

The University of Tennessee at Martin
Department of Educational Studies
Course Syllabus
Spring, 2010

Professor: Kathy Deen Evans, Ph.D.
Office: 240D Gooch Hall
Hours: T, 11 - 1 and 2:30 – 5; W, 2 – 5; Th, 11:30 – 1 and 2:30 – 3:30
Phone: (731) 881-7223 (equipped with voice mail)
Fax: (731) 881-1809
e-mail: kevans@utm.edu

I. Course Description and Number
Learning: Birth to Age Eight Years
ECED 460-001/660-001

II. Semester Credit Hours
3 semester credit hours
Prereq: Admission to Teacher Education and Teacher Education 302

III. Catalog Description
Exploration and knowledge of the learning process in context of parent-child, teacher-student, school-family-child relationships are the emphases of this course. Cultural diversity and implications of diversity for children birth through age 8 years and their learning are addressed. Developmentally appropriate curriculum, instructional material, environments for learning, and community resource utilization are integral components of the course. This course also requires 15 clock hours of clinical laboratory experiences, directed observations, and limited participation in educational settings. Professional liability insurance is required for observation and participation in a public school setting.

IV. Rationale
The purpose of the course is to introduce the developmental growth of children from birth through nine years of age. Current trends and issues in early childhood education will be discussed while focusing on attitudes, knowledge, and skills that are required of a "complete teacher" to meet the needs of young children.

V. Teacher Education Model
The UTM Teacher Education Model is designed to develop teachers who **facilitate learning** by engaging in methods and strategies that can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase knowledge, skills, and dispositions in working with students of culturally diverse backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to **diverse learners** and the use of **technology** and **assessment** as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an “**Educator as a Facilitator of Learning**” is expected to develop:

Knowledge, Skills, and Application
Reflective Practice
Professional and Ethical Behavior

VI. Performance-based Outcomes/Learning Activities

This course meets the State Matrix Knowledge and Skills for Early Childhood Education I. A., B C; II.A.,B., C., D; III.A; IV.A; V. B., C., D; VI. A.

Knowledge

The student will:

- A. use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, moral, language, cognitive, and aesthetic development of all children from birth through grade 3 (Early Childhood Education P-3 I.A.);
- B. use knowledge of how young children differ in their development and approaches to learning (Early Childhood Education P-3 I.B.1, 2);
- C. apply knowledge of cultural and linguistic diversity and recognize that children are best understood in the contexts of family, culture, and society (Early Childhood Education P-3 I.C.1, 2);
- D. plan and implement developmentally appropriate curriculum and instructional practices (Early Childhood Education P-3 II.A. 1, 2, 3, 4, 5, 6, 8);
- E. use individual and group guidance and problem-solving techniques to:
 - 1) develop positive and supportive relationships with children;
 - 2) encourage positive social interaction among children;
 - 3) promote positive strategies of conflict resolution and foster self-control, self-motivation, and self-esteem (Early Childhood Education P-3 II.B)
- F. incorporate knowledge and strategies from multiple disciplines into the design of intervention strategies and integrate goals from IEPs (Individualized Education Program) and IFSPs (Individual Family Service Plan) into daily activities and routines (Early Childhood Education P-3 II. C.);
- G. establish and maintain physically and psychologically safe and healthy learning environments for children (Early Childhood Education P-3 II.D.1, 2.);
- H. respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress (Early Childhood Education P-3 III. A. 1.);
- I. use informal and formal assessment strategies to plan and individualize curriculum and teaching practices to meet the specific needs of all children (Early Childhood Education P-3 IV. A.1.);
- J. understand conditions of children, families, and professionals; current issues and trends; and legislation and other public policies (Early Childhood Education P-3 V. B.);
- K. understand the early childhood profession and its multiple historical, philosophical, and social foundations (Early Childhood Education P-3 V. C.);
- L. establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team (Early Childhood Education P-3 V. D.);
- M. understand how young children learn spoken and written language (Early Childhood Education P-3 VI. A.)

