

MISSISSIPPI VALLEY STATE UNIVERSITY

COLLEGE OF EDUCATION

**Course Syllabus
for**

**EC 400 Methods of
Instruction: Preschool
Education**

Fall 2018

10:45 a.m. – 12:00 p.m.

Tuesday & Thursday

Dr. Alfred Boyd, Jr. Assistant Professor

The College of Education Theme: *The Holistic Transformers: Transforming and Developing Scholars, Reflective Thinkers and Facilitators, and Responsible Professionals who in turn will change and transform the Delta and the society beyond.*

MISSISSIPPI VALLEY STATE UNIVERSITY
College of Education

Course Syllabus for
Method of Instruction: Preschool Education
EC 400

Instructor: Dr. Alfred Boyd, Jr.
Office: 185
Office Phone: (662)254-3708
Office Hours: Monday- 9:00 –12:00 a.m.
Tuesday- 9:00 - 10:45 a.m., 12:00 – 1:00 p. m., 2:15 – 3:00 p.m.
Thursday-9:00 - 10:45 a.m., 12:00 – 1:00 p. m., 2:15 – 3:00 p.m.

Room: O P Lowe Education Building 178

If you are not able to meet with me during my regular office hours, feel free to email me to arrange a day and time that best suits your schedule.

E-mail Address: alfred.boyd@mvsu.edu

Required Text: Jackman, Hilda L. (2012). Early Education Curriculum: A child's connection to the world (5th ed.). Clifton Park, NY: Thomson Delmar Learning.

Course Description:

The major focus of this course will incorporate an in-depth study of theories and practices in Early Childhood Education. Research does exist, which proves traditional and former beliefs of education, which have helped build competent and effective early childhood education programs.

Credit Hours: 3

Prerequisite(s): Must meet the requirements for entry into the Early Childhood Program

Course Description:

This course is a study of appropriate methods for preschool programs. Design and application of creative experiences and activities for preschool children in early childhood settings. Field based experiences stressing developmentally appropriate curriculum for preschool children from birth to age five.

Purpose/Rationale:

Teachers use knowledge of child development to identify the range of appropriate behaviors, activities and materials for a specific age group of children from birth to age five. This knowledge is used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the appropriate curriculum and learning environment for each group of children.

Course Objectives:

The course objectives are to:

1. Read and understand material from the text. (NAEYC 1a, 1b)
2. Demonstrate knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children.

- (NAEYC 1a, 4b, 4d) (INTASC 2,5)
3. Demonstrate knowledge of and ability to implement meaningful, integrated learning experiences for young children. (NAEYC 4b, 4c, 4d) (INTASC,7, 6)
 4. Identify child outcomes in content areas of language and literacy, mathematical thinking, nature and science, and artistic expression for early education. (NAEYC 4c, 4d) (INTASC 5,8)
 5. Demonstrate understanding of teaching strategies to achieve the identified outcomes in content areas. (NAEYC 4b, 4c, 4d)
 6. Identify specific positive guidance strategies for use in the early childhood setting. (NAEYC 4a)
 7. Demonstrate knowledge of observing and documentation techniques. (NAEYC 3b) (INTASC 8, 10)

Student Evaluation:

This course is offered to candidates who will be teaching Students Birth –eight years-old. To accommodate the range in certifications, the learning environments and assessments of learning will focus on general and specific age/content through authentic assessments, collaborative work, information exchange, PowerPoint's, group projects active/exploratory/inquiry-based learning, and critical thinking and informed decision-making. Writing rubrics will be used for short-answer, essay, and written reports.

Use of Technology:

The use of cellular phones for personal use is prohibited in the classroom. Students should place cell phones on vibrate or silent. The use of cell phone, laptops, iPads and notebooks are to be used when needed for class assignments only, not for leisure purposes during class time.

Americans with Disabilities Act:

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Service for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located outside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

University Policy on Cheating and Plagiarism

Cheating and plagiarism will not be tolerated. If it is established that a violation has occurred, instructors determine the penalty. In this course, the penalty for a first offense involves a grade of zero on the test or assignment. A second offense will be reviewed for more stringent action and will be reported to the division/department chair, the student's advisor, and dean, and will usually result in suspension. Any additional offenses will usually result in expulsion from the university. Please see the university policy on cheating and plagiarism in the current undergraduate bulletin. Please be informed that copying and pasting from another student's work is considered cheating, as is copying and pasting from websites. All assignments and tests in this course are to be completed independently.

Policy for Late Assignments

All assignments are due at the **beginning** of the class period for which they are assigned, regardless of the student's attendance. ***Late assignments will not be accepted.*** If a student must miss a test date, prior arrangements must be made in order to be able to reschedule. Prior arrangements DO NOT include leaving a message on an answering machine or sending a last minute email. Extreme emergency situations will be handled on an individual basis. Make-up assignments will only be granted with a documentable excuse.

Professional Participation

Professionalism is expected of all teacher candidates. Active participation in this class is essential for building a

productive learning community. It is expected that students will give freely of their ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Students should exhibit professionalism in their classes and while working in the field. Some characteristics that are important include punctuality, responsibility, dependability, and a positive, respectful disposition. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing of opinions, and verbally participating in class discussions and activities.

Written Assignments and Academic Misconduct:

All written work submitted must be the student's original work. *All assignments must be bound with an accompanying coversheet listing the name, date, and assignment(s).* It must also conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications, if applicable. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Attendance requirements for this Course:

Attendance is important and *required*. Attendance and punctuality will be documented. Students are expected to actively participate in all class activities, to complete all readings prior to assigned class meetings. *Students are permitted one absence for a class that meets only once a week. Students are permitted 3 absences for a class that meets more than once a week. Every absence thereafter will result in the loss of a "letter grade." Three tardies also equals an absence.* As class activities and discussions often focus on material that is not in found in the text, attendance and participation is critical. Absences DO NOT change expectations or when assignments are due. In addition, opening activities cannot be made up. Students will receive a "0" for any opening activity missed.

Teaching Standards:

Interstate New Teacher Assessment and Support Consortium INTASC (1992)

National Standards:

www.ncate.org (Links to specialty organization standards and resources), Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), International Reading Association (IRA), National Association for the Education for Young Children (NAEYC), National Council for the Social Studies (NCSS), National Council of Teachers of English (NTCE), National Middle School Association (NMSA).

Instructional Strategies:

Instructional strategies will include lectures, seminar and class discussions, Power Point presentations, poster presentations, guest speakers, group projects, cooperative learning activities, small group and whole group activities, oral presentations and reports by students.

Course Requirements:

Final course grades will be determined by the amount of points accumulated on class participation and assignments. All assignments must be submitted on Blackboard on the Tuesday of the week listed on the course schedule. Final grades for this class will be based on the following:

Professional Participation (15 @ 6 pts. ea.)

100 Points

Reading Reaction Paper (14 @ 6 pts. ea.)	100 Points
Philosophy of Education	100 Points
Designing DAP Paper	100 Points
Practitioner Report	100 Points
Unit Plan	200 Points
Program Observations (2 @ 50 pts. ea.)	100 Points
Midterm Exam	100 Points
Final Exam	100 Points
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Total	1000 Points

Grading Scale and Criteria:

Grading Scale: % of total points possible

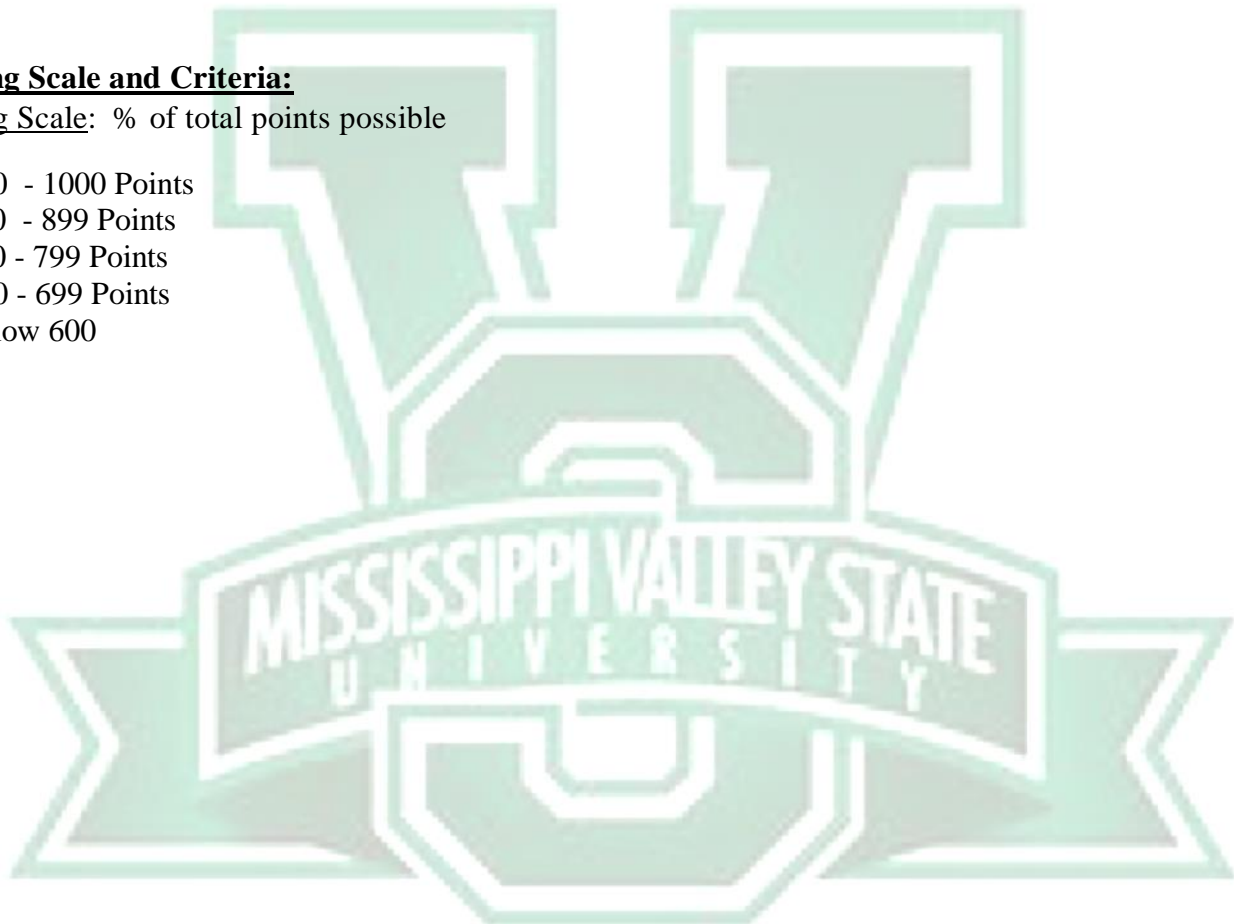
A = 900 - 1000 Points

B = 800 - 899 Points

C = 700 - 799 Points

D = 600 - 699 Points

F = below 600



TENTATIVE COURSE OUTLINE:

	T	R	Assigned reading	Other assignment
August	21 st	23 rd	Introductions Expectations and Guidelines	Syllabus
	28 th	30 th	Chapter 1	Reading Reaction Paper Philosophy of Education Statement
	Sept4 th	Sept. 6 th	Chapter 2	Practitioner Report
September	11 th	13 th	Chapter 3	Reading Reaction Paper Practitioner Report
	18 th	20 th	Chapter 4	Classroom Observation Paper I Practitioner Report
	25 th	27 th	Chapter 5	Chapter Review Questions Practitioner Report
	23 rd	27 th	Chapter 6	Reading Reaction Paper Practitioner Report
	2 nd	4 th	Midterm Exam	
October	9 th	11 th	Chapter 7	
	16 th	18 th	Chapter 8 & 9	Reading Reaction Paper Designing DAP paper Practitioner Report
	23 rd	25 th	Chapter 10	Reading Reaction Paper Practitioner Report
	30 th	Nov. 1 st	Chapter 11	Reading Reaction Paper Practitioner Report
	November	6 th	8 th	Chapter 12
13 th		15 th	Chapter 13 Chapter 14	Reading Reaction Paper Practitioner Report

	27 th	29 th	Presentations	Unit Plan
	Dec. 2 th - 4 st		Final Exam	

Professor reserves the right to adjust course schedule as may be needed to facilitate students' learning of course material or due to unexpected events. Any adjustments will be announced prior to change.

ADA ASSURANCE STATEMENT

Mississippi Valley State University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the Student Intervention Resource Center (Special Services Facilitator).



Bibliography

- Argyris, C., & Schön, D. (1978). *Organizational learning: A theory of action perspective*. Reading, Mass: Addison Wesley.
- Culkin, M. L. (Ed.). (2000) *Managing quality in young children's programs: The leader's role*. Teachers College Press.
- Dail, A. R. (2010). Recasting the role of the family in literacy development. *Educational Researcher*, 330-333.
- Hindman, A. (2010). Ecological contexts and early learning: Contributions of child, family, and classroom factors during Head Start, to literacy and mathematics growth through first grade. *Early Childhood Research Quarterly*, 25,, 235-250.
- Koster, Joan B. 2012. *Growing Artists: Teaching the Arts to Young Children*, 5th Ed. Belmont, Calif.: Wadsworth Cengage Learning.
- Marotz, L. R., Rush. J. M., & Cross. M. Z (2001). *Health safety and nutrition*. (5th ed.). Clifton Park, NY: Delmar Learning.
- Mayesky, Mary. 2013. *Creative Activities for Young Children*, 10th Ed. Belmont, Calif.: Wadsworth Cengage Learning
- Pearson, P. (2010). National reports on literacy: Building a scientific base for practice and policy. *Educational Researcher*, 286-294.
- Shaftritz, J.M. & Ott, J.S. (Eds.) (2001). *Classics of organization theory*(5th Edition). Belmont, CA: Wadsworth.
- Scheffner Hammer, C. F. (2010). The language and literacy development of Head Start children: A study using the Family and Child Experiences Survey database. *Language, Speech, and Hearing Services in Schools*, 70-83.
- Schein, E.H. (2004) *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.
- Scott, W. R. & Davis, G. F. (2007). *Organizations and organizing: Rational, natural, and open system perspectives*. Prentice Hall.
- Townsend, M. (2010). The role of the family in literacy development. *Journal of Psychoeducational Assessment*, 28 (2), 115-128.

Websites:

- www.acf.dhhs.gov: Administration for Children, Youth and Families (ACYF)
- www.aasa.org: American Association of School Administrators
- <http://erkps.crc.uluc.edu/ccdece/ccdece.html>: Center for Career Development in Early Care and Education
- <http://www.nl.edu/cec/>: Center for Early Childhood Leadership
- <http://www.edcouncil.org>: Council for Early Childhood Professional Recognition (CDA)
- <http://bsbpa.umkc.edu/mwcal/>: Forum for Early Childhood Organization and leadership Development
- <http://www.naeyc.org>: National Association for the Education of Young Children (NAEYC)



RECEIPT OF COURSE SYLLABUS

This document certifies that I have perused and fully understand the syllabus for EC 200 Organizational Theory. I further certify that my instructor has reviewed and clarified its contents with me. Any and all questions pertaining to its contents were thoroughly explained, and I fully understand the expectations inherent in this course for me.

Student's Name _____ Date _____

Instructor _____ Date _____

Cc: Student
Instructor's File

