Early Childhood/Elementary/Middle Level Education Department
ELE 4776 History and Philosophy of Early Childhood
Fall 2012

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Class Meetings: Wednesday: 4:30-7:00 PM in Buzzard 2160

Unit Theme: Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Catalog Description: The history and philosophy of early childhood education. Historical and contemporary models, social policy, and philosophical issues.

Prerequisites: Eight semester hours in education and psychology

Course Purpose: This course is intended to provide: 1) basic knowledge about the historical foundation of early childhood education (ECE); 2) a comprehensive overview of ECE approaches/ program philosophies; 3) an understanding of national values and social policies which are reflected in recent issues and trends in the field of ECE; and 4) to apply historical/ philosophical knowledge to personal views of learning and teaching.

Course Textbook:
Morrison, G. S. (2009). *Early childhood today*, (11th ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
Supplemental Materials: Additional materials will be made available through WebCT and EIU Library e-Reserve (password: sm4776) and class packet. You need to purchase the ELE 4776 Course Packet which includes notes and handouts. The packet is purchased at Panther Print and Copy Center in the Student Union.

Model of Teaching: The Information-Processing Models: Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. [Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.]

Dispositions: Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Teaching Standards Related to ELE 4776
Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/profprep/standards.htm
Illinois Core Technology Standards (ICTS): http://www.isbe.state.il/profprep/standards.htm
Illinois Core language Arts Standards (ICLA):
http://www.isbe.net/profprep/CASCD/pdfs/24110_corelanguageartsstds.pdf
National Association of Education for Young Children Standards
(NAEYC):http//www.naeyc.org/accreditation/next_era.asp

Outcomes Specific to this Course:
- Students will expand and reflect on their Letter of Intent to incorporate all the CEPS dispositional areas in a revised document
- Understand, develop, and articulate an individual philosophy of education.
- Analyze educational literature and practice with philosophical lens.
- Analyze contemporary educational approaches relative to philosophical method.
- Students will work collaboratively with peers to interpret and defend their views on learning and teaching.
- Students will work collaboratively with peers to interpret and defend teaching approaches.

- Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches.
- Demonstrate knowledge of past and present developments (issues, research, and social influences) in the field of ECE.
- Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives.
- Model appropriate professional behavior- ethical, legal, social, and moral.

Course Requirements	**Demonstrated Competencies**	**Aligned Standards**
Participation	Performance includes attendance, participation and preparation for group and whole class discussions.	IPTS: 1, 9, 10, 11 ICTS:4, 5, 6, 7 ICLA: 2 NAEYC:5 Dispositions: SDE, EC. IWS, PEP
Letter of Intent (Reflection)	Students will expand and reflect on their Letter of Intent to incorporate all the CEPS dispositional areas in a revised document Model appropriate professional behavior- ethical, legal, social, and moral.	IPTS: 3, 4, 5, 6, 7, 9, 10, 11 ICTS: 1, 2, 3, 7, ICLA: 1, 2, NAEYC: 4, 5 Dispositions: SDE, EC, PEP, IWS, PTSL
Tests and Examinations	Tests and examinations are one form of assessments of students' content knowledge about philosophy and programs in early childhood education.	IPTS: 1, 2, 3, 8 ICTS: 7,8 ICLA: 2, NAEYC: 1, 3,4 Dispositions: EC
Critical Examination of an Issue in Early Childhood Education	Analyze educational literature and practice with philosophical lens. Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches. Demonstrate knowledge of past and present developments (issues, research, and social influences) in the field of ECE. Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives.	IPTS: All ICTS: 1,2, 5,7,8 ICLA: 2, 3 NAEYC: All Dispositions: SDE, EC, PTSL, PEP
Philosophy of Education	Understand, develop, and articulate an individual philosophy of education.	IPTS: All ICTS: 1, 3 ICLA: 1, 2, 3, NAEYC: All

		Dispositions: SDE, EC, PTSL, PEP, IWS
Comparison of Contemporary Educational Approaches	Performance includes a project on comparing different early childhood educational approaches and philosophies in early childhood education. The use of technology will be integrated into this project. Analyze contemporary educational approaches relative to philosophical method. Students will work collaboratively with peers to interpret and defend teaching approaches. Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches. Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives.	IPTS: All ICTS:1,2,5,7,8 ICLA: 2, NAEYC: All Dispositions: SDE, EC. IWS, PEP, PTSL

Core Assignments	**Brief Description**	**Points**	**Approximate Weight**
Participation	Performance includes attendance, participation and preparation for group and whole class discussions.	Participation = 10 pts. Attendance = 10 pts.	10%
Letter of Intent (Reflection)	Carefully review the list of dispositional areas adopted by CEPS and reflect upon the letter of intent you initially submitted. Revise your original letter of intent to address each of the dispositional areas. What experiences in your teacher preparation program have provided you opportunities to exhibit and develop these dispositions? Why are these dispositional areas important for your career as an educator?	50 pts.	15%
Tests and Examination	Tests and examinations consist of multiple measures, including multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts and class discussions.	Mid-Term =30 pts Final =30 pts.	20%
Critical Examination of an Issue in Early Childhood Education	Students will individually research an issue in early childhood education and develop a paper analyzing the philosophical basis for the various perspectives on this issue. The issue must be current and significant to the early childhood field. The paper should be at least 5-pages long with references and written in APA style.	60 pts.	20%

Philosophy of Early Childhood Education	Students will write a paper (a minimum of 5 pages) on their philosophy and beliefs about teaching and the learning of young children and their families in order to articulate an individual philosophy of education.	60 pts.	20%
Comparison of Contemporary Educational Approaches in Early Childhood Education	Compare and contrast two or more types of early childhood approaches from different perspectives (philosophy, daily schedules and activities, assessments and evaluations, teacher's role, parental involvement, etc). The project will be presented in class. Utilization of technology in the project will be part of the assessment.	60 pts.	15%

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR
Graduate Students: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be the completion of a theory to practice project paper to include a minimum of 12 pages with 10 sources. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor.

Student Point Record	Possible Points	Tentative Due Date
1. Letter of Intent Reflections	50	8/29/12
2. Philosophy of ECE	60	9/19/12
3. Mid-Term Exam	30	10/10/12
4. Current Issue in ECE	60	10/24/12
5. ECE Approaches	50	12/5/12
Showcase	10	12/5/12
6. Final Exam	30	12/12/12
Attendance	10	
Participation	10	
Total	**310**	

Grading Scale:
A= 92%-100% = 285-310
B= 82%-91% = 254- 284
C= 72%-81% = 222 - 253
D= 62%-71% = 192 - 221
F= 61% and below = 189 and below

Course Overview

This course covers five topics in early childhood programs and philosophy: 1) Contributions from the past, 2) Methodological philosophies, 3) Theoretical foundations of contemporary educational approaches 4) National values and social policies, and 5) Perspectives on Diversity.

COURSE OUTLINE

A. Contributions from the Past
   a. Influences from classical sources (three weeks)

i. Comenius
ii. Rousseau
iii. Froebel
iv. Pestalozzi
v. Montessori
vi. Locke

b. Early Growth of Educational Efforts (two weeks)
i. Kindergarten in Europe and North America
ii. Origins of nursery schools
iii. Child care facilities

B. Methodological Philosophies (three weeks)
a. The normative-descriptive approach
b. The humanistic school
c. Behaviorism and shaping techniques
d. Piaget's interpretations of growth
e. Erikson's early ages and stages
f. Vygotsky's zone of proximal development
g. Dewey's Progressivism
h. Waldorf's view of nature and the environment
i. Gardner's multiple intelligences

C. Theoretical Foundations of Contemporary Educational Approaches (three weeks)
a. The Project Approach
b. Bank Street Approach
c. Reggio Emilia's Approach
d. The Waldorf Approach
e. The Montessori Approach
f. The Pyramid Method
g. Spectrum Approach
h. The High/Scope Model
i. The Portage Model

D. National Values and Social Policy (two weeks)
a. The Federal Government: Supporting Children's Success
b. Supporting Children's Success at the State Level
c. Historical perspective of legal and ethical rights of young children

