Tentative (subject to change)

College of Charleston

EDEE 363-01: Introduction to Early Childhood Education

Term: Spring 2016  
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Phone: 953-5488

Day and Time: Mondays 8-10:45am
Location: ECTR 218
Office Location: 86 Wentworth St., 317
Office Hours: Monday & Thursday 11:00-1:30

Note: The best way to contact me is via email or to come to office hours. I typically respond to email within 24 hours during the week. If you email me Friday afternoon-Sunday, I will get back to you on Monday.

SOEHHP Mission
We develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

SOEHHP Theoretical Framework
Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:
  o Understanding and valuing the learner;
  o Knowing what and how to teach and assess and how to create an environment in which learning occurs;
  o Understanding ourselves as professionals.

SOEHHP Dispositions
All teacher education candidates must:
  o believe that all children can learn.
  o value and respect individual differences.
  o value positive human interactions.
  o exhibit and encourage intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.
  o demonstrate dedication to inquiry, reflection, and self-assessment.
  o value collaborative and cooperative work.
  o demonstrate sensitivity toward community and cultural contexts.
  o engage in responsible, fair, and ethical practice.

Course Information

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 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. Below are the specific outcomes related to the three elements of teacher competency. 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, EHHP 1):

- Chart characteristics of developmental stages and needs of young children (birth to 8) in all areas to include: physical, motor, sensory, perceptual, cognitive, language, social/emotional, moral, psycho-social, health and safety (NAEYC 1a, ISTE).
- Discuss theories of development and characteristics of needs across the developmental spectrum (NAEYC 1a, EEDA 4).
- Identify and describe multiple influences that impact development and learning, such as cultural, economic, social, special health and physical needs, intellectual capacities, stress, trauma, and varied rates of development (NAEYC 1b, EEDA 6).
- Analyze the diverse contexts presented by young children and their families and communities including economic, cultural, linguistic, and special needs (NAEYC 2a, EEDA 4);
- Involve the family in discussion of child’s development through a respectful and reciprocal relationship and demonstrate your understanding of positive relationships and supportive interactions being the foundation of working with children (NAEYC 2b).

Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs (ETC #2, EHHP II, III, IV, V, VI):

- Identify and describe caretaker and teacher roles in creating healthy, respectful, supportive, and challenging learning environments based on developmental characteristics for each level of development (NAEYC 1c, ISTE);
- Analyze interior and exterior spaces that provide for health and safety needs of children (NAEYC 1c).
- Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection (NAEYC 3b);
- Discuss how responsible assessment promotes positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c);
- Use your partnership with your family to improve learning environment (NAEYC 2c, 3d);
- Use the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b).
- Explain the purposes and benefits of assessment and practice responsible assessment (NAEYC 3a, c, 4d).
- Acquire a broad repertoire of skills needed to observe children’s learning needs and plan instruction based on those needs; identify effective strategies for developing character and raising awareness of future careers (NAEYC 4b, c; EEDA 4).

Outcomes related to understanding of self as professional (ETC #3, EHHP V, and ISTE):

- Reflect on your own practice as it promotes positive outcomes and upholds ethical guidelines (NAEYC 6b);
- Support and engage families and communities through respectful, reciprocal relationships (NAEYC 2b, 4a)
- Engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource (NAEYC 5b, 6c, d)
- Uphold ethical standards and other early childhood professional guidelines (NAEYC 6b)
Course Requirements

Required Textbooks
- Selected readings will also be available on OAKS.

Recommended Resources
- National Association for the Education of Young Children Membership

Technology
Laptops and tablets are ONLY permitted for class activities and to review PowerPoint slides or readings.

Attendance
Attendance will be taken at the beginning of each class. Absence is permitted only in cases of illness or another legitimate cause. Please email me, before class, if you are ill or have a family emergency. Any number of absences, whether excused or unexcused, may result in course grade reduction; for example, A to A-, B+ to B, etc. If you miss class, it is your responsibility to setup a meeting with me to discuss the conditions of your absence and makeup assignments. You must bring documentation (i.e. doctor’s note, obituary notice, etc.) and meet with me within one week of this absence. Once one week has passed, I will not meet with you and your final course grade will be affected. If you are late or leave early 2 or more times, these will be counted as one absence. If you miss more than 2 classes you will be dropped with a WA.

Method of Instruction
This class will consist of a combination of short lectures, learning activities, videos, class discussions, and community engagement/field experiences. The content found in your readings will be discussed in class and applications to the ideas presented in the readings will be made during class time. Therefore, it is imperative that readings be completed in order to successfully complete assignments and exams.

