Meeting Time and Place: 
Mondays, 8:00-10:45
Education Center, Room #201

Professor: 
Dr. Virginia Bartel

Office Hours: 
Mondays, 11:30-1:30 PM; Tuesdays, 10:30-12:30 PM, and by appointment

Office Location: 
Office #223, 86 Wentworth

Contact Info: 
(O): 953-5821; (C): 843-469-2434; (H) 723-5436
bartelv@cofc.edu

Course Description: 
This course provides an introduction to early childhood education to include historical and theoretical foundations, characteristics of children and their families, multiple influences on development, and purposes and uses of assessment.

Course Text/Materials:


Assigned Readings.

Course Objectives:
All teacher preparation programs in the School of Education at the College of Charleston are guided by a commitment to “Making the Teaching and Learning Connection.” Teachers who make the teaching and learning connection understand and value the learner, know what and how to teach and assess and how to create an environment in which learning occurs, and understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education’s conceptual framework and guide what you will learn, as well as how you will be assessed. Below are the specific outcomes related to the three elements of teacher competency to be achieved by the course’s end. The standards listed in parentheses refer to standards of the National Association for the Education of Young Children (NAEYC).

Outcomes related to understanding and valuing the learner (ETC#1):
1a. Developing knowledge and understanding of young children’s characteristics and needs.
1b. Developing knowledge and understanding of the multiple influences on development and learning.
1c. Beginning to use developmental knowledge to plan for healthy, respectful, supportive, and challenging learning environments.

2a. Developing knowledge and understanding of family and community characteristics.
2c. Observing and developing understanding how teachers involve families and communities in their children’s development and learning.

Outcomes related to knowing what and how to teach and assess, and how to create an environment in which learning occurs (ETC #2):
<table>
<thead>
<tr>
<th>Course Assignments:</th>
<th>Unless notified otherwise, assignments should be turned into WebCt using the assignment icon.</th>
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</thead>
<tbody>
<tr>
<td>Class Participation and Class Activities:</td>
<td>Quality, excellence, and depth are expected in your work and in your interactions with classmates and the instructor. Consistent preparation and attendance are expected, as is active participation and</td>
</tr>
</tbody>
</table>

| College of Charleston Honor Code and Academic Integrity: | Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm).
engagement in class discussions and activities. Members of the class bring a rich
diversity of backgrounds, interests, and experiences to class discussions. Much can
be learned by listening to others’ ideas, questioning those ideas and sharing your
own ideas. Periodically, quizzes on the reading material may also be given. Points
awarded on those quizzes would count towards your total participation grade. The
following mini-assignments, in addition to other in-class activities, will be included
as part of your participation grade. (40 points)

- **Morning Meeting:** Morning meetings are used in early childhood
classrooms to build community and to start the school day in a positive
way. You will be expected to participate in a morning meeting at the
beginning of each class session. The morning meeting will consist of four
parts: Greeting, Sharing, Group Activity, and Morning Message. The first f
morning meeting will be led by the instructor. Additional morning
meetings will be led by student pairs. Each pair will be assigned a
particular date and grade level. On that date, the two of you will select and
lead the greeting, sharing, group activity, and morning message. On your
assigned date, please bring a written description of the activities to share
with your classmates. My hope is - by the end of the semester- you will
have compiled a collection of great morning meeting activities to use in
your future teaching. (15 points)

- **Assessment Interview:** Students will interview their EDEE 380
cooperating teachers concerning the screening and assessment measures
currently used in the classroom. During the interview, you should take notes
on important information gained from your teacher’s responses. A list of
sample interview questions will be provided. This assignment will be
shared (informally) in class in small groups and notes will be turned in and
evaluated according to rubric. (15 points)

**Exams:** A mid-term and final exam will be given in this course. These exams will
assess knowledge gained through assigned readings, lectures, and class activities.
Response format will vary and may include multiple choice, short answer, and
essay/application questions. See course schedule for dates. (100 points each)

**Child Case Study:** In this web-based assignment (wiki), you are asked to apply
your knowledge of child development and learning, appropriate observation,
documentation and assessment, in partnership with the child’s family. With the help
of your cooperating teacher in EDEE 380, you will select a child who has special
needs (preferably) and establish a relationship with the child’s family, preferably by
meeting with one of the parents/guardians, or at the very least by phone or email.
You will learn as much as you can about the family’s language, culture, and
individual characteristics as well as learn about the goals they have for their child.
You will select an assessment tool from our textbook to help you better understand
one of the child’s needs, and then administer it to the child. Based on the results,
you will construct identify the child’s needs and then construct an activity that will
help the child develop further, and administer it to him/her. Based on your
observations and documentation, you will also build a developmental portrait of the
child including physical, social, emotional, cognitive, and language developmental
domains. Finally, you will use the information gained from your interaction with the
family, child, the assessment and activity results, and developmental portrait to
describe three actions you will take in order to foster the child’s positive
development, challenge the child to gain new competencies, and respect the child’s
culture and individuality. Specific steps and the associated rubric will be provided in
class. (150 points)
**Professional Learning Communities:** At the end of each class period, you will meet with your field experience partner to enumerate three important “learnings” and questions (three total) about the weekly EDEE 363 content (readings, assignments, class discussion). One of these must include how you specifically could apply the information to the children in your field experience class and/or to what you are learning in your other classes. This activity should employ your ability to think critically and further your learning. (5 points each x 13)

**Long Range Plan**

You will create a modified long range plan for a nine-week period focused on ONE content area (science, social studies, OR math). The plan will be based on your field experience grade level and classroom. This project will be divided into four sections and will be completed across the semester. Section one should include a description of student information. Section two should include the learning goals associated with the particular content area for the nine week period. Section three should include the instructional activities, sequence, materials, and resources needed to implement the plan. Section four should include your plan for assessment. See the course calendar for due dates for each section. Additional information about this project will be provided in class. (100 points)

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>93-100 = A ≥ 544</th>
<th>79-81 = C ≥ 462</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-92 = A-</td>
<td>532</td>
<td>77-78 = C-</td>
</tr>
<tr>
<td>89-90 = B+</td>
<td>520</td>
<td>75-76 = D+</td>
</tr>
<tr>
<td>86-88 = B</td>
<td>503</td>
<td>72-74 = D</td>
</tr>
<tr>
<td>84-85 = B-</td>
<td>491</td>
<td>70-71 = D-</td>
</tr>
<tr>
<td>82-84 = C+</td>
<td>479</td>
<td>Below 70 = F</td>
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</table>

Total possible points is 585.

**Attendance Policy:**  
Attendance is vital in this course. If you have to miss class for a family emergency or illness, please let the instructor know as soon as possible **BEFORE** the scheduled class session. If you miss **more than 2 classes** you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable. Class begins at 8:00. Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. If you arrive **after** 8:10 you are considered tardy. Three tardies count as one absence. If you arrive **after** 8:30, you are considered absent.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments due</th>
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| January 11 | • Overview of the syllabus, rubrics, introductions, student Information  
              • History and theorists  
              • Overview of Morning Meetings and sign-up  
              • PLC  
              • Next few weeks                                                  |                                           |
| January 18 | NO CLASS                                                                |                                           |
| January 20 | 1. SELECT A CHILD FOR YOUR CASE STUDY. GET CONTACT INFO TO INVITE PARENT TO A MEETING TO BE HELD BEFORE FEBRUARY 5.  
              2. ARRANGE A DATE/TIME TO BE HELD BEFORE FEBRUARY 5 FOR YOU AND YOUR PARTNER TO MEET WITH YOUR COOPERATING AT HIS/HER CONVENIENCE TO OBTAIN ANSWERS TO ASSESSMENT QUESTIONS AND LONG-RANGE PLAN INFORMATION.  
              3. YOU MAY NEED TO GO BEFORE OR AFTER SCHOOL OR DURING YOUR TEACHER’S PLANNING PERIOD.  
              A. Infants  
              B. Toddlers  
              C. 4 and 5’s  
              D. Primary  
              2. WebCt Reading #2 (Driscoll and Nagy on Play)               |                                           |
| January 25 | MM Bartel  
              • Syllabus and rubrics  
              • Jigsaw on DAP book and powerpoints:  
                A. Infants  
                B. Toddlers  
                C. 4 and 5’s  
                D. Primary  
              • Play  
              • PLC                                              | A. Infants  
              B. Toddlers  
              C. 4 and 5’s  
              D. Primary  
              2. WebCt Reading #2 (Driscoll and Nagy on Play)               |
| February 1 | MM 1  
              • Early Childhood Curriculum Models/Programs  
              • Assessment at la Creative Curriculum  
              • PLC                                               | WebCt Reading #3 (Driscoll and Nagy on Curriculum)  
              WebCt Reading #4 (NAE6)  
              **LONG RANGE PLAN I AND II to WebCt assignment icon**       |
| February 8 | MM 2  
              • Assessment – what, why; how infants and toddlers should be assessed  
              • Standardized Tests: Design, use, and reporting  
              • PLC                                               | A. Wortham, Ch. 1 (and powerpoint)  
              B. Wortham, Ch. 2 (and powerpoint)  
              C. Wortham, Ch. 3 (and powerpoint)  
              D. Wortham, Ch. 4 (and powerpoint)  
              **Assessment Interview Notes** – bring to share and turn in. |
| February 15| MM 3  
              • Classroom Assessments: Observations, Checklists, Rating Scales, and Rubrics  
              • PLC                                               | Wortham, Chapter 5 and 6  
              **LONG RANGE PLAN III AND IV to WebCt assignment icon**     |
| February 22| MM 4  
              • Classroom Assessments: Teacher-Designed  
              • PLC                                               | Wortham, Chapter 7  
              **LONG RANGE PLAN III AND IV to WebCt assignment icon**     |
| March 1    | MM 5  
              Classroom Assessments: Performance-Based and Portfolios  
              • Assessment: Speed Dating  
              • PLC                                               | Wortham, Chapter 8 and 9  
              **FINAL LONG RANGE PLAN due to WebCt assignment icon**      |

**MID-TERM Due by 5 PM on March 5**
<table>
<thead>
<tr>
<th>Date</th>
<th>MM</th>
<th>Activities</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 8</td>
<td></td>
<td>NO CLASS  SPRING BREAK</td>
<td></td>
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<tr>
<td>March 15</td>
<td>MM 6</td>
<td>Family and Community: Contexts for development, family theory, family diversity</td>
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<td></td>
<td></td>
<td>Parent video 1</td>
<td>Wortham, Chapter 10</td>
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<tr>
<td>March 15</td>
<td></td>
<td>PLC</td>
<td>WebCT Reading #4 (Driscoll and Nagy, Families)</td>
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<tr>
<td>March 22</td>
<td>MM 7</td>
<td>Conferencing with Parents</td>
<td>WebCT Reading #5 (Olsen and Fuller, 6)</td>
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<tr>
<td>March 29</td>
<td>MM 8</td>
<td>Communicating and Collaborating</td>
<td>WebCT Reading #6 (Hanson and Lynch, 8)</td>
</tr>
<tr>
<td>March 29</td>
<td></td>
<td>Parent Involvement (7)</td>
<td>CASE STUDY/WIKI: PART A</td>
</tr>
<tr>
<td>March 29</td>
<td></td>
<td>Parent Video 3</td>
<td>CASE STUDY/WIKI: PART B</td>
</tr>
<tr>
<td>April 5</td>
<td>MM 9</td>
<td>Parent Involvement (7)</td>
<td>CASE STUDY/WIKI: PART C</td>
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<tr>
<td>April 12</td>
<td>MM 10</td>
<td>Developing Caring Relationships</td>
<td>CASE STUDY: SECTION D</td>
</tr>
<tr>
<td>April 19</td>
<td></td>
<td>Parent Video 5</td>
<td>Read WebCT Reading #1 (Developing Caring Relationships) and complete #1 at the end (p. 75) entitled “Think.” Due April 19.</td>
</tr>
<tr>
<td>April 19</td>
<td>MM 11</td>
<td>Parent Video 6</td>
<td>FINAL CASE STUDY/WIKI</td>
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<td></td>
<td></td>
<td>Parent panel</td>
<td>Homework from above</td>
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<tr>
<td>April 26</td>
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<td>Wiki Presentations</td>
<td>FINAL EXAM</td>
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<tr>
<td>Exam DATE</td>
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<td>DATE TBA</td>
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