

SUNY ORANGE
Education Department

COURSE SYLLABUS

COURSE #:	EDU 103 DG	NAME:	Intro to Early Childhood/ Childhood Education
INSTRUCTOR:	Nancy Carlson	SEMESTER:	Fall 2008
PHONE:	341-4354	OFFICE:	Sarah Wells Room 106
EMAIL:	nancy.carlson@sunyorange.edu	HOURS:	As posted, or by appointment

COURSE DESCRIPTION

For JRTEP students or students in AA/AS Liberal Arts with Foundations of Education/Teaching Careers. This course offers a broad look at the historical, philosophical, and cultural roots of education in America, focusing on early childhood and childhood, birth through Grade 6. Basics of child development, learning theories, appropriate environments and curricula, educational issues and trends, diversity, multiculturalism, inclusion, family partnership, and the multi-faceted role of the early childhood/childhood professional will be included. The NYS Learning Standards and NAEYC guidelines will be included. Twenty-four (24) hours of guided field work at two diverse settings is required. A grade of B is required in the JRTEP track. Prerequisite: ENG 101 Freshman English 1

RELATIONSHIP TO PROGRAM

This course is part of the JRTEP (Jointly Registered Teacher Education Program), but may be applicable to other programs. Liberal Arts students going into teaching careers may also find this course applicable and informative. Consult your advisor and refer to the SUNY Orange catalog for further information and advice.

STUDENT LEARNING OUTCOMES

Upon successful completion, the student will be able to:

1. Critically identify personal values, experiences, and motivators as they relate to the course field work and a potential teaching career.
2. Identify and appreciate the varied types of diversity in early childhood/childhood classrooms.
3. Understand equity, diversity, and inclusion as essential elements in preparing appropriate curricula, designing supportive environments, and building positive home/school relationships.
4. Understand the “whole child” view of early childhood/childhood development to include cognitive, language, physical, social, emotional, cultural, and creative areas.
5. Define and compare a variety of developmental learning theories, and their application to appropriate practice.
6. Explain and contrast reasons for, and components of, education systems, and current issues and trends in American early childhood and childhood education.
7. Discuss and appreciate the value of educational and professional standards, personal assessment, ongoing training, and career opportunities.
8. Relate theory to practice through participation in guided field work experiences at diverse early childhood/ childhood settings.
9. Apply the New York State Learning Standards, and the NAEYC guidelines to course work.

REQUIRED TEXTS

An Introduction to Learning and Teaching: Infants Through Elementary Age Children,

B. Nilsen and G. Albertalli, (Delmar), 1st ed.

Because We Can Change the World: Building Cooperative, Inclusive Classroom Communities,

M. Sapon-Shevin, (Allyn and Bacon), 1st ed.

COURSE CONTENT

1. Who is the “learning teacher”?
2. Understanding and Building Home/School Relationships
3. Looking at Educational Systems
4. Components of a Responsive, Inclusive Learning Environment
 - a. Schools as cooperative communities
 - b. Everyone has a voice and value
 - c. All people are multi-dimensional
 - d. Beyond traditional inclusion
 - e. Mistaken beliefs about independence, competition, achievement, and classrooms
 - f. Citizens of the world respond
5. The Importance and Components of Play
6. Learning About and Teaching the Growing Child – Physical Development
7. Learning About and Teaching the Thinking Child-- Cognitive Development
8. Learning About and Teaching the Speaking Child--Language Development
9. Learning About and Teaching the Reading and Writing Child-- Emergent Literacy and Beyond
10. Learning About and Teaching the Young Mathematician and Scientist
11. Learning About and Teaching the Creative Child
12. Learning About and Teaching the Feeling Child –Emotional Development
13. Learning About and Teaching the Responsible Child-- Moral and Social Development
14. The Professional Teacher as a Life Long Learner

MAJOR ASSIGNMENTS/ACTIVITIES

1. Class attendance with active, informed, positive participation.
2. Observation at two (2) diverse early childhood/childhood settings representing two (2) different age groups – one from Pre-K through Grade Two, one from Grades 1 through 6 – totaling a minimum of twenty (20) hours. Reflective Journal accompanying each setting.
3. Observation of a child for two (2) hours, preparation of a developmentally appropriate learning game/object based on the observation, two (2) hours using the DAP object with the child, accompanying written record, and peer presentation.
4. Creating two (2) lesson plans using guidelines.
5. Completion of non-cumulative assessment pieces which may include journal article reviews, lesson plans, book reviews, reading of texts, articles, handouts, etc.
6. Completion of weekly quiz questions.
7. Completion of Diversity Awareness Project.
8. Completed hours at both observation sites with required documentation.

