ECE 659/EDCI 690
Trends and Issues in Early Childhood Education
COURSE SYLLABUS: SPRING 2015

Instructor: David L. Brown, Ph.D.
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COURSE INFORMATION

Class Meetings:

Jan 28	**Wednesday**	**4:30 PM – 10:00 PM**
Feb 11	**Wednesday**	**4:30 PM – 10:00 PM**
Feb 25	**Wednesday**	**4:30 PM – 10:00 PM**
Mar 11	**Wednesday**	**4:30 PM – 10:00 PM**
Mar 25	**Wednesday**	**4:30 PM – 10:00 PM**
Apr 08	**Wednesday**	**4:30 PM – 10:00 PM**
Apr 22	**Wednesday**	**4:30 PM – 10:00 PM**
May 06	**Wednesday**	**4:30 PM – 10:00 PM**

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Robinson, R. D., McKenna, M. C., & Conradi, K. (2011). Issues and Trends in Literacy Education, 5th Edition, Pearson (ISBN: 978-0132316415)

Course Description:

This course provides an opportunity to explore the critical trends and issues being debated within the field of Early Childhood Education. Further, this course will examines current trends, historical origins, recurring issues, research findings, and resulting program developments in the field of Early Childhood Education. The topics will be examined through historical and contemporary theory and practices with emphases on themes linked to policy and advocacy. ECE 659 examines trends and issues from multiple perspectives and serves as an impetus to students understanding of the current tensions in the field. Finally, this course will provide students with a deeper understanding of current trends and will also develop the skills needed to critique ideas and issues surrounding early education.

Student Learning Outcomes:

1. Students will identify and analyze current trends in early childhood education.
2. Students will describe the issues and controversies regarding the care and education of young children.
3. Students will explain the research and theoretical frameworks that supports optimal teaching and development of young children.
4. Students will demonstrate orally and in writing an informed perspective on trends and issues in the field, including influential historical, cultural and political processes.

NAEYC Standards for Early Childhood Professional Preparation Programs.

The following standards are addressed in this course:

Standard 1 - Promoting Child Development and Learning

Standard 2 - Building Family and Community Relationship

Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families

Standard 4 - Using Developmentally Effective Approaches to Connect with Children & Families

Standard 5 - Using content knowledge to Build Meaningful Curriculum

Standard 6 - Becoming a Professional

Nature of Course Delivery

This course will be implemented primarily through large and small group discussions, chapter presentations and written reflections on issues and trends in ECE. Consequently, it is critical for you to keep up with the readings and to participate in class. Instructor and student generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the text and its relation to your teaching experiences, course assignments, and projects, and to ask questions for clarification, exploration, or to promote discussion. The instructor will use a lecture methodology periodically for brief periods of time. Students will also be engaged in activities designed to encourage the application of materials from the readings and discussions to early childhood practice.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Methods of Instruction:

Multiple methods of instruction will be used. They include lecture/discussions, cooperative groups, and web-assisted instruction. Additionally, students will take an active role as peer instructors in the class.

Course Requirements/Assignments:

1. **Class Participation (50 points):** The completion of all readings assigned for the course is required. In addition to readings required for class discussion, articles will be distributed according to the appropriate topic. Because the class will be structured around discussion and small group activities pertaining to trends and issues in early childhood, it is imperative that you keep up with the readings.

   Class participation is defined as regular attendance of class, coming to class prepared by having read the assigned readings, formulating questions for class discussions, active participation during in-class activities and discussions, and displaying professional conduct during class. Students must attend all class sessions to receive the entire 50 points.

2. **Seminar on Special Trends & Issues (100 points):** Each student will conduct a seminar presentation on a current trend or issue. Each team will conduct a 1½ to 2 hour seminar that will emphasize broad exploration of the topic and active participation by the class. Team members will assume equal responsibility for planning and completing this assignment.

**Evaluation
of
Topical Seminar**

Evaluation of the individual topical seminar will involve self-assessment as well as peer and instructor feedback.
Specific criteria will focus on: clear presentation of information learned from history, theory, research, and pedagogy; adequate coverage of multiple perspectives and critical questions; inclusion of a complete handout packet.

Guidelines for Seminars

Seminar presenters will plan and conduct a full seminar that addresses the key points of a contemporary issue or trend in early childhood education (see potential list). This in-depth examination of an issue or trend will provide a perspective of the past, present, and future by documenting the historical origins of current thinking. Each seminar will include diverse perspectives on the issue grounded in theory and research, and illuminated with examples. The issue will be related at some point to competent teaching and learning. The seminar will be an interactive event that actively engages the other class members. Please provide a summary packet of readings for each class member the week preceding your seminar.

Seminar Presenters need to do the following:

1. *Research your issue.* Look for relevant articles and/or books that pertain to your issue or questions. Readings should include history, theory, research and pedagogical applications. Each student is responsible for finding readings that address: *current research, classic studies, recent history (how has the domain changed in the last decade?), theoretical foundations, implications for practice, and the relationship of the issue to our broader society.*

Give examples from your own classroom or other sites which illustrates the main points of discussion, particularly the controversies involved. New questions may arise which will guide further reading and thought. The more actively you contribute to the research, the more coherent you become about your own understandings.

2. *Lead Seminar and Discussion.* Each seminar presenter will be responsible for presenting the main issues and ideas of its topic. The focus of this session will be to share information in interesting ways and lead class discussion about critical questions, points and issues. A packet should be prepared to give to class members prior to the seminar. It should include: *a summary of the topic/issue, relevant research and practical articles, an outline of the presentation, and a reference list of readings/using APA style.*

The instructor's packet should include two research articles from each seminar participant. These should be the articles that you have referenced in your summary.

Potential Seminar Topics

Seminar topics should provide thoughtful and critical examination of issues and controversies surrounding our practices, policies, and professional development. These topics may fall within one of the following three categories:

A. Social, Political, Historical Trends and Issues Influencing Young Children

- Advocacy and Public Policy
- Early Childhood State Accountability Systems
- Children's Development of Competencies
- Current Legislation and Social Policy
- Effects of Developmental Issues on Children
- Policies on Children and Families
- School Reform Efforts

B. Curriculum Trends and Issues

- Assessment
- STEM in Early Childhood Education
- Early Science Learning
- Language and Early Literacy
- Issues of Language, Cultural and Economic Diversity
- Dual Language Learner
- Standards and Early Education
- School Readiness
- Teaching Young Children in a Media Age
- Early Childhood Environments for Learning
- The Arts in Early Education

C. Professional Development

- Accreditation and Accountability Issues in Early Childhood Education
- Project-Based Teaching
- Teachers' Knowledge and Beliefs
- Early Intervention/Early Childhood Special Education
- Teacher Research and Inquiry
- Early Childhood Teachers' Development and Preparation
- Early Childhood Leadership Development (Coaching and Mentoring)
- Early Childhood Education Program Administration

3. **Chapter Presentations (50 points):** Each student will select a chapter from the textbook and develop a 3-5 page (typed) PowerPoint presentation which summarizes the key ideas in each chapter. The student will provide copies of the PowerPoint handout for each class member during the time of their presentation. Please do not send electronic copies to students or professor unless permission is granted by the instructor of record.

<u>Guidelines for Chapter Presentations</u>

All Chapter Presentations will be evaluated using a rubric.

1) Please remember to bring copies of your handout materials during the time of the chapter presentation.

2) If you choose to use the projector for your PowerPoint, please arrive early and check to see if you are able to open the file.

3) Please plan to share key ideas and concepts orally but do not read the information from the slides. Also, please use graphic organizers and YouTube videos to display and share pertinent information from the chapter.

4) Try to keep your presentation between 30-45 minutes and try to actively engage your audience in understanding the key ideas within the chapter.

4. **Doctoral Exam Questions (100 points):** Each student will provide a written response to 2 doctoral level qualifying examination questions. References to the questions should follow the APA (6th Edition) format and will be submitted to the Instructor for review and feedback.

Grading	Point Value
<u>Assignments</u>	
Class Participation	50
Project Seminar	100
Chapter Presentations	50
Doctoral Exam Questions	100
Total Points	**300**

TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with
- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.Brown@tamuc.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on the class website (http://drbrownece659.weebly.com) for individual assignments.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Lecture and readings: Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Student Conduct: All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Late Work: Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30 PM until 10:00 PM every other Wednesday unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered in appropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

References

Burchinal, M., M. Hyson, & M. Zaslow. 2008. *Competencies and credentials for early childhood educators: What do we know and what do we need to know?* NHSA Dialog Briefs 11 (1).

Zaslow, M. 2005. Charting a course for improved professional development across varying programs and practices. *In Critical issues in early childhood professional development*, eds. M. Zaslow & I. Martinez-Beck, 351–53. Baltimore: Brookes.

Bowman, B.T., S. Donovan, & M.S. Burns. 2000. *Eager to learn: Educating our preschoolers*. Washington, DC: National Academies Press. [1, 4]

Copple, C., & S. Bredekamp, eds. 2009. *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC. [1, 4, 5]

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Epstein, J. 2001. *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview. [2]

Weiss, H.B., M. Caspe, & M.E. Lopez. 2006. *Family involvement in early childhood education*. Cambridge, MA: Harvard Family Research Project. [2]

Cohen, D.H., V. Stern, N. Balaban, & N. Gropper. 2008. *Observing and recording the behavior of young children*. 5th ed. New York: Teachers College Press. [3]

Kagan, S.L., C. Scott-Little, & R.M. Clifford. 2003. Assessing young children: What policy makers need to know and do. *In Assessing the state of state assessments: Perspectives on assessing young children*, eds C. Scott-Little, S.L. Kagan, & R.M. Clifford, 25–35. Greensboro, NC: SERVE. [3]

Meisels, S.J., & S. Atkins-Burnett. 2000. The elements of early childhood assessment. *In Handbook of early childhood intervention*, 2nd ed., eds. J.P. Shonkoff & S.J. Meisels, 387–415. New York: Cambridge University Press. [3]

National Research Council. 2008. *Early childhood assessment: Why, what, and how*. Eds. C.E. Snow & S.B. Van Hemel, Committee on Developmental Outcomes and Assessments for Young Children; Board on Children, Youth, and Families & Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academies Press. [3]

August, D., & T. Shanahan. 2006. *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Erlbaum. [4, 5]

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Harowitz, F.D., F. Darling Hammond, J. Bransford, et al. 2005. Educating teachers for developmentally appropriate practice. *In Preparing teachers for a changing world: What teachers should learn and be able to do*, eds. L. Darling-Hammond & J. Bransford, 88–125. San Francisco: Jossey-Bass. [4]

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Bae, J. 2004. Learning to teach visual arts in an early childhood classroom: The teacher's role as a guide. **Early Childhood Education Journal** 31 (4): 247–54. [5]

Clements, D.H., J. Sarama, & A.M. DiBiase. 2004. *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Lawrence Erlbaum. [5]

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National Early Literacy Panel. 2008. *Developing early literacy: Report of the National Early Literacy Panel—A scientific synthesis of early literacy development and implications for intervention*. Washington, DC: National Institute for Literacy. [5]

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Singer, M.J. 2008. Accessing the musical intelligence in early childhood education. *Australian Journal of Early Childhood* 33 (2): 49–56. [5]

Baptiste, N.E., & L.C. Reyes. 2008. *What every teacher should know about understanding ethics in early care and education*. 3rd ed. Upper Saddle River, NJ: Prentice Hall. [6]

Freeman, N.K., & K.J. Swick. 2007. The ethical dimension of working with parents: Using the code of ethics when faced with a difficult decision. *Childhood Education* 83 (3): 163–69. [6]

Hurst, B., & G. Reding. 2009. *Professionalism in teaching. What every teacher should know about*. 2nd ed. Columbus, OH: Merill/Pearson. [6]

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NAEYC. 2006. Code of ethical conduct: Supplement for early childhood program administrators. A position statement. http://208.118.177.216/about/positions/pdf/PSETH05_supp.pdf   [6]

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COURSE OUTLINE / CALENDAR