College of Charleston  
EDEE 363-01: Introduction to Early Childhood Education  
Spring 2017

Term: Spring 2017  
Day and Time: Mondays 12:30-3:15  
Location: ECTR 215  
Office Location: 86 Wentworth St., 230

Instructor: Kelley Mayer White, Ph.D  
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Phone: 953-7372 (o); 843-323-5156 (c)  
Office Hours: Mondays, 9:30-11:30  
Tuesdays, 12:00-3:00

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:
- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

SOEHHP Dispositions  
All teacher education candidates must:
- believe that all children can learn.
- value and respect individual differences.
- value positive human interactions.
- exhibit and encourage intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.
- demonstrate dedication to inquiry, reflection, and self-assessment.
- value collaborative and cooperative work.
- demonstrate sensitivity toward community and cultural contexts.
- 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 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. Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies count as one absence. If you arrive after 8:20, and/or leave class early you are considered absent.

Method of Instruction
This class will consist of a combination of short lectures, learning activities, videos, class discussions, and community engagement/field experiences. Quality, excellence, and depth are expected in your work and in your interactions with others. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities, as well as in the field. Members of the class and people you meet in the schools/centers will bring a rich diversity of backgrounds, interests, and experiences. Please remember --- much can be learned by listening to others’ ideas, questioning those ideas and sharing your own. Reading assignments for each week are included on the course schedule. You are expected to complete the reading - thoughtfully engaging with and making connections between your own schooling, your experiences in the field, and the text. 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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<thead>
<tr>
<th>Method</th>
<th>Points</th>
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<tr>
<td>Reading Dialogue Journal</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Family &amp; Community Engagement Binder</td>
<td>100</td>
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<tr>
<td>Family Culture &amp; Curriculum Project</td>
<td>100</td>
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<tr>
<td>Teacher as Professional Project</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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**Reading Dialogue Journal (100 points):** For each reading on the class schedule, you will write a 5-7 sentence summary about the reading. Next, you will write a 2-3 sentence connection to your self, another text, or to a current event. Thus, if you are assigned two reading selections on the same day, you are required to do two separate reading responses. Questions that are answered in the assigned reading for that day will not receive points. I will randomly collect five journal entries, so make sure you complete a response for each of the readings. I will not accept response journals after the day they are due. Further details about the format will be provided 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.

**Family & Community Engagement Binder (100):** You will create a binder of resources for your future classroom that facilitates meaningful family and community engagement. These resources include but are not limited to a family communication plan, a newsletter, children’s literature related to diverse families, and community resources. Further details and a rubric will be posted on OAKS.

**Family Culture & Curriculum Project (100 points):** In collaboration with our community partner, you and your partner will have an opportunity to collaborate with parents to use their knowledge to develop curriculum. More specifically, this project will require you to 1) conduct and analyze cultural interviews with parents, 2) incorporate your knowledge about developmentally appropriate practices, and 3) use your creativity and good multicultural literature to develop culturally relevant learning activities for children and families. Further details and a rubric will be posted on OAKS.

**Final Project-Teacher as Professional Project (100 points):**
The “Teacher as Professional” project is designed to help you understand your professional role in the lives of young children and their families, including your role in advocating for the needs of the children and families you serve. With the guidance of the instructor, you will first choose an issue of importance that children and families face in our community. Examples include access to high-quality child care, the opportunity gap, lack of health care for migrant families, etc. On your own, you will research this topic in depth in order to educate yourself about it (NAEYC 6c and d). You should use 6-8 sources from peer-reviewed, academic journals. You will also need to interview an early childhood professional to get their perspective on your topic. Finally, using what you’ve learned from the research and interview, you will advocate on behalf of the issue (NAEYC 6e) through the use of one of a variety of advocacy methods (letters, media kits, etc.). Research and learning experiences should be integrated within your project in order to meaningfully and effectively advocate on behalf of the issue. Further assignment details and a rubric will be available on OAKS.
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 you earn based on the quality of your work and how well you follow the directions for the assignment. 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 BEFORE CLASS on their due dates. They must be submitted through OAKS, unless otherwise noted. LATE WORK WILL NOT BE ACCEPTED.

PLEASE REVIEW YOUR WORK CAREFULLY BEFORE SUBMITTING IT --- 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. 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></td>
<td><strong>Note:</strong> Please complete a journal response for each listed reading. Assignments Due Today</td>
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<tr>
<td>1/23</td>
<td>Course Overview Early Childhood Education Today</td>
<td>Allen Chapter 1</td>
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<tr>
<td>1/30</td>
<td>ECE History &amp; Curriculum Models</td>
<td>Bredekamp OAKS</td>
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<td>Getwiscki Chapter 4 OAKS</td>
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<td>2/6</td>
<td>Understanding and Applying DAP</td>
<td>Copple &amp; Bredekamp Chapters TBD</td>
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<tr>
<td>2/13</td>
<td>Anti-bias Education</td>
<td>Derman-Sparks Chapters 1-3</td>
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<td>Allen Chapter 2</td>
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<tr>
<td>2/20</td>
<td>The Ethics of Early Care &amp; Education</td>
<td>NAEYC Ethical Code of Conduct</td>
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<td>Derman-Sparks &amp; Olsen Jigsaw Chapters 5-11</td>
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<tr>
<td>2/27</td>
<td>Observation</td>
<td>Wortham OAKS</td>
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<td>Jablon, Dombro, Dichtelmiller OAKS</td>
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<td>3/13</td>
<td>Building Trusting Relationships with Children &amp; Families <strong>Midcourse Evaluation</strong></td>
<td>Brenamen &amp; Page OAKS</td>
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<td>Derman-Sparks &amp; Olsen Chapter 4 <strong>Midterm Due</strong></td>
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<td>3/20</td>
<td>Creating a Welcoming Environment for Children &amp; Families</td>
<td>Grant &amp; Ray OAKS</td>
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<td>Gestwicki Chapter 15 OAKS</td>
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<td>3/27</td>
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<td>4/3</td>
<td>Curriculum Planning</td>
<td>Allen Chapter 3</td>
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<td>Bullard OAKS</td>
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<td>4/10</td>
<td>Learning With and From Families to Transform Curriculum</td>
<td>Allen Chapters 4 &amp; 9 <strong>Family &amp; Community Engagement Binder DUE</strong></td>
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<tr>
<td>4/17</td>
<td>Assessment-Checklists, Documentation &amp; Portfolios</td>
<td>Shabazian OAKS</td>
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<td>Wortham OAKS</td>
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<td>Date</td>
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<td>Reading</td>
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<td>4/24</td>
<td>Barriers to Quality ECE: Policies, Funding, &amp; Power</td>
<td>TBD</td>
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<td>Family Culture &amp; Curriculum Project DUE</td>
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<tr>
<td>WED 4/26</td>
<td>Advocating with Families &amp; Communities for Equity</td>
<td>Allen Chapters 10-12</td>
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<td>Course Evaluations</td>
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<tr>
<td><em>WED 5/3</em></td>
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<td>Teacher as Professional Project DUE</td>
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<tr>
<td>TENTATIVE</td>
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