EVALUATION

Approximate Breakdown:

40%	Assessment Pieces and Quizzes
30%	Reflective Journals and documented, completed observations
10%	Diversity Awareness Project
15%	Developmentally Appropriate Object/Paper/Presentation
5%	Class Participation

COURSE GUIDELINES

FIELD OBSERVATIONS

1. You **MUST** keep your scheduled observation visits. The local agencies we partner with count on your dependability. **DO NOT** embarrass yourself or our program.
2. If a field visit absence is unavoidable you **MUST** notify your site and arrange a make-up. You must call the SUNY Orange Field Placement Coordinator (341-4367).
3. Excessive absences or re-scheduling may result in your termination of this course.
4. Conduct yourself professionally.
5. Maintain strict confidentiality about every aspect of your observations. Conversation relative to your visits is to happen **ONLY** in our class meetings/assignments.
6. Failure to adhere to these guidelines must result in withdrawal from the course/program, or an F in the class.
7. Sign in procedure at host site **MUST** be followed.

GENERAL COURSE INFORMATION

1. All work must be typed or computer text, preferred use of Times New Roman, Font Size 12 or 14, unless otherwise specified.
2. Proper grammar and correct spelling are **mandatory** for each written assignment. Please do not rely solely on your spell/grammar check. Points will be deducted if work is not at “college level.”
3. Due dates are serious. Grade point reductions will be given for late work according to specific course/assignment guidelines.
4. Attendance is critical. Each unexcused absence beyond ONE will reduce your final average by six (6) points per week.
5. You must be present for the entire class to be counted as attending that day. If absence is unavoidable, you **MUST** contact me prior to class. This is **CRUCIAL**. Unusual circumstances **MUST** be communicated to me.
6. Make-up work, notes, and exams are **YOUR** responsibility to obtain/schedule.
7. Make-up assessments will be given only for excused absences and must be scheduled and administered as close to the original date as possible.
8. Students may withdraw themselves and receive a “W” during the first 10 weeks of the semester. During weeks 11 through 13 they may only withdraw and receive a “W” with the permission of the instructor. All others receive a final mark which may be A, B, C, D, or F.
9. Please remember to keep a copy of **ALL** of your assignments for your own personal files.
10. Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.

SUPPORT SERVICES

SUNY Orange is committed to assisting students to achieve their best. Resources for you include: Tutorial Center, Writing Lab, Math Lab, Student Success Center, Advising and Counseling, Library and Career Services. Computers and printers are available for your use in the Library, Shepard Student Center and Bio Tech Building.

ADA DOCUMENTED DISABILITY

If you have a documented disability, or believe you MAY have one, and you anticipate needing special accommodation, meet with me at the START of the semester. You must also request a letter from the Advocate for Students with Disabilities verifying your situation. To receive help you must contact that person at 341-4000. Office is Shepard Student Center, 3rd Floor.

CELL PHONE USAGE POLICY

The active use of any device classified as a telecommunications device, including but not limited to, pagers, cellular phones, PDAs and messaging devices, is prohibited in classrooms, as well as in other areas where a classroom atmosphere is assumed (e.g. libraries, labs, theaters, administrative offices), except by special permission of the instructor. Passive use, including silent and vibrate mode may be used, provided it does not compromise the education process or promote an unethical situation. Instructors reserve the right to regulate the monitoring of such devices as necessary.

PLAGIARISM

Any student or organization found to have committed or to have attempted to commit any of the following acts of misconduct is subject to the disciplinary sanctions *outlined in Article IV*.

Acts of dishonesty, including, but not limited to:

- a. Cheating, including cybercheating
- b. Fabrication
- c. Facilitating academic dishonesty
- d. Plagiarism, including internet plagiarism
- e. Forgery
- f. Bribery
- g. Multiple submission (submitting the same assignment to more than one instructor without the permission of the instructors). Please refer to the College Academic Policy for other means of resolution for academic dishonesty issues.

WEATHER EMERGENCIES/CANCELLATIONS

In the event that this class is cancelled, there will be a makeup class scheduled ONLY for evening classes, NOT day classes. Check the college website or local radio station for closings.

EDUCATION DEPARTMENT RESOURCES

The Education Department provides numerous resources for its students:

- ***Education Curriculum Resource Area***—Located on the second floor of the library, this area houses books and periodicals for use by students.
- ***Education Department Hallway***—The hallway in the Sarah Wells Building contains Education Department faculty and staff offices as well as Bulletin Boards with course listings, job postings, event times and dates, club meeting times and contact information.
- ***Education Resource Room***—Located in Sarah Wells Workroom, this area holds consumables for student use, as well as a TV/VCR and video tapes, CD-ROMs and DVDs, laminating machine, and binding machine (some restrictions on usage amounts may apply). Please call or email Education Department administrative assistant at 341-4054 or dianne.gersbeck@sunyorange.edu to check available times for ERR access.
- ***Education Department Website***—Log on to www.sunyorange.edu/education for the most current information.

