MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS

Course Prefix & Number: EDE 3123

Course Title: Early Childhood Education

Credit Hours: 3 semester hours

Type of Course: Lecture

Catalogue Description: EDE 3123 Early Childhood Education. (3) (Prerequisite: Admission to Teacher Education. Co-requisite: RDG 3113 and RDG 3123). Three hours lecture. Overview of early childhood education, understanding young learners and creating learning environments, assessing young children. Field experience required.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus
that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

**Course Objectives:**

Teacher candidates will:

1. Develop a historical perspective of the development of early childhood education and the present-day philosophies and attitudes that impact curriculum and program development; **Intasc 4,9,10 ; cfpo 2, 5, 7**
2. Learn the purpose and need for early childhood education in the u.s.;
3. Learn how to develop curriculum for early childhood programs (birth through 3rd grade) focusing on in part on standards of professional organizations (i.e., national association for the education of young children (naeyc) and association for childhood education international); **intasc 1,2,4; cfpo 1, 2, 5,7**
4. Develop an understanding of the physical, social, emotional, and cognitive development of young children; **intasc 1, 2, 4 ; cfpo 2, 5, 7**
5. Learn how to select appropriate equipment and supplies for an early childhood program using a knowledge of child development but also using state and local guidelines; **intasc 1, 4 ; cfpo 1, 2, 5, 7**
6. Develop an understanding of how to design spaces for home- and center-based early childhood facilities; **intasc 3 ; cfpo 2, 5, 7**
7. Learn about and implement specific methods of providing learning experiences for all children in early childhood programs; **intasc 1, 2; cfpo 2, 5, 7**
8. Plan and implement a variety of learning experiences for young children within a practicum experience; and **intasc 7; cfpo 2, 5, 7**
9. Understand how theories of child development and physical, social, emotional, and cognitive development relate to practical applications with young children. **INTASC 1; CFPO 2, 5, 7**

**Topics to be Covered:**

I. Who Am I in the Lives of Children? (chapters 1, 13, 14)
   A. Who is the early childhood educator?
   B. Teacher as a person
   C. Teacher as a professional
   D. Working with families
   E. Communicating with parents
   F. Your philosophy

II. Why Do I Teach? (chapters 4, 5, 9, 12)
   A. Study and foundations of child development
   B. Theories of development
   C. Development of whole child
   D. Assessments
   E. Importance of play
   F. Facilitating play
   G. Theories of play

III. What Do I Teach? (chapters 10 & 11)
A. What is curriculum?
B. Physical development curriculum
C. Communication and creative arts curriculum
D. Inquiry curriculum
E. Planning considerations/writing plans

IV. Where Do I Teach? (chapter 8)
A. Creating a learning environment
B. Different children- different places
C. Time (schedule & routines)

V. Who Am I in the Lives of Children NOW? (chapters 2, 3, 14)
A. Programs for children birth to age 5
B. Programs for children ages 5 through 8
C. Standards movement
D. Issues and trends in ECE
E. Origins of ECE
F. Educational movements that shaped ECE
G. Influential European approaches
H. History of American ECE
I. Your philosophy

Required Text:

Purchase subscription to Taskstream: https://www1.taskstream.com
(**Your child observation report has to be submitted via Taskstream.)

Methods of Instruction:

A variety of methods will be used in teaching the course. Lecture, demonstrations, visual aids, small group activities, individual activities, videos, etc. constitute the methods. Students will need to commit to in-class (online) and out-of-class time (practicum, school visits) to meet the course requirements.

Suggested Student Activities:

1. Students are responsible for mastery of information in the assigned readings, lectures, class discussions, visual presentations, guest lectures, and other materials. Students will work individually and cooperatively on class assignments. In-class participation (via individual and group activity) is a graded requirement.
2. Each student is expected to complete a 10 weeks (15 hours) practicum, mini-block I, working with young children. 15 hours will be spent in the classroom and 2 hours will be spent observing at a local preschool. The 15 hours is a combined total for all three early childhood classes (Early Lit I, Early Lit II, and Early Childhood Education). You will be working with a focus child for assignments in each class. The 2 hours at a local preschool is just for this class (Early Childhood Education). It is your responsibility to go to a local
public elementary school and ask the principal if you may work in a K-3rd classroom with a focus child for your assignments for all 3 classes. You must have permission to work with the teacher you choose (They usually tell you a child you can work with one-on-one for your assignments.).

3. Each student will select a child at the practicum site, preferably the focus child in RDG 3113 (Early Lit I). The child will be observed and interacted with, and a child observation report written identifying the child’s abilities in all domains and how the student teacher would plan activities and experiences to support the child’s future development. The assignment must be uploaded to TaskStream as it is a portfolio artifact* artifact for ec portfolio INTASC 1, 2, 3; CFPO 1, 2, 5, 6, 8, 9

4. Each student will submit an indoor learning environment design. INTASC 2, 3, 4, 9, 10; CFPO 1, 2, 5, 6, 8, 9

5. Each student will create a classroom community activity. INTASC 1, 2, 3, 9, 10; CFPO 1, 2, 5, 6, 8, 9

6. Each student will complete a play observation. INTASC 1, 2, 3, 6, 7, 8, 9, 10; CFPO 1, 2, 5, 6, 8, 9

7. Check Blackboard Learn at least twice daily for information that relates to the course. Failure to do so could result in loss of grade points.

