



FCHD 2600 Seminar in Early Childhood Education Fall 2016

Instructor:	Shelley Lindauer, PhD	Office Phone:	(435) 797-1532
Class Time:	Monday 1:00-2:50	Office:	FL 106A
Location:	FL Gunshed	Office Hours:	By Appointment
Email:	shelley.lindauer@usu.edu		

Course Objectives:

- To help students critically evaluate the question. "*Why do I want to be a teacher of young children?*"
Assignments: Introductory Paper, IRRs
IDEA Objective #10: Developing a clearer understanding of, and commitment to, personal values
- To acquaint students with the value of early childhood education and the early childhood educator's role.
Assignments: Class Discussions, Readings, Group Presentation
IDEA Objective #4: Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course
- To help students become more sensitive to others – peers, cooperating teachers, children and parents.
Assignments: Class Discussions, Group Presentation
IDEA Objective #10: Developing a clearer understanding of, and commitment to, personal values
- To familiarize students with programs and philosophies that will assist them in formulating their personal beliefs about how children best learn and how they should be taught.
Assignments: Readings, Group Presentation, IRRs
IDEA Objective #1: Gaining factual knowledge (terminology, classifications, methods, trends)
- To actively involve the students in the seminars through group discussion, group presentations, and evaluations.
Assignments: Class Discussions, Group Presentation, Mid-Semester Review and Final Review
IDEA Objectives #5 and #8: Acquiring skills in working with others as a member of a team; Developing skills in expressing oneself orally or in writing

Readings:

Roopnarine, J. L., & Johnson, J. E. (2013). *Approaches to Early Childhood Education*. Boston, MA: Pearson. (Required Text)

Other required readings listed on the syllabus are on Canvas or will be handed out in class.

Course Requirements:

Participation	70 points
Intro Philosophy Paper	20 points
IRR's (eight)	55 points
Group Presentation	40 points
Mid-Semester Review	50 points
Final Review	<u>50 points</u>
Total	285 points

It will be your responsibility, each class time, to sign the roll sheet as part of your participation points. To earn maximum points (70 points) as well as the knowledge necessary to demonstrate competency, you will be in attendance at EVERY class. If you find yourself in extenuating circumstances, please email the instructor beforehand.

Explanation of Assignments:

1. Introductory Philosophy Paper (20 points)

Write a reflective paper on why you have chosen to become a teacher of young children. Discuss what you believe to be the value of early childhood education, and include insights on your developing philosophy of teaching young children. Due **Wednesday, August 31st** (in person or in my office, FL 106A by 4:00).

2. Group Presentation (40 points)

Each of you will participate with a group that will study one of six preschool models (check syllabus for dates).

The group will be given a packet of materials to get you started on your research. This complete packet will need to be returned to me on the day of your presentation. The group will need do **additional reading and research** on this model. Plan to become the "experts" on your specific approach.

The group will prepare a 30-35 minute well organized, informative, and creative teaching presentation on your researched approach. Consider using panel discussions, posters, hands-on activities, role-play, technology and the like to create an engaging presentation.

On the day of your group's presentation, I will present information regarding historical background, basic philosophy, and beliefs. The group will present information on implementation, curriculum, and parent/family involvement and will prepare a creative, appealing summative handout for the class.

Brainstorm to come up with some creative and engaging ideas. Each of you should plan to have an opportunity to be center-stage in front of the class - speaking, explaining, facilitating. Work together on how you will divide up other responsibilities for the presentation in an equitable, satisfying manner for the group. I will give you written feedback on your presentation and each of you will give feedback summarizing individual and collective efforts of your group.

On the day of your presentation, each group will hand in a Presentation Packet (in a folder) that includes:

- Overall outline of the presentation (same one for all group members) - 4 points
- Handout for the class (same one for all group members) - 4 points
- Individual outline of your part of the presentation - 2 points
- A summary from each of you (at least two pages) of what you learned from your research and presentation about your particular approach (discuss this in terms of your experiences with children this semester and your developing philosophy of early childhood education) - 15 points

The remainder of the points (15 points) will be based on your group's oral presentation: quality, creativity, style, and professionalism.