Community Engagement/Field Experiences
In an effort to expose students to diverse families and communities, some class sessions will meet at various locations in the Charleston area. It is your responsibility to make transportation arrangements and to be on time to every class session regardless of location. I encourage you to carpool with classmates if transportation is an issue for you. Details about dates and locations will be posted on OAKS and announced ahead of time in class.

Methods of Evaluation

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<tr>
<td>Reading Response Cards</td>
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<td>25 points</td>
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<tr>
<td>Discussion Leader</td>
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<td>25 points</td>
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<td>Family Learning Activities</td>
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<td>75 points</td>
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<td>Midterm Exam</td>
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<td>100 points</td>
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<td>Family &amp; Community Engagement Binder</td>
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<td>100 points</td>
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<tr>
<td>Final Project-Developmental Case Study</td>
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<td>110 points</td>
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<td>Total</td>
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**Reading Response Cards (25 points):** You will need a pack of 4x6 notecards with lines. This is the only way I will accept this assignment. For chapter/section of readings on the class schedule, on the front of the card in two-three sentences write something you found interesting from each section/chapter of the reading and WHY (2.5 points) and on the back of the card write a thoughtful question for each section/chapter that the section/chapter provoked (2.5 points). Thus, if you have 2 chapters/sections to read, then on the front of one card you will write 2 things you found interesting and why and on the back you will have a total of two questions. Questions that are answered in the assigned reading for that day will not receive points. **I will randomly collect five response cards, so make sure you complete a card for each of the readings (i.e. chapters/sections). I will not accept response cards after the day they are due.**

**Discussion Leader (25 points):** In an effort to promote being an early childhood professional, this assignment requires you to engage in current events in ECE through Twitter. First, you will select at least 5 credible Early Childhood advocates or organizations to follow. Next, you will be asked to locate articles from the past two years from credible newspaper sources (i.e. NY Times, Washington Post, Education Week) or organization websites (NAEYC, ACEI) that discuss current happenings and/or issues in ECE related to the topic for the week you are assigned. You will tweet the article you select using the hashtag #EDEE363S16. In your tweet you will state whether you belong to group 1 or group 2 based on the group you have been assigned to lead. You will also prepare 5-10 thought provoking questions of which to lead your discussion. During class time, your group will first have 10 minutes to read the article you selected. Then you will begin the discussion with the questions you have created. Further assignment details and a rubric will be provided on OAKS.

**DUE See your assigned date on OAKS.**

**Midterm Exam (100 points):** The midterm exam will assess your knowledge of the content presented in the readings and in-class. This exam will be administered through OAKS and may include multiple choice, true/false, matching questions and short answer/application questions.

**DUE February 29th**

**Family Learning Activities (75 points):** With a partner, you will find and familiarize yourselves with good children’s literature and activities/games to correspond with it and Good Start Grow Smart Standards. The purpose of this assignment is to 1) Gain experience designing learning activities and performance-based assessments families can use to support children’s learning and development 2) Rethink traditional homework given to students and 3) Create “homework” that is meaningful, culturally relevant and engages the entire family. Each activity or game should be in a 1) ziplock; include 2) step-by step, easy to follow directions for the activity/game; 3) list the related Good Start Grow Smart standards on directions, 4) include a list of materials needed for replacement purposes (preferably very inexpensive); 5) include a brief summary of the book (approximately 150 words); and 6) list discussion and comprehension questions that can be used by parents to help children. Further details and a rubric will be posted on OAKS.

**DUE March 28th**

**Family & Community Engagement Binder (100):** In a small group, you will create a binder of resources for your future classrooms that facilitate meaningful family and community engagement. These resources include but are not limited to newsletters, children’s literature related to diverse families, advocacy information sheets, and community resources. Further details and a rubric will be posted on OAKS.

**DUE April 21st**
Final Project-Developmental Case Study (110 points): The developmental case study consists of four sections and will be conducted on a child from your EDEE 380 classroom. In the first section of the case study, you will provide a brief description of the child based on your knowledge of child development and will describe the classroom setting in which you observed the child. In the second section you will discuss what you learned about the child’s family and how that influences the child’s learning and development. In the third section, you will provide a description of the assessment tools used in identifying the child’s needs, describe your rationale for choosing them and discuss what you learned about the child from conducting these assessments. In the final section, you will develop an action plan in which you will identify appropriate developmental goals based on your assessment of the child’s needs and describe what action you, the family and/or the cooperating teacher could take in helping the child to make progress toward achieving these goals. See assignment description and rubric on OAKS for more information.

DUE April 25th

Format for All Assignments
Papers must be double-spaced in 12-point Times New Roman format with 1-inch margins. Any reading referenced in your writing must be cited using APA format. Google Purdue OWL APA for help.

