

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix and Number:EDE 8313

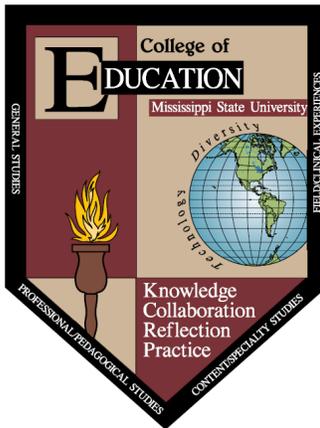
Course Title: Theory and Development of Early Childhood Education

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: Three hours lecture. Seminar-type course in synthesis of methods and techniques applicable to elementary teaching; readings; reports; research (taught spring of even numbered years)

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:

Each student will read to learn about the:

1. Background [InTASC 1, 7; CFPO 1]
 - Definition of early childhood education
 - Need for child care and early childhood programs
 - Types of early childhood programs
2. Historical Perspectives [InTASC 1, 7; CFPO 1]
3. Theoretical Perspectives [InTASC 2, 3, 5, 7; CFPO 2, 5, 7]
4. Curricula and Curricular Approaches [InTASC 2, 3, 5, 7; CFPO 2, 5, 7]
5. Learning Environments [InTASC 2, 3, 5, 7; CFPO 2, 5, 7]
6. Diversity in Early Childhood Programs [InTASC 2, 3, 5, 7; CFPO 2, 5, 7]
7. Guiding Behavior [InTASC 1, 2, 6, 9, 10; CFPO 1, 9]
8. Observation, Assessment, and Evaluation [InTASC 1, 2, 6, 9, 10; CFPO 1, 9]

Topics to be Covered:

1. Background (7 hrs.)
 - Definition of early childhood education
 - Need for child care and early childhood programs
 - Types of early childhood programs
2. Historical Perspectives (6 hrs.)
3. Theoretical Perspectives (6 hrs.)
4. Curricula and Curricular Approaches (6 hrs.)
5. Learning Environments (5 hrs.)
6. Diversity in Early Childhood Programs (5 hrs.)
7. Guiding Behavior (5 hrs.)
8. Observation, Assessment, and Evaluation (5 hrs.)

Required Textbook:

Wittmer, D.S., Petersen, S.H., & Puckett, M.B., (2013). *The young child: Development from pre-birth through age eight*. Upper Saddle River, NJ: Pearson Education Inc.

Methods of Instruction:

Lecture, discussion, group and individual activities

Suggested Student Activities:

1. Each student is expected to read extensively in all topic areas; to be able to discuss these topics in class; and to participate in class activities that relate to the topics. (all objectives)

2. Each student is expected to complete all assignments, and all additional assignments given by the professor. (all objectives)
3. Each student will be responsible for mastery of all materials presented and assigned by the professor. (all objectives)
4. Each student will summarize five articles on assigned topics. Each article summary will have three headings: (all objectives)
 1. Summary
 2. Critique
 3. Implications for Instruction

The article summary should be written in APA (6th ed.) format.
5. Students will complete an oral presentation on an early childhood topic from the text. The presentation will include the following: (objectives 4 and 7)
 - a. A Power Point presentation representing your topic.
 - b. Research an important article correlating with your topic (make copies for the class).
 - c. Handout (Power Point notes) summarizing your topic (make copies for the class).
 - d. An activity to go with your topic that includes class participation.
 - e. Presentations should be about one hour each.
6. Child case study research project research (refer to rubric and examples). (all objectives)

MSU 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.

For additional information visit: <http://students.msstate.edu/honorcode>

Technology:

Technology will be used in both the delivery of the course content and through course requirements completed by teacher candidates. Delivery of the course content will utilize Power Point Presentations, and instructional demonstrations using calculators, Web-

based lessons, and virtual manipulatives. All course assignments will be completed using appropriate software tools. One assignment will require the use of appropriate technological tools in enhancing mathematics instruction.

Diversity:

Diversity will be discussed as part of the Equity Principal and in terms of appropriate mathematics instructional and assessment strategies for each of the Content Standards to meet the needs of diverse learners.

Disability:

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) (662-325-3335) is the designated unit on campus where students with disabilities identify themselves when requesting academic accommodations.

Evaluation of Student Progress:

The points needed for each letter grade are detailed below. All students who have successfully met the requirements for this course will have a strong academic background. However, this course is rigorous in nature, as is the entire elementary education undergraduate experience. Earning an “A” will take extra effort on the part of the student and the student groups. A “B” represents quality, acceptable work. The student’s grade will be determined by the points earned in both academics and presentations. All assignments are due on the assigned date(s) at the beginning of the class. Ten points will be deducted for assignments turned in on the due date after class. One day late assignments will be lowered 50%, and then graded using the criteria of the assignment. All assignments are to be typed unless they are in-class activities or other instructions are given by the professor. The professor reserves the right to refuse to continue grading a paper or assignment that contains 10 or more errors. Scholarly papers are to be extensively researched and documented, and written in APA style (5th ed.).

Grading Scale:	93 - 100	A
	86 - 92	B
	79 - 85	C
	72 - 78	D
	00 - 71	F

Assignment Grading:

Journal Articles (5)

Topics are:

- | | | |
|----|------------------------------|-----|
| 1. | Cognitive Development of ECE | 100 |
| 2. | Emotional Development of ECE | 100 |

3.	Social Development of ECE	100
4.	Physical Development of ECE	100
5.	Issues in ECE	100
	Presentations	100
	Child Case Study Project	<u>200</u>
	Total Points:	800

Attendance Policy:

Each candidate is a necessary and vital part of this class. The opinions, comments, and ideas that are shared in whole group and small group activities are prominent parts of the student's participation grade. Also, in-class discussions on the text readings, supplemental readings, and small group activities will occur frequently. If the student is not in class, participation in that day's writings and activities does not occur, and no credit is received. For these reasons, the candidate is expected to attend every class, arriving on time and leaving only after class has dismissed. If a candidate is tardy to class, a 5-point deduction from the candidate's overall total will result. A tardy occurs when a candidate arrives to class up to 30 minutes late. Beyond 30 minutes, constitutes an absence. Candidates should contact the professor in advance (prior to the start of class that day) if a quiz/test will be missed. A make-up quiz/test will only be approved in emergency situations or under extreme circumstances.

Bibliography:

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