E. Perspectives on Diversity: (two weeks)
a. Past and Present
i. Suppression of Cultural Diversity
ii. Melting Pot/ Issues with migration and immigration
1. Family Structure(s)
2. Language
iii. "Add-On" Multiculturalism
iv. Bilingualism/Biculturalism
v. Anti-bias Education
b. Preparing to Teach from an Anti-bias Perspective

Weekly Schedule

Week/ Date	Topic	Reading Assignment	Due
1 8/22/12	Overview of Course: Syllabus and Assignments Influences from classical sources i. Comenius ii. Rousseau	Morrison, Chapter 4	

2 8/29/12	Influences from classical sources (cont.) iii. Locke iv. Pestalozzi	Morrison, Chapter 4	Letter of Intent (Reflections)
3 9/5/12	Influences from classical sources (cont.) v. Froebel vi. Montessori	Morrison, Chapter 4	
4 9/12/12	Early Growth of Educational Efforts Kindergarten in Europe and North America	Morrison, Chapter 7	
5 9/19/12	Early Growth of Educational Efforts (cont.) i. Origins of nursery schools ii. Child care facilities	Morrison, Chapter 7	Philosophy of Early Childhood Education
6 9/26/12	Methodological Philosophies: a. The normative-descriptive approach b. The humanistic school c. Behaviorism and shaping techniques		
7 10/3/12	Methodological Philosophies (cont.): d. Piaget's interpretations of growth e .Erikson's early ages and stages f. Vygotsky's zone of proximal development	Morrison, Chapter 5	
8 10/10/12	Methodological Philosophies (cont.) g. Dewey's Progressivism h. Waldorf's view of nature and the environment i. Gardner's multiple intelligences	Morrison, Chapter 4	Mid-Term Exam
9 10/17/12	Theoretical Foundations of Contemporary Educational Approaches a.The Montessori Approach b.Bank Street Approach c.The High/Scope Model	Morrison, Chapter 6	
10 10/24/12	Theoretical Foundations of Contemporary Educational Approaches (cont.) d. The Project Approach e. Reggio Emilia's Approach f. The Waldorf Approach	Morrison Chapter 6	Issue in Early Childhood Education [Practicum II begins this week]
11 10/31/12	Theoretical Foundations of Contemporary Educational Approaches (cont.) g. The Pyramid Method h. Spectrum Approach i. The Portage Model NAEYC Annual Conference (11/2- 5/11)	Handouts	
12 11/7/12	National Values and Social Policy a. The Federal Government: Supporting Children's Success b. Supporting Children's Success at the State Level	Morrison, Chapters 2, 7, and 8	
13 11/14/12	National Values and Social Policy (cont.) c.Historical perspective of legal and ethical		

	rights of young children		
14	Thanksgiving Holiday- No School		
15 11/28/12	Perspectives on Diversity: a.Past and Present i.Suppression of Cultural Diversity ii.Melting Pot/ Issues with migration and immigration 1.Family Structure(s) 2.Language	Morrison, Chapter 15	
16 12/5/12	Perspectives on Diversity (cont.): iii. "Add-On" Multiculturalism iv.Bilingualism/Biculturalism v.Anti-bias Education b.Preparing to Teach from an Anti-bias Perspective	Morrison, Chapter 15.	Comparisons Approaches in ECE and Showcase
17	**Final Exam : 12/12/12 at 5:15-7:00 pm in class**		

Absences: Regular attendance and class participation are expected and count as part of your grade. If you are absence or missed the class, it is your responsibility to check with your classmate first to see if there have been any assignment changes or materials covered in the class.

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students are required to conform to the classroom rules. Using cellphones and other electronic devices including lap tops in the class are strictly prohibited.

References

Brosterman, N. (2002). *Inventing kindergarten*. NY: Harry Adams.

Cople, C. & Bredekamp, S. (2009). *Developmentally appropriate practice: Serving children birth through age 3*. Washington, DC: National Association of Education for Young Children.

