

## Early Childhood Education

HDFS 250

Fall 2008

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### My Information:

Melissa M. Burnham, Ph.D.	Office: SFB 209
Mailbox: SFB 212	Office Hours: T/Th 11-12:30 or by appointment
Phone: 784-7012	
E-mail: Use WebCampus email unless you are having trouble accessing it. My UNR email address is: <a href="mailto:mburnham@unr.edu">mburnham@unr.edu</a> .	

Course Description: Students will learn principles of working effectively with young children in group child care settings. The course will introduce important concepts related to children, families, and child care teachers, different approaches to child care, authentic methods of evaluation, the child care environment, supporting each area of children's development through the curriculum, specific issues related to child guidance in group settings, and helping children deal with stress.

Pre- or Co-requisite (highly recommended): HDFS 231 (Practicum across the Lifespan)

Meeting Time & Place: The class will meet Tue and Thu, 9:30-10:45AM in FA 301.

Course Format: Class time will be devoted to lecture, class discussions, small group activities, and occasional supplementary films.

### Required Textbooks:

Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

Essa, E. L. (2007). *Introduction to early childhood education* (5<sup>th</sup> ed.). Clifton Park, NY: Thomson/Delmar Learning.

Paciorek, K. M. (Ed.) (2009). *Annual editions: Early childhood education 2008/2009* (29<sup>th</sup> ed.). New York: McGraw-Hill.

### WebCampus:

This course is "web-enhanced", meaning that the course has a site on WebCampus. *Students are expected to configure their computers properly and check the site daily throughout the semester.* Course materials will be available here, and **all course-related communication** will be conducted through the site. That is, all course announcements, email, and other electronic communication between students and me should occur through WebCampus. You will be able to check your grades, obtain copies of the assignments and syllabus, and send email messages to me or other students in the course through WebCampus. I will also provide links to the textbook's website, and other relevant resources.

To log onto WebCampus, go to the following URL:

<https://webct6.unr.edu/webct/entryPageIns.dowebct>

Log in using your NetID and password.

Once you have logged onto WebCampus, HDFS 250 will show up on your opening “My WebCampus” page if you are registered for this course. Click on the course link to enter the site.

**It is your responsibility to configure your computer properly so that all aspects of WebCampus are operational by the second week of the semester.** There is an easy way to check if the browser you are using is compatible with all aspects of WebCampus. Click on the link called, “Check Browser” on the login page. A message will alert you to whether or not you are using a browser and the correct version of Java that will allow you to use all aspects of WebCampus. If you need assistance regarding WebCampus at any time during the semester, please call the Computing Help Desk at 682-5000, or visit them in the Knowledge Center.

If you are new to WebCampus, please visit the “Student Resources” link and/or read the tutorials to learn about the different elements of WebCampus (opening documents, checking grades, printing, sending email, posting to a discussion board, etc.).

### Course Objectives:

As a result of being *participating members* of HDFS 250 this semester, students will...

- Gain familiarity with the scope of early childhood education: what it includes, and what societal changes have shaped it.
- Gain a thorough understanding of the components of quality in early childhood education programs and become familiar with the professional standards of developmentally appropriate practice.
- Gain insight into what is involved in working with families of young children, including effective communication with families and family involvement.
- Become familiar with issues important to teachers of young children, including regulations, accreditation, professionalism, and ethics.
- Gain a sense of the history of the field and some of the important theorists and program developers who have shaped it.
- Learn how to set goals and objectives for working with young children and how to evaluate curriculum effectiveness.
- Learn the principles of arranging an effective early childhood environment, including consideration of developmentally appropriate equipment and materials.
- Become familiar with scheduling and curriculum planning that is in line with the principles of developmentally appropriate practice.
- Learn about ways to use curriculum to promote and enhance the creative, physical, cognitive, language, and social development of young children.
- Become familiar with the principles and methods involved in group guidance, learn how to guide social behavior and handle problem behavior in the group setting, and learn how to help young children cope with stress.

### Course Requirements:

1. Students are expected to read the assigned chapters and articles *before* class and come to class prepared to discuss the readings. Class participation is expected, so regular weekly attendance is required. Barring physical illness or the like, students are expected to attend class each week and should contact the instructor *prior to* any missed class. Please come to class on time and stay until we finish. If you are going to be late or need to leave early, please alert the instructor and enter/exit

the classroom unobtrusively. If you need to miss a substantial amount of class time, it is probably best not to come at all.

2. Students will complete (3) observation assignments & will turn in a paper on each of these. More guidelines will be provided in separate handouts. Topics for the 3 observations are:
  - a. Observing developmentally appropriate practice in an early childhood classroom
  - b. Observing the early childhood physical environment
  - c. Observing the group guidance and management techniques of teachers
3. Students will complete (4) 1-page reaction papers on key topics throughout the semester. Topics will be posted on the WebCampus discussion board. A separate handout with guidelines will be provided.
4. Students will write a 2-page personal educational philosophy statement. Early Childhood Education majors should save and use this statement in their portfolios. More details will be provided in a separate handout.
5. There will be (4) exams, based on the readings, lectures, guest speakers, class activities, and supplementary films. Exams will include multiple choice, true/false, fill-in, and essay questions. The final exam will not be comprehensive.

**There is a 6<sup>th</sup> requirement for ECE majors and pre-majors only:** These students are required to create a storage system for their Professional Performance Assessment (portfolio) that will be developed over the course of the ECE program. The storage system will be due at the end of the semester. Detailed guidelines will be provided separately.

Late Assignment Policy: All assignments must be turned in at the *beginning* of class on the date they are due unless a prior arrangement has been made. Similarly, exams must be taken on the exam date noted in the course schedule (below) unless a prior arrangement has been made with me. Late assignments will lose 10 points if turned in after the beginning of class and for each day thereafter. If you are submitting anything to me outside of class time, please place it in my mailbox in SFB 212 (NOT under my door) *after having it stamped with the date and time by an office staff member.*

Disability Statement: Any student with a disability requiring academic adjustments or accommodations to succeed in this course is requested to speak with me and contact the Disability Resource Center (Thompson Building, Suite 101, 784-6000) as early as possible in the semester to arrange for appropriate accommodations.

Grading:

In-Class Participation & Discussion (including attendance)	50
Observation Assignments (100 pts each X 3)	300
1-page Reaction Papers on Key Topics (25 pts each X 4)	100
Personal Educational Philosophy Statement	50
Exams (100 pts each X 4)	400
<hr/> Total	<hr/> 900

### Final Grade Distribution:

833-900	A	653-688	C
806-832	A -	626-654	C -
779-805	B +	599-625	D +
743-778	B	563-598	D
716-742	B -	536-562	D -
689-715	C +	Below 536	F

### Academic Honesty:

I am strongly committed to academic honesty. Any case of academic dishonesty will result in a grade of 0 for the offending assignment or exam. I reserve the right to report any alleged misconduct to the Office of Student Judicial Services. Any questions about this policy should be brought to my attention immediately. The following paragraph taken from Subsection C of the University of Nevada, Reno Student Judicial Code (published on the web and in the General Catalog) defines academic dishonesty:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. **Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.** Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

### Message to Students:

I want to personally welcome you to HDFS 250. I look forward to getting to know each of you in this class as we learn together about early childhood education. I hope that those of you with experience in the field will share your working knowledge with the class throughout the semester. I am committed to presenting course material in an engaging way and through many different techniques. If you come prepared and willing to learn each week, I am confident that you will leave this course with a deeper understanding of early childhood education, regardless of your current state of knowledge.

## COURSE SCHEDULE

<b>WEEK 1</b>	<b>Topic</b>	<b>Assignment</b>
8/26/08	Introduction, Review syllabus & course requirements, Begin lecture on scope and need for ECE	<b>*Introduce yourself on WebCampus discussion board by 9/2/08*</b>
8/28/08	The Scope of and Need for Early Childhood Education; What is developmentally appropriate practice? Defining features of quality in ECE programs	Read Essa Ch. 1 & ECE: Article 2 & Skim DAP, Part I
<b>WEEK 2</b>	<b><i>REACTION PAPER 1 DUE THIS WEEK</i></b>	
9/2/08	The Children: Developmental characteristics	Read Essa Ch. 2 & DAP: 70-71, 102, 105, 108-109, 117, 146-156
9/4/08	The Children (cont.): Play; children with special needs; inclusion	Read ECE: Articles 21, 26, & 13
<b>WEEK 3</b>		
9/9/08	The Families: Family variations, needs, communication, family involvement, family education	Read Essa Ch. 3 & DAP: 22 & ECE: Article 8
9/11/08	The Teachers/Caregivers: Qualities of good teachers, staffing variations, training & regulations	Read Essa Ch. 4 <b>Assignment 1 Due</b>
<b>WEEK 4</b>		
9/16/08	The Teachers/Caregivers (cont.): Professionalism & ethics, current issues/dilemmas	Skim DAP, Part 2; Read ECE: Article 7
9/18/08	<b>Exam 1 (Covers material from 8/26-9/16)</b>	
<b>WEEK 5</b>		
9/23/08	Rationale supporting early childhood education: Influential people & theorists, application of theories	Read Essa Ch. 5
9/25/08	Rationale (cont.): Different approaches to ECE, research supporting ECE	Read ECE: Articles 36 & 27
<b>WEEK 6</b>	<b><i>REACTION PAPER 2 DUE THIS WEEK</i></b>	
9/30/08	Goals, Objectives, & Evaluation: Setting goals & objectives, evaluation	Read Essa Ch. 6
10/2/08	Goals, Objectives, & Evaluation (cont.): Instruments, standardized tests, issues regarding evaluation	Read ECE: Articles 5 & 42
<b>WEEK 7</b>		
10/7/08	The Physical Environment: Arranging & adapting, developmentally appropriate equipment & materials	Read Essa Ch. 7 & ECE: Article 33
10/9/08	Scheduling & Curriculum Planning: Schedules & guidelines	Read Essa Ch. 8 & ECE: Articles 35 & 22 <b>Assignment 2 Due</b>
<b>WEEK 8</b>		
10/14/08	Scheduling & Curriculum Planning (cont.): Curriculum, developing plans; Revisiting curriculum models	Review Essa Ch. 5 & Read ECE: Article 23
10/16/08	<b>EXAM 2 (Covers material from 9/23-10/14)</b>	

<b>WEEK 9</b>		
10/21/08	Creative Development through the Curriculum	Read Essa Ch. 9
10/23/08	Creative Development (cont.)	
<b>WEEK 10</b>	<b>REACTION PAPER 3 DUE THIS WEEK</b>	
10/28/08	Physical Development through the Curriculum	Read Essa Ch. 10 & ECE: Article 20 & 43
10/30/08	Cognitive Development through the Curriculum	Read Essa Ch. 11 & ECE: Article 41
<b>WEEK 11</b>		
11/4/08	Cognitive Development (cont.)	Read ECE: Article 16
11/6/08	Language Development through the Curriculum	Read Essa Ch. 12 & ECE: Article 14
<b>WEEK 12</b>		
11/11/08	<b>Veteran's Day: NO CLASS</b>	
11/13/08	Language Development (cont.); Begin Social Development through the Curriculum	ECE: Articles 38 & 39 <b>Philosophy Stmt Due</b>
<b>WEEK 13</b>		
11/18/08	Social Development (cont.)	Read Essa Ch. 13 & ECE: Articles 31 & 37
11/20/08	<b>EXAM 3 (Covers material from 10/21-11/18)</b>	
<b>WEEK 14</b>	<b>REACTION PAPER 4 DUE THIS WEEK</b>	
11/25/08	Guiding Routines & Group Activities	Read Essa Ch. 14
11/27/08	<b>Thanksgiving Day: NO CLASS</b>	
<b>WEEK 15</b>		
12/2/08	Guiding Social Behaviors	Read Essa Ch. 15 & ECE: Article 30 & 32
12/4/08	Helping Children Cope with Stress	Read Essa Ch. 16 & ECE: Articles 11 & 1 <b>Assignment 3 Due</b>
<b>WEEK 16</b>		
12/9/08	Helping Children Cope with Stress (cont.); Epilogue	Read Essa Epilogue <b>ECE Students Only: Portfolio System Due</b>
<b>FRIDAY 12/12/08</b>	<b>Final Exam (Covers material from 11/25-12/9) 7:30-9:30 AM</b>	

“The pleasure of learning and knowing, and of understanding, is one of the most important and basic feelings that every child expects from the experiences he confronts alone, with other children, or with adults. It is a crucial feeling which must be reinforced so that the pleasure survives even when reality may prove that learning, knowing and understanding involve difficulty and effort.”

-Loris Malaguzzi