REMEMBER – this is a group effort, spend some time thinking and talking and working together so everyone is happy!

4. Mid-Semester Review (50 points) – **October 17th**

5. Final Review (50 Points) – **December 5th**

6. IRRs (55 points)

To help facilitate class discussions and review, you will turn in SHORT, SIMPLE 'Interactive Reading Responses' or IRRs.

Based upon the day's readings and in-class discussions, these will be completed before class or partially in class and may be handwritten – five @ 5 points. The remaining three (10 points each) may be handwritten in class based upon the readings for the day, as well as the day's presentations. IRR's will only be accepted ON THE DAY DUE. Weave connections between reading, class and practicum, and evidence of your developing philosophy. Specifically draw from the chapters and articles that you read.

September 12, IRR #1 - After doing your assigned reading, and watching "The Promise of Preschool" in class, respond to this question: Can any and every child benefit from a quality preschool experience? Why or why not? Include at least three points of discussion. (5 points)

Reading: IRR #1 Folder

Ranson, M. (2012). Choosing a great preschool: A parent's perspective. *Childhood Education, 77*, 266-269.

Sanchez, K. T., & Gonzalez, J. (2014). The early childhood laboratory. *Teaching Young Children, 7*, 12-15.

September 19, IRR #2 - After doing your reading, list and discuss three qualities that you possess which you perceive will make you a good teacher, and three qualities on which you would like to work. List a few tangible 'skills' that you have and briefly explain how these will help you as a teacher. (5 points)

Reading: IRR #2 Folder

*Bradley, J. F., & Schalk, D. (2013). Greater than great. *Young Children, 68*, 70-75.

*Buell, M. J. & Sutton, T. M. (2008). Weaving a web with children at the center: A new approach to emergent curriculum planning for young preschoolers. *Young Children, 63*, 100-105.

Lynch, S. A., & Warner, L. (2013). How adults foster young children's intellectual development. *Young Children, 68*, 86-91.

*Shabazian, A. N. (2016). The role of documentation in fostering learning. *Young Children, 71*, 73-79.

*These articles will also help with the home visit, webbing, and documentation assignments.

September 26, IRR #3 – Prior to class, you will view the following TEDX talk, *The Decline of Play* by Peter Gray <https://www.youtube.com/watch?v=Bg-GEzM7iTk>. Name and discuss at least three reasons for the decline of play. Discuss any evidence of these facts that you have noted in your interactions with children in practicum or from previous experience. Thinking about facts discussed by Gray and your readings, explore what teachers can do to support play, and describe at least two things you specifically plan to do this semester to support children and their play. (5 points)

Reading: IRR #3 Folder

Dickey, K.; Castle, K.; & Pryor, K. (2016). Reclaiming play in schools. *Childhood Education, 81*, 111-117.

Drew, W., & Nell, M. (2014). How everyone can grow through constructive play. *Teaching Young Children*, 8, 22-24.

Feeney, S., & Freeman, N. (2012). Focus on ethics: Messy play. *Young Children*, 67, 60-64.

Gartrell, D. (2012). From rules to guidelines, moving to the positive. *Young Children*, 67, 56-68.

Gronlund, G. (2013). Being playful and responsive: Planning for play and observation. *Teaching Young Children*, 6, 11-13.

Hamlin, M., & Wisneski, D.B. (2012). Supporting scientific thinking and inquiry of toddlers and preschoolers through play. *Young Children*, 67, 82-88.

Kohn, A. (2001). Five reasons to stop saying, "Good Job!" *Young Children*, 56, 24-28.

Read, K. & Patterson, J. (1980). *The nursery school and kindergarten*. New York: Holt, Rinehart & Winston. (Chapter 6: Initial support through guides to speech and action)

Wood, L. D. (2014). Holding on to play: Reflecting on experiences as a playful K-3 teacher. *Young Children*, 69, 48-56.

October 3, IRR #4 - How do the teachers in your practicum plan for and encourage a gender-friendly classroom? How do they support and celebrate individual differences in young children? In families? Integrate at least four ideas from the articles. (5 points)

Reading: IRR #4 Folder

Da Silva, A. P. (2014). Supporting gay and lesbian families in the early childhood classroom. *Young Children*, 69, 40-44.

