

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 297 Fieldwork Practicum in Early Childhood Education
Fall 2008

INSTRUCTOR:	Instructor: Elizabeth Park E-mail: epark@chaminade.edu Office: 808-735-4859 Cell: 808-295-1390 www.chaminade.edu/education
OFFICE HOURS:	Please call or email me for an appointment in person or online via Elluminate.
TIME and LOCATION:	Tuesday 10/7/08 and 12/9/08 at 5:30 p.m.-9:40 p.m. Brogan Hall Education Building-Room 102
TEXT:	Dodge, D.T., Colker, L.J., & Heroman, C. (2002). <i>The Creative - Curriculum for Preschool (4th Edition)</i> . Washington, DC: Teaching Strategies, Inc. ISBN# 1-879537-43-5
WEB-BASED COURSES:	Go to: http://chaminade.ecollege.com Chaminade's online programs use eCollege to provide Internet access to fully online and hybrid courses at both the bachelors and graduate levels. Many traditional courses at CUH also use eCollege as a supplemental tool for class work. Please be sure you are officially registered and have received a CUH ID before attempting to login. Your CUH ID will be your login. Passwords are the last four digits of your Social Security If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu
CATALOG DESCRIPTION:	The focus is on application of methods and theory from previous coursework. The student may be employed. The childcare setting and mentor teacher must be pre-approved by instructor prior to the start of the semester. Fieldwork requires 100 hours in an early childhood educational setting and 15 hours of seminar.
MAJOR COURSE TOPICS	Foundation in Education <ul style="list-style-type: none"> • Theories • Research • Child Development Early Childhood Environment <ul style="list-style-type: none"> • Physical Environment • Structure • Prepared Environment • Community Environment

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	<p>How Children Learn</p> <ul style="list-style-type: none"> • Social Factors • Brain Development • Individual Differences • Different Stages • Innateness <p>The Teacher's Role</p> <ul style="list-style-type: none"> • Observing Children • Guiding Children • Assessing Children <p>The Family's Role</p> <ul style="list-style-type: none"> • Communicating with Families • Partnering with Families • Challenges with Families <p>Play</p> <ul style="list-style-type: none"> • Functional Play • Constructive Play • Dramatic or Pretend Play • Games with Rules <p>Creativity</p> <ul style="list-style-type: none"> • Nurturing Creativity • Understanding the learners <p>Movement</p> <ul style="list-style-type: none"> • Cognitive Development • Physical Development • Sensorial Development <p>Children's Literacy</p> <ul style="list-style-type: none"> • Children's Language Acquisition • Role of literature in Early Childhood Education <p>Working Portfolio</p> <ul style="list-style-type: none"> • What is Working Portfolio? • How do you create a Working Portfolio? • Why Create a Working Portfolio?
<p>EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:</p> <p>All 5 program outcomes</p>	<p>The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:</p> <p>1. (PLAN) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education.</p>

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<p>are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD.</p>	<p>2. (TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education.</p> <p>3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.</p> <p>4. (REFLECT) builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education.</p> <p>5. (ADAPT) strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community</p>	
STUDENT LEARNING OUTCOMES:	Outcomes (NAEYC Standard(s) addressed)	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	<ol style="list-style-type: none"> 1. Students will demonstrate the knowledge of young children's characteristics and needs. 2. Students will demonstrate the knowledge of importance in connecting with children and family. 3. Students will demonstrate the understanding of assessment goals, benefits, and uses. 4. Students will integrate knowledgeable, reflective, and critical perspectives. 5. Students will demonstrate the importance of involving families and communities in children's development. 	<ol style="list-style-type: none"> 1. Research paper, portfolio 2. Interview, paper, portfolio 3. Observation, reading, portfolio 4. Integrated curriculum plan, reading, portfolio 5. Reading, portfolio
ACADEMIC REQUIREMENTS:		

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Signature Assignment	Working Portfolio
Other Assignments	Assignments: Please see the Course Assignments in WebCT for details of all the course assignments.
Grading Scale	Grading Scale: 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59 and below=F
Assignment Expectations	Assignments due by midnight on the dates posted unless otherwise arranged with me <u>PRIOR</u> to deadline. Late assignments will have points deducted per day.
UNIVERSITY POLICIES:	<p>Attendance Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension, or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.</p> <p>Writing Standards All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:</p> <ol style="list-style-type: none"> 1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. 2. Develop ideas, themes, and main points coherently and concisely. 3. Adopt modes and styles appropriate to their purpose and audience. 4. Be clear, complete, and effective. 5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism. <p>Plagiarism - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none"> 1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author.

