

Reese Campus

COURSE SYLLABUS

Course Title: **TECA 1311. 200 Educating Young Children**
Semester: Fall 2016
Class Times: Thursdays 6:00 – 8:50
Instructor: Cherri Stallings, M.S.
Office: South Plains College, Reese Center, Building 5
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"South Plains College improves each student's life."

General Course Information

Course Description

This course is an introduction to the education of the young child. It includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities and current issues. Course content is aligned with State Board of Educator Certification pedagogy and professional responsibilities standards. The course requires students to participate in a minimum of 16 hours of field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Student Learning Outcomes

	NAEYC Standards	NAEYC Supportive Skills
Discuss contributions of key historical and contemporary theorists to the field of early care and education	S6	SS1 SS3 SS5
Explain the features of a developmentally appropriate program for young children		
Define each of the four basic developmental domains (physical, cognitive, emotional, and social)		
Examine the types of early childhood programs		
Analyze trends and issues of early care and education		
Identify the characteristics and developmental stages of a professional in early care and education		

Course Objectives: Scans (C) and Foundations (F) list attached.

At the conclusion of the course, students should be able to:

1. Identify, explain, and evaluate a variety of early childhood program models (C5, F8)
2. Demonstrate a commitment to promoting diversity, equity, and fairness in the field of early childhood education (C14, F15)
3. Plan and evaluate appropriate physical environments, activities, and materials (C5, F7)
4. Demonstrate an understanding of the definition and process of curriculum development for young children, including identifying characteristics of outstanding curricula (C6, F9)
5. Identify important historical contributions to the field of early childhood education (C15, F12)
6. Examine thoroughly their personal commitment to becoming a teacher of young children and begin articulating a personal philosophy of education (C12, F2)
7. Identify and discuss important social, political, and educational issues that influence child rearing, teaching, and policy development as it is related to early childhood education (C5, F17)
8. Identify effective practices of family and community involvement in early childhood programs (C15, F6)
9. Describe the need for and benefits of parent involvement and demonstrate techniques for establishing and maintaining an effective home-school partnership (C16, F11)

10. Demonstrate an understanding of the importance of being an advocate of professional development while working in a group to present information. (C10, C9, F13)

Evaluation Measures

1. Regular class attendance
2. Participation in class discussions and class experiences, and small group activities
- 3. Professional Development Presentation**
4. Exams and Activities
5. Minimum average score of 75 on grading components

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

Specific Course Requirements

Textbook & Materials

Exploring Your Role in Early Childhood Education .4th Ed., . R. Jalongo and J.P. Isenberg, Pearson Publishing Company, Boston, Mass., 2012. ISBN 0132310473

Grading Policy

Attendance / Participation (15@10 points)	150 points
Weekly Activities (8@25 points)	200 points
Key Assessment	300 points
Mid Term Exam	200 points
Field Experience Documentation (16hrs)	150 point

Final grade criteria:		
900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F
*A grade of C or above is required for application of this course to a degree or certificate in Child Development.		

ATTENDANCE POLICY

- Students are expected to be punctual and attend all classes. Attendance records are a component of final grades.
 - Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class.
 - More than 3 absences may result in withdrawal of the student from class. (Two incidences of arriving late or leaving early will equal one absence.)
 - Students are responsible for staying informed of all announcements that are made during class periods, whether or not they are present when the announcement is made.
- ➔ In cases of excessive absence, or failure to complete assignments, students should consider withdrawing from the course to protect overall GPA. **Last day to drop classes is November 17, 2016.**

COMMUNICATION POLICY

- ➔ Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.
- ➔ Outside Blackboard electronic communication between instructor and students will utilize the South Plains College "My SPC" email system. Students are encouraged to check SPC email on a regular basis.
- ➔ **If you need to email the instructor you need to have the subject of the email to be TECA 1311. 200 Educating Young Children followed by the subject of the email. Example: TECA 1311. 200 Educating Young Children: Question about Assignment 1**

STUDENT CONDUCT

Students are expected to abide by the standards of conduct as defined in the SPC Student Guide. See signature page.

Course Outline

Chapter 1

Becoming a Knowledgeable and Reflective Practitioner

- Teaching in the early childhood profession is defined, described according to the unique and special responsibilities involved, and contrasted with teaching older students.
- Early experiences matter because early childhood is a critical and rapid period of development; they define the young child's overall perceptions of education and self-concept as a learner; and affect later experience and self-concept as a learner.
- The field of early childhood education is diverse, reflecting the variety of settings, populations served, roles of the practitioners involved, and the qualifications to teach.

Chapter 2

Exploring History, Philosophy, and Advocacy

- Throughout history, there have been individuals who used their intelligence, influence, personal powers of persuasion, and monetary resources in the service of children and families.
- A personal teaching philosophy is shaped by personal, professional, and the field of early childhood education's history.
- Child advocacy activities take many forms and use a variety of skills.

Chapter 3

Delivering High-Quality Early Childhood Programs

- There are many types of early childhood programs designed to support the care and education of young children between the ages of birth and 8 years.
- Standards help guide curriculum development and may be applicable at the local, state, or national levels.
- High-quality programs are crucial for the optimal benefit of children and families.

Chapter 4

Understanding Diversity and Inclusion

- Diversity and equity are defined in a multicultural context.
- Diversity refers to many ways in which one person is distinctive from another.
- Inclusion is an important companion concept to diversity and means that all children are accepted, get to participate, and are supported.
- The concept of cultural competence is described, and examples of how teachers demonstrate cultural competence are given.

Chapter 5

Promoting Children's Development

- Approximate age ranges that depict typical behaviors and abilities of children characterize each of the periods of development.
- Infancy, the first 12 months of life, is a time of total dependency.
- Toddlerhood, the period of development from 1-3 years, is a time when children begin to become more competent and independent.
- The preschool-kindergarten period of development, from ages 3 to 6 years, is characterized by more complex play, curiosity, and exploration of the world outside familiar surroundings.
- School-age children, from ages 6 to 8 years, become peer conscious, social in their interactions, and work at mastering the basic skills of reading, writing, and mathematics.
- In addition to child development knowledge, the early childhood practitioners should also be keen observers of children; create safe, caring, and appropriate environments for all children; and develop children's social and emotional competence.

Chapter 6

Fostering Children's Engagement in Learning

- Learning is the natural process of making sense of information and experiences that is fostered through interactions with others.
- Authentic learning develops learners who see possibilities and want to know about things.
- The role of the facilitator means that the teacher engages children in learning and promotes their understanding rather than simply transmits knowledge.
- A learner-centered focus addresses five principles: 1) children's basic learning needs; 2) brain-based learning research principles; 3) lifelong learning; 4) social and emotional learning as well as intellectual learning; and 5) child-initiated and child-directed learning.
- The four steps of the recursive learning cycle are: awareness, exploration, inquiry, and utilization.
- Play is the catalyst for children's learning.

Chapter 7

Creating High-Quality Learning Environments

- Environment has three different parts: physical environment, human environment, and the curricular environment.
- The key features that reflect high-quality environments are ambiance, privacy, class/group size, density, arrangement of space, meeting individual needs, and cultural awareness.
- How materials, equipment, and furniture are arranged in a classroom can critically affect children's self-esteem, security, comfort, autonomy, self-control and peer interaction.
- Learning centers allow for self-directed activity with opportunities to work individually or with a partner, helping the child become more independent or learn to work cooperatively.
- Planning for room arrangement should include a large group area, small group areas, individual areas, display areas, storage areas, accessible materials, and clearly marked work areas.
- A consistent but flexible schedule and regular routines are foundational to appropriate indoor environments.

Chapter 8

Developing Curriculum

- Curriculum provides an overview of what children can be expected to learn and suggests ways to teach it.
- To fully understand the curriculum, a teacher needs to consider not only the curriculum standards and content, but also the intents of school and all of the experiences children have while they are in school.
- Influences on the curriculum include social influences, political influences, and educational influences.

- Developmentally appropriate practice is a way of interpreting curriculum that centers on what children know and can do by taking into account their needs and characteristics to make thoughtful and appropriate decisions about early childhood curriculum.

Chapter 9

Planning for Children's Learning

- Planning for teaching involves creating and arranging events in your mind that helps you manage time and events and make decisions that will benefit each child.
- Teachers engage in two basic types of planning: long-term and short-term.
- As a planner, the practitioner's responsibility is for what happens when children are in the classroom, for selecting and establishing appropriate goals and methods, for setting the pace for learning, and for evaluating and assessing children's progress.
- Planning is an essential aspect of successful teaching.

Chapter 10

Assessing Children's Learning and Documenting Progress

- Early childhood assessment is fulfilling its purpose when it: 1) has a specific and appropriate purpose; 2) the assessments are reliable and valid; 3) the assessment tasks are suited to the young child's developmental level in both content and means of data collection; 4) the assessment takes children's linguistic and cultural differences into account; 5) the results are used to benefit the child; and 6) the process values families and effectively communicates assessment data to them (Gullo, 2006).
- Effective early childhood educators have a strong commitment to equity and fairness, which forms the foundation for assessment practices.

Chapter 11

Guiding Children's Behavior and Creating a Classroom Community

- Children's needs and rights are fundamental in understanding misbehavior and in developing guidance strategies.
- When a child misbehaves, one needs to consider whether what is expected is necessary, productive, fair, and age appropriate (Kohn, 1996).
- Guiding young children's behavior requires a commitment to effective communication.

Chapter 12

Building Supportive Relationships with Families and Communities

- It is essential that early childhood practitioners understand the importance of families for children's growth and development and the changes influencing family life.
- It no longer makes sense to think of families strictly in terms of traditional legal guidelines of relationships formed by blood or marriage; therefore, early childhood educators need to seriously broaden their definition of a family.
- The family is embedded within the larger social context.
- Early childhood practitioners are family resource persons, who build trust and respect between, among, and with families, and the larger community.

Chapter 13

Developing as a Professional Early Childhood Educator

- Professionalism is what keeps a teacher striving for excellence and working hard to help every child learn, even when no one is observing or evaluating.
- A career dedicated to the care and education of children is unique among the professions; characterized by complexity and challenges.
- It is up to teachers to identify their needs for professional growth and to monitor their own progress toward the goal of becoming better teachers.
- Early childhood education and care are a paradox in that so much is demanded for relatively small financial compensation and such great emotional investment; but that investment is in the greatest of our nation's resources: children.

SCANS COMPETENCIES

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

Signature

Date