Gartrell, D. (2013). Supporting all children in a gender-friendly classroom. *Teaching Young Children*, 6, 8-9.

Kuh, L. P.; LeeKeenan, D.; Given, H.; & Beneke, M. R. (2016). Moving beyond anti-bias activities: Supporting the development of anti-bias practices. *Young Children*, 71, 58-65.

Manning, M.S. (2013). Teaching young children from immigrant and diverse families. *Young Children*, 68, 72-79.

Teachers Lounge (2012). Determining if behavior is bullying. *Teaching Young Children*, 5, 34-35.

Wanless, S. B. & Crawford, P. A. (2016). Reading your way to a culturally responsive classroom. *Young Children*, 71, 8-15.

October 24, IRR #5 – Drawing from this week’s readings, as well as other readings throughout the semester, explain what appropriate literacy learning looks like for the young child. (5 points)

Reading: IRR #5 Folder

Colker, L. J. (2013). Increasing print awareness in shared reading to improve preschoolers’ literacy skills. *Teaching Young Children*, 6, 23-25.

Collins, M. F. (2012). Sagacious, sophisticated, and sedulous: Introducing 50-cent words to preschoolers. *Teaching Young Children*, 5, 26-29.

Harper, L. J. (2016). Using picture books to promote social-emotional literacy. *Young Children*, 71, 80-86.

Wilson, L. (2012). Learning to read and the preschool years. *Childhood Education*, 77, 270-273.

November 7, IRR #6 - (in class) After reading R & J Chapters 10, 16, write two thoughtful open-ended questions to ask the presenting groups (one for each model). **(5 points each, 10 points total)**

November 14, IRR #7 - (in class) After reading R & J Chapters 12, 15, write two thoughtful open-ended questions to ask the presenting groups (one for each model). **(5 points each, 10 points total)**

November 21, IRR #8 - (in class) After reading R & J Chapters 3, 14, write two thoughtful open-ended questions to ask the presenting groups (one for each model). **(5 points each, 10 points total)**

**If you are part of a presenting group, you need only write and turn in ONE question pertaining to the other presentation

Grading:

Grades are earned on the percentage of points accumulated during the semester.

A	95 – 100%	C+	77 – 79.9%
A-	90 – 94.9%	C	73 – 76.9%
B+	87 – 89.9%	C-	70 – 72.9%
B	83 – 86.9%	D+	68 – 69.9%
B-	80 – 82.9%	D	65 – 67.9%
		F	less than 64.9%

Helpful Hints for Maximum Credit:

- Neatness - Impeccable...PROOFREAD
- Typing - Superb, 10-12 point, double spaced, 1-inch margins...PROOFREAD
- Grammar - Punctilious...PROOFREAD
- Spelling - Flawless...PROOFREAD

- If I feel papers should be re-written, they will be returned to you, redone, and resubmitted...PROOFREAD.
- Late work will be accepted, however, will be reduced by 20%.
- Plan wisely, stay organized, and prepare judiciously.
- Work **will not** be accepted after December 7, 2016, no exceptions.
- Since part of being an intentional teacher is having the skills to self-assess, think insightfully, and make meaningful connections, assignments should reflect these qualities and will be evaluated as such.

If the instructor feels that the student needs help with writing skills, a visit to the Writing Center will be highly recommended.

Writing Center, Ray B. West room 104, usuwritingcenter@usu.edu, 435-797-2712

COURSE SCHEDULE

	TOPIC and READINGS	DUE DATES
August 29	Introduction, Practicum Info, Syllabus Review, Project Groups	
August 30 (Tuesday)	CPR Training, CD Lab AM 8-12, PM 12-4	
September 1 (Wednesday)	FCHD 2630 Practicum Orientation CD Lab 12:30	Introductory Philosophy Paper Due (in person, or in my office – FL 106A by 4:00)
September 5	NO CLASS - LABOR DAY	
September 6 (Tuesday)	Begin Preschool Practicum First bloc – CD Lab	
September 12	Overview of Early Childhood Education <i>The Promise of Preschool</i> R&J Chapter 1 IRR #1 Folder Readings	IRR #1 In Class Journal Entry #1 Due First Bloc
September 19	Developmentally Appropriate Practice Who Cares for Our Children? What is Quality Care? IRR #2 Folder Readings	IRR #2 Journal Entry #2 Due First Bloc
September 26	Why We Play Guidance vs Discipline R&J pp. 250-52, 311-12 IRR #3 Folder Readings Video Link: Peter Gray (watch before class) https://www.youtube.com/watch?v=Bg-GEzM7ITk	IRR #3 Journal Entry #3 Due First Bloc

October 3	About the Children We Teach R&J chapter 6,7 IRR #4 Folder Readings	IRR #4 Observation Due First Bloc Journal Entry #4 Due First Bloc
October 10	Children in the Context of Families R&J Chapters 2, 4 Visitors - Care About Child Care	Journal Entry #5 Due First Bloc
October 17	Mid-Semester Review	Home Visit, Anecdotal, Webbing Due First Bloc Journal Entry #6 Due First Bloc
October 18 (Tuesday)	Practicum Switch First Day, Second Bloc Observations in booth	
October 19 (Wednesday)	Practicum Switch Last Day, First Bloc	
October 20 (Thursday)	Friday Schedule – No Practicum	
October 21 (Friday)	FALL BREAK – NO CLASSES	
October 24	Effective Curriculum for Young Children R&J Chapters 9, 11, 13 IRR # 5 Folder Readings	IRR #5 First Week Observation Notes Due Second Bloc
October 31	Assessment In Early Childhood R&J, Chapter 8	Journal Entry #1 Due Second Bloc
November 7	Group Presentation High Scope Montessori R&J Chapters 10, 16	IRR #6, In Class Journal Entry #2 Due Second Bloc

November 14	Group Presentation Bank Street Reggio Emilia R&J Chapters 12, 15	IRR #7, In Class Observation Due Second Bloc Journal Entry #3 Due Second Bloc
November 21	Group Presentation Head Start Forest Schools R&J Chapters 3, 14	IRR #8, In Class Journal Entry #4 Due Second Bloc
November 28	Getting It All Together	Journal Entry #5 Due Second Bloc Home Visit, Anecdotes, Webbing Due Second Bloc
December 5	Final Review, in class	Journal Entry #6 Due Second Bloc
December 13 (Tuesday)	Final Interviews with Shelley and Emma	

Course Policies:

Please Remember: NO electronic devices (computers, phones, tablets, etc.) in class or practicum. **OFF** and **AWAY**.

Disability Accommodation:

In cooperation with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444. **Please meet with the instructor during the first weeks of class to make arrangements.** Alternative format print materials (large print, audio, CD, or braille) are available through the Disability Resource Center.

Respect for Diversity:

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: Michelle Bogdan Holt, Director of the Access and Diversity Center (435) 797-1729 - michelle.bogdan@usu.edu; James Morales, Vice President of Student Services (435) 797-1712 - james.morales@usu.edu; Ann Austin, Director of the Center for Women and Gender (435)

797-1527 - ann.austin@usu.edu; or the Affirmative Action and Equal Opportunity Office (435) 797-1266 - www.usu.edu/aaeo. You can learn about your student rights by visiting: <https://studentconduct.usu.edu/studentcode/article1>

Sexual Harassment:

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Honor Code:

As stated in the Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Communications via email:

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- Log in using your A number and Password
- At the USU website, click on the link "MyUSU" at the top right of the page
- Click on "Launchpad" (on the left navigation)
- Click on "Banner"

- Under "Banner" click on the link "View/Edit Personal Information"
- Click on "Personal Information"
- Click on "View/Update Preferred E-mail Address"
- Follow the short instructions to update your preferred email address

It is your responsibility to check your email account regularly.

Classroom Civility:

https://www.usu.edu/provost/faculty/student_conduct/classroom_civility.cfm

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

*The use of cell phones and pagers is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

*Unsolicited conversations should not take place while class is in session.

***Please be courteous to your fellow classmates.**

Student Grievances:

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code:

<http://catalog.usu.edu/content.php?catoid=12&navoid=3174>