Course Syllabus
ECED 1010 Intro to Early Childhood Educ
Nashville State Community College
Semester:  Section Number:

Class Hours:  3  
Credit Hours:  3  
Instructor:  
Office:  
Office Phone:  
Fax:  
E-mail:  

Description
Introduction to Early Childhood Education is an introduction to the early childhood profession, including an emphasis on professionalism and developmentally appropriate practice. The course also includes an overview of history of early education; theoretical program models; different types of early childhood programs, community resources; professional organizations, and contemporary trends and issues in programs for children ages birth through eight. Field experiences required.

Required Texts
No textbook is required for this course. Readings are available online at NS Online and you are expected to read each one. You will need ADOBE READER or a similar PDF file reader to open most of the files online. You do NOT have to print out the readings; you can simply open and read online.

Student Learning Outcomes
Upon successful completion of the course the student will be able to:

1. Recognize the foundation of the early childhood profession, it’s historical, philosophical, and social foundations and how these foundations influence current though and practice. (6a)
2. Recognize the diversity of settings, teacher qualifications, types of employment, locations, etc., in the early childhood field. (6a)
3. Recognize professional journals, websites, organizations, and community agencies that support the early childhood professional. (SS 5)
4. Identify basic components of quality in an early childhood program setting. (1a, 2a, 3b, 4b)
5. Identify the goals and basic components of several prominent, theoretical curriculum models (Montessori, High Scope, Reggio Emilia, Project Approach, etc.) (4b)
6. Recognize the NAEYC Code of Ethical Conduct to resolve basic ethical dilemmas in early education. (6b)

NAEYC Initial Standards
The AAS Degree in ECED at Nashville State is accredited by the National Association for the Education of Young Children (NAEYC). The following NAEYC Initial Standards are addressed in this course:

Standard 1: Promoting Child Development and Learning
1a. Knowing and understanding young children's characteristics and needs, from birth through age 8

Standard 2: Building Family and Community Relationships
2a. Knowing about and understanding family and community characteristics

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches,

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including the use of technology in documentation, assessment, and data collection

**Standard 4: Using Developmentally Effective Approaches**

4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

**Standard 6: Becoming a Professional**

6a. Identifying and involving oneself with the early childhood field
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines

**Supportive Skills**

SS 5. Skills in identifying and using professional resources

**IDEA Course Evaluation Objectives**

These objectives will be evaluated through student feedback on Course Evaluations.

- **Objective 1**: Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 9**: Learning how to find and use resources for answering questions or solving problems
- **Objective 10**: Developing a clearer understanding of and commitment to, personal values

**Major Content Areas**

- The Young Child: Typical Development
- The Young Child: Special Needs
- Types of Programs
- Families and Teachers
- Technology in ECE
- Environments
- Standards of Quality
- Curriculum in ECE
- Curriculum Models
- The Teacher as a Professional
- Planning Your Career in ECE
- History and Current Trends

**Field Experiences: 3 Hours of required field experiences**

Students will be engaged in a minimum of 3 hours of field experiences in this course. Students will keep a time card for documentation of hours completed. These hours will include:

1. Child Observation – observing one child for 30 minutes
2. Program Observation – observing an early childhood program for one hour
3. Teacher Interview – interviewing a teacher in an early childhood program
4. Parent Interview – interviewing a parent consumer of early education

*It is the student’s responsibility to check D2L and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L contains specific course information and MyNSCC contains information important for other purposes.*

*Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.*
Assessment: Grading Criteria and Scale

1. **PARTICIPATION IN CLASS SESSIONS**
   Class participation will include talking, listening, reading, and a variety of activities which may involve bringing in special items to share with the class. The points for all of these are earned within the participation category. You earn 5 points per class, if you stay for the full class and participate actively. If you arrive late, deduct 1 point; if you leave early, deduct 1 point, if you talk as little as possible, deduct 2 points. You are expected to sign-in when you arrive.

2. **READINGS and READING JOURNALS**
   You are expected to read each reading and be prepared to discuss in class. Readings are all available online in the course shell in NS Online. You will also be writing a Reading Journal each week about one of the readings required.

3. **ASSIGNMENTS**
   There are 4 required fieldwork assignments----Child Observation, Parent Interview, Teacher Interview, and Program Observation. Each assignment must be turned in on the due date and follow the instructions to receive full credit. You will be completing the grading rubric on your work and turning this in with your assignment. I also will be grading your assignment and my grade will be the final grade.

4. **NS ONLINE DISCUSSION ON PROFESSIONAL ORGANIZATIONS**
   You will be required to participate in discussion online in the NS Online course shell for this course. The discussion will be about professional organizations.

5. **REFLECTION PAPER on NAEYC STANDARDS**
   There is a final Reflection Paper on NAEYC Standards for this class. This is required for any student to receive credit for this class.

6. **EXTRA CREDIT**
   Any options for extra credit will be provided in class. Extra credit assignments are due by the last class meeting.

7. **NO EXAMS**
   There are no exams in this class.

8. **SUBMITTING ASSIGNMENTS:**
   You can turn in assignments two ways in this class---either a hard copy turned in at class meetings or you can submit online by 11:59 pm the day the assignment is due. If you submit online, your assignment will be graded online and you will have to go online to see your grade and feedback. If you submit a hard printed copy in class, your assignment will be graded by hand and returned in class to you.
Grading scale is as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number &amp; Points Per Item</th>
<th>Total Points</th>
<th>Approximate Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Observation</td>
<td>1 observation</td>
<td>25 points</td>
<td>7%</td>
</tr>
<tr>
<td>Teacher Interview</td>
<td>1 interview</td>
<td>25 points</td>
<td>7%</td>
</tr>
<tr>
<td>Program Observation</td>
<td>1 observation</td>
<td>50 points</td>
<td>14%</td>
</tr>
<tr>
<td>Parent Interview</td>
<td>1 interview</td>
<td>25 points</td>
<td>7%</td>
</tr>
<tr>
<td>Professional Organizations Discussion</td>
<td>1 Online Discussion in NS Online</td>
<td>5 points</td>
<td>2%</td>
</tr>
<tr>
<td>Reflection Paper on NAEYC Standards</td>
<td>1 paper</td>
<td>100 points</td>
<td>29%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>14 class meetings 5 points each)</td>
<td>70 points</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Journals</td>
<td>10 journals 5 points each</td>
<td>50 points</td>
<td>14%</td>
</tr>
<tr>
<td>EXTRA CREDIT</td>
<td>2 extra credit projects – 10 points each</td>
<td>Maximum 20 points</td>
<td>extra credit</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>350 POINTS</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Class Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100% = A</td>
<td>315 - 350</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89% = B</td>
<td>280 – 314</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79% = C</td>
<td>245 – 279</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69% = D</td>
<td>210 – 244</td>
<td>D</td>
</tr>
<tr>
<td>Below 60% = F</td>
<td>Below 210</td>
<td>F</td>
</tr>
</tbody>
</table>

NOTE: All ECED majors in the AAS and Technical Certificate programs are required to receive a C or above in all ECED classes.
ECED COURSE POLICIES

These are course policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. The ECED faculty wants you to do well!

Attendance/Participation Policy

1. Each student is expected to be on time, attend all scheduled classes, and stay for the entire class session. It is not acceptable to walk in and out of class, unless there is an emergency.
2. An absence is defined as non-attendance for any reason, including illness or emergency.
3. Absences Allowed:
   - Regular Fall & Spring Semester: No more than 3 absences.
   - Summer 10 week term or Practicum Courses: No more than 2 absences
4. Any student who has more than allowed absences above will receive a grade of “FA” for the term. An FA computes the same as an F in your grade point average. Coming to class late (after the instructor has taken attendance) and/or leaving early (before the instructor dismisses the class) counts as a tardy. Three (3) tardies count as one (1) absence. Any student arriving more than 30 minutes after class has started or leaving more than 30 minutes before class is dismissed will be considered as absent for the entire class.
5. Any student who is absent is responsible for the content of the class missed and any assignments given. The student is encouraged to get notes and information missed from another student in the class or contact the instructor.
6. In-class assignments cannot be made up.
7. The instructor’s grade book serves as the official record for grades and attendance.

Email Communication Policy

It is the student’s responsibility to check D2L (NS Online) and MyNSCC email on a regular basis. These are the official communication channels between the college and students. Students are responsible for the information communicated through those channels. D2L (NS Online) contains specific course information and MyNSCC contains information important for other purposes. It is strongly recommended that course related communication to your instructor be sent through D2L (NS Online) course email. The email is located inside your course website. Contact the Help Desk at 615-353-3678 for support.

Student Conduct

Nashville State has a zero tolerance policy for disruptive conduct in the classroom. The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct which violates the general rules and regulations of the College. Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupt the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.), the continued use of any electronic or other noise or light emitting device which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, lap-top computers, games, etc.). Each student should refer to the current Nashville State Student Handbook for guidelines for student conduct.

Class Procedures

The class will be a mixture of lecture, discussion, in-class activities and class participation. The instructor will make every effort to work with you, but you are expected to read assignments before class, pay attention, participate in class, and put effort into assignments.

Assignments, Instructions, and Grading Rubrics

For all assignments, you are expected to follow instructions carefully, study the grading criteria, and ask questions if you do not understand an assignment. For some assignments, you may be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

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Assignment Format
All assignments are to be typed (using 10, 11 or 12 pt. font) unless otherwise instructed. Assignments of more than one page should be handed in stapled in the upper left corner. Spelling, punctuation, grammar, and legibility will be taken into consideration in grading all assignments. Assignments should reflect college-level work. Misspelled words, incorrect grammar, and messy assignments will be penalized. Always re-read and proof your work prior to turning it in to the instructor. Any assignment turned in that is not typed or is unreadable with numerous grammatical and/or spelling errors may be returned to the student ungraded. The student will need to resubmit the assignment, but will receive a reduction in points (see policy for assignments not turned in on the assigned due date).

Cheating and Plagiarism
Plagiarism, cheating, and other forms of academic dishonesty are prohibited. The work you submit must be written in your own words. This means if you use words directly from a textbook, the internet, or another source for information to complete an assignment or exam, you must cite the source. Students guilty of academic dishonesty, either directly or indirectly through participation or assistance are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or "zero" for the exercise or examination or to assign an "F" for the course.

Submitting Assignments: Online or In Class
You can turn in assignments two ways in this class---either a hard copy turned in at class meetings or you can submit online by 11:59 pm the day the assignment is due. If you submit online, your assignment will be graded online and you will have to go online to see your grade and feedback. If you submit a hard printed copy in class, your assignment will be graded by hand and returned to you during class meetings.

Late Assignments
Students are encouraged to turn in all assignments on time. In the event that you miss a due date, you may turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work. No assignments will be accepted more than one week late and no assignment will be accepted beyond the last class meeting. It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late. See example below:

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The next class meeting is Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted and your final score will be 80.

Exams
There are no exams in this course.

Experiences with Children
Learning about early childhood requires you to interact and engage with young children throughout the coursework in the early childhood program at NSCC. Some assignments in this course may require you to engage in activities with young children from ages birth through age 8. (See specific instructions on assignments.) You may be able to complete these experiences with children in informal settings such as family or relatives homes, but it is preferable, if possible, to do these experiences in an early childhood program such as a child care center or family child care home. These experiences require the student to be in the "teacher" role; thus, it is not acceptable to do these with your own children. Let the instructor know if you need help or clarification.

Photographs for Assignments
Some assignments may require you to take photographs of your work or project as part of the assignment instructions. You will need access to a camera of some type in order to meet this expectation. Even though you are asked to document your work through photos, you are NOT required to take photos of children themselves. Many families do not wish their children to be photographed. You must have written permission from families to photograph children.

Revised November 2013
Questions about Graded Assignments and Appointments for Assistance
If you would like to discuss a grade on an assignment or exam, see the instructor after class to discuss the assignment briefly or make an appointment. Class time will not be used to discuss or review individual grades. You are encouraged to make an appointment with your instructor to discuss any questions or concerns in depth.

College Resources for Support
The college provides several resources to support the academic success of students. The Learning Center, located inside the Library, offers students free, drop-in academic assistance with courses in which they are currently enrolled at the college. Services include access to computers for research, email, tutorials in course content, and software applications used in classes. In addition, tutors are available to help in many subjects, especially mathematics and writing. Free online tutoring for other subjects is also available to students through Smarthinking. The Library facilitates learning and research for Nashville State students, staff, and faculty. For more information, visit the college website at www.nscc.edu.

Grading Policy for Early Childhood Majors
A grade of C or above must be earned in all early childhood courses prior to graduating with an AAS or Technical Certificate in ECED. If you are majoring in the AAS and/or Technical Certificate programs must receive a C or above in this class in order to meet prerequisite requirements for subsequent classes.

Early Warning Alerts
Nashville State Community College has implemented an Early Warning System to notify students via e-mail about academic problems such as poor classroom attendance, poor performance on assignments/tests, poor communication skills, late/missing assignments, and/or lack of classroom participation. Please note that Early Warning Alerts do not affect a student’s academic standing.

Accommodations
Nashville State complies with the Americans with Disabilities Act. Consult with the office of Student Disability Services. If you need any accommodation(s) for this class, notify the instructor by the second class meeting.

NS Online and Course Shell
All courses, face-to-face, hybrid and totally online, have an online course shell that contains important information (syllabus and additional resources) about your course. It is highly important that you become familiar with the online course shell and use it as a resource to support your learning. [This shell is where your instructor will post information in case of class cancellation.-See “Class Cancellations” below.]

To access your course through NS Online, first go to the NSCC homepage (http://www.nscc.edu), then click on “Connect” and scroll down to MyNSCC. Enter your A number and your login to gain access to MyNSCC. You will then click on “NS Online Courses” on the upper right-hand side of the page. Click on the course title under the listing of all your courses and you will be at the home page for your course. Or you may go directly to the NS Online login: https://elearn.nscc.edu/ to gain access to your course.

Class Cancellations – NS Online Assignment
When a class is cancelled due to inclement weather or other unusual circumstances, the instructor will post an assignment on NS Online to be completed before the next class meeting. If you have trouble accessing the internet, notify the instructor through a phone message requesting an alternate assignment.

Cellular Telephone/Pager Policy
The use of cellular telephones and pagers in the classroom is prohibited at Nashville State Community College.

Children in Class
It is the policy of Nashville State Community College that students may not bring children into instructional settings such as classrooms, labs, or the Learning Center.

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Breaks/Food in Class
The classroom is not an appropriate place or time to eat meals. Please plan on eating before class or during break times.
# Readings and Assignments

**ECED 1010 Introduction to Early Childhood Education**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignments/Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction:</td>
<td>Complete the Student Information Form and Syllabus sign-off</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>In-Class Reading:</strong> What Do Early Childhood Professionals Do? (Castle)</td>
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<tr>
<td>2</td>
<td>The Young Child: Typical</td>
<td><strong>Reading:</strong> Observation and Early Childhood Teaching: Evolving Fundamentals (Reifel)</td>
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<tr>
<td></td>
<td>Development</td>
<td><strong>Assignment:</strong> Reading Journal 1</td>
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<tr>
<td>3</td>
<td>The Young Child: Special Needs</td>
<td><strong>Reading:</strong> Including Children with Special Needs</td>
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<td></td>
<td></td>
<td><strong>Assignment:</strong> Reading Journal 1</td>
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<td>4</td>
<td>Types of Programs</td>
<td><strong>Reading:</strong> Pre-K: What Exactly Is It?</td>
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<td></td>
<td></td>
<td><strong>Assignment:</strong> Reading Journal 2</td>
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<tr>
<td>5</td>
<td>Families &amp; Teachers</td>
<td><strong>Reading:</strong> Teachers Connecting with Families in the Best Interest of Children (Kersey &amp; Masterson)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Assignment:</strong> Reading Journal 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Assignments:</strong> Child Observation &amp; Reading Journal 3</td>
<td></td>
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<tr>
<td>6</td>
<td>Technology in ECE</td>
<td><strong>Reading:</strong> Meaningful Technology Integration in Early Learning Environments</td>
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<td></td>
<td></td>
<td><strong>Assignments:</strong> Reading Journal 4</td>
<td></td>
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<tr>
<td>7</td>
<td>Environments</td>
<td><strong>Reading:</strong> Creating Indoor Environments for Young Children (Wardle)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Assignments:</strong> Parent Interview &amp; Reading Journal 5</td>
<td></td>
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<tr>
<td>8</td>
<td>Standards of Quality</td>
<td><strong>Reading:</strong> Good Child Care is Hard to Find (Tennessean newspaper article)</td>
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<tr>
<td>9</td>
<td>NO CLASS</td>
<td>Fall Break</td>
<td></td>
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<tr>
<td>Day</td>
<td>Assignment悟/Focus悟</td>
<td>Reading悟</td>
<td>Assignment悟</td>
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<tr>
<td>9</td>
<td>Curriculum in ECE Programs</td>
<td>Playdough: What’s Standard (M.L. Swartz)</td>
<td>Reading Journal 7</td>
</tr>
<tr>
<td>10</td>
<td>The Early Childhood Teacher as Professional</td>
<td>NAEYC Code of Ethical Conduct and Statement of Commitment</td>
<td>Program Observation &amp; Reading Journal 8</td>
</tr>
<tr>
<td>11</td>
<td>Planning Your Career in Early Childhood Education</td>
<td>ECED Information Overview</td>
<td>Teacher Interview &amp; Reading Journal 9</td>
</tr>
<tr>
<td>12</td>
<td>Four Curriculum Models</td>
<td>Four Curriculum Models</td>
<td>Reading Journal 10</td>
</tr>
<tr>
<td>13</td>
<td>Four Curriculum Models (continued)</td>
<td>Presentation Groups</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>History &amp; Current Trends</td>
<td>No Journal Due</td>
<td>Reflection Paper on NAEYC Standards</td>
</tr>
<tr>
<td>Exam</td>
<td>Assignment: Turn in EXTRA CREDIT. Pick up graded Reflection Papers</td>
<td>Class Attendance optional.</td>
<td></td>
</tr>
</tbody>
</table>
Early Childhood Education
Student Information Form
Please legibly print all information on form.

Course Title________________________________    Semester & Year____________________

Name________________________________  “A” Number___________________

HOME CONTACT INFORMATION

Street & Number____________________________________________________________________________

City and Zip____________________________________________________________________________

Home Phone__________________         Cell Phone ________________________________________

Can you receive TEXT MESSAGES? _____ If so, what phone number________________________

E-mail address_________________________________________________________________________

Emergency Contact ________________________________________________________________

WORK INFORMATION

Employer’s Name________________________________________________________________________

Current Position Title_____________________Fulltime or Parttime?___________________________

Street & Number________________________________________________________________________

City and Zip___________________________________________________________________________

Work Phone____________________________________________________________________________

Why did you enroll in this course? To meet requirements for which of the following:

_____ Associate’s Degree in Early Childhood (AS degree)

_____ Associate of Applied Science in Early Childhood (AAS degree)

_____ Technical Certificate in Early Childhood

_____ Non-degree (CDA preparation, CDA renewal, etc.)

_____ Other reason?

Sign below verifying: I understand the Early Childhood Education Grade Policy and Syllabus.

__________________________________     _______________________

Signature     Date

My signature below indicates that I have read the entire syllabus and understand its contents. I agree to abide by the
class policies set forth for the course and will be held accountable to such policies. In particular, I am aware of the
Attendance/Participation and Late Assignment polices.

I also give my permission to use my work and/or pictures taken of me in class activities for use by my instructor or by
other instructors in the Early Childhood department for the purpose of instructing others in appropriate early
childhood practices.

__________________________________     _______________________

Signature     Date

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