

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 233 Introduction to Early Childhood Education I
Winter 2018 Online

INSTRUCTOR:	Jennifer Fremgen, M.Ed. Email: jennifer.fremgen@chaminade.edu Cell Phone: 262-537-7200
OFFICE HOURS:	Appointments may be scheduled by phone or using video chat in Canvas.
TEXT:	<p><i>Early Childhood Education Today</i>, George S. Morrison, ISBN: 9780-1334-3650-1, Pearson, 13th edition</p> <p>This textbook is an e-Text, allowing you access to films. The films can only be viewed in the e-Text. To register/sign-in for the e-Text, please go to the following link: http://www.pearsonhighered.com/etextbooks/ At any point during your subscription to the Pearson e-Text, if you decide you want a print copy of the book as well, you can order a loose-leaf version for just \$15.</p> <p>* Access lasts 180 Days.</p>
WEB-BASED COURSES:	<p>This is an Online course.</p> <p>Go to: http://chaminade.edu</p> <p>Click on Canvas tab at top left of your screen.</p> <p>User ID: 7-digit CUH student number</p> <p>Password: Last 4 digits of your SSN</p> <p>Please be sure to view the Student Tutorial to better familiarize yourself with Canvas and learn where you can get technical help.</p>
CATALOG DESCRIPTION:	This course provides an overview of the field of early childhood education and developing the competencies required for the Child Development Associate credential. Areas in this section include professionalism, creating learning environments that are safe and developmentally appropriate, working with families, the importance of play and the basics of curriculum planning. Field experience assignments are determined by the instructor.
MAJOR COURSE TOPICS	<ol style="list-style-type: none"> 1. Professional Early Childhood Educator 2. Types of Assessments <ol style="list-style-type: none"> a) Developmentally Appropriate b) Methods c) Observations

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	<ol style="list-style-type: none"> 3. Theories Applied to Teaching and Learning <ol style="list-style-type: none"> a) Piaget and Vygotsky b) Gardner's Theory of Multiple Intelligences c) Behaviorism d) Erikson, Maslow, and Bronfenbrenner 4. Types of Programs <ol style="list-style-type: none"> a) Montessori b) HighScope c) Project Approach (e.g. Reggio Emilia) d) Child Care e) Government Programs (e.g. Head Start) 5. Teaching Different Age Groups <ol style="list-style-type: none"> a) Infants and Toddlers b) The Preschool Years c) Kindergarten Education d) The Primary Grades 6. Guidance and Family Engagement 7. Meeting the Needs of Children <ol style="list-style-type: none"> a) Technology b) Multiculturalism c) Diversity
EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:	<p>The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, assess, and reflect. Therefore, the successful candidate:</p> <ol style="list-style-type: none"> 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. 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. 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. 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. 5. (ADAPT) strives to be a professional in the field of early childhood

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	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	
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. Demonstrate the knowledge of multiple influences on development and learning. 2. Use developmental knowledge to create learning environment. 3. Demonstrate the knowledge of assessment goals, benefits and uses. 4. Use appropriate assessments. 5. Demonstrate the importance of being involved in the early childhood education field. 6. Demonstrate the ability to uphold ethical and professional standards. (1B, 1C, 3A, 3B, 5A, 5B) 	<ol style="list-style-type: none"> 1. Assignments 2. Classroom Observation 3. Curriculum Plan 4. Online Discussions 5. Weekly Summaries 6. Final Exam
ACADEMIC REQUIREMENTS:	<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 in Canvas in the designated place. <u>(Assignments have specific instructions for submitting work. Please read the instructions carefully.)</u></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. 	

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	<ul style="list-style-type: none"> Late assignments will be accepted up to one week after the original due date with a 50% grade deduction. Weekly discussions will not be accepted late.
Signature Assignment	Curriculum Plan
Other Assignments	<p>A. Participation - Students will be evaluated on their participation in class by contributing to weekly discussions.</p> <p>Learning is a collaborative endeavor. You will be required to do weekly on-line discussions. Each week, you will need to read the postings of your classmates and/ or professor; and write a meaningful response/reflection to them. You must make a minimum of two responses per week. (20 points, 2 points per week). Complete assigned readings each week. Entries should reflect an understanding and mastery of the text.</p> <p>Check Announcements Daily for important updates and suggestions.</p> <p>Check Canvas and Chaminade Student Email Daily.</p> <p>B. Weekly Discussions: Students must be prepared to discuss weekly readings in Weekly Discussion threads. Each Week is listed separately. Every week look for appropriate thread to share your responses with your classmates. Your original posting should be made by Thursday each week. You are also required to post at least 2 responses to your classmates' discussions by Saturday each week.</p> <p>C. Observation: Submit to Assignments. Child Observation: select a child (other than your own) in an infant, toddler, preschool, kindergarten, or primary grade setting and arrange to observe them for 45 to 60 minutes. Additional instructions for this assignment will be provided in Canvas. This assignment includes a written paper to describe the setting, the child, the focus on your observation, what you observed, and your conclusions.</p> <p>D. Curriculum Plan: Develop a curriculum plan based on one of the theories/program philosophies presented in your e-Text. Be sure to include developmentally appropriate activities specific to your chosen age group. Additional instructions for this assignment will be in Canvas.</p> <p>E. Weekly Summary: Every Saturday you will be asked to reflect on the week's material and to elaborate using your own personal experiences.</p>

