

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:

EC210 Introduction to Early Childhood Education (3 credits)

Course Description:

This course provides comprehensive coverage of early childhood professions, the field's historical, philosophical, and social foundations, and the conditions that affect programs for children. In addition, the course examines stages of development and current childcare topics and issues.

Course Objectives:

- Students will compare and contrast the major existing theories that influence early childhood education.
- Students will recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding.
- Students will use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- Students will use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- Students will demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- Students will identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations.
- Students will develop an awareness of the ECE profession in order to make career decision, will develop a philosophy and rationale based on early childhood theories and will demonstrate an increased awareness of the complex role of EC professionals.
- Students will become aware of and develop a commitment to the profession's code of ethical conduct.
- Students will actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

- Students will understand the role of observation in assessing and planning ECE.
- Students will identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children.
- Students will learn to serve as an advocate on behalf of young children and their families.

Instructor:

Tanya R. Mooney, M.Ed.

Office:

Thatcher Hall, Room 206, Dakota College at Bottineau

Office Hours:

Instructor will check course email daily, Monday-Friday.

Email:

Use course email.

Lecture/Lab Schedule:

Online. Instructor will check the course at a minimum of once per day, Monday-Friday, excluding holidays.

Textbook(s):

Early Childhood Education Today w/ MyEducationLab, G. Morrison. 11th Ed., ISBN-10: 0135035325

Course Requirements:

Pretest. Prior to reading chapter content, a pretest is taken through MyEducationLab and results are emailed to the instructor.

Readings. Each week consists of a reading assignment from textbooks and/or articles, manuals, etc.

Discussions. Students submit an original response to a topic each week and respond to two additional posts to receive full credit (5 pts).

Graded Assignments. Assignments are graded and vary weekly.

- Multiple Intelligences (25 pts)
- Parental Considerations (25 pts)
- Philosophy of Education paper (50 pts)

Review Quizzes. Each chapter has a corresponding review quiz. These can be taken only once and have a time limit of 30 minutes. To prepare for the quizzes, students may take the chapter post-test (located in the MyEducation lab) as many times as needed. (10 pts ea)

Exams. Five exams are spaced out over the course of the term. Each contains twenty five multiple choice questions and are worth 100 points. Students have 45 minutes to complete. Exams can be taken only once.

Observations. Observation requirements for this course are met through EC211 Pre-Professional Experiences.

Grades. Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

A = 90-100% (820-735 points)

B = 80 – 89% (734-652 points)

C = 70 – 79% (651-570 points)

D = 60 – 69% (569-488 points)

F = 0 – 59% (0-487 points)

Assignment	Points Possible
Discussions (6 @ 10 pts ea)	60 pts
Exams (5 @ 100 pts ea)	500 pts
Assignments (1 @ 50 pts, 2 @ 25 pts)	100 pts
Review Quizzes (16 @ 10 pts ea)	160 pts
Total Points Possible	820 pts

Tentative Course Outline

Week 1:

Chapter 1 "You and Early Childhood Education"

Week 2:

Chapter 2 "Current issues and Public Policy"

Chapter 3 "Observing and Assessing Young Children"

Week 3:

Review Chapter 1-3

Exam I

Week 4:

Chapter 4 "The Past and the Present"

Chapter 5 "Theories Applied to Teaching and Learning"

Week 5:

Review Chapters 4-5

Exam II

Week 6:

Chapter 6 "Early Childhood Programs"

Chapter 7 "Child Care"

Week 7:

Chapter 8 "The Federal Government"

Review Chapters 6-8

Week 8:

Exam III

Week 9:

Chapter 9 "Infants and Toddlers"

Chapter 10 "The Preschool Years"

Week 10:

Chapter 11 "Kindergarten Education"

Chapter 12 "The Primary Grades"

Review Chapters 9-12

Week 11:

Exam IV

Week 12:

Chapter 13 "Technology and Young Children"

Chapter 14 "Guiding Children"

Week 13:

EC211 Observations

Chapter 15 "Multiculturalism"

Week 14:

Chapter 16 "Children with Special Needs"

Chapter 17 "Parent, Family and Community Involvement"

Week 15:

Review Chapters 14-17

Week 16:

Exam V

Philosophy of Education Due

Education & Human Services Objectives (Caregiver Objectives Bulleted):

3. Acquire and apply methods and strategies based on professional industry standards.

- 3a. Understand the goals, benefits, and uses of assessment.
- 3b. Know about and use observation, documentation, and other appropriate assessment tools & approaches.
- 3c. Understand & practice responsible assessment.
- 3d. Engage in assessment partnerships with families & other professionals.
- 4c. Knowing & understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.

4. Embrace the role of experts in education and human services professions.

- 5a. Identify and involve oneself with the early childhood field.
- 5b. Knowing about and upholding ethical standards and other professional guidelines.
- 5d. Integrate knowledgeable, reflective, and critical perspectives on early education.
- 5e. Engage in informed advocacy for children and the profession.

Relationship to Campus Theme:

The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Classroom Policies:

It is essential to build culture and community in the online environment in order that students collaborate together to build a network of learners. To foster and develop this community, students are required to participate throughout the week via online discussions. Suggested due dates are given for work to be completed. If a student falls

more than two weeks behind, the student will contact the instructor and work out a study plan to guide the student towards completing the course on time.

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc.

Disabilities and Special Needs:

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs.