

**MARTIN COMMUNITY COLLEGE**  
**COURSE SYLLABUS**  
**Semester/Year: Spring/2011**

**COURSE NUMBER:** EDU 119 (5H1)

**INSTRUCTOR:** Lori Brucken

**COURSE TITLE:** Introduction to Early  
Childhood Education

**OFFICE NO:** Building 3, Room 4

**CREDIT HOURS:** 4

**OFFICE/VIRTUAL HOURS:** Office hours are  
Wednesdays from 1-4 p.m. and Fridays from  
10:00-12:00 p.m. Special appointments at other  
days and/or times can be scheduled if necessary.

**CONTACT HRS/WK:** 4  
Class meets Mondays from 1:00 - 2:50 pm. The  
remainder of the course is to be completed online  
through Blackboard.

**PHONE NO:** I can be reached directly at 252-  
789-0206

**PREREQUISITES:** None

**FAX:** 252-792-0826

**COREQUISITES:** None

**E-MAIL:** lbrucken@martincc.edu

**COURSE DESCRIPTION:**

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children.

Completion of this course with at least a "C" earns the North Carolina Early Childhood Credential.

**PROGRAM LEARNING OUTCOMES:**

All early childhood associate degree graduates should be able to use knowledge of child development to:

**1. Promote Child Development and Learning (NAEYC Standard 1)**

Key Elements

**1a:** Knowing and understanding young children's characteristics and needs

**1b:** Knowing and understanding the multiple influences on development and learning

**1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**2. Build Family and Community Relationships (NAEYC Standard 2)**

Key elements

**2a:** Knowing about and understanding diverse family and community characteristics

**2b:** Supporting and engaging families and communities through respectful, reciprocal relationships

**2c:** Involving families and communities in their children's development and learning

### **3. Observe, Document, and Assess to Support Young Children and Families (NAEYC Standard 3)**

Key elements

**3a:** Understanding the goals, benefits, and uses of assessment

**3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

**3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child

**3d:** Knowing about assessment partnerships with families and with professional colleagues

### **4. Use Developmentally Effective Approaches to Connect with Children and Families (NAEYC Standard 4)**

Key elements

**4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children

**4b:** Knowing and understanding effective strategies and tools for early education

**4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches

**4d:** Reflecting on their own practice to promote positive outcomes for each child

### **5. Use Content Knowledge to Build Meaningful Curriculum (NAEYC Standard 5)**

Key elements

**5a:** Understanding content knowledge and resources in academic disciplines

**5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

**5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

### **6. Become a Professional (NAEYC Standard 6)**

Key elements

**6a:** Identifying and involving oneself with the early childhood field

**6b:** Knowing about and upholding ethical standards and other professional guidelines

**6c:** Engaging in continuous, collaborative learning to inform practice

**6d:** Integrating knowledgeable, reflective, and critical perspectives on early education

**6e:** Engaging in informed advocacy for children and the profession

Standards adopted from **NAEYC Standards for Early Childhood Professional Preparation Programs**, Position Statement  
Approved by the NAEYC Governing Board July 2009

#### **COURSE LEARNING OUTCOMES:**

1. Describe various dimensions of the early childhood profession (historical, theoretical, philosophical, social) and how these dimensions influence current thought and practice.

NAEYC Standards:

**6d:** Integrating knowledgeable, reflective, and critical perspectives on early education

2. Identify the diverse program types available today and their respective licensing/ standards requirements.

NAEYC Standards:

**6b:** Knowing about and upholding ethical standards and other professional guidelines

3. Describe techniques of assessment used for both children and early childhood environments including observation, rating scales, and various other methods.

NAEYC Standards:

**3a:** Understanding the goals, benefits, and uses of assessment

**3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

4. Practice designing schedules, activity plans, and environments based on developmentally appropriate practices with consideration to all domains of development in children.

NAEYC Standards:

**4b:** Knowing and understanding effective strategies and tools for early education

5. Use NAEYC's code of Ethical Conduct to evaluate different scenarios to determine appropriate responses.

NAEYC Standards:

**6b:** Knowing about and upholding ethical standards and other professional guidelines

6. Develop a personal career plan that includes self-assessment of skills and interests, a mission statement, career goals, and ongoing professional development.

NAEYC Standards:

**6a:** Identifying and involving oneself with the early childhood field

**6b:** Knowing about and upholding ethical standards and other professional guidelines

7. Determine positive behavior guidance responses and strategies to different situations based on developmentally appropriate practices and principles.

NAEYC Standards:

**4b:** Knowing and understanding effective strategies and tools for early education

**4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches

8. Describe the importance of family and community partnerships.

NAEYC Standards:

**2a:** Knowing about and understanding diverse family and community characteristics

**REQUIRED TEXTBOOKS:**

Gordon, A. M., & Browne, K. W. (2007). *Beginning essentials in early childhood education* (1<sup>st</sup> ed). Clifton Park, NY: Thomson Delmar Learning. ISBN: 13:978-1-4180-1133-8

**SUPPLEMENTAL RESOURCES:** Three-ring binder with paper and dividers; student calendar planner; pocket folders (2); pencils, pens and highlighters

## LEARNING/TEACHING METHODS:

There will be a combination of lecture, outside reading assignments, writing, and discussion; individual and cooperative hands-on projects/assignments; quizzes and tests; as well as computer and other types of research throughout the semester along with Outside Reading Assignments.

The course will be structured by the following learning principles:

1. Learning is individual and social. The learning environment should support the student's individual development in the context of the group.
2. Learning must be student-centered and authentic (real-life). Students are less likely to not retain information that is not interesting and meaningful.
3. Knowledge is constructed, not transmitted. While learners receive content, they must make it their own through higher-order thinking, inquiry, and application.
4. Learning is experiential. Students learn better when they are actively engaged with the content they are studying.
5. Lessons should be challenging. Students learn best when they are given challenges, choices, and responsibility in their own learning.
6. A learning environment must provide time for reflection. Teachers should balance immersion in the experience and self-expression between opportunities for the student to self-monitor and assess their progress, thus setting a direction for further learning.

This course is a rigorous course. It will demand considerable time and effort on your part both in class and outside of class. To be successful in this course, for each hour the class meets you should anticipate devoting approximately two hours of study time outside of class.

## ASSESSMENTS/METHODS OF EVALUATION:

1. Tests = 30% of grade
2. Homework = 45% of grade (Outside reading assignments will be calculated as a portion of the homework score.)
3. Professionalism = 10% of grade
4. Final Exam = 15% of grade

\*To demonstrate achievement of learning outcomes and other objectives for this course, the student must achieve an overall average of a "C" or better. This is mandatory in order to receive the North Carolina Early Childhood Credential.

|                        |               |   |
|------------------------|---------------|---|
| <b>GRADING POLICY:</b> | 93 – 100%     | A |
|                        | 85 – 92%      | B |
|                        | 77 – 84%      | C |
|                        | 70 – 76%      | D |
|                        | 69% and below | F |

## COURSE OUTLINE:

|          |            |   |
|----------|------------|---|
| Week 1:  | Chapter 1  | History and Current Issues of Early Childhood Education |
| Week 2:  | Chapter 2  | Types of Programs                                       |
| Week 3:  | Chapter 3  | Defining the Young Child                                |
| Week 4:  | Chapter 5  | Teaching: A Professional Commitment                     |
| Week 5:  | Chapter 8  | Families and Teachers: An Essential Partnership         |
| Week 6:  | Chapter 4  | Developmental and Learning Theories                     |
| Week 7:  | Chapter 9  | Creating Environments                                   |
| Week 8:  | Chapter 6  | Observation and Assessment: Learning to Read the Child  |
| Week 9:  | Chapter 7  | Guidance Essentials                                     |
| Week 10: | Chapter 10 | Curriculum Essentials                                   |

|                     |  |
|---------------------|--|
| Week 11: Chapter 11 | Teaching: Taking Development into Action |
| Week 12:            | Appendix A                               |
| Week 13:            | Appendix B                               |
| Week 14:            | Appendix C                               |
| Week 15:            | Presentations                            |
| Week 16:            | TBA                                      |
| Week 17:            | Final Exam                               |

This outline is tentative and may be subject to change by the instructor. As professionals, we must be flexible.

## **STUDENT ATTENDANCE POLICY:**

Martin Community College recognizes that academic success is tied to regular attendance and completion of assigned work and tasks in a timely manner. Students are expected to attend a minimum of 80 percent of the total hours for a course, which includes classes, labs, and shops.

Some courses and programs have stricter attendance requirements of 85, 90, or 95 percent based upon the difficulty and complexity of the subject matter. General Education and Developmental courses require 85 percent attendance. The attendance requirement for Early Childhood Education and School-Age Education students is ninety percent (90%). Students are only allowed to miss five hours of class time.

The census date is the date on which ten percent (10%) of the total course hours have met. Students must be present in at least one class during the first ten percent (10%) of a course in order to be considered enrolled in the class. If a student has not attended at least one class by the ten percent census date, the instructor will administratively withdraw the student.

Students who miss more than six contiguous contact hours or fail to attend the required percentage of total hours without a justifiable absence and verifiable contact with the instructor may be administratively withdrawn from the class by the instructor and given a grade of “WF.” The “WF” will be equivalent to an “F” when calculated into the student’s GPA. The course syllabus will indicate what the instructor considers a justifiable absence and will define “verifiable contact.” Students may remove a “WF” by submitting appropriate paperwork for an official withdrawal by the last day to officially withdraw without receiving an “F.” The last day to officially withdraw without receiving an “F” is published in the academic calendar for each academic year. The official withdrawal date for mini sessions, block courses, or other non-traditional schedules are available from the registrar and will be included on the course syllabus.

Make-up work may be allowed at the discretion of the instructor. Late work or make-up work receives an automatic deduction of ten percent (10%) from the earned grade for each day it's late. Students in clinical and cooperative educational work experiences must complete 100 percent (100%) of the required hours to receive a passing grade. Clinical or cooperative work experience make-up hours require clinical or cooperative educational work site approval and approval of the instructor.

Habitual tardiness and/or early departure in this course will be considered in computing class attendance as well as your professionalism grade.

Students will be counted absent from the date they register for each course.

Attendance will be taken at seated class sessions.

## REQUEST FOR EXCUSED ABSENCES FOR RELIGIOUS OBSERVANCES:

**\*In compliance with G.S. 115D-5, MCC policy permits a student to be excused, with the opportunity to make-up any test or other missed work, a minimum of two excused absences per academic year for religious observances required by the student's faith. The policy limits the excused absences to a maximum of two days per academic year.**

Students who wish to be excused for a Religious Observance required by their faith must complete and submit a form to the instructor(s) prior to the census date of each class. The **Request for Excused Absences for Religious Observances** form can be picked up from Student Services. This does not supersede the college-wide attendance policy as outlined in the college catalog or syllabus, with the exception of a reasonable accommodation for the make-up of missed course work.

Note: Under DVA regulations, the enrollment of veterans or dependents will be terminated or adjusted if they are administratively withdrawn or if they officially withdraw.

If an instructor fails to report for a class within 15 minutes of the scheduled beginning time and has not left instructions, those students present should sign a sheet before leaving and designate a student to submit it to the Dean of Academic Affairs and Student Services.

Missed Tests: Any missed test will result in a "0" for the grade without proper documentation.

## **COURSE POLICIES:**

### Professional Behavior Policy:

This course will rely heavily on in-depth discussions of course readings, homework assignments, in-class activities, and projects. Your attendance, being on time and participation are required. Attendance will be taken each class session. All readings which are assigned must be completed prior to class sessions where they will be discussed. Students are expected to contribute to the class by engaging in discussion with fellow students and the instructor. You will also be expected to actively participate during in-class activities.

I believe each student has important perspectives to contribute, and your input will be valued. During this semester, I am not only interested in teaching content but also in developing your professional knowledge, dispositions, attitudes and behavior. These traits include but are not limited to: being organized and prepared; effectively communicating; showing initiative; demonstrating commitment, honesty and reliability; utilizing problem-solving skills; being flexible and having a sense of humor; demonstrating a TEAM concept; accepting ownership/responsibility; etc. All of these attributes will be assessed with a professionalism rubric, which will be an important part of your overall grade.

### Academic Integrity Policy:

Students in the Early Childhood or Teacher Associate Programs at Martin Community College are expected to exhibit the highest personal integrity in all academic work and behavior. Lying, cheating, and plagiarism are forms of academic dishonesty that violate the integrity of any academic process and WILL NOT be tolerated.

For purposes of this class:

Lying includes but is not limited to falsifying information provided as verification for the reason you were not able to complete work on time.

Cheating is receiving, giving, or helping another student receive or give any information during a quiz, test, examination, or individual assignment without the express permission of the instructor; copying work from another student, or submitting work done by another student as your own; using unauthorized materials or equipment during a quiz, test, or examination, e.g. notes or books or electronic devices; communicating the

subject matter, or contents of a quiz, test, or examination to another student unless specifically authorized by the instructor to share it; taking a quiz, test, or examination for another student; obtaining quiz, test, or examination questions beforehand, including viewing any quiz, test, or examination presented on the internet before answering for submission; tampering with the grading of a quiz, test, or examination; working with others in completing take-home quizzes, tests, or examinations, or individual assignments unless the instructor specifically authorizes collaborative work.

Plagiarism is to take ideas, writing, etc. from another and pass them off as one's own. Plagiarism is fraud, and under U.S. law it is theft. Almost all forms of expression are covered by some form of legal protection, as intellectual property of the originator. Using another's words or thoughts and not giving them credit appropriately is plagiarism.

Any violation of academic integrity will result in disciplinary actions for a violation of academic integrity. An instructor may give a zero for the assignment, quiz, test, or examination. The student will receive an "F" for the course and will be dropped from the current semester roll. For more information concerning the behavior expected of a student at Martin Community College, please see the Student Governance and Conduct Code of the Martin Community College Career Catalog.

Keep in mind that as your instructor, I am often asked to be a reference on your behalf. Academic integrity violations and/or violations of the Student Governance and Conduct Code, as well as a lack of professionalism may affect your ability to get a job in the future. You are studying to obtain work in a field that requires high standards. You should be developing your professional communication skills, attitudes, actions, and behaviors starting now.

If you cannot reach your instructor, you may contact Dr. Phyllis Broughton, Dean of Academic Affairs and Student Services at (252) 789-0246 by phone, [pbroughton@martincc.edu](mailto:pbroughton@martincc.edu) by email, or in person at her office in Building 2, Room 33.

**To access the Martin Community College Career Catalog for policies and curriculum requirements, please go online to [www.martincc.edu](http://www.martincc.edu).**

*If you have a need for a disability-related accommodation, please notify the Student Services counselor at (252) 789-0293.*