# FYSE: 138-05: Everything I Need to Know I Learned in Kindergarten

## Fall 2014

| Meeting Time/Place: | Tuesday and Thursday; 12:15-1:30  
ECTR # 218 |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Kelley Mayer White, Ph. D.</td>
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</tbody>
</table>
| Office Hours:       | Monday, 11:00-2:00  
Tuesday, 1:30-3:30  |
| Office Location:    | Office #230, 86 Wentworth St.                                |
| Email address:      | whitekm@cofc.edu  
C: 843 323 5156                                                |

## Course Description:
What did you learn in kindergarten? You probably learned your colors and shapes. Maybe, you learned to count or to write your name. But, I bet you learned a whole lot more than that. Research has shown what a child learns during the preschool and kindergarten years sets the foundation for their later experiences in school, as well as for their life outside of the classroom. This seminar will begin with an exploration of the history and foundational theories of early childhood education, as well as key principles of child development for children ages birth to age five. Students will take time to reflect on their own early care and schooling and how these experiences influenced who they are today. Emphasis will also be placed on learning how to appropriately interpret and synthesize educational research articles.

## Course Objectives:
- Describe and differentiate between several major learning theories.
- Identify significant events in the history of early childhood education.
- Identify key characteristics of prominent curriculum models and programs in early childhood education.
- Chart characteristics of development and needs of young children (ages 0-6) in all areas to include: physical, cognitive, social and language and literacy.
- Identify and describe multiple influences that impact development and learning, such as cultural, economic, social, special health and physical needs, and intellectual capacities.
- Identify and describe adults’ roles in creating healthy, respectful, supportive, and challenging learning environments.
- Locate multiple, peer-reviewed sources on a topic.
- Summarize and critically evaluate research.
- Synthesize multiple research articles on a topic.
- Cite research in-text and list references at the end of a paper in APA style.

## FYE Objectives:
**Learning Objective 2: Information Literacy**
Students will be able to
- use appropriate tools and search strategies for identifying particular types of information specific to the discipline  
- evaluate the relevance, quality, and appropriateness of different sources of information  
- recognize and classify the information contained within a bibliographic citation  
- access and use information ethically and legally  
**Learning Objective 3: Integrative Learning**
Students will be able to
- Use appropriate critical thinking skills and problem-solving techniques in appropriate disciplinary contexts  
- Make connections across disciplines and/or relevant experiences

## National Association for the Education of Young Children (NAEYC) standards:
**NAEYC Standard 1. Promoting Child Development and Learning**
1a: Knowing and understanding young children’s characteristics and needs  
1b: Knowing and understanding the multiple influences on development and learning  
**NAEYC Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families**
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education

Course Text/Materials:

Assigned chapters and articles available on OAKS

Class Assignments:

**Class Participation (1 point for each class meeting and synthesis seminar):** Quality, excellence, and depth are expected in your work and in your interactions with classmates and faculty. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities. **In order to receive full participation points each week, you must participate actively, arrive on time and be present for the whole class.** Furthermore, you are expected to complete the readings BEFORE coming to class. You are expected to read thoughtfully – engaging with and making connections between your own schooling, your experiences working with children, and the texts.

Here are some examples of behaviors that count as ACTIVE participation:

- asking and answering questions
- making comments (extra points for comments that relate to material in the text or connect to experiences in the field)
- responding to something another student says (including answering a question asked by a student)

Here are behaviors to avoid:

- not listening and/or pretending to be listening while texting, spending time online and/or working on coursework or reading for another class
- being disrespectful to classmates (interrupting someone, monopolizing the discussion, etc.)

Every day at the end of class (or during) you should write down what you contributed on an index cards—the question you asked, the answer you gave, the comment you made, etc. Index cards will be collected at the end of each class.