Skills

The student will:

- A. observe young children's cognitive, linguistic, and social behavior;
- B. interact with young children in P – 3 settings;
- C. assess the physical environments in which young children learn;
- D. develop multicultural, developmentally-appropriate lessons and activities that include the necessary adaptations in environment, materials, and curriculum to accommodate the needs of young children with disabilities;
- E. reflect on issues of diversity as they affect personal views of children, parents, and families.

Dispositions

The student will

- A. display professional behavior by attending class on time and by submitting all assignments in a timely fashion;
- B. show acceptance of all children regardless of ability, race, culture, or socioeconomic status;
- C. demonstrate professional behavior by actively participating in class activities;
- D. display professional behavior by respecting the confidentiality of children and families.

TEACHER CANDIDATE DIVERSITY PROFICIENCIES

The Teacher Candidate will:

1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

ETHNICITY

5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)

RACE (Caucasian, African American, Asian or Pacific Islander, Native American, and other)

7. Value racial diversity as an integral component of educational systems. (RP)
8. Understand how the culture of race affects learning. (KSA)

SOCIOECONOMIC STATUS

9. Consider socioeconomic status when designing instruction. (RP)
10. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
11. Understand the unique needs of children of poverty. (KSA)
12. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

GENDER

13. Consider gender when designing instruction. (RP)
14. Understand gender related issues relating to teacher questioning strategies. (KSA)

LANGUAGE

15. Value linguistic diversity as an integral component of educational systems. (RP)
16. Understand the unique needs of linguistically diverse learners. (KSA)
17. Adapt instruction to the needs of linguistically diverse learners. (PEB)

EXCEPTIONALITIES (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

18. Consider these exceptionalities when designing instruction. (RP)
19. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)

RELIGION

20. Increase personal tolerance for religious diversity. (RP)
21. Consider religious diversity when designing instruction. (RP)
22. Understand legal issues regarding the expression of religion in the public schools. (KSA)

SEXUAL ORIENTATION

23. Increase personal tolerance for persons of all sexual orientations. (RP)
24. Understand issues related to sexual orientation that may affect learning (KSA)

GEOGRAPHICAL AREA

25. Consider geographical diversity when designing instruction. (RP)
26. Understand variations in regional speech and attitudes. (KSA)

Learning activities

A. Participant observations* (30 pts. - 10 points per setting)

Much of what we know about children is learned through careful, systematic observation of child growth and development. Each student will spend time observing children in an infant/toddler setting (0-2 years), a preschool setting (3-5 years), and a primary setting (1-3). You will complete the infant/toddler participant observations at an Early Head Start center. Participant observations for the preschool period will be completed at a Head Start center. You are responsible for self placement at the primary level. During your time at each setting, you will complete an observation form and acquire the cooperating teacher's signature.

1. As an observer, you will record two episodes or *events* of a child's behavior on the observation form.
2. As a participant, you will facilitate children's learning through involvement and interaction with children and ongoing activities.

B. Observation results (20 pts.)

Each teacher candidate will

1. write a one-page, reflective paper for each P – 3 setting. Each paper will specifically describe your role as a facilitator of learning in the social, cognitive, and linguistic areas of young children's development (Reflective Paper - 5 pts *each*);
2. write a minimum 2-page report that summarizes the findings from the observations of children's behavior. Discuss the differences in children's behavior across developmental periods. Use appropriate terminology as acquired during the study of early childhood developmental levels (Summary of Results - 5 pts.).

C. Tests (100 pts.)

There are four tests. Each test is worth 25 pts.

D. Early childhood education notebook (15 pts.)

The early childhood portfolio serves as a resource for information pertaining to young children, families, and professional growth. See handout for specific instructions.

E. In-class projects (85 pts.)

1. Curriculum (25 pts.): Each student will view videotapes of developmentally appropriate early learning environments and forming partnerships with parents.
 - a. *Places to Grow* (5 pts.)
 - b. *Wild about Learning* (5 pts.)
 - c. *Inclusive Head Start* (5 pts.)
 - d. *Cultivating Roots* (5 pts.)
 - e. *Reggio Emilia* (5 pts.)
2. Diversity activities (30 pts.)
 - a. *Discussions about and exploration of culture* (5 pts.)
 - b. Responses to vignettes (5 pts.)
 - c. *Hot topics* mini-reports (10 pts.)
 - d. CRC reflections (10 pts.)
3. Activities for developmental periods (30 pts.)
 - a. Sensorimotor period (10 pts.)
 - b. Preoperational period (10 pts.)
 - c. Concrete operations period (10 pts.)

F. Attendance report

1. Each teacher candidate will maintain an attendance report. The attendance report will indicate the candidate's class attendance, as indicated by "P" and the candidate's class absence, as indicated by "A" as well as the reason for the absence.
2. The attendance report must be submitted on the last day of class. Failure to do so will result in a 10 point reduction in the total number of points accumulated.

VII. Course Content

Broad topics to be covered in this course are areas of early childhood education, major trends, and issues affecting the early education of young children. Emphasis of course content and activities will be on demonstrating an awareness of diversity among people of varying abilities and cultures; identifying and implementing anti-bias and developmentally-appropriate curriculum; utilizing teaching strategies which are varied, and contain activities and materials that are concrete and relevant; integrating learning throughout all curricular areas; individualizing educational goals and adapting curriculum and materials to accommodate the needs of children with disabilities; employing technology in the instruction of young children; collaborating with other professionals and parents; and, community involvement. In an effort to accommodate various learning styles, opportunities will be given to engage in both in-class and out-of-class activities. These will include lectures, discussions, small and large group activities as well as individual learning activities. Each student will acquire problem-solving skills while working with peers as a team in small groups. The course content includes but is not limited to a broad range of early childhood topics.

A. Class Policies

- Information, materials, and activities presented in this course are designed to enhance your development as a future teacher.
- Students are expected to attend each class session and to actively participate in class activities and discussions. Those students who attend class on a regular basis tend to do better than those who do not attend on a regular basis. As such, each student will maintain a record of his/her attendance. The attendance record will indicate days present by writing **present**; missed days will be indicated by writing **absent**. If a class is missed, you must indicate the reason and whether it is an excused or an unexcused absence. Opportunities for make-up tests and make-up assignments will only be provided due to the following circumstances: medical emergency, death/funeral in the family, mandatory university-related activity such as a class fieldtrip or scheduled athletic competition. Documentation will be required.
- Your effort to submit assignments by their due dates is appreciated. Late assignments will not be accepted.
- Asynchronous attendance is equivalent to in-class attendance.
- This course is undergirded by the honor system. False documentation, plagiarism, cheating, or any act(s) of dishonesty will result in the failure of this course.
- Use of electronic devices such as cell phones and/or pagers is strictly prohibited during class time and they should be turned off. There will be no text-messaging or emailing via cell phone or wireless laptop computer. **Cell phones will not be seen or heard.** As teacher candidates, you are expected to demonstrate professional behavior at all times. A violation of this policy will result in
- Social conversation with peers, whispering, passing notes, sleeping, yawning, inappropriate non-verbal behavior, arrogant and insolent attitudes/dispositions, and general rude behavior towards peers and the professor of record will not be tolerated.
- Appropriate and professional dress is expected during class attendance as well as during visits to placement sites.