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	<p>Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.</p> <ol style="list-style-type: none">2. Paraphrasing the work of another without proper author acknowledgment.3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual. <p>Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</p>
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Week	Date	Topics and Skills	Required Reading	Assignments	Due
1	10/7 Meet at ED102	Introduction to ED297 Fieldwork Practicum in ECE <ul style="list-style-type: none"> ◦ Syllabus ◦ Schedule ◦ Readings ◦ Assignments 	eCollege: Week1 Introduction to ED297 Fieldwork Practicum in ECE eCollege tutorial Resource #1	Assignment 1	Part I 10/12/08 at 10 p.m. Part II 10/14/08 at 10 p.m.
2	10/14	Foundation in Education <ul style="list-style-type: none"> ◦ Theories ◦ Research ◦ Child Development How Children Learn	Textbook: Foundation Chapter 1-How Children Develop and Learn eCollege: Week2 Resource #2 Resource #3	Assignment 2	Part I 10/19/08 at 10 p.m. Part II 10/21/08 at 10 p.m.
3	10/21	Early Childhood Environment <ul style="list-style-type: none"> ◦ Physical Environment ◦ Structure ◦ Prepared Environment ◦ Community Environment 	Textbook: Chapter 2-The Learning Environment eCollege: Week3 Resource #4 Resource #5	Assignment 3	Part I 10/26/08 at 10 p.m. Part II 10/28/08 at 10 p.m.
4	10/28	What Children Learn <ul style="list-style-type: none"> ◦ Components ◦ Process Skills ◦ Different Stages 	Textbook: Chapter 3-What Children Learn eCollege: Week4 Resource #6	Assignment 4	Part I 11/2/08 at 10 p.m. Part II 11/4/08 at 10 p.m.
				Appointment for visitation	Sign-up for appointment by 11/2/08 at 10 p.m.
5	11/4	The Teacher's Role <ul style="list-style-type: none"> ◦ Observing ◦ Guiding ◦ Assessing 	Textbook: Chapter 4-The Teacher's Role eCollege: Week5 Resource #7	Assignment 5	Part I 11/9/08 at 10 p.m. Part II 11/11/08 at 10 p.m.

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6	11/11	The Family's Role <ul style="list-style-type: none"> ◦ Communicating with Families ◦ Partnering with Families ◦ Challenges with Families 	Textbook: Chapter 5-The Family's Role eCollege: Week6 Resource #8 Resource #9	Assignment 6	Part I 11/16/08 at 10 p.m. Part II 11/18/08 at 10 p.m.
7	11/18	Working Portfolio <ul style="list-style-type: none"> ◦ What is a working portfolio? ◦ How do you create a working portfolio? ◦ Why do you create a working portfolio? Philosophy of Education	eCollege: Week7 Resource #10 Resource #11	Assignment 7	Part I 11/23/08 at 10 p.m. Part II 11/25/08 at 10 p.m.
				Appointment for visitation	Sign-up for appointment by 11/23/08 at 10 p.m.
8	11/25	Children's Literacy <ul style="list-style-type: none"> ◦ Children's Language Acquisition ◦ Role of literature in early childhood education 	Textbook: Chapter 6-Blocks Chapter 9-Art Chapter 11-Discovery Chapter 14-Cooking Chapter 16-Outdoors eCollege: Week8	Assignment 8	Part I 11/30/08 at 10 p.m. Part II 12/2/08 at 10 p.m.
9	12/2	Curriculum <ul style="list-style-type: none"> ◦ Connecting curriculum to its objectives ◦ How does the curriculum promote development ◦ Teacher's Role 	Textbook: Chapter 10-Library eCollege: Week9 Resource #12 Resource #13	Assignment 9	Part I 12/7/08 at 10 p.m. Part II 12/9/08 at 10 p.m.
10	12/9 Meet at ED102	Final Presentation	eCollege: Week10 Resource #14	Final Portfolio submitted to eCollege	12/14/08 at 10 p.m.

Notes: Dates are tentative and may be adjusted to better respond to student needs.
 Assignments have multiple steps with intermediate due dates. Please let me know if you have any questions.