SHAW UNIVERSITY
Department of Education

EDU 319
Problems in Early Childhood Education

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Office Hours: Mon: 11:30 AM – 1:30 PM  Mon: 3:30 PM- 6:00 PM
Thur 11:30 AM - 1:00 PM  Thurs: 3:00 PM- 6:00 PM

Semester: Spring 2009  Class Meeting Time: Internet/Group Discussion: Thursday

The Conceptual Framework Theme

The Conceptual Framework of the teacher preparation program in BK Education at Shaw University embodies the mission of the University and the Department of Education. It embraces evolving professional standards and the participation of the public school community in BK education.

In utilizing this model, the Birth through Kindergarten (BK) program promotes the development of selected skills, competencies, dispositions, and a specialized knowledge base of information to insure that all candidates are highly qualified educators at the completion of their program of study. Three (3) major standards are emphasized and assessed throughout the program. These three standards along with a brief descriptor are:

The Competent and Effective Educator: an educator who demonstrates holistically a knowledge base for birth through kindergarten education, professional dispositions, an appreciation for diversity, and the use of technology in instruction.

The Critical Thinking Educator: an educator who possesses a set of skills that includes the ability to distinguish between relevant and irrelevant information, recognize main points, assimilate information, make judgments, distinguish fact from opinion, evaluate sources of information, and recognize bias in sources and solutions.

The Problem Solving Educator: a reflective practitioner, who recognizes the problem, examines alternative solutions, selects the best solution, and applies the solution.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.
Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

Birth through Kindergarten Education (B-K)
Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

**Department of Education/Program Goals**

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;
2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;
4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;
5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;
6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and
7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

**NOTE:** The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.
Required Text

Additional readings may be assigned in class.

Livetext
Blackboard

General Course Description
This course is designed to investigate issues, problems, and trends in early childhood education. By studying the people and events that influence early childhood education and the philosophers and their contributions to child development, students will use critical thinking and problem solving skills to develop solutions to current issues and trends in early childhood education. Students will also study the various facets of learning: cognition, language, cultural and societal influences and personality development. Through coursework and assignments, students will be able to demonstrate their knowledge of the role of the teacher in early childhood settings.

Student Learning Outcomes
Upon completion of this course students will be able to:
1. Demonstrate their knowledge of current issues and trends in early childhood.
2. Demonstrate their knowledge of the role of the teacher in early childhood education settings.
3. Advocate for young children and their families.
4. Demonstrate the development of a professional code of ethics related to education social services and intervention for young children and their families.
5. Identify national and state standards in early childhood education.
6. Identify philosophers and their contributions to the field of child development and early childhood education.
8. Demonstrate an understanding of the standards for accredited early childcare centers by the National Academy of Early Child Care Programs.

DELIVERY OF INSTRUCTION
The delivery of instruction encourages students to actively participate in dialogue, pose questions and share their own perspectives and views on various issues regarding programs for B – K. Written activities, reading assignments, case studies, technology and lectures serve as sources for much of the class dialogue. The activities involving field experiences are a vehicle to assist students to critically reflect and understand the relationship between theory and practice.
SPECIFIC NCDPI STANDARDS AND INDICATORS

Core Standards and Indicators
Standard 1: Teachers are successful in teaching a diverse population of students.

Indicator 1: Teachers demonstrate their belief that diversity in the classroom, in the school, and in the society is strength.

Indicator 2: Teachers treat students as individuals.

Indicator 3: Teachers know and respect the influence of race, ethnicity, gender, religion, and other aspects of culture on a child’s development and personality. They understand how an individual’s belief system affects behavior.

Standard 2: Teachers are reflective in their practice.

Indicator 1: Teachers analyze the results of teaching.

Indicator 2: Teachers collaborate with their colleagues.

Indicator 3: Teachers use research in their classroom.

Indicator 4: Teachers continue to grow professionally.

Diversity Standards and Indicators
Standard 3: Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.

Indicator 1: Teachers seek and apply good matches among instructional goals, methods, materials, and students’ skills and abilities.

Standard 4: Teachers work collaboratively to develop linkages with parent/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well being of diverse learners.

Indicator 1: Teachers develop strategies to communicate with the families of their student, help them understand and value the educational process and encourage their participation in a variety of school activities.

Indicator 2: Teachers recognize and value the family’s role in education and offer them suggestions on how to help their children complete school-related task.
Standard 5: Teachers acknowledge and understand that diversity exist in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.

Indicator 1: Teachers become knowledgeable of diverse cultures and encourage families to share the richness of their background.

Indicator 2: Teachers promote appreciation and respect for diversity by rejecting the use of stereotypes.

Technology Standards and Indicators
Standard 6: Teachers demonstrate a sound understanding of technology operations and concepts.

Indicator 1: Teachers demonstrate introductory knowledge, skills and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

Indicator 2: Teachers demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Standard 7: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Indicator 1: Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.

Standard 8: Teachers use technology to enhance their productivity and professional practice.

Indicator 1: Teachers use technology resources to engage in ongoing professional development and lifelong learning.

Indicator 2: Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

Indicator 3: Teachers apply technology to increase productivity.
**Birth –Kindergarten Program Standards and Indicators**

Standard 9: Birth-Kindergarten professionals understand assessment processes including their goals, benefits, and uses.

Indicator 1: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals.

Indicator 2: Teachers understand that appropriate assessment is an embedded (rather than pull-out) process that supports children’s development and learning.

Standard 10: Birth-Kindergarten professionals prepare for teaching and learning by connecting with all young children with and without disabilities including those at risk and their families.

Indicator 1: Teachers establish principles for guiding ALL young children’s behavior, problem solving with children and fostering independence.

2: Use responsive techniques to enhance social interaction among adults and All young children to create a caring community of learners.

Standard 10: Birth-Kindergarten teachers prepare for teaching and learning by creating an integrated curriculum and responsive environment.

Indicator 1: Use play/active learning processes as a foundation for ALL young children’s learning

*Indicator 2: Plan a suitable balance between child-initiated and adult-initiated activities.*

*Indicator 3: Create and adapt integrated, meaningful, challenging, and engaging developmentally supportive learning experiences.*

*Indicator 4: Integrate content from disciplines that set the stage for subsequent academic development to include emergent reading, writing, mathematics, the arts (visual art, music, movement, drama, dance), science, and social studies.*

*Indicator 5: Create and adapt developmentally supportive environments with attention to curriculum, interactions, teaching practices, and learning materials.*

*Indicator 6: Create, manage, and adapt environments with developmentally appropriate interpersonal, spatial, and temporal organization.*
COURSE REQUIREMENTS

This course engages students in thinking about current issues and trends in early childhood education through keeping a Reflective Teaching Portfolio. The course also helps students apply the theoretical base through cooperative learning group activities. All assignments should be included in an electronic portfolio as well as in a notebook binder. A copy of your Permission Slip (included in this syllabus) should be included in this portfolio. Assignments must be typed, using a 12 font. Assignments should include a cover page with the student’s name, date, assignment title, course number, and semester. Each assignment should be proofread and free of grammatical errors. All assignments are be submitted in LiveText (not applicable to non-degree seeking students). Non-degree seeking student will submit their assignments through Blackboard Digital Dropbox. Common rubric stored in LiveText will be used to assess each assignment. Assessed work product will be sent to students via LiveText or Blackboard Digital Drop Box. For all assignments involving children for the Code of Ethics developed by the National Association of Young Children should be observed, and the Standard of Professional Conduct: Section 0602.

1. Exams. There will be mid-term and final exams based on class lectures, readings, and presentations. We will follow the University schedule for these exams. (Midterm 10 pt. and Final 10 pts)

2. Reflective papers.

   A. Students will select eight articles related to early childhood curriculum issues (identified below) from current educational journals. Articles should be take from at least five different journal with no two articles from the same journal

   Topics include:
   - Room arrangement.
   - Environmental materials
   - Home connections to units taught.
   - Lesson planning (daily, weekly, unit)
   - Structure/daily routine
   - Adaptations for students with special needs
   - Evaluating the effectiveness of the learning environment
   - Behavior management in the early childhood setting

   B. Reflective papers should include the following information:
      - Title
      - Author(s)
      - Journal and publication information:
      - Synopsis: Opening sentences or a paragraph stating the purpose of the article
      - An overview of the article (subjects, instrument used, and findings)
• Final paragraphs that (a) summarize the article—implication/application to practice and (b) present your evaluative reaction in terms of how the article extended your understanding of the early childhood curriculum.
• State standards and indicators covered

C. Each reflective paper should be in a Word file, double-spaced, and no more than three pages.

(Core Standards 3, 5; Diversity Standards 2, 3, 4; Technology Standards 1, 3, 5; B-K Standards 2, 4)

B.

   The research paper should follow APA format and must be at least 20 pages in length. The research paper should include a literature review (what current research has to say about your topic).

Suggested Research Paper Topics
1. Teaching as a Profession (Viewing Education through Professional Lenses)
2. Professional Dilemmas in Education (Challenges Affecting Teachers)
3. The Beginnings of Education in the United States
4. The Role of Education in the United States
5. Education for Diverse Populations
6. Recent Trends in Education
7. Schools of Philosophy and their Influence on Education
8. Authoritarian Education Theories
9. Non-authoritarian Educational Theories
10. Using Philosophy in the Classroom
11. Social Challenges Facing Schools
12. School Culture
13. Educational Challenges
14. Teachers as Social Activists
15. The Structure of the American Education System
16. The Financing of Education: Sources of Funds and the Move from Equity to Adequacy
17. Legal Aspects of Education
18. Teachers’ Rights and Responsibilities
19. Students’ Rights and Responsibilities
20. Types of Curriculum Programs
21. Alternative Curriculum Design
22. Models of Learning
23. Instructional Technology
24. Standards-Based Education
25. The Changing Face of Student Assessment
26. Research on Instructional Practices
27. Communicating with Parents of English Language Learners
28. Harassment in Schools
29. The Three Cs of Safe Schools: Cooperation, Conflict Resolution, and Civic Values
30. Magnet Schools Boost Achievement--for Whom

If you wish to write on a topic not included in this list, talk to me before you start.

(Core Standards 3, 5; Diversity Standards 2, 3, 4; Technology Standards 1, 3, 5; B-K Standards 2, 4, 6)

1. **Research Paper.**

   Five research-based journal article reviews are required.

   Read and report on five current journal articles using the following Shaw University Department of Education format:
   - A. Title of Article:
   - B. Author(s):
   - C. Journal:
   - D. Synopsis:
   - E. Subjects:
   - F. Instrument:
   - G. Findings:
   - H. Implication/Application:
   - I. Reaction:

   All journal articles website must be attached to the article review. Each part in the format for article reviews (A-I) should be addressed. (5 pts).

2. **Philosophy of Education.** In reflecting on your classroom experiences, you may feel that you need more knowledge about philosophical concepts and views to enable you to develop your own personal educational philosophy. Conduct research to find out about educational philosophies. Be alert for indications of philosophical concepts and different philosophical views. Use the information gathered along with your own to put together your philosophy of education.

3. **Library Component.** The librarian (Ms. Mair) from the Curriculum Materials Center will make a presentation to the class to help students with library skills. The presentation will include:

   - *How to write, using the APA style (Publication Manual of the American Psychological Association, 6th ed.)*
   - *How to search databases to locate sources*
• How to locate sources in the Curriculum Materials Center
• Printout of Web sites that provide tips on writing research papers
• Tips on how to use Microsoft Word.

To provide feedback on this library component, students will be asked to complete an evaluation form.

(Technology Standard 5)

4. Special Text readings. Primary source readings in each chapter reflect more updated perspectives and data, giving students illustrations of concepts and providing opportunities for critical and reflective thinking.

(Core Standards 3, 5; Diversity Standards 2, 3, 4; Technology Standards 1, 3, 5; B-K Standards 2, 4, 6)

7. Professional Dispositions (Checklist of Indicators)
   Each student is expected to participate actively and professionally in class discussions and other applied in-class activities. This includes active, respectful listening to others and coming to class prepared for discussion. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. See Graduate Handbook. Absences will lower your grade.

(Core Standards 3, 5; Diversity Standards 4; Technology Standards 3, 5; B-K Standard 4)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22</td>
<td>Theories (Philosophers and their Contributions to Early Childhood Education)</td>
<td>Philosophy of Education</td>
</tr>
<tr>
<td>1/29</td>
<td>National Academy of Early Child Care Program Standards</td>
<td>Journal article #1</td>
</tr>
<tr>
<td>2/5</td>
<td>Teaching strategies for young children</td>
<td>Journal article # 2</td>
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<tr>
<td>2/12</td>
<td>Advocacy Code of Ethics</td>
<td>Journal article # 3</td>
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<tr>
<td>2/19</td>
<td>Teaching the whole child</td>
<td>Journal Article #4</td>
</tr>
<tr>
<td>2/26</td>
<td>Characteristics of the field of early childhood special education</td>
<td>Turn in research paper (5 pages)</td>
</tr>
<tr>
<td>3/5</td>
<td>MIDTERM</td>
<td></td>
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<tr>
<td>3/12</td>
<td>National Standards in Early Childhood Education</td>
<td>Journal Article #5</td>
</tr>
<tr>
<td>3/19</td>
<td>Low Birth Weigh babies Ear Infections</td>
<td>Journal Article #6</td>
</tr>
<tr>
<td>3/26</td>
<td>Reading Problems</td>
<td>Journal article # 7</td>
</tr>
<tr>
<td>4/05</td>
<td>Environment</td>
<td>Journal article # 8 Turn in all work products with disk or jump drive</td>
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<tr>
<td>4/10-4/19</td>
<td>Spring Break</td>
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<tr>
<td>4/26</td>
<td>Review</td>
<td></td>
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<tr>
<td>5/4</td>
<td>Final Exam</td>
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EVALUATION

Assignments and Possible Points. A total possible point is 100.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective (8)</td>
<td>40 points (5 Points each)</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>15 points</td>
</tr>
<tr>
<td>Research</td>
<td>25 points</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>10 points</td>
</tr>
<tr>
<td>Final</td>
<td>10 points</td>
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</tbody>
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Grading Scale:
- A = 90-100 (Target)
- B = 80-89 (Acceptable)
- C = 70-79 (Acceptable)
- D = 60-69 (Unacceptable)

COURSE EXPECTATIONS

1. **Course Readings.** Hand-outs will be given to students to read in addition to the course text. It is expected that students will read the materials as assignments and tests will be based on the content of the hand-outs. It will be expected that you check your e-mail as some articles will be sent to your e-mail address.

2. **Attendance.** The class attendance policy of Shaw University is as follows:
   - Students are allowed as many unexcused absences as the number of times the course meets per week. For example, in a three-credit-hour course that meets three times per week, the student will be allowed three unexcused absences per semester.

   It is your responsibility to provide an explanation and a university excuse to the instructor. Absences not approved will lower your grade. One point for each unexcused absence will be deducted from the total of your final points.

3. **Tardiness.** You are expected to be on time. **Points will be deducted for late arrivals and/or early departures.**

4. **Written assignments and Projects.** All projects are expected to be completed and turned in by the assigned due date. Assignments turned in late will be accepted only if your instructor has been notified and agrees to the late submission.

5. **Tests.** If you miss a test, you must produce a university excuse. A day at the end of the semester will be scheduled for make-up tests.

6. **Cheating/Plagiarism.** Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one’s own work. The acts of Cheating and/or plagiarism will lead to receiving an “F” on the assignment and the filing of a report with the Dean.
7. **Classroom Decorum Expectations.** To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

8. **Professional Dispositions (Checklist of Indicators)**

Each student is expected to participate actively and professionally in class discussions and other applied in-class activities. This includes active, respectful listening to others and coming to class prepared for discussion. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. See Graduate Handbook. *Absences will lower your grade.*

(Core Standards 3, 5; Diversity Standards 4; Technology Standards 3, 5; B-K Standard 4)

**IMPORTANT DATES TO REMEMBER**

- Last day to drop courses without a grade: Jan. 26, 2009
- Final Exam: May 4, 2009

**Supplementary Resources**

American Psychologist
American Educational Research Journal
Black Issues in Higher Education
Bulletin of the National Association of Secondary School Principals (NASSP)
Encyclopedia of Educational Research
Educational Leadership
Journal of Educational Psychology
Bibliography


Websites:
www.EarlychildEd.delmar.com
www.si.edu
www.vadm.org
www.hocm.org
www.cm;p.ucr.edu/Sundays