Bodrova, E.D., Leong, D., & McAfee, O. (2004). *Basic assessment: Primer for early childhood educators*. Washington, D.C: National Association of Education for Young Children.

Cadwell, L.B., & Rinaldi, C. (2003). Bringing *learning to life: A Reggio approach to early childhood education.* NY: Teachers, & College Press.
DeVaries, R. (2002). *Developing constructivist early childhood curriculum: Practical principles and activities.* NY: Teachers College Press.
Herschkowitz, E. C., & Kagan, A. (2004). *A good start in life: Understanding you child's brain and behavior.* Malden, MA: Joseph Henry Press.
Hendrick, J. & Weissman, P. (2007). *Total learning: Developmental curriculum for the young child.* Upper Saddle River, NJ: Merrill/Prentice Hall.
Lascarides, V. & Hinitz, B. (2000*). History of early childhood education*. NY: Falmer Press.
Isenberg, J.P. & Jalongo, I. (2003). *Major trends and issues in early childhood education: Challenges, controversies and insights*. NY: Teachers College Press.
Mooney, C. (2000*). Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky.* St.Paul, MN: Readleaf Press.
Morrow, L. M. (2004). *Literacy development in the early years*. Boston: Allyn & Bacon.
Newby, T.J., Stepich, J., Lehman, J., & Russell, J. D. (2006). *Educational technology for teaching and learning.* Upper Saddle River, NJ: Merrill/Prentice Hall.
Roopnarine, J. & Johnson, J. (2005). *Approaches to early childhood education*. Upper Saddle River, NJ: Merrill/Prentice Hall.
Saracho, O., & Spodek, B. (2003). *Studying teachers in early childhood settings.* Greenwich, CT: Information Age.
Spietz, H. A. (2002). *Montessori resources: A complete guide to finding Montessori materials for parents and teachers*. Roosmoor, CA: American Montessori Consulting.
Zigler, E., & Styfco, S.J. (2004). *The Head Start debates*. Baltimore: Brookes.
Wolfe, J. (2002*). Learning from the past: Historical voices in early childhood education*. Alberta, Canada: Piney Branch Press.
Wright, K.D., Stegelin, A., & Harris, L. (2007). *Building family, school, and community partnerships.* Upper Saddle River, NJ: Merrill/Prentice Hall

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

All information in this syllabus should be considered subject to change based upon professional discretion.

Description of the Assignment

1. **Letter of Intent (Reflection)** **50 points**
   - Students will expand and reflect on their Letter of Intent to incorporate all the CEPS dispositional areas in a revised document.
   - Carefully review the list of dispositional areas adopted by CEPS and reflect upon the letter of intent you initially submitted. Revise your original letter of intent to address each of the dispositional areas. What experiences in your teacher preparation program have provided you opportunities to exhibit and develop these dispositions? Why are these dispositional areas important for your career as an educator?
   - The CEPS dispositional areas are as follows:

   i.Interactions with Students
   ii. Professional Ethnics and Practices
   iii.Effective Communication
   iv. Planning and Teaching for Student Teaching
   v. Sensitivity to Diversity and Equity

   - Letter needs to be a minimum of 4 pages long not including reference and title pages

   -What experiences in your teacher preparation program have provided you opportunities to exhibit and develop these dispositions? = explain your experience in each area of dispositions = 5 points for each area of disposition (25 points)
   - Why are these dispositional areas important for your career as an educator? = 5 points for each area of the dispositions (25 points)

2. Critical Examination of an Issue in Early Childhood Education 60 points

Students will individually research an issue in early childhood education and develop a paper analyzing the philosophical basis for the various perspectives on this issue. The issue must be current and significant to the early childhood field. The paper should be at least 5-pages long with references and written in APA style.

- Analyze educational literature and practice with philosophical lens = 15 points
- Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches = 15 points
- Demonstrate knowledge of past and present developments (issues, research, and social influences) in the field of ECE = 15 points
- Demonstrates knowledge and understanding of children within a variety of family structures, parenting styles, and cultural perspectives = 15 points

3. Philosophy of Early Childhood Education 60 