1. **COURSE TITLE\*:**  Early Childhood Seminar
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2241
3. **PREREQUISITE(S)\*:**   **COREQUISITE(S)\*:**  EDUC 2240
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*):** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:** 3

**LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This seminar accompanies the early childhood practicum and will enable students to read and discuss a variety of topics relevant to their student teaching. Topics may include but shall not be limited to behavior guidance, children with special needs, working with parents, professionalism, current teaching strategies, etc.

1. **LEARNING OUTCOMES\*:**

After completing this course along with the Practicum, students will be able to:

1. Integrate an understanding of the fundamentals of teaching with the student teacher’s roles and professional behavior.
2. Demonstrate understanding of professional standards, goal setting and assessment of one’s teaching experience, and the Code of Ethical Conduct, as they relate to teaching proficiency.
3. Identify effective guidance strategies that are developmentally and culturally appropriate, based on respectful and supportive relationships with children.
4. Identify methods of observation, interpretation, documentation, and assessment to positively influence children’s development and learning.
5. Identify the components of effective environments and schedules to create positive learning experiences for children.
6. Design, implement, and evaluate meaningful curriculum that is play based, integrated.
7. **ADOPTED TEXT(S)\*:**

*Early Childhood Field Experience: Learning to Teach Well*. 2nd Edition.

Pearson Publishing (2013)

Kathryn Williams Browne & Ann Miles Gordon

**OR**

Inclusive Access (Follett)

ISBN: 978-0-13-346630-0

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

None

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

B: 80 – 89

C: 70 – 79

D: 60 – 69

F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY***  *Total Points* | *% of Grade* |
| Chapter Reflections |  |  |
| Tests |  |  |
| Papers |  |  |
| Total | 1000 | 100% |

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

**Chapter 1: Getting Started**

* Read Chapter 1
* Learning Outcome: After reading this chapter, the student will be able to integrate an understanding of the fundamentals of teaching with the student teacher’s roles and professional behavior.
* Reflection Paper: What does the following statement say to you?
  + - *“At the core of all education that makes a difference in children’s lives—beneath all the methods, materials, and curricula—is a teacher who cares about each child, who teaches from the heart.”*
    - Read the Top 10 Fundamentals of Teaching in the chapter. Which ones will you need to work on during your placement?

**Week 2**

**Chapter 2: Becoming a Professional Teacher**

* Read Chapter 2
* Learning Outcome: After reading this chapter, the student will be able to demonstrate an understanding of professional standards, goal setting and assessment of one’s teaching experience, and the Code of Ethical Conduct, as they relate to teaching proficiency.
* Reflection Paper: What does becoming a professional teacher mean to you?
* Review the NAEYC website: <https://www.naeyc.org>
  + Review the NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs
  + Review the NAEYC Code of Ethics

**Week 3**

**Chapter 3: Understanding and Guiding Behavior**

* Read Chapter 3
* Learning Outcome: After reading this chapter, the student will be able to identify effective guidance strategies that are developmentally and culturally appropriate,

based on respectful and supportive relationships with children.

* Reflection Paper: Develop a classroom guidance plan for preschool children. You can use information from this chapter, the Internet, previous textbooks, etc. in developing your plan but make sure you reference what you take from these sources. In the textbook for this course look at the following pages:

**Week 4**

**Test over Chapters 1-3**

**Week 5**

**Chapter 4: Observing and Assessing Children**

* Read Chapter 4
* Learning Outcome: After reading this chapter, the student will be able to identify methods of observation, interpretation, documentation, and assessment to positively influence children’s development and learning.
* Reflection Paper: Discuss your method of observation, interpretation, documentation and assessment of preschool children.

**Week 6**

**Chapter 5: Environments and Schedules**

* Read Chapter 5
* Learning Outcome: After reading this chapter, the student will be able to identify the components of effective environments and schedules to create positive learning experiences for children.
* Reflection Paper: Critique your internship placement classroom, playground, and classroom materials. Discuss the pros and cons.

**Week 7**

**Chapter 6: Curriculum**

* Read Chapter 6
* Learning Outcome: After reading the chapter, the student will be able to design, implement, and evaluate meaningful curriculum that is play based, integrated, and grounded in active learning.
* Reflection Paper: Discuss how you see children in your placement learning through play.

**Week 8**

**Test over Chapters 4-6**

**Week 9**

**Chapter 7: Team Teaching**

* Read Chapter 7
* Learning Outcome: After reading this chapter, the student will be able to articulate the essentials of team teaching and the challenges of developing positive working relationships with colleagues.
* Reflection Paper: Discuss how teamwork is displayed in your placement classroom and school. Are you part of the team? If so, how? If not, why?

**Week 10**

**Chapter 8: Collaborating with Families**

* Read Chapter 8
* Learning Outcome: After reading this chapter, the student will be able to demonstrate an awareness of the diversity of families and family-school

connections, and evaluate how teachers communicate with families about their children’s development and learning.

* Reflection Paper: Discuss how your placement is family friendly.

**Week 11**

**Chapter 9: The Dynamics of Diversity**

* Read Chapter 9
* Learning Outcome: After reading this chapter, the student will be able to demonstrate an understanding of the many facets of diversity and the skills for interacting collaboratively with children and adults of various cultures, languages, and abilities in group care and education settings.
* Reflection Paper: Discuss how teachers create a classroom environment whereby all children are accepted and given equal opportunity to learn.

**Week 12**

**Test over Chapters 7-9**

**Week 13**

Work on Reflection Paper on Placement

**Week 14**

Reflection Paper on Placement due

**Week 15**

Work on After Graduation Paper

**Week 16**

After Graduation Paper due

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:**Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases.
* Gaining new appreciation and insights toward recognition of the range of human differences.
* Understanding how biases may influence the relationship an educator may have with children, families, and colleagues.

**Observation Hours (4)**

* **If you are in the Early Childhood program, you will complete your observation in a preschool setting.**
* **If you are in the Paraprofessional program, you will complete your observation in a K-5th grade. Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.**

**16. FERPA: \***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

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**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Disabilities:** In compliance with the Americans with Disabilities Act (ADA), all students who have a documented disability are entitled to “reasonable academic accommodations”. If you are a student with a disability, it is your responsibility to contact the Disabilities Service Office on the SSCC Central Campus at 800-628-7722 or 937-393-3431.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation Addressed:**

*Standard 1. Promoting Child Development and Learning*

*Standard 2. Building Family and Community Relationships*

*Standard 3. Observing, Documenting, and Assessing to Support Young Children and*

*Families*

*Standard 4. Using Developmentally Effective Approaches to Connect with Children and*

*Families*

*Standard 5. Using Content Knowledge to Build Meaningful Curriculum*

*Standard 6. Becoming a Professional*

**Ohio Teaching Standards Addressed:**

* **Standard 1:** Teachers understand student learning and development and respect the diversity of the students they teach.
* **Standard 2:** Teachers know and understand the content area for which they have instructional responsibility.
* **Standard 3:** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
* **Standard 4:** Teachers plan and deliver effective instruction that advances the learning of each individual student.
* **Standard 5:** Teachers create learning environments that promote high levels of learning and achievement for all students
* **Standard 6:** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human differences
* Understanding how biases may influence the relationship an educator may have with children, families, and colleagues

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.