<table>
<thead>
<tr>
<th>Target 1</th>
<th>Satisfactory 0.5</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively supports, engages, and listens to peers; arrives on-time and is fully prepared; plays an active role in discussion; comments advance role in discussions; group dynamic and level of discussion are consistently better because of the student’s perspective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively supports, engages, and listens to peers; Participates in discussion; comments advance role in discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes little effort to interact with peers; arrives not fully prepared; Makes little to no relevant comments during discussions</td>
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</tbody>
</table>

**Admit slips (1 point each):** At the beginning of each class, you will be asked to answer one question from the assigned reading for the day. Format of these questions will vary and may include multiple choice, fill in the blank or short answer. Admit slips are often used in elementary grades classrooms as an informal assessment of what was learned. This assignment should encourage you to keep up and engage with course readings before coming to class each day.

**Online Quizzes (100 points):** Quizzes will address content from the readings, lectures, and in-class activities. Five quizzes will be given via OAKS across the semester (see course schedule). Each will be worth 20 points. The response format will vary and may include true/false, multiple choice, fill-in-the-blank, short answer, and essay questions. These quizzes are “closed book”. In other words, you are not to use your textbook or class notes to find the answers and are “on your honor” in completing each quiz. It is recommended that you read assigned chapters thoroughly and review your notes from previous class sessions to study for each quiz before taking it.

**Article Summaries (12 points each x 5 = 60)** – You will be responsible for reading FIVE research articles on a topic of your choice (suggestions will be provided in class). You will then write a 1-2 page summary and evaluation of each article, similar to an annotated bibliography. See [https://owl.english.purdue.edu/owl/resource/614/1/](https://owl.english.purdue.edu/owl/resource/614/1/) for more information on annotated bibliographies. Samples will be provided on OAKS.

**Synthesis Paper (120 points)** – Once you’ve finished your article summaries, you will synthesize what you learned into a 3-5 page paper, similar to a literature review (but on a smaller scale). See
http://writingcenter.unc.edu/handouts/literature-reviews/ for more information on literature reviews. You can receive extra credit on this paper for visiting the writing lab in a timely manner and meaningfully incorporating the feedback provided.

**FINAL PROJECT - Digital Autobiography (73 points):** For this assignment, you will create a digital autobiography using VoiceThread or iMovie. You will collect photos/video and narrate your story using voice or text to share important information about your own growth and development from infancy to college while making explicit connections to course readings. This autobiography should be no longer than 10 minutes.

**C of C Undergraduate Grading Scale:**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>91-92</td>
<td>A-</td>
</tr>
<tr>
<td>89-90</td>
<td>B+</td>
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<tr>
<td>86-88</td>
<td>B</td>
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<tr>
<td>84-85</td>
<td>B-</td>
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<tr>
<td>82-83</td>
<td>C+</td>
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<tr>
<td>79-81</td>
<td>C</td>
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<tr>
<td>77-78</td>
<td>C-</td>
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<tr>
<td>75-76</td>
<td>D+</td>
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<tr>
<td>72-74</td>
<td>D</td>
</tr>
<tr>
<td>70-71</td>
<td>D-</td>
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<tr>
<td>69 or lower</td>
<td>F</td>
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</tbody>
</table>

Grades will be posted across the semester in the OAKS gradebook. Points for each assignment will be totaled, then converted to a final percentage and a grade assigned for the course according to the grading scale above.

**SOEHHP 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 3 classes** you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable. Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies count as one absence. If you arrive more than 15 minutes late, and/or leave class early you are considered absent.

**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 be 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 a 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. 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

**Accommodations:**

If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please let me know and I will make sure appropriate accommodations are made.