Grades & Grading Scale
Your grades are something that you earn based on the quality of your work and how well you follow the directions for the assignment. In addition, it is your responsibility to read the description for each assignment on the syllabus, review the details on OAKS, and view the guidelines to make sure you have met all criteria. All assignments are due by 8am on their due dates. They must be submitted through OAKS, unless otherwise noted. An assignment that is submitted late will receive a grade reduction of 10% and feedback will not be given. I will only accept late assignments up to one week after the due date. After the one week mark has passed, I will not accept your work and it will be scored as a 0.

Reminder: Response cards are the only assignment that will not be accepted after their due date.

If there are more than five errors on a page (due to not following assignment instructions or grammar/spelling), I will stop grading your assignment and give it back to you to redo the assignment. At this point you will have only one week from the day I give it back to you to redo the assignment. You will receive a grade reduction of 10%.

If you have questions about a grade you have received, I welcome you to talk with me about it during my office hours or during a scheduled appointment. You have one week, from the date the assignment was returned to you, to meet with me. After a week has passed, I will not meet with you and you will keep the first grade you earned. Please do not approach me immediately before or after class, as I would like time to look over your assignment and fairly reassess your work with you.

School of Education Undergraduate Grading Scale:

A 93 – 100%  A- 91 – 92%
B+ 89 – 90%  B 86 – 88%  B- 84 – 85%
C+ 82 – 83%  C 79 - 81 %  C- 77 – 78%
D+ 75 – 76%  D 72 – 74%  D- 70 – 71%
F 0 – 69%
College of Charleston Academic Honor Code
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

Support Services
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 time management. 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 or call (843)953-5635.

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 http://csl.cofc.edu/labs/writing-lab/.

Accommodations
If you have a documented disability and are approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please let me know as soon as possible.
### Tentative Class Schedule

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<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Monday January 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course Overview/Early Childhood Education Today</td>
<td>Custom Text pp. 1-36</td>
</tr>
<tr>
<td>Monday January 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>MLK Holiday!</td>
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<tr>
<td>Monday January 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Theories and Developmentally Appropriate Practice</td>
<td>Custom Text pp. 76-114, Copple &amp; Bredekamp pp. 1-50</td>
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<tr>
<td>Monday February 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Infants &amp; Toddlers</td>
<td>Copple &amp; Bredekamp pp. 51-107</td>
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<tr>
<td>Monday February 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Preschool</td>
<td>Copple &amp; Bredekamp pp.109-183</td>
</tr>
<tr>
<td>Monday February 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ECE History &amp; Curriculum Models</td>
<td>Custom Text pp. 37-74, Morrison Chapter</td>
</tr>
<tr>
<td>Monday February 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Kindergarten-Primary</td>
<td>Copple &amp; Bredekamp pp.185-326</td>
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<tr>
<td>Monday February 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Overview of Assessment/Standardized Tests</td>
<td>Copple &amp; Bredekamp pp.115-227, Discussion Leader Midterm DUE</td>
</tr>
<tr>
<td>Monday March 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break!</td>
<td>Custom Text pp. 447-504, Discussion Leader</td>
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<tr>
<td>Monday March 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Classroom Assessment &amp; Documentation/Portfolios</td>
<td>Custom Text pp. 229-278, Discussion Leader</td>
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<tr>
<td>Monday March 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Observation/Checklists, Rating Scales, and Rubrics</td>
<td>Custom Text pp.279-338, Discussion Leader</td>
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<tr>
<td>Monday March 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Appreciating Diverse Families: Structure, Culture &amp; Language</td>
<td>Custom Text pp. 365-388 &amp; pp.431-462, Discussion Leader Family Learning Activities</td>
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<tr>
<td>Monday April 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Building Trusting Partnerships with Families: Communication, Meetings &amp; Conferences</td>
<td>Custom Text pp.389-416 &amp; 489-530, Discussion Leader</td>
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<tr>
<td>Monday April 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Creating a Supportive Environment: An Ecological Approach</td>
<td>Custom Text pp.463-476, Weiss Intro Chapter &amp; Case Studies (Jigsaw), Discussion Leader</td>
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<tr>
<td>Monday April 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Advocating with Families &amp; Communities for Equity</td>
<td>Custom pp. 417-430 &amp; pp.481-488, Discussion Leader</td>
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<tr>
<td>Thursday April 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Working with Families Around Specific Issues: Stress, Abuse, Poverty</td>
<td>Readings TBD, Family &amp; Community Engagement Binder</td>
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<tr>
<td>Monday April 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final</td>
<td>Developmental Case Study</td>
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