

Master Course Syllabus

Course Discipline and Number: ECHD 242

Year: 2023-2024

Course Title: Guided Field Work - Early Childhood Education

Credit Hours: 4

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is designed to provide early childhood students with an advanced hands-on experience in an early childhood setting. Students have an opportunity to develop their abilities to understand and relate to young children in a group setting. They participate in classroom planning and work as a member of an early childhood learning team. Each student works with an experienced early childhood professional as his/her supervising teacher for a minimum of 112 hours during the semester. Students are also required to attend three-hour bi-weekly seminars, during which they will be able to integrate their experiences with theory and research. Co-requisite: ECHD 240. Prerequisites: ECHD 110; ECHD/HUMS 125; ECHD/HUMS 225; ENGL 101; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 4 Cr. (1.5 Lec., 8 Lab.) Fall and spring semesters.

Course Context/Audience

This is a required guided field study course for the Early Childhood degree program. The field placement can be at any group program/school, which offers care and education for children between the ages of 0-8. The student will work with an experienced early childhood professional as their cooperating teacher for a minimum of 112 hours during the semester. The guided field study course is designed for students who will work directly with young children in a family child care setting, an early childhood center or an early childhood classroom as well as for students who desire to transfer credits to a four year degree program.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M0 Course requires very little or no math.
Reading: R3 Course may be taken concurrently with RDNG 116.

Course Goals

As a result of taking this course, the student should be able to:

1. Understand the nature of services offered by their field placement program as it compares and contrasts with other early childhood settings.

2. Understand the ways this program meets the physical, cognitive, and emotional needs of the children as well as the needs of the families of the participating children.
3. Demonstrate beginning awareness of the early childhood teacher's personal characteristics and how they operate in establishing relationships with children, parents and co-workers.
4. Use one's strengths to develop a fuller definition of the connection between individual characteristics and the practice of teaching.
5. Illustrate abilities to identify activities appropriate for young children's interest and growth.
6. Plan, carry out, and evaluate experiences in different areas of the curriculum for a specific classroom group of children.
7. Demonstrate ability to select, display and care for materials and equipment appropriate for children under the age of nine.
8. Keep a reflective journal of field placement experiences.
9. Integrate personal experience with theory and research by reading, writing, and through reflection and discussion.

Course Objectives/Topics

| Objective/Topic | # Hours |
|--|------------------------|
| Introduction to Field Placement and student teaching. (Lecture) | 1.5 Hours |
| What are young children like and how do they learn? (Lecture) | 2 Hours |
| Reggio Emilia and what it means to American early childhood education. (Lecture) | 2 Hours |
| What is a lesson plan? Review of child development curriculum. (Lecture) | 2 Hours |
| Multicultural Issues. Discussion from the child's perspective. (Lecture) | 3.5 Hours |
| Reflection on teaching and values in early childhood education. Ethics and early childhood; readings and discussion. (Lecture) | 3.5 Hours |
| Classroom management. Parent involvement. Quality programs. Inventory of teaching experiences. How does it feel? (Lecture) | 4.5 Hours |
| Professional commitment and growth. Trends and issues. Reflections on teaching. (Lecture) | 3.5 Hours |
| Supervised Field Work | 112 Hours (minimum) |

General Education Goals - Critical Thinking & Social/Global Awareness

| CRITICAL THINKING OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
|--|--|
| <p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. | <p>The planned curriculum for ECHD 242 supports this goal through the use of assignments that require students to read a textbook, take part in planning and carrying out an activity during the semester that represents educational practice developmentally appropriate for young children as well as represent and reflect through weekly journal writing accumulated knowledge and reaction to the field work placement setting experience. Students are encouraged to identify problems and issues that arise for them and to use reflective writing as a tool to reach an informed conclusion and /or solution. Students should be considering the viewpoint of other persons in the early childhood classroom and comparing and contrasting that viewpoint to the student's own thinking. The journal writing assignment provides practice in using this tool to effectively gather, interpret and evaluate daily happenings in the early childhood classroom setting.</p> |

| SOCIAL/GLOBAL AWARENESS OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
|--|--|
| <ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. | <p>The curriculum carried out in ECHD 242 is guided by the goals of social/global awareness. Students are assigned a specific writing assignment that provides an opportunity to gain necessary skills to understand the consequences of one's actions and the way in which one's life is shaped by the world in which one lives. Throughout the experience of engaging in the 112 hours of required participation in an early childhood classroom, students write a weekly reflective journal entry. These writings represent the story of what the student is observing and experiencing in the classroom setting. Students are asked to identify the connection between what they have learned about early childhood education with the methods being used in the actual classroom setting. The student begins to consider what approaches and techniques he/she will use and how these choices demonstrate his/her educational philosophy. Students are requested to identify the strengths they possess and the areas of continued growth and development that are present in the current teaching practice they exhibit.</p> |

Instructional Methods

Appropriate instructional methods/activities include mini-lectures, written journal reflections, small group discussions, projects presented to the seminar class, and written assignments. All students should be observed at least once in the field placement site.

Methods of Assessment/Evaluation

| Method | % Course Grade |
|---|----------------|
| Professional portfolio | 5% |
| Beginning and ending conference with instructor | 10% |
| Written and oral assignments based on readings | 30% |
| Attendance and active participation in seminars | 10% |
| Journal reflections | 15% |
| Planned experiences | 10% |
| Assessment; self, supervising teacher, instructor | 10% |
| Quizzes | 10% |

Text(s)

Mind In The Making, Galinsky, Ellen, Latest Edition
The textbook is required.

Bibliography

Bredekamp, Sue & Copple, C. eds. (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, DC: NAEYC.

Bredekamp, Sue & Rosegrant, T. (series & vol. Eds.). (1992, 1995). *Reaching potentials: Vol. 1 & Vol. 2. Transforming early childhood curriculum and assessment*. Washington, DC: NAEYC.

Chang, H.N., Muckelroy, A., et al (1996). *Looking In, Looking Out: Redefining child care and early education in a diverse society*. San Francisco, CA: California Tomorrow.

Cohen, D.H., Stern, V., and Balaban, N. (1997). *Observing and recording the behavior of young children*. (4th ed.). New York, NY: Teachers College Press.

Copley, J. V. (2000). *The young child and mathematics*. Washington, DC: NAEYC.

Copley, J. V., ed (1999). *Mathematics in the early years*. Washington, DC: NAEYC.

Carter, M. and Curtis, D. *Training teachers: A harvest of theory and practice*. St. Paul, MN: Redleaf Press.

Carter, M. and Curtis, D. *The visionary director: A handbook for dreaming, organizing, and improvising in your center*. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. *Reflecting children's lives: A handbook for planning child-centered curriculum*. St. Paul, MN: Redleaf Press.

Curtis, D. and Carter M. *The art of awareness: How observation can transform your teaching*. St. Paul, MN: Redleaf Press.

Edwards, C. et al, eds (1998). *The hundred languages of children: The Reggio Emilia Approach-Advanced reflection*. Stamford, CT: Ablex Publishing Corporation.

Epstein, Ann S. *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. Washington DC: NAEYC.

Gandini, L. & Edwards, C. P. (2001). *Bambini: The Italian approach to infant/toddler care*. New York, NY: Teachers College Press.

Gandini L., Lynn T. Hill, Louise Boyd Cadwell, and Charles Schwall. (2005) *In the Spirit of the Studio: Learning from the Atelier of Reggio Emilia*. New York, NY: Teachers College Press.

Gardner, H. (1993). *Frames of Mind: The theory of multiple intelligences*. New York, NY: Basic Books.

Gronlund, Gaye. (2006). *Make Early Learning Standards Come Alive: Connecting your practice and curriculum to state guidelines*. St. Paul, MN: Redleaf Press.

Hatton, Sara Day. (2005). *Teaching By Heart*. New York, NY: Teachers College Press.

Helm, Harris J. & Lilian Katz. *Young investigators: The project approach in the early years*. St. Paul, MN: Redleaf Press.

Jones, E. *Teaching adults: An active learning approach*. Washington, DC: NAEYC.

Jones, E. & Nimmo, J. *Emergent curriculum*. Washington, DC: NAEYC.

Jones, Marianne & Marilyn Shelton. *Developing your portfolio-Enhancing your learning and showing your stuff: A guide for the Early Childhood Student or Professional*. Washington, DC: NAEYC.

Katz, L. & Chard, S. (1989). *Engaging children's minds: The project approach*. Stamford, CT: Ablex Publishing Corporation.

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Kendall, Frances E. (1996). Diversity in the classroom. New York, NY: Teachers College Press.

Keyser, Janis. From Parents to Partners: Building a family-centered early childhood program. Co-published Washington, DC: NAEYC and St. Paul, MN: Redleaf Press.

Machado, Jeanne M. and Romana E. Reynolds. Employment opportunities in Education: How to secure your career. Washington, DC: NAEYC.

Ramsey, Patricia G. (2004). Teaching and Learning in a Diverse World. New York, NY: Teachers College Press.

Seefeldt, Carol. (2005). How to work with standards in the early childhood curriculum, New York, NY: Teachers College Press.

Shore, R. (1997). Rethinking the brain: New insights into early development. New York, NY: families and work Institute.

Other Learning Resources

Audiovisual

Bambini DVD

Block Play: Constructing Realities VHS

Designing Developmentally Appropriate Days DVD

I Am Clay DVD

Side by Side: Mentoring teachers for reflective practice DVD

Take Time to See Through Children's Eyes DVD

Teaching the Whole Child in Kindergarten VHS

Thinking Big: Extending emergent curriculum projects DVD

Young Scientist Series VHS

Electronic

<http://artsedge.kennedy-center.org/>

<http://www.nwrel.org/cfc/>

<http://www.eastern.edu/publications/emme/>

<http://www.gsn.org/>

<http://curry.edschool.virginia.edu/curry/centers/multicultural/>

<http://www.scholastic.com/>

<http://www.ankn.uaf.edu/>

<http://www.dreamtime.net.au/dreaming/index.htm>

<http://www.kstrom.net/isk/mainmenu.htm1#top>

<http://ecrp.uiuc.edu/f3n2/mendoza.htm1>

<http://www.cbookpress.org/>

<http://ecrp.uiuc.edu/index.htm1>

<http://www.scils.rutgers.edu/~kvander/ChildrenLit/asian.htm1>

<http://members.aol.com/mcsing29/index.htm>

<http://www.cynthialeitichsmith.com/>

<http://www.soemadison.wisc.edu/ccbc/50mult.htm>

<http://www.hehd.clemson.edu/CurrInst/Kaminski/indexK.htm>

<http://www.isomedia.com/homes/imele/homepage.htm1>

<http://www.nypl.org/branch/kids/asian/asian.htm1>

<http://www.storyarts.org/>

http://c1net.ucr.edu/Latina_Bibliography.htm1

<http://c1net.ucr.edu/library/bplg/>

<http://www.oyate.org/>

<http://www.crede.ucsc.edu/>

<http://www.dshs.wa.gov/occp/22-486.pdf>

<http://www.gse.harvard.edu/hfrp/projects/fine.htm1>

<http://www.futureofchildren.org/>

Other

Guest speakers:

Family Reading Partnership

Finger Lakes Association for the Education of Young Children

Day Care and Child Development Council

Resources for Infant Education

Ithaca City School District Pre-K Program