**C of C Center for Student Learning:**

You are highly encouraged to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu
<p>| C of C Writing Lab: | You are highly encouraged to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses and assignments; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit <a href="http://csj.cofc.edu/labs/writing-lab/">http://csj.cofc.edu/labs/writing-lab/</a>. |</p>
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug 19</td>
<td>Overview of the syllabus; Introductions; Morning Meeting</td>
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<td></td>
<td>Aug 21</td>
<td>History of early childhood education</td>
<td>Follari chapter (available on OAKS)</td>
<td>“All About Me” slide – please send to Dr. White via email BEFORE class!</td>
</tr>
<tr>
<td>Week 2</td>
<td>Aug 21</td>
<td>Foundational theories; Child study</td>
<td>Charlesworth, Ch. 1 &amp; 2</td>
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<td></td>
<td>Aug 26</td>
<td>Selection of research topics</td>
<td>Charlesworth, Ch. 3</td>
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<tr>
<td>Week 3</td>
<td>Sept 2</td>
<td>How to locate research articles</td>
<td>Assigned articles and resources available on OAKS</td>
<td></td>
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<tr>
<td></td>
<td>Sept 4</td>
<td>How to read &amp; summarize research articles; APA style</td>
<td>Assigned articles and resources available on OAKS</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Sept 9</td>
<td>Learning through play</td>
<td>Charlesworth, Ch. 4 &amp; 5</td>
<td>Article Summary I due</td>
</tr>
<tr>
<td></td>
<td>Sept 11</td>
<td>Early childhood curriculum models</td>
<td>Driscoll &amp; Nagel, Ch. 5 (available on OAKS)</td>
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<tr>
<td>Week 5</td>
<td>Sept 16</td>
<td>Role of schools and teachers in young children’s learning</td>
<td>Charlesworth, Ch. 6</td>
<td>Quiz 1 due</td>
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<tr>
<td></td>
<td>Sept 18</td>
<td>Role of families in children’s learning</td>
<td>Charlesworth, Ch. 7</td>
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<tr>
<td>Week 6</td>
<td>Sept 23</td>
<td>Prenatal development</td>
<td>Charlesworth, Ch. 8 &amp; 9</td>
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<td></td>
<td>Sept 25</td>
<td>Birth and the first few weeks</td>
<td>Charlesworth, Ch. 10</td>
<td>Article Summary 2 &amp; 3 due</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct 7</td>
<td>Infants – Health and physical development; Child care settings</td>
<td>Charlesworth, Ch. 11 &amp; 12</td>
<td>Quiz 2 due</td>
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<tr>
<td></td>
<td>Oct 9</td>
<td>Infants – Cognitive and affective development</td>
<td>Charlesworth, Ch. 13 &amp; 14</td>
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<tr>
<td>Week 8</td>
<td>Oct 14</td>
<td>Toddlers – Physical and cognitive development</td>
<td>Charlesworth, Ch. 15 &amp; 16</td>
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<tr>
<td></td>
<td>Oct 16</td>
<td>Toddlers – Social and emotional development; Developmentally</td>
<td>Charlesworth, Ch. 17</td>
<td>Article Summary 4 &amp; 5 due</td>
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<td></td>
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<td>appropriate classroom settings</td>
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<tr>
<td>Week 9</td>
<td>Oct 21</td>
<td>Pre-K &amp; K – Health and physical development</td>
<td>Charlesworth, Ch. 18 &amp; 19</td>
<td>Quiz 3 due</td>
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<td></td>
<td>Oct 23</td>
<td>Pre-K &amp; K – Cognitive development</td>
<td>Charlesworth, Ch. 20 &amp; 24</td>
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<tr>
<td>Week 10</td>
<td>Oct 28</td>
<td>Pre-K &amp; K – Language and literacy development</td>
<td>Charlesworth, Ch. 21 &amp; 22</td>
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<td>Oct 30</td>
<td>Pre-K &amp; K – Intelligence, creativity and artistic development</td>
<td>Charlesworth, Ch. 23</td>
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<tr>
<td>Week 11</td>
<td>Nov 4</td>
<td>ELECTION DAY – NO CLASS!</td>
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<tr>
<td></td>
<td>Nov 6</td>
<td>Pre-K &amp; K – Social development in preschool and kindergarten</td>
<td>Charlesworth, Ch. 26</td>
<td>Quiz 4 due</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov 11</td>
<td>Preschool &amp; kindergarten teachers; Developmentally appropriate</td>
<td>Charlesworth, Ch. 25 &amp; 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov 13</td>
<td>Transition to school</td>
<td>Charlesworth, Ch. 28</td>
<td>Synthesis Paper due!</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov 18</td>
<td>Primary Grades</td>
<td>Assigned chapter from Charlesworth (29, 30 OR 31)</td>
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<tr>
<td></td>
<td>Nov 20</td>
<td>Semester wrap-up and reflection</td>
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<td>Quiz 5 due</td>
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<tr>
<td>Week 14</td>
<td>Nov 25</td>
<td>Digital autobiography due!</td>
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### Article Summary Rubric
*Each source will be evaluated separately.*

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Target 2 points</th>
<th>Target 1 point</th>
<th>Below Target 0 points</th>
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</thead>
<tbody>
<tr>
<td><strong>Relevancy</strong></td>
<td>Source is highly relevant to the topic and adds great value to overall understanding of topic.</td>
<td>Source is relevant to the topic and adds value to overall understanding of topic.</td>
<td>Source is not relevant to the topic and adds no value to overall understanding of topic.</td>
</tr>
<tr>
<td><strong>Credibility</strong></td>
<td>Source is credible and qualifies as high-quality, scholarly material.</td>
<td>Source is credible.</td>
<td>Source is not credible.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Summary succinctly and comprehensively describes the source; Includes appropriate detail.</td>
<td>Summary describes the source adequately.</td>
<td>Summary does not comprehensively describe the source; lacks detail.</td>
</tr>
<tr>
<td><strong>Evaluation and reflection</strong></td>
<td>Clearly explains why source was chosen; demonstrates a clear understanding of research process; offers insight into source.</td>
<td>Explains why source was chosen.</td>
<td>Does not clearly explains why source was chosen.</td>
</tr>
<tr>
<td><strong>APA formatting</strong></td>
<td>Source has a proper citation; Citation is complete and is in the proper APA format.</td>
<td>Citation is complete but not in proper APA format.</td>
<td>Source does not have a proper citation; Citation is incomplete and/or is not in the proper APA format.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Free from mechanical, grammatical, punctuation, and spelling errors.</td>
<td>Few mechanical, grammatical, punctuation, and spelling errors.</td>
<td>Multiple mechanical, grammatical, punctuation, and spelling errors which interfere with overall readability.</td>
</tr>
<tr>
<td>Digital Autobiography - RUBRIC</td>
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<tr>
<td><strong>Content – life events, family</strong></td>
<td><strong>Exceeds expectations 15 points</strong></td>
<td><strong>Meets expectations 12 points</strong></td>
<td><strong>Needs improvement 10 points or below</strong></td>
</tr>
<tr>
<td>Includes all major life events from birth through adulthood, with specific emphasis on early schooling, family dynamics, and/or general early childhood period. Story is told sequentially.</td>
<td>Includes most major life events from birth through adulthood, with some emphasis on schooling and/or family. Story is told sequentially.</td>
<td>Includes few major life events and/or does not emphasize schooling or family.</td>
<td></td>
</tr>
</tbody>
</table>

| Content – interests, hobbies | **Exceeds expectations 15 points** | **Meets expectations 12 points** | **Needs improvement 10 points or below** |
| Includes thoughtful mention of personal interests and/or hobbies author had as a child, as well as present day interests/hobbies. | Mentions personal interests and/or hobbies. | Makes no mention of personal interests and/or hobbies. |

| Connection to readings | **Exceeds expectations 15 points** | **Meets expectations 12 points** | **Needs improvement 10 points or below** |
| Makes multiple, meaningful connections between personal experiences and research/theory from course readings. Connections are explicitly tied to text. Provides thoughtful analysis of his/her own development as a child, and identifies significant influences on development (family, health status, etc.) | Makes connections between personal experiences and research/theory from course readings. Identifies some influences on development. | Makes few to no connections between personal experiences and research/theory from course readings. |

| Use of photo/video | **Exceeds expectations 15 points** | **Meets expectations 12 points** | **Needs improvement 10 points or below** |
| Includes multiple photos and/or videos. Photos are thoughtfully selected and help tell the author’s life story in a meaningful way. | Includes few photos. | Includes little to no photos or video. |

| Narration | **Exceeds expectations 15 points** | **Meets expectations 12 points** | **Needs improvement 10 points or below** |
| Text/voice on most pages clearly identifies significance of photo/video displayed. | Text/voice on some pages clearly identifies significance of photo/video displayed. | Text/voice does not match photo/video or is unclear. |

<p>| Conventions | <strong>Exceeds expectations 15 points</strong> | <strong>Meets expectations 12 points</strong> | <strong>Needs improvement 10 points or below</strong> |
| Audio/voice is grammatically correct. Sentences are well constructed. No errors in spelling or punctuation. | Audio/voice is grammatically correct. Most sentences are well constructed. Few errors in spelling or punctuation. | Audio/voice contains multiple errors in grammar, spelling or punctuation that interfere with readability. |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Exceeds Target 20 points</th>
<th>Meets Target 17 points</th>
<th>Below Target 12 points or below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Background information is engaging and leads to a clear purpose statement; Importance of topic is well articulated; purpose statement is clear and concise.</td>
<td>Background information leads to a clear purpose statement; Importance of topic is identified.</td>
<td>Background information is not engaging or does not lead to a clear purpose statement; Importance of topic is not identified.</td>
</tr>
<tr>
<td>Method</td>
<td>Concise details are provided about article selection, including search engines, search terms, and inclusion/exclusion criteria.</td>
<td>Some detail is provided about article selection.</td>
<td>Little to no detail is provided about article selection.</td>
</tr>
<tr>
<td>Results/Body of review</td>
<td>Thorough and organized discussion of findings is provided; Gaps and controversies that exist are clearly discussed.</td>
<td>Organized discussion of findings is provided.</td>
<td>Discussion of findings is weak, lacks detail and/or does not relate to the main discussion points.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>A brief summary of the main points is clearly articulated. Implications for practice and/or research are logical, relevant, and clear.</td>
<td>A summary of the main points and implications for practice and/or research are provided.</td>
<td>Conclusion is weak and/or no implications for practice and/or research are provided.</td>
</tr>
<tr>
<td>Organization and transitions</td>
<td>Each paragraph begins with an identifiable topic sentence. The content of each paragraph is closely associated with its topic. Transitions between paragraphs are smooth. The reader is guided smoothly through the logically arranged paper.</td>
<td>Each paragraph begins with an identifiable topic sentence. The content of each paragraph is closely associated with its topic. Most transitions between paragraphs are smooth.</td>
<td>Most paragraphs begin with an identifiable topic sentence. The content of most paragraphs is closely associated with its topic. Transitions are weak or nonexistent.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Free from mechanical and spelling errors.</td>
<td>Few mechanical and spelling errors.</td>
<td>Multiple mechanical and spelling errors which interfere with overall readability.</td>
</tr>
<tr>
<td>APA format</td>
<td>Appropriate use of APA format for all in-text citations and for reference list.</td>
<td>Makes an attempt to use APA format for in-text citations and for reference list but makes some errors or omissions.</td>
<td>Does not attempt to use APA style. Includes no in-text citations or a reference list.</td>
</tr>
</tbody>
</table>

**10 POINTS EXTRA CREDIT**

**5 POINTS EXTRA CREDIT**

**0 POINTS**

| Writing lab visit              | Visited writing lab in a timely manner. Incorporated feedback meaningfully.              | Visited writing lab, but did not visit in a timely manner or did not incorporate feedback meaningfully. | Did not visit writing lab.                                                                 |