondays. The due date dates for all assignments are listed on the Assignment Schedule, posted under Course Information. All components of the weekly assignments must be submitted by 8:00 a.m. on the due date. Grammar, punctuation, spelling will also be considered (along with content) when grading every assignment.

ASSESSMENT (GRADING SYSTEM):

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| Discussion Boards | 10% |
| Midterm Exam | 25% |
| Final Exam | 25% |
| Book bag and family involvement activity | 10% |
| Video Presentation | 10% |
| Reflective Essay #1 | 5% |
| Reflective Essay #2 | 5% |
| Reflective Essay #3 | 5% |
| Theorist Report | 5% |

The grading scale for this course is:

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

SUPPLEMENTARY READINGS OR ACTIVITIES: As assigned by instructor

MANDATORY SYLLABUS STATEMENTS:

Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00 PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1-(800) 522-1090.

Disability Accommodations: Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD#745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identify, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

STUDENT OBLIGATIONS AND REGULATIONS

Each student voluntarily assumes an obligation to conform to rules, regulations, and standards of behavior expected by the University in order to preserve faithfully all property provided by the State for his/her education, and to discharge his/her duties as a student with diligence, fidelity, and honor. The term “student” includes all persons enrolled at the university, both full-time and part-time, pursuing undergraduate, graduate, or professional studies. Persons who are not officially enrolled for a particular term but who have a relationship with the university are also considered students. This definition includes but is not limited to incoming freshmen, transfer students, anyone participating in university sponsored programs and activities for students, and persons who enroll for courses from time to time. Failure to observe the following regulations will subject the student to disciplinary action:

1. **Acts of Dishonesty.** No student shall commit acts of dishonesty, including but not limited to the following:

a. Cheating:

i. Unless the instructor specifies otherwise, all examinations and other assignments, including homework, are to be completed by the student alone, without inappropriate assistance of any kind.

ii. Improper collaboration is considered cheating. When an instructor syllabus permits or encourages “working together” it is expected that group study sessions may result in similar responses or answers to exam questions or other work product. When working together is not permitted, such similar responses will be considered as evidence of academic misconduct.

iii. Unless the instructor specifies otherwise, it is assumed that all work submitted for a grade will be the product of the student's own understanding, and thus expressed in the student's own words, calculations, computer code, research data, etc.

b. Plagiarism:

i. All writing assignments are to be composed entirely of words generated (not simply found) by the student, except where words written by someone else are specifically marked as such with proper citation. This includes copying words from the internet, a periodical, or a book without proper reference. Simply documenting the source in a footnote or bibliography isn't good enough. You must also indicate that the words themselves are quoted from someone else. For this reason, sentences that should have quotation marks but appear in the paper without quotation marks are plagiarism.

ii. It is plagiarism to copy words and then modify them slightly. Paraphrasing is fine when you cite the source and indicate the new expression is actually your own. When the expression remains

substantially similar to the source as a whole or in one of its parts – it is plagiarism.

iii. Self-plagiarism or “recycled academics” occurs when a student submits the same project or paper for multiple classes and violates the crucial assumption that academic work is performed on a class-by-class basis in order to achieve learning, practice, and growth. Unless the second instructor expressly permits a project or paper from a prior class for credit, this is not permitted.

c. Other academic dishonesty:

i. Facilitating or aiding in the cheating, plagiarism, or dishonesty of another student.

ii. Attempting at cheating, plagiarism or other academic dishonesty even if not successful.

iii. Lying in order to gain academic advantage, including dishonesty about why a class was missed, dishonesty to gain an extension on a project or assignment, or dishonesty to gain admission to a program.

*These statements are taken from the current Student Handbook available on the Southeastern website: se.edu.

OTHER IMPORTANT INFORMATION:

1. All students must have an email address (SE) which they check regularly.
2. Students missing in-class activities will not be allowed to make them up.
3. All outside assignments must be typed and formatted according to the following:
 - A. Text should have uniformly dark print using 12-point font.
 - B. Text should be double spaced.
 - C. Use left-justification only.
 - D. All pages should be stapled in the top left corner.
 - E. All pages should be numbered.
4. Make up work: It is my assumption that ALL work will be turned in on time. Assignments are due at the beginning of the class period on the due date. **Late assignments are accepted at the discretion of the professor and, if accepted, scores will be reduced by one grade level (10 points).** Assignments past due over one week will not be accepted. Missed exams will be made up at a time agreed on by the student and the professor. There is no provision for make-up of in-class activities.
5. The final exam will be comprehensive.
6. **Written expression (including punctuation, grammar, sentence structure and spelling) will be evaluated as part of EVERY grade.**
7. In order to pass this class, students must show phonics proficiency by passing the phonics exam by a score of 70 or above.

BLACKBOARD: This is a Blackboard supported class. It is the responsibility of each student to check his/her student email and Blackboard for announcements and download necessary documents and review posted videos as assigned by the instructor.

PROFESSIONALISM: An important component of this course is your demonstrated ability to grow as a professional educator. As such, you are expected to submit work that represents your own best effort. You are responsible for turning in all required assignments according to the schedule. Assignments must conform to university policies governing academic dishonesty. In addition, as a professional educator, you are constantly seen as a model for your students; therefore, it is imperative that you strive to communicate well both orally and in written exercises.

Hats are not to be worn in class (both genders). As you begin your professional courses, you need to begin the transition toward dressing professionally. Professional dress is very important for observations, student teaching, job interviews, and ultimately, your professional career.

ACADEMIC INTEGRITY: There is a zero-tolerance policy concerning plagiarism and/or duplication of another individual's work. Besides making you feel horrible, you will receive a zero and the policy will be enforced under the guidelines of Academic Honesty Policy for the University. Students are expected to work individually and turn in their own work. Any violation of academic honesty will be reported to the Office of Student Affairs. The policies regarding academic misconduct are set forth in the institution's Student Code of Responsibilities and Conduct.

OTHER COURSE POLICIES: The instructor reserves the right to make adjustments to the syllabus, course calendar, and/or grading policy as needed in order to meet the instructional goals of the class. Students will be notified of any adjustments to the syllabus.