

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 234 Introduction to Early Childhood Education II
Winter 2017 Online

INSTRUCTOR:	Jenny Fremgen, M.Ed. jennifer.fremgen@adjunct.chaminade.edu
OFFICE HOURS:	Appointments may be scheduled by phone or ClassLive.
TEXT:	Koralek, D. G., Dodge, D. T., & Pizzolongo, P. J. (2004). <i>Caring for preschool children, 3rd edition</i> . Washington, DC: Teaching Strategies. ISBN# 978-1-87957-75-0
LIVETEXT:	<p>Submission of Signature Assignment require a <i>LiveText</i> account. Login to <i>LiveText</i> at www.livetext.com</p> <p>If you do not have a LiveText account, you can go to https://www.livetext.com/misk5/c1/activate, which allows you obtain key codes and access your livetext account. There is a one-time fee of acquiring an account that can be used for all of your classes at Chaminade.</p> <p>For instructions on using LiveText to submit your signature assignment, please go to the following tutorial: https://c1.livetext.com/c1_help/for_students/flash_submit_assignment.html</p> <p>To contact LiveText Support, call 1-866-548-3839 or email support@livetext.com.</p> <p>If you have questions about LiveText or need further assistance, you may email edu-ctrac@chaminade.edu or call (808) 739-8563.</p>
WEB-BASED COURSES:	<p>This is an online course.</p> <p>Go to: https://chaminade.instructure.com User ID: 7-digit CUH student number Password: Last 4 digits of your SSN</p> <p>For technical questions: Contact the Chaminade Canvas helpdesk at helpdesk@chaminade.ecollege.com, or call (866) 647-0654.</p>
CATALOG DESCRIPTION:	Focus is on developing competencies required for the Child Development Associates credential. Areas in this section include physical, social-emotional and intellectual development, communication, creativity and program management.
MAJOR COURSE TOPICS	<ol style="list-style-type: none"> 1. Curriculum considering developmental and content area 2. Planning and teaching enriched learning environments considering

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	<p>safety, health, learning, and developmental areas</p> <p>3. Teaching</p> <ul style="list-style-type: none"> a) Responding to children's interests and needs b) Making learning meaningful for all children c) Using instruction to deepen children's understanding and build their skills and knowledge <p>4. Productive and Positive Family Relationships</p> <p>5. Program Management and Guidance</p> <p>6. Professionalism</p>	
EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:	<p>The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, 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> <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. (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 members of the community.</p>	
STUDENT LEARNING OUTCOMES:	Outcomes (NAEYC Standard(s) addressed)	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	<ul style="list-style-type: none"> 1. Curriculum: Areas of Development (Social Emotional, Physical, Language, Content Area) 2. Teaching: Designing Enriched Learning Environments 3. Teaching: Responding to Children's Interests and Needs 4. Teaching: Making Learning Meaningful for All Children 5. Teaching: Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge 	<ul style="list-style-type: none"> 1. Week Assignments, Reflections, Curriculum Activities, Parent Letter, Site Visit 2. Week Assignments, Reflections, Curriculum Activities, Site Visit 3. Week Assignments, Reflections, Curriculum Activities, Parent Letter 4. Week Assignments, Reflections, Curriculum

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	(2B-2L, 3A, 3E, 3F, 3G)	Activities 5. Week Assignments, Reflections, Curriculum Activities, Final Exam, Site Visit
ACADEMIC REQUIREMENTS:		
Signature Assignment	Site Visit (40 points)	
Other Assignments	Introduction (4 points) Weekly Assignments (7 x 10 points = 70 points) Weekly Reflections (7 x 3 points = 21 points) Parent Letter (15 points) Curriculum Activities (2 x 15 points = 30 points) Final Exam (20 points)	
Grading Scale	<p>(90 – 100 % = A; 80 – 89 % = B; 70 – 79 % = C; 60 – 69% = D; below 60% = F) 179 – 200 = A 159 – 178 = B 140 – 158 = C 120 – 139 = D 0 – 119 = F</p> <p><u>Grading Criteria:</u> Your work will be graded on quality of content, completeness, and demonstration of understanding. You are expected to complete assignments by their deadlines. Assignment deadlines are listed on the weekly schedule. Assignments should be submitted by 11:59 p.m. of their due date.</p> <p>All assignments should be submitted through the Canvas course platform. Assignments have specific instructions for submitting work. Please read the instructions carefully.</p> <p><u>Late Policy:</u></p> <ul style="list-style-type: none"> • No more than 2 late assignments will be accepted, unless previous arrangements have been made with me. • Late assignments will be accepted up to one week after the original 	

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	<p>due date with a 50% grade deduction.</p> <ul style="list-style-type: none"> Weekly reflections and discussion posts will not be accepted late.
UNIVERSITY POLICIES:	<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. 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. 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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WEEKLY SCHEDULE

Week	Dates Mon – Sun	Major Topic	Required Reading	Assignments Due
1	Jan 9-15	Introduction to Course	Welcome Letter	1/15 (Sunday): Introduction Assignment
2	Jan 16 - 22	Safe and Health	Modules 1 and 2	1/19 (Thur): Week 2 Reflection 1/21 (Sat): Week 2 Assignment Week 2 Discussion Responses (at least 2)
3	Jan 23 - 29	Learning Environment and Physical	Modules 3 and 4	1/26(Thur): Week 3 Reflection 10/28 (Sat): Week 3 Assignment Week 3 Discussion Responses (at least 2)
4	Jan 30 - Feb 5	Cognitive and Communication	Modules 5 and 6	2/2 (Thur): Week 4 Reflection 2/4 (Sat): Week 4 Assignment Week 4 Discussion Responses (at least 2)
5	Feb 6 - 12	Review of Previous Topics	Review Readings	2/9 (Thur): Parent Letter 2/11 (Sat): Curriculum Activities I
6	Feb 13 - 19	Creative and Self	Modules 7 and 8	2/16 (Thur): Week 6 Reflection 2/18 (Sat): Week 6 Assignment Week 6 Discussion Responses (at least 2)
7	Feb 20 - 26	Social and Guidance	Modules 9 and 10	2/23 (Thur): Week 7 Reflection 2/25 (Sat): Week 7 Assignment Week 7 Discussion Responses (at least 2)

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8	Feb 27 – Mar 5	Families and Program Management	Modules 11 and 12	3/2 (Thur): Week 8 Reflection 3/4 (Sat): Week 8 Assignment Week 8 Discussion Responses (at least 2) Curriculum Activities II
9	Mar 6 – 12	Professionalism	Module 13	3/9 (Thur): Week 9 Reflection 3/12 (Sun): Week 9 Assignment Week 9 Discussion Responses (at least 2) FINAL EXAM
10	Mar 13 – 19	Review of Previous Topics	Review Readings	3/17 (Fri): Site Visit

FINAL EXAM: Sunday, March 19, 2017 (Sunday)

The exam is taken online. You will have an opportunity to complete the exam one time between Monday, March 13, 2017 and Sunday, March 19, 2017.

Note: This schedule is tentative and is subject to change. Changes will be announced in Canvas or via email.