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<p style="text-align: center;">Grading Scale</p>	<p>F. Final Exam- by Saturday, June 17, 2017 (90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; below 60%=F)</p> <p>Evaluation:</p> <p>Participation (5 pts. per week) = 50 pts.</p> <p>Weekly Discussions (5 pts. each) = 50 pts.</p> <p>Observation = 20 pts.</p> <p>Curriculum Plan = 40 pts.</p> <p>Weekly Summary (5 pts. each) = 50 pts.</p> <p>Final Exam = 20 pts.</p> <p>Total = 230 points</p>
<p>UNIVERSITY POLICIES:</p>	<p>Attendance Students are expected to attend regularly all courses for which they are registered.</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>

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	<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 Sun – Sat	Major Topic	Required Reading	Assignments Due
1	January 8-14	Introduction to Course Professional Early Childhood Educator	Welcome Letter Chapter 1	Weekly Discussion Posting - Thursday, January 11 At least 2 responses to your classmates' discussion posts – Saturday, January 13 Weekly Summary - Saturday, January 13
2	January 15-21	Current Issues Assessments Observations	Chapters 2 and 3	Weekly Discussion Posting - Thursday, January 18 At least 2 responses to your classmates' discussion posts – Saturday, January 20 Weekly Summary - Saturday, January 20
3	January 22-28	Theories and Programs	Chapters 5 and 6	Weekly Discussion Posting - Thursday, January 25 At least 2 responses to your classmates' discussion posts – Saturday, January 27 Weekly Summary - Saturday, January 27
4	January 28 – February 4	Child Care and Government Programs	Chapters 7 and 8	Weekly Discussion Posting - Thursday, February 1 At least 2 responses to your classmates' discussion posts – Saturday, February 3 Weekly Summary - Saturday, February 3 OBSERVATION – Saturday, February 3

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5	February 5-11	Infants and Toddlers	Chapter 9	Weekly Discussion Posting - Thursday, February 8 At least 2 responses to your classmates' discussion posts – Saturday, February 10 Weekly Summary - Saturday, February 10
6	February 12-18	Preschool Years	Chapter 10	Weekly Discussion Posting - Thursday, February 15 At least 2 responses to your classmates' discussion posts – Saturday, February 17 Weekly Summary - Saturday, February 17
7	February 19-25	Kindergarten	Chapter 11	Weekly Discussion Posting - Thursday, February 22 At least 2 responses to your classmates' discussion posts – Saturday, February 24 Weekly Summary - Saturday, February 24
8	February 26-March 3	The Primary Grades	Chapter 12	Weekly Discussion Posting - Thursday, March 1 At least 2 responses to your classmates' discussion posts – Saturday, March 3 Weekly Summary - Saturday, March 3
9	March 5-11	Guidance and Family Involvement	Chapters 14 and 17	Weekly Discussion Posting - Thursday, March 8 At least 2 responses to your classmates' discussion posts –

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9	March 5-11	Guidance and Family Involvement	Chapters 14 and 17	Weekly Discussion Posting - Thursday, March 8 At least 2 responses to your classmates' discussion posts – Saturday, March 10 Weekly Summary - Saturday, March 10 CURRICULUM PLAN – Saturday, March 10
10	March 12-18	Technology; Multiculturalism Diversity	Chapters 13 ,15, 16	Weekly Discussion Posting - Thursday, March 15 At least 2 responses to your classmates' discussion posts – Saturday, March 17

FINAL EXAM: Saturday, March 17, 2017 (access to exam between March 11-17)
The exam is open textbook and taken online through Canvas.

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

All work for credit must be submitted by Sunday, March 18, 2017.