B. Class topics and due dates for assignments

Date	Topic	Reading	Due
January 19	Introduction; course overview		
January 21	Beginning the study of diversity among young children	"Culture is..." paper; C1	Diversity activities
January 26	Diversity among young children: Some scenarios		Responses to vignettes
January 28 and February 2	Connecting historical influences in ece to ec theories and concepts	C2, pp. 14 – 22 and C3	
February 4	Observing young children: Strategies and procedures	C2, pp. 22 – 32	
February 9	Early childhood learning environments: Part I (<i>Places to Grow</i>)	<i>The role of curriculum models in early childhood education</i> (article)	Video response sheet
February 11	Early childhood learning environments: Part II (<i>Reggio Emilia</i> and <i>Wild about Learning</i>)	<i>Reggio Emilia: A catalyst for change</i> (article)	Video response worksheets; ece notebooks
February 16	Early childhood learning environments: Part III (<i>Inclusive Head Start</i>)	<i>Antibias Curriculum</i> (ABC)	Video response sheet
February 18	Test 1 (covers all content from January 21 – February 16)		
February 23	Newborns and infants: Their amazing brains	C4, C5, C6	Begin I/T observations
February 25	Civil Rights Conference		Attend the 1:00 – 2:15 session; arrive at Watkins Auditorium at 12:50 p.m. CRC reflections
March 2	Cognitive development during infancy	C7,	
March 4	Studying other domains of infant development: Language and literacy, and social-emotional development	C8 and C9	
March 9	Review of the I/T period	Review Chapters 4 - 9	Assignment for I/T period
March 11	Test 2 (covers all content from February 23 – March 9, and some cumulative content)		I/T observations and papers
March 16 and 18	SPRING BREAK		
March 23, 25, and 30; April 1	The preschool years	Part III	Begin PS observations
April 6	Review of the PS period	Review Part III	Assignment for PS period
April 8	Test 3 (covers all content form PS period, and some cumulative content)		
April 13	The primary years: Physical and cognitive development	Chapters 14 and 15	PS observations and papers; begin primary grades observations
April 15	Language and social-emotional	Chapters 16 and 17	

	development during the primary years		
April 20	Assessment in early childhood	Handouts	
April 22	Parenting and family issues (<i>Cultivating Roots</i>)	C18	Video response sheets
April 27 and 29	EC mini-report presentations		Participant observations and reports; mini-reports
May 11 (Tuesday), 10-12	Test 4 (comprehensive with a focus on content from April 13-22)		Attendance log

VIII.

Assessment

Students will be evaluated on the number of points for each of the assignments described herein. The final grade will be based on the following percent of total points earned:

- A: 93 – 100
- B: 85 – 92
- C: 75 – 84
- D: 65 – 74
- F: Below 65

“Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Success Center within the first two weeks of the semester.”

IX.

Textbook

Trawick-Smith, J. (2003). *Early childhood development: A multicultural perspective*. (5th ed.). Upper Saddle River, NJ: Merrill.

X.

Other Resources

Beaty, J.J. (2002). *Observing development of the young child*. (5th ed.). Upper Saddle River, NJ: Merrill.

Paciorek, K.M. and Munro, J.H. (1999). *Sources: Notable selections in early childhood education* (2nd ed).

Sprenger, M. (2008). *The developing brain: Birth to age eight*. Thousand Oaks, CA: Corwin Press.

Wortham, S.C. (2010). *Early childhood curriculum: Developmental bases for learning and teaching*. (5th ed). Boston: Pearson.

Articles about early childhood and related issues, as assigned.

XI.

Prerequisites

Admission to Teacher Education **and** Teacher Education 302

Professional liability insurance for observation and participation in the public schools

XII.

Faculty Frequently Teaching Course

Dr. Kathy Deen Evans

XIII.

Program In Which The Course Is Required

Human Learning PreK-3

N.B.

The instructor of record reserves the right to modify this syllabus, its assignments, and its contents as deemed necessary. Grades will be recorded in the ONLINE GRADEBOOK in blackboard.

*"Double-dipping" is not allowed. Observations and/or practicum requirements from one or more classes cannot fulfill the requirements for this class.