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. Plagiarism on any assignment in this course will not be tolerated and will result in an F for the course. Plagiarism is using an author’s ideas or words as your own without properly referencing the original source. This policy will be strictly enforced. If in doubt about what constitutes plagiarism, do not hesitate to discuss this with the course professor.

For additional information visit: http://www.honorcode.msstate.edu

Technology:

Technology will be thoroughly integrated throughout the course. Students will complete assignments using MyCourses and using the TaskStream electronic portfolio. Communications will include email and other online venues for collaboration. Meaningful technology integration will be demonstrated through the use of online tools, websites, electronic resources, etc.

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Technology failures (i.e. a frozen hard drive, an erased disc, an out-of-ink printer, a lost flash drive, etc.) are not valid excuses for late or missing assignments. It is YOUR responsibility to create multiple back-up copies of all written assignments, to keep your equipment operational, and to leave enough time to respond to problems before due dates. **Remember: late assignments WILL NOT be accepted. BACK UP YOUR WORK.** If you need technical support, contact Technical Support Center for Distance Education via e-mail: help@distance.msstate.edu or by phone: 662-325-0278.

**Diversity:**

Issues of diversity will be inherent in all discussions and activities completed as part of this course. Our students live and function in a diverse world; as such, teachers must develop an understanding of diversity as it relates to students and their worlds. Diversity is addressed throughout the course as teacher candidates consider diversity in the growth and development of young children, working with diverse families, and creating learning environments for academically, culturally and developmentally diverse children.

**Disabilities:**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus that assists students requesting academic accommodations based on a disability. For additional information contact SSS at 662-325-3335. For additional information visit: [http://www.sss.msstate.edu](http://www.sss.msstate.edu)

**Respect and Courtesy:**

The instructor and teacher candidates will treat each other with courtesy. Therefore, certain behaviors will not be tolerated and after one warning, if the behavior is repeated it may mean dismissal from class.

- Cell phones should not be used during in field setting unless arrangements have been made with the instructor or the classroom teachers.
- All assignments are due on the due date at the time the instructor has specified.

**Writing Center:**

Please visit the Writing Center for online support for students with writing issues at: [http://www.writingcenter.msstate.edu](http://www.writingcenter.msstate.edu)

**Course Policies:**

1. No personal postings. (i.e., my band is playing at Rick’s Friday night. Hope you’ll come.)
2. All communication will be done via the course (no personal email addresses, please).
3. Follow the rules of netiquette (found later in the syllabus).
4. Deadlines are firm. Late assignments will not be accepted.
Dispositions Instrument:

Student dispositions will be evaluated using the College of Education Dispositions Instrument. Students should aspire to conduct themselves in a manner that is consistent with the highest degree of integrity and professionalism. Make sure you have read and familiarized yourself with the seven professional behaviors and characteristics at: http://www.educ.msstate.edu/pdf/academics/forms/dispositions.pdf

Evaluation of Student Progress:

<table>
<thead>
<tr>
<th>Required assignments</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Participation points</td>
<td>100 points</td>
</tr>
<tr>
<td>(broken down as follows):</td>
<td></td>
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<tr>
<td>Rules/procedures- 20 pt</td>
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<tr>
<td>Parent notification- 20 pt</td>
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<tr>
<td>Parent forum/summary- 20 pt</td>
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<tr>
<td>Before/after teacher- 20 pt</td>
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<tr>
<td>PreK observation- 20 pt</td>
<td></td>
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<tr>
<td>Classroom community activity</td>
<td>50 points</td>
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<tr>
<td>Play observation</td>
<td>50 points</td>
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<tr>
<td>Indoor Learning Environment design</td>
<td>100 points</td>
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<tr>
<td>Child observation report</td>
<td>150 points</td>
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<tr>
<td>Weekly observation sheets</td>
<td>70 points</td>
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<tr>
<td>(broken down as follows):</td>
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<tr>
<td>Week 1- 10 pt</td>
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<td>Week 2- 10 pt</td>
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<td>Week 3, 4, 5- 30 pt</td>
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<td>Week 6- 10 pt</td>
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<td>Week 10- 10 pt</td>
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<tr>
<td>Video reflections</td>
<td>70 points</td>
</tr>
<tr>
<td>Article reviews</td>
<td>60 points (30 points each)</td>
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<tr>
<td>Discussion posts</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**Total points: 750 points**

Grading scale:

697-750 = A
630-696 = B
562-629 = C
494-561 = D
493 and below = F
Grading:

Each student entering the teacher education program has met the requirements with the assumption of having the necessary background to pursue this course and the program. All assignments are due on the assigned date and will be submitted at the beginning of the class. All written work must be word-processed, 12 pt font, Times New Roman, double-spaced unless specified. All work turned in must be of the highest quality. Students should check for spelling, grammar, and neatness. Written work submitted with multiple errors will not be accepted for evaluation.

LATE PAPER POLICY:
In order for you to receive the feedback that you need and to demonstrate a level of professionalism appropriate for beginning teachers, you must turn in assignments on time. Late papers will not be accepted. All assignments are to be submitted through Blackboard Learn ONLY. I will not accept assignments sent via email.

Bibliography:


