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EDEC 210 Early Childhood Development

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**Early Childhood Development
EDEC 210
3 Undergraduate Hours
Spring Semester 2012
Xavier University**

Time- Tuesday/ Thursday 10-11:15

Place- Hailstones 1

**Faculty- Dr. Thomas Knestrict,
Early Childhood Education**

Office Hours- T-W-TH- 11:00- 12:00

Course Description

Specific study of children age's three to eight, developmental differences in young children, growth and health, developmentally appropriate practice in educational settings, assessment practices with young children. Prerequisite: EDFD 110
<http://www.xu.edu/registrar/course/edfd.html#EDFD110>

Course Outcomes and Professional Standards as provided by NAEYC and MACTE.-
Upon completion of the course the student will be able to:

1. describe the theoretical frameworks and their value in the study of children. (NAEYC 1), (MACTE, 1 a,b,c,d).
2. describe and apply the theories of Piaget, Bronfenbrenner and Vygotsky to the study of children (NAEYC 1), (MACTE, 1a,b,c,d)
3. describe the growth and development sequence of children from ages 3-8 (NAEYC 1), MACTE 1a,b,c,d).
4. describe the cultural and socio economic influences on development of young children (NAEYC 1, 2), (MACTE. 4a,b,c).
5. recognize age specific developmental milestones (NAEYC 1),(MACTE 1a,b,c,d).
6. describe atypical development in children (NAEYC 1, 4a, 4b,5),(2a,b,c,).
7. determine how developmental theories are related to what we consider to be developmentally appropriate practice in the classroom (NAEYC 1, 4a, 4b),(MACTE 33a,b).
8. describe how typical development informs instruction of young children (NAEYC 1, 4a,4b,4c,4d)., (1,a,b,c,d,2 a).
9. demonstrate appropriate collaborative methods in developing reciprocal working relationships with parents and community (NAEYC 2, 4a)(MACTE 4a,b,c).

10. Describing and demonstrating the importance of adapting environment, teaching techniques to meet the needs of diverse learners using the developmental theories as a window. (MACTE 2a,b,c,d,e).

State of Ohio Teacher Standards

The Focus of Teaching:

Standard 1: Students

Teachers understand student learning and development and respect the diversity of the students they teach.

.Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

The Conditions for Teaching and Learning

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Teaching as a Profession

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

Standard 7: Professional responsibility and Growth

Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

Teaching Methods- lecture, power point, large and small group discussion, projects.

Required Text

Trawick- Smith, (2008) *Early childhood development: A multicultural perspective 5th Edition*, Upper Saddle River, N.J.; Merrill. Prentice Hall.

Bredekamp, (2009). *Developmentally Appropriate Practices*. Otherwise known as the 'GreenBook' NAEYC.

Required Materials/Text:

Taskstream Subscription: In your education courses, an online e-portfolio and assessment programs are utilized.* A subscription should be purchased through Taskstream.com. Subscription rates are listed on the website and a credit card is needed to make a purchase.

Go to www.taskstream.com <http://www.taskstream.com/> and select “Subscribe Today”. *If you participated in the pilot program in 2004-2005, select Renew” subscription. If you are new to taskstream, choose “Create a new subscription”.* You will be asked what university you attend and other demographic data. If you need assistance or have questions, call Taskstream at 1-800-311-5656.

* Only students who are pursuing *initial licensure* are required to purchase a Taskstream account.

Assignments

Attendance/ Participation and Disposition: (40 points) this is a graduate level course and there are high expectations. This is also a summer course that is highly concentrated. Points will be earned for attendance and participation. If you are not here, you cannot earn points for participation. Not coming to class, for any reason, will hurt your grade. Show up, participate and complete the assignments. Missing more than one class will drop your grade to a B. More than two absences you should drop the course because you will not pass. Distracting side conversations during class are also cause for point loss.

Prezi (100 points) each student will join a group of three and produce a Prezi for this course. Each student must join PB Works.com and the group will produce a web quest or a web page that will apply the information learned in this course. (See Assignment and Rubric Attached). This assignment will be formatively assessed throughout the semester (weekly) and summatively assessed at the conclusion.

Research Paper: (100 points) must be at least 10 pages in length with at least 10 separate references. No more than two web based resources permitted. It must follow general APA guidelines for references (<http://owl.english.purdue.edu/owl/resource/560/01/>). The paper must provide a detailed overview of Piaget’s theory.* The paper must provide a detailed overview of the theory and you must demonstrate an understanding of its general applied use in the classroom.

* The only exception to this topic will be for those students in the Montessori program. They may do theirs on Montessori. Due February 16

Quizzes: (60 Points) - These 5 quizzes, worth 12 points each, will cover both the reading and the lecture information. They will occur on Thursdays, covering reading and lecture for that week. Most will be short answer and essay.

Big Ideas (100 Points) – There will be five ‘Big Ideas. These topics are included in the syllabus. The first ‘Big Idea’ will be sent to you prior to the start of the semester via email. It is expected that you will have the questions researched and answered prior to the first day of class. On that first day, and each subsequent ‘first day’ of the week, 3 people will be randomly selected to present their findings to the class and lead a discussion. During the discussion all other students are expected to amend their notes to include any information their peers shared with them. All final written responses will be due at the end of the semester. All of the responses should be turned in together as a packet by the last day of the semester.

Mid Term/ Final Exam (100 Points) multiple-choice short answer/essay- This exam will be given on July 15th. We will hold class for the first half of class and the final will take place in the last half of class.

Blackboard

Visit the blackboard page for this course. It has videos and class slides for your use. There will also, from time to time, be stuff posted there. Quizzes will be posted there as indicated on the syllabus.

Grades- all grades will be determined using the following scale.

Final Grades

Total points 600 / Grade Scale %

Grade Scale %

A	97-100
A-	93-96
B+	90-92
B	87-89
B-	85-86
C+	82-84
C	78-81
C-	76-77
D+	72-74
F	71 or below

Week	Topics	Reading	Assignments
#1 1-10	Introduction, What is Theory? Skinner, Freud, Vygotsky, Erikson, Piaget, Bronfenbrenner. Typical Development, Atypical, poverty	Trawick Smith- Chapter 1,2,3	
# 2 1-17	Continue with Vygotsky, Erikson, Piaget, Bronfenbrenner	Trawick- Smith Chapter 4,5,6	Quiz DAP Guidelines Big Idea #1
#3 1-24	Infant cog,emotional,physical growth/ Language	Trawick-Smith Chapter 7,8,9	Big Idea #2 Quiz
#4 1-31	Cognitive/ in the Preschool Years	Trawick-Smith Chapter 10,11,12	Big Idea #3 Quiz
#5 2- 7	Symbolic Thought: Play, Language and Literacy in the pre school years.	Chapter 12	DAP Big Idea #4
# 6 2-14	Social Emotional Development of Pre schoolers	Chapter 13	Quiz Big Idea #5
#7 2-21	Physical and Motor Development in the Primary Years.	Chapter 14	Big Idea #6 Mid Term Exam

Week #8	2-28	Cognition and Schooling	Chapter 15	Big Idea #7
Week # 9	3- 13	Cognition and Schooling FAT CITY Video	Chapter 15	Quiz Big Idea #8
Week # 10	3- 20	Language, Literacy and Schooling	Chapter 16	Big Idea #9
Week # 11	3- 27	Language, Literacy and Schooling	Chapter 16	Research Papers Due/ Tuesday of this week. Big Idea #10
Week # 12	4- 3	Social, Emotional Development in the Primary Years	Chapter 17	
Week13	4- 10	Parents Families and Children: Mulicultural Perspective	Chapter 18 lines Provided	Guide
Week 14	4-17	NAEYC Developmentally Appropriate Practice Guidelines		Final Exam Finals Week
Week 15		Rules Rituals and Routines, and Welcome to Holland		

Big Idea Questions

Big Idea #1

All of the theorist discussed in Chapter 4 is developmental psychologists. What does this mean? How is the 'Greenbook' organized? How will this information help you be the best teacher you can be? Investigate and report on what some of the basic premises of the 'developmental approach' are.

Big Idea #2

Infants emotionally attach to adults that take care of them. What is attachment? What does Erikson say about these issues? In your life, who are your attachment figures and why? How do you know you are attached to them? What happens to children who do not attach to adults?

Big Idea # 3

Piaget's model looks at cognitive development. What is this? When we are talking about cognitive ability in a developmental sense, what does this mean? Do infants have cognitive ability? What does this look like? How can we best develop these abilities in infants? What does damage to cognitive development in infants?

Big Idea # 4

Go to other resources and describe to the class the importance of play in early childhood. How does it impact cognitive development and in particular abstract thinking?

Big Idea # 5

What are the major themes of social/ emotional development in toddlers? How have things changed socially/emotionally in toddlers compared to infants?

Big Idea #6

How important is play and movement in development? Find three sources that describe this importance (other than your book) :) Tell the class plays benefits and site your sources.

Big Idea # 7

Why does the curriculum in schools change after third grade? How does it change? How does the classroom change? How does the teachers attitude and focus change? Why? How is all of this linked to cognitive development in school age kids. When you are investigating this think about your experience in 1st and 2nd grade compared to 4th and 5th. What was different and why?

Big Idea # 8

I love maps! As a kid I used to sit, transfixed, looking at the map of the world and imagining traveling to all of these exotic places. How does ‘map space’ understanding change in school age kids. How does abstract thinking make maps more accessible for school aged children? What cool units could you now create using maps that just one year prior to third grade would be inaccessible to your students?

Big Idea # 9

Hart and Risely are two researchers who talked a lot about language development in children. They compared poor kids to rich kids. What did they learn? What does this tell you about what parents and teachers should do when living or working with kids? Is it better for kids to watch tv or read? Talk with adults or play gameboy? How important is talking to your kids? Why?

Big Idea # 10

What is literacy? Why is it more than just reading and writing? How are these skills related? Will reading to kids make a difference? Will reading yourself teach kids anything? What does it mean when I say ‘Children hear half of what we say but everything we do’? How does this relate to literacy?

Prezi- (100 Points)

1. **Purpose-** The purpose of this assignment is to provide me (professor) with evidence of your understanding of how the theoretical models can be applied to practice in the classroom. All of the contents of this assignment should be an effort to provide this evidence.
2. **Download Prezi**
3. **Topic Headings For Prezi**

Creating a Community of Learners
Teaching to Enhance Development and Learning
Constructing Appropriate Curriculum
Assessing Children's Establishing Reciprocal Relationships with Parents Learning and development.

- For each of these topics please provide the following in your web quest:
 - a. Define Each Topic Heading
 - b. Provide Research hot links
 - c. Video examples if available (you can film your own, post on YouTube and link to page
 - d. Any resource links you can findFor an example of what an entry would look like go to