

Educating Young Children (CDEC 1311)



Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: None

Course Description

An introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues.

Required Textbook and Materials

1. *Beginnings and Beyond: Foundations of Early Childhood Education* by Ed Gordon, Anne and Kathryn Williams Brown, 7th edition. Thompson/Delmar Publishers.
 - a. ISBN number is 9781418064884.
2. A package of #882 Scantrons and #2 pencils.

Course Objectives

Upon completion of this course, the student will be able to:

1. Define development and define each of the four basic developmental areas. (SCANS: C.12, F4.1)
2. Discuss the contributions of key historical and contemporary theorists to the field of early childhood education. (SCANS: C11.1, C12.2, F1.5, F18.4, F10.3)
3. Explain the features of a developmentally appropriate program for young child. (SCANS: C11.2, C12.1, C13.3, F1.3, F4.1, F8.2, F10.2, F11.)
4. Define development and define each of the four basic developmental areas; describe the types of early childhood programs. (SCANS: F1.2, F2.1, F4.1, F5.4, F8.2, F11.2)
5. Analyze future trends and issues of the early childhood profession. (SCANS: C11.3, C13.3, F1.3, F2.2, F4.1, F5.4, F6.3, F7.3, F8.3)
6. Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional. (SCANS: C14.4, C15.3, F1.2, F2.2, F4.1, F5.3, F6.4, F8.3, F10.1, F13.3, F14.2, F15.2)

SCANS Skills and Competencies

Beginning in the late 1980's, the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its

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research, the Commission determined that “workplace know-how” consists of two elements: foundation skills and workplace competencies.

Course Outline

- A. History of Early Childhood Education
 - 1. Introduction to the Field
 - 2. Influences from Abroad
 - 3. American Influences
- B. Types of Programs
 - 1. Diversity of Programs
 - 2. Extending the Age Range
 - 3. Evaluating Programs for Quality
- C. Defining the Young Child
 - 1. The Whole Child
 - 2. Common Characteristics
 - 3. How Children Differ
 - 4. Children With Special Needs
- D. Developmental & Learning Theories
 - 1. Psychodynamic Theory
 - 2. Behaviorist Theory
 - 3. Cognitive Theory
 - 4. Sociocultural Theory
 - 5. Ecological Theory
 - 6. Multiple Intelligences Theory
 - 7. Maturation Theory
 - 8. Humanistic Theory
- E. Teaching: A Professional Commitment
 - 1. The Teacher’s Role
 - 2. Personal & Professional Qualities
 - 3. Team Teaching
 - 4. Becoming a Whole Teacher
 - 5. Evaluating & Components of a
- F. Understanding & Guiding Behavior
 - 1. The Guidance Triangle
 - 2. Understanding Behavior
 - 3. Implications for Teachers
 - 4. Essential Guidance Practices
 - 5. Ten Essential Guidance Techniques
 - 6. Aggressive/Disruptive Behavior
- G. Observation & Assessment
 - 1. Understanding What We Observe
 - 2. Recording What We See
 - 3. Assessment: Evaluating Children
- H. Families & Teachers
 - 1. Strengthening the Partnership
 - 2. Today’s Families
 - 3. The Separation Process
 - 4. Communicating With Families
- I. Creating Environments
 - 1. What Is the Environment?
 - 2. Criteria for Creating Environments
 - 3. Planning the Environment
 - 4. The Temporal Environment
- J. Curriculum Basics
 - 1. Effective Curriculum
 - 2. Considerations for Curriculum Planning
 - 3. Curriculum Models
- K. Planning for the Body
 - 1. Learning Through Movement
 - 2. Physical Growth/Motor Development
 - 3. Physical/Motor Skills in Early Childhood
 - 4. Role of the Teacher
- L. Planning for the Mind
 - 1. Development of Cognition
 - 2. Cognitive Skills in Early Childhood
 - 3. Computer in the Classroom
- M. Planning for the Heart & Soul
 - 1. Emotional Skills in Early Childhood
 - 2. Social Growth
 - 3. Creative Growth
- N. Issues & Trends in Early Childhood Ed
 - 1. Importance of Childhood
 - 2. Professionalism
 - 3. Transmitting Values

Grade Scale

900 – 1000	A
899– 800	B
777 – 700	C
699 – 600	D
659 - 0	F

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Course Evaluation

Final grades will be calculated according to the following criteria:

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| 1. 3 Tests | 30% |
| 2. Introductory Assignment | 5% |
| 3. Course Assignments | 45% |
| 4. Newspaper Article/Summary | 10% |
| 5. Attendance & Participation | 10% |

Course Requirements

1. Introductory Assignment.
2. Assignments (6 – each dealing w/early childhood theory).
3. Newspaper article & summary.

Course Policies

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. Tests. Students that miss a test are not allowed to make up the test. Students that miss a test will receive a grade of ‘0’.
6. Attendance Policy. Two absences are allowed. If a student is tardy to class or departs early three (3) times, it will be equal to one (1) absence. Each absence beyond two absences will result in a 5 point deduction from your final grade.
7. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an ‘F’ in the course.
8. Additional class policies as defined by the individual course instructor.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building.

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Course Schedule

Week	Topic	Reference
Week 1	Course introduction and policies	
Week 2	Chapter 1: History of Early Childhood Ed Chapter 2. Types of Programs	pp. 5 – 45 pp. 47-90
Week 3	Chapter 3:Defining the Young Child Introductory Assignment Due	pp. 97-127
Week 4	Chapter 4: Developmental & Learning Theory	pp. 129-183
Week 5	Chapter 5: Teaching: A Professional Commitment Assignment 1 Due	pp. 189-224
Week 7	Chapter 7: Understanding & Guiding Behavior Assignment 2 Due	pp. 227-304
Week 8	Chapter 8: Families & Teachers: Partners In Education Test 1 (Chapters 1-5)	pp. 305-326
Week 9	Chapter 9: Creating Environments Assignment 3 Due	pp. 327-378
Week 10	Chapter 10: Curriculum Basics Assignment 4 Due	pp. 383-429
Week 11	Chapter 11: Planning for the Body Assignment 5 Due	pp. 431-453
Week 12	Chapter 12: Planning for the Mind: Cognitive Development Test 2 (Chapters 6-10)	pp. 455-483
Week 13	Chapter 13: Planning for the Mind Language Development	pp. 485-524
Week 14	Chapter 14: Planning for the Heart & Soul Assignment 6 Due	pp. 525-582
Week 15	Chapter 15: Issues and Trends in Early Childhood Education	pp. 589-625
Week 16	Review for final	