

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

INTRODUCTION TO EARLY CHILDHOOD EDUCATION
CFS 1100

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Summer
01**

Catalog Course Description:

The history and philosophy of the field of early childhood education. Current issues and trends are covered along with educational theories and program models.

Entry Level Standards:

Must be able to read and write at the college level.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Gordon, A. M. & Williams-Browne, K. (2000) *Beginnings and Beyond* (5th ed.) Albany, NY:
Delmar

I. Week/Unit/Topic Basis:

Week	Topic
1	Class introductions and overview Chapter 1
2-3	Chapters 2-3
4	Chapter 4
5	Exam 1 - Review Exam 1 Exam # 1 - Discussion
6-7	Chapters 5-6
8	Chapters 7-8
9-10	Exam 2 - Review Exam 2 Exam 2 - Discussion

11-12	Chapters 9-11
13	Exam 3 - Review Exam 3 Exam 3 - Discussion
14	Prepare for Group Presentations Group Presentations
15	Chapters 12-14
16	Final Exam Period

II. Course Objectives*:

- A. Identify the historical and theoretical underpinnings of the various types of programs serving young children. I.5
- B. Understand the need for integration of physical, cognitive, linguistic, and social/emotional development of children in early childhood programs. I.5, VII.4
- C. Relate the principles of development theory, play, curriculum development, and classroom environment to developmentally appropriate practice in early childhood programs. I.5
- D. Evaluate the role of the teacher, curriculum, and classroom environment in early childhood classrooms. I.5, II.3
- E. Recognize the basic tenets of professional ethics, professional development, and advocacy as vital to the teaching profession. I.5, II.1
- F. Analyze the implication of current issues for the field of early childhood education. I.5

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Use teamwork to accomplish in class group activities utilizing knowledge of course concepts. *Problem Solving and Decision Making Outcome, Active Learning Strategy*
2. Complete a project (oral presentation, media report, application paper), demonstrating their ability to apply course content. *Communication Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Active Learning Strategy, Transitional Strategy*
3. Use the World Wide Web and Pellissippi State library resources to access information for media reports, application papers, and oral presentations. *Information Literacy Outcome, Technological Literacy Outcome*
4. Practice elements of the work ethic such as professionalism, preparedness, punctuality, honesty, cooperation, dependability, contribution, effectiveness, and good manners. *Personal Development Outcome*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Submit written reflections & reviews on selected readings. A-F
2. Design teacher-made materials related to developmental domains. A-F
3. Participate in field work in work sites related to class. A-F
4. Construct child observation activities. A-F
5. Complete a journal regarding observed practices. A-F
6. Visit two programs with varying philosophies. A-F
7. Complete a journal regarding professionalism: strengths and weaknesses. A-F
8. Exhibit knowledge of legislation dealing with early intervention and prevention. A-F
9. Learn how to work effectively with a multi-disciplinary team in an effort to coordinate an appropriate educational program integrating parents, school, and community resources. A-F
10. Identify the approaches that are used in implementing developmentally appropriate learning experiences in preparing teachers for inclusive programs. A-F

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

There will be four in-class tests using a short answer/essay format. Each test will be worth 100 points. During the class after the test, we will discuss the exam question by question. This is an opportunity for you to learn what you missed and propose to the instructor that your answer did fully or partially answer the question, but somehow the instructor did not see it that way. Sometimes points are awarded in class, but you must be present to take advantage of the curve!

B. Laboratory Expectations:

N/A

C. Field Work:

Observation Experience:

For this assignment, you pick a learning center, day-care facility, or school and observe the interactions among the children for at least one hour. An observation experience packet will be handed out in class which will include: What to be looking for during your observation, a blank observation form to complete, and requirements for the observation experience paper. The observation experience is worth 35 points.

Group Presentations:

Working with a small group you will develop a presentation of a class lesson plan, which will include all areas of child development. Each group member will have to participate equally so each can receive the same grade. It is your responsibility to inform the instructor if you feel that a member of the group is not "pulling her or his weight". The presentations should be at least 30 minutes in length. More information about the class presentation will be given in

writing during the semester. Group presentations are worth 65 points.

D. Other Evaluation Methods:

Extra Credit. If you feel the need for a few more points, then here is your chance! You must write a three page critique of an article relating to early childhood education. The article may come from a newspaper, a news magazine, or journal. The article must be approved in advance by the instructor. Or you can read a children's book for the class. Extra credit is worth 25 points.

E. Grading Scale:

4 exams worth 100 each	=	400 points
Observation experience	=	35 points
Group presentation	=	<u>65 points</u>
Total	=	500 points

500-450	=	A
449-425	=	B+
424-400	=	B
399-375	=	C+
374-350	=	C
349-300	=	D
299 & below	=	F

VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. If you have a consistent attendance record, this could help your final grade. Coming to class also helps you to be prepared for tests and presentations.