



El Camino College/Compton Center
Childhood Education Department
<http://www.elcamino.edu/academics/tep/EarlyChildhood.asp>



Preparing Childhood Education Professionals and Life-long Learners

The mission of the El Camino College Childhood Education Program is to provide relevant coursework, exemplary role models, and sound pedagogy to successfully prepare childhood educators to earn the required permits or degrees that will enable them to teach in diverse settings, to positively influence students and families in their communities, and to serve as advocates for children and the childhood education profession.

Child Development 108 - The Preschool Child

formerly CDEV-8
Section Number 2140
3 Units Fall 2009
T 2:00-5:10pm
ARTB 313

Instructor: Jennifer Montgomery
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Office Hours:

Course Description:

This course analyzes developmental patterns of children from two and a half to five years of age with an emphasis on the practical application of theories and principles of development. The course includes a comparison of historical and current philosophies and methodologies of early childhood education. Topics include observation and analysis of child behavior, identification of effective teaching strategies, age appropriate environments and professional ethics.

Course Objectives: Upon successful completion of this course, the students will be able to:

- ❖ 1. Analyze historical and current philosophical perspectives of early childhood education.
- ❖ 2. Describe characteristics of early childhood education programs with different philosophical bases.
- ❖ 3. Compare major cognitive and personality development theories applicable to young children.
- ❖ 4. Identify the major characteristics of developmental learning theories.
- ❖ 5. Identify the role of the early childhood education teacher in children's development.
- ❖ 6. Identify observation and assessment tools used to evaluate and observe children's behavior.
- ❖ 7. Identify and utilize various methods of observing children.

- ❖ 8. Analyze children's behavior and development on the basis of observation.
- ❖ 9. Describe early childhood learning environments with defined learning areas.

- ❖ 10. Identify activities that support physical-motor, cognitive, and language development in young children.
- ❖ 11. Analyze and discuss ethical issues that arise in teaching young children.
- ❖ 12. Analyze the effects of cultural influences on development.

Student Learning Outcomes

1. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
2. Examine the value of play as a vehicle for developing skills knowledge, dispositions, and strengthening relationships among young children.

Prerequisite or Recommended Preparation:

Child Development 3 with a minimum grade of C or equivalent

Required Text/s and Materials:

1. Follari, L. (2007). *Foundations and Best Practices in Early Childhood Education* Upper Saddle River: NJ. Pearson Prentice Hall ISBN: 0-13-119190.
2. Additional handouts will be given in class.
3. Students will furnish materials and supplies necessary for preparation and presentation of learning activities.

Attendance Policy:

Attendance is vital to understanding the course material. Information and activities will be presented in class that may not be available in the texts. Therefore, students should strive to attend every class session. After three absences, you may be excluded from the class. Students are also expected to be punctual to class. Roll is taken at the beginning of the class hour. It is the student's responsibility to inform the instructor at the end of class if you arrive late, have personal/medical emergencies affecting your attendance, obtain information about missed classes from fellow students, and officially drop a class if you stop attending.

If you are having difficulty in meeting course deadlines or in understanding course materials, **you are expected** to discuss your situation with the instructor **before** it jeopardizes your grade for the course. Most problems can be solved or at least worked with, before they become serious.

You will also be participating in a variety of activities throughout the semester. All activities must be completed during class time. It is imperative that you are regular in attendance and active in all classroom activities. There are no make-ups for class activities. Also, *PLEASE, keep your cell phones on silent mode during class.*

Drop Policy:

It is the student's responsibility to process and official withdrawal from class.

Withdrawal and/or Incomplete Policies: College policy on withdrawals applies. Refer to the current El Camino's Schedule of Classes for more detailed guidelines.

Students with Special Needs: Please inform the instructor during the first week of classes of any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing paper examinations.

Academic Honesty: Each student is responsible for their own work, including test answers, written assignments, and oral presentations. In college students are expected to cite and reference their material. When you are quoting another author, either directly or indirectly, always reference them by using a citation. Plagiarism is not acceptable. If a student plagiarizes, the student will be assigned an automatic zero on the paper with no possibility of resubmitting the assignment. A guideline for APA style cite and references will be provided to avoid issues of plagiarism and to develop ones skill for proper writing technique. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. We will discuss these standards in class.

The El Camino and Compton College faculty, staff, and administration are dedicated to maintaining an optimal learning environment and will not tolerate academic dishonesty.

Classroom Rules of Conduct:

The best policy is to treat others as you would like to be treated. This includes, but is not limited to the following:

1. Listening quietly and respectfully when others speak.
2. Arriving on time and staying for the whole class.
3. Speak your opinion without judging others.
4. Being a good communicator of your ideas and opinions, i.e., speaking loudly enough for all to hear when you have the floor.
5. Turn off all cell phones, pagers and anything else that rings, beeps or buzzes.

Course Projects and Assessment Policies

Assignment Guidelines

All students are expected to produce college-level work. One of the goals of this class is to prepare students to be successful professionals. Part of having a successful image is the ability to produce neat, legible, coherent, and grammatically correct written materials. All of the written papers need to be **typed in a 12 point Times New Roman font**, double spaced, and have a 1" margin from all sides. All written papers will be evaluated for clarity, coherence, grammatical correctness, and reflectivity of the writer. It is strongly recommended that students have someone else proof read assignments prior to turning them in. Students may also seek individualized help provided by El Camino's Writing Resource Lab for your written papers. Ten percent (10%) of the project's total points will be deducted for grammatical/structural/typological errors.

Methods of Evaluation and Grading

Exams, written papers, written homework, in-class discussions, exams and supplemental reading

Late Assignments

Late work is not accepted.

Emailed Assignments

Assignments may be e-mailed to the instructor on or before the due date. Please e-mail assignments to jmontgomery@elcamino.edu and cmthread@pacbell.net

Extra Credit

The instructor will determine if an extra credit assignment is offered to the class.

Exams

All exams will be given on the dates indicated. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. All exams will be given on the dates indicated. Questions may be true/false, multiple choice, matching, and short answer. They may cover the assigned reading materials, videos, class activities, and class lectures/discussions. Make-up exams will only be permitted under extenuating conditions. A 10% deduction will be assessed on all tests not taken on the assigned test day. Make-up exams must be taken within 2 business days of the missed exam. Students are responsible for contacting the instructor immediately and scheduling time for make-up exams.

Course grades will be based on the number of points you have earned out of 400 possible points in the course. Points will be available as follows:

| Assignment | Possible Points | Points Earned |
|---------------------|-----------------|---------------|
| Reflective Journal | 100 | |
| Discussion Topics | 50 | |
| Center Observation | 50 | |
| Midterm Exam | 50 | |
| Final Exam | 50 | |
| Final Presentation | 100 | |
| TOTAL POINTS | 400 | |

The following grading scale will be used in determining your grade:

| Grading Scale | |
|---------------|---|
| 400 to 360 | A |
| 359 to 320 | B |
| 319 to 280 | C |
| 279 to 240 | D |
| Below 239 | F |

College-Level Writing Requirements

Evaluation of student's work is based on college level standards of proficiency, which are set out in grading rubrics for most every assignment. Papers must be college-level and edited for spelling and grammar. Many assignments will also provide the opportunity for the student to complete a self assessment.

. *Rubrics: a standard or guideline from which the student and Instructor can work from the same reference point for fair and effective evaluation of subjective work, such as essays, presentations and research papers. The student is able to understand what is expected and the instructor can grade student's work constructively (Santrock, 2003) Assignment Information and mark distribution is set out in Assignment Guidelines Handouts.

If you are having trouble, you can meet with a tutor at the Learning Resources Center in the library, or go to the El Camino Writing Center. Good writing skills are essential to your success in college.

| Support Services: | | |
|---|----------------|-------|
| Childhood Education Department Office | ARTB 326 | X6022 |
| Writing Center | Humanities 122 | X3873 |
| Learning Resources Center | Library | X3525 |
| Health Center | | X3643 |
| EOPS | SSA | X3464 |
| Careers in Child Care Program | ARTB 320 | X3755 |
| Career and Technical Education Teacher Pipeline | Library | X3511 |
| Tutoring Center | ARTB | X3573 |
| Teacher Education Program | ARTB 326 | X6022 |

Communication is Key

If you are struggling with or have a question about any of the concepts that I am presenting in class please do not hesitate to talk to me about it. We can talk on the phone, you can fax me, e-mail me, meet during my office hours, or you can make an appointment. If you are an ESL student, or if you have any areas that you need assistance please contact me so that we can develop some strategies to help you make this a valuable learning experience.

Course Assignments

- **Reflective Journal:** Journal entries will be assigned throughout the semester. You will need a notebook with unlined paper or an artist's sketchbook for this assignment. Total possible points: 100
- **Center Observation:** An observation of a licensed early childhood education program which includes an analysis of teacher characteristics and environmental factors. Possible Points: 50
- **Midterm Exam:** Points Possible 50
- **Final Exam:** Points Possible 50
- **Discussion Topics:** There will be 5 in-class group activities worth 10 points each. You need to be in class and complete the whole group process in order to receive credit. A brief writing assignment will be included with group activities and will be submitted at the end of the class meeting. Possible points: 50
- **Final Project:** You will be asked to design a preschool program based on discussions in class and information from the text book. Points Possible 100

Detailed guidelines and rubrics are on separate handouts. Two (2) points will be deducted from assignments without a rubric.

All assignments, except the Reflective Journal and in-class group activities, must be typed or computer generated.

Please include a cover page on all assignments with your name, class, title of the assignment and due date.

Course Calendar

The following class schedule is designed to address the course requirements as outlined by El Camino Community College. Dates of lectures and activities are tentative based on the pace of the course throughout the session.

| Week | Date | Major Topics and Class Activities | Assignment Due Dates and Reading Assignments Read Chapters Prior to Class Meeting |
|-------------|----------------------|--|---|
| 1 | Sept. 1- Sept. 6 | | Buy textbook |
| 2 | Sept. 8- Sept. 13 | Chapter 1 Introduction to the Field of Early Childhood Education. Review of Assignments | |
| 3 | Sept 15- Sept 20 | Chapter 2 Historical Overview: People And Beliefs That Shaped The Field Environments Power Point Video: Starting a Square One | Introduction Discussion Topic |
| 4 | Sept 22- Sept 27 | Chapter 3 Constructivist Learning: Building Knowledge From Within. | Discussion Topic: Manipulatives and Asking the right Question |
| 5 | Sept 29- Oct. 4 | Chapter 4 Multiple Intelligences Theory: Applications In The Early Childhood Classroom | Discussion Topic: Intelligence Type |
| 6 | Oct. 6- Oct. 11 | Chapter 5 National Association For The Education Of Young Children Defining Best Practice Video: DAP | Discussion Topic: Meal Times, Nap Time and Handwashing |
| 7 | Oct. 13- Oct. 18 | Chapter 6 Early Inventions: Empowering Change From Within (Head Start And Early Head Start) | Discussion Topic: Assessment and DRDP-r |
| 8 | Oct. 20- Oct. 25 | Chapter 7 The High/ Scope Foundation: Planning Implementing, And Reviewing Best Practice | Discussion Topic: Engaging Transitions |

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| 9 | Oct. 27- Oct. 31 | Midterm | Midterm |
| 10 | Nov. 3- Nov. 7 | Chapter 8 The Project Approach: Active Inquiry in Early Childhood. | Discussion Topic: Developing a Lesson Plan |
| 11 | Nov. 10- Nov. 15 | Chapter 9 The Schools Of Reggio Emilia: A Child's World. Video: To See Takes Time | Discussion Topic: Documentation and Provocation |
| 12 | Nov. 17- Nov. 21 | Chapter 10 Montessori Education: Environment, Materials, And Methods. | Discussion Topic: Quality Materials |
| 13 | Nov. 24- Nov. 30 Mon | Chapter 11 Waldorf Education: Harmony And The Whole Child. Video: Learning Through Nature | Discussion Topic: Learning Through Nature |
| 14 | Dec. 1- Dec. 5 | Chapter 12 Bringing It All Together: Imagining And Becoming. Intentional Teaching Power Point | Discussion Topic: The Role of Teacher |
| 15 | Dec. 8- Dec. 12 | Issues and Trends in ECE Final Presentation | |
| 16 | Dec. 15- Dec. 19 | Final Presentation Final Exam | |

Childhood Education Department

Program Learning Outcomes

- ❖ Integrate an understanding of the needs, the characteristics and multiple influences on development of children ranging from birth to adolescence as related to high quality care and education.
- ❖ Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.
- ❖ Apply effective guidance and interaction strategies that support all children's social and emotional development
- ❖ Develop strategies that promote partnerships between programs, teachers, families and their communities.
- ❖ Demonstrate and evaluate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the early childhood/child development field.