DATES TO REMEMBER

- 9/1 Labor Day—No Classes**
9/30 Rosh Hashanah—Classes in Session*
10/9 Yom Kippur—Classes in Session*
10/13 Columbus Day—No Classes
10/14 No Tuesday Classes—Hold Monday 10/8 Classes
10/17 Mid-Term Grades Distributed to Students Online
11/3 Last Day for Students to Withdraw from Classes with Grade of “W”
11/21 Last Day for Instructor Withdrawals for Fall 2008
11/26 Thanksgiving Recess Begins—No Classes
12/1 Classes Resume
12/5 Deadline to Apply for December Graduation
12/16 Grades Distributed to Students Online
12/15 Winter Recess Begins

***See college policy regarding religious observance.**

****Changes in topics, due dates, assignments or presentations may occur due to unforeseen circumstances with or without prior notice.****

CHRONOLOGY OF STUDY

EDU 103 EJ Fall 2008

Date	Topic	Assignments Due for <i>NEXT</i> class
8/27	Course Overview Learning Teacher – Ch. 1 Home/School Partnerships – Ch. 2	LT – Ch. 1, 2 and 3 BWCC – Preface and Introduction
9/3	Educational Systems – Ch. 3 Specifics of Observation Visits Reflective Journals Preschool Planning Guide Early Elementary Resource Guide	LT – Ch. 4 BWCC – Ch. 1 PPG – P. 11-21 EER – Part 1 Reflective Journal 1-A due 9/10
9/10	Classroom Environment/Diversity ABC Diversity Video DAP Learning Game/Object	LT – Index pages on “Play” PPG – p. 5-10, 44-45 EER – p. 23, 28-29, 48-49 Reflective Journal 1-B due 9/17
9/17	Play Video Importance of Play KWHL Method Integrated Curriculum/Diversity Lesson Plans	LT – Ch. 6 BWCC – Ch. 5 Reflective Journal 1-C due 9/24
9/24	The Thinking Child Cognitive Development	LT – Ch. 5 EER – p. 17 DAP game/object due 10/8 Reflective Journal 1-D due 10/8
10/1	The Growing Child Physical Development and Health DAP Presentations by Students	PPG – 36-45, 46-52 EER – Pt 3, Pt 4 BWCC – Ch. 4 Lesson Plan One—KWHL due 10/22
10/8	DAP Presentations by Students Classroom Management	Reflective Journal 1-E due 10/15 Total Journal 1 due 10/15 LT—Ch. 7
10/15	The Speaking Child Language Development	LT—Ch. 8 PPG—p. 22-28 EER—p. 7-8 Reflective Journal 2-A due 10/29
10/22	The Reading and Writing Child Emergent Literacy and Beyond	LT – Ch. 9 PPG – p. 31-35 EER – p. 9-11 Reflective Journal 2-B due 11/5

Date	Topic	Assignments Due for <i>NEXT</i> class
10/29	The Young Mathematician and Scientist	LT – Ch. 10 BWCC – Ch. 6 EER – p. 15-16 Reflective Journal 2-C due 11/12
11/5	The Creative Child	LT – Ch. 11 Weekly Lesson Plan Two due 11/12 Reflective Journal 2-D / 2E and Total Journal 2 due 12/2 or before BWCC—Ch. 2 and 3
11/12	The Feeling Child Emotional Development Review Classroom Management	Diversity Project due 11/19
11/19	Learning About Children Designing Appropriate Educational Experiences FAT City	LT—Ch. 12 BWCC—Ch. 7 PPG—p. 29-30 EER—p. 12-14, 19 Total Journal 2 due 12/2
11/26	THANKSGIVING RECESS—NO CLASS	
12/2	The Responsible Child Moral & Social Development “Educating Peter”	LT – Ch. 13 BWCC – Final Thoughts (pg. 197-201) PPG – p. 57-60
12/9 or TBA	The Professional Teacher A Life Long Learner Embracing the Challenge of Individuality and Diversity in Your Classroom	

Abbreviation Key for Chronology of Study:

LT = Learning and Teaching: Infants through Elementary Age Children (Text)

EER = Early Elementary Resource Guide*

PPG = Preschool Planning Guide*

BWCC = Because We Can Change the World (Text)

**on reserve in Library*