

Copy of ED 233 Introduction to Early Childhood Education I (FA)

by Jessica Martinez

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INSTRUCTOR

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OFFICE HOURS

Online Availability: Tuesdays and Thursdays 8:00 - 9:00 a.m. (Hawaii Time)

Appointments may be scheduled as needed.

TEXT

Driscoll, A., & Nagel, N. (2005). *Early childhood education, birth - 8: The world of children, families, and educators, 3rd edition*. Boston, MA: Pearson Education, Inc.

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WEB CT

Go to: <http://webct.chaminade.edu>

Choose "login to my WebCT" and enter your student password. The course will be listed on the left side of the screen. Follow the commands. If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at jnakason@chaminade.edu

LIVETEXT

Submission of Signature Assignment and other assignments as identified by instructor require a *LiveText* account. Login to *LiveText* at www.livetext.com

More information about Live Text is available on the Education Division website at <http://acad.chaminade.edu/dept/education/LiveText/LiveText.html>

CATALOG DESCRIPTION

This course provides an overview of the field of early childhood education and

developing the competencies required in Early Childhood Education. 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.

MAJOR COURSE TOPICS

1. History and tradition of early childhood education; Qualities of early childhood education professionals
 - a) Early approaches to education
 - b) Current programs and roles of educators
2. Children's Development and Dispositions
 - a) Physical development
 - b) Cognitive development
 - c) Social-emotional development
3. Theories of Development and Practice
 - a) Cognitive and language
 - b) Social-emotional
 - c) Multiple intelligences
 - d) Theory into practice
4. Importance of Play
 - a) Play and development
 - b) Social development
 - c) Adult roles in children's play
5. Early Childhood Curriculum and Assessment
 - a) Defining curriculum
 - b) Ideas about curriculum
 - c) Programs and approaches
6. Early Childhood Programs (including Infant Care, Toddler Care, Head Start, Kindergarten, Primary Grades, Special Education)
 - a) Observations of programs and families
 - b) Different methods and assessments in programs
7. Influence of Families, Communities, Politics and Social Issues; Professionalism of Educators

PROGRAM OUTCOMES

- HI-CHAM-ED-BS-EE.1** PLAN: The successful candidate will design meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for grades K-6.
- HI-CHAM-ED-BS-EE.3** ASSESS: The successful candidate applies a variety of diagnostic, formative, and/or summative assessments to evaluate and support developmentally appropriate progress of the grade K-6 learner.
- HI-CHAM-ED-BS-EE.4** REFLECT: The successful candidate engages in the

process of continual and thoughtful reflection on his/her grade K-6 teaching practices.

STUDENT LEARNING OUTCOMES (SLO)

Student Learning Outcomes (SLO)	How will each outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
Demonstrate the knowledge of multiple influences on development and learning.	Weekly Discussion / Portfolio, Weekly Reflection, Child Observation, Site Visit, Portfolio Reflection, Philosophy of Education, Curriculum Plan, Final Exam
Use developmental knowledge to create learning environment.	Curriculum Plan
Demonstrate the knowledge of assessment goals, benefits and uses. Use appropriate assessments.	Weekly Discussion / Portfolio, Weekly Reflection, Curriculum Plan, Final Exam
Demonstrate the importance of being involved in the early childhood education field.	Weekly Discussion / Portfolio, Weekly Reflection, Philosophy of Education, Curriculum Plan
Demonstrate the ability to uphold ethical and professional standards.	Weekly Discussion / Portfolio, Weekly Reflection, Curriculum Plan

ACADEMIC REQUIREMENTS

Signature Assignment:
Curriculum Plan (30 points)

Other Assignments:
Introduction (4 points)
Weekly Discussion / Portfolio (8 x 10 points = 80 points)
Weekly Reflection (7 x 3 = 21 points)
Toy Critique (15 points)
Book Critique (15 points)
Child Observation (15 points)
Site Visit (15 points)
Portfolio Reflection (15 points)
Philosophy of Education (15 points)
Final Exam (25 points)

Grading Scale: (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below

60% = F)
225 - 250 = A
200 - 224 = B
175 - 199 = C
150 - 174 = D
0 - 149 = F

Grading Criteria:

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 posted by 11:59 p.m. on their due date. Late assignments will be accepted one week after the original due date with a 50% grade deduction. To post assignments, respond to the assignment and select reply. Do not select reply privately. By selecting reply, your classmates will be able to respond to your discussion/portfolio.

UNIVERSITY POLICIES

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.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

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.

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:

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.


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.

WEEKLY SCHEDULE

Week	Dates	Major Topic	Required Reading	Assignments Due
1	Oct. 1-7	Programs and Roles History of ECE	Chapter 1 Welcome and Introduction Posting in Web CT	10/7: Introduction, Weekly Discussion / Portfolio
2	Oct. 8-14	Development, Disposition and Theories	Chapters 2 and 3	10/10: Disc./Port. 10/14: Weekly Reflection
3	Oct. 15-21	Play and Curriculum	Chapters 4 and 5	10/17: Disc./Port. 10/21: Reflection
4	Oct. 22-28	Infant Care	Chapter 7	10/24: Disc./Port. 10/28: Reflection, Toy Critique
5	Oct. 29-Nov. 4	Toddler Care	Chapter 8	10/31: Disc/Port. 11/4: Reflection, Book Critique
6	Nov. 5-11	Head Start and Kindergarten	Chapters 9 and 10	11/7: Disc./Port. 11/11: Reflection, Child Observation
7	Nov. 12-18	Primary Grades and Special Education	Chapters 11 and 12	11/14: Disc./Port. 11/18: Reflection, Site Visit
8	Nov. 19-25	Influences of Families, Communities, Politics, and Social	Chapter 6 and 13	11/21: Disc/Port.

		Issues; Professionalism		
9	Nov. 26- Dec. 2		Review readings and prepare final assignments	11/28: Reflection
10	Dec. 3-9			Due 12/9: Philosophy of Education, Portfolio Reflection, Curriculum Plan

Final Week (Dec. 10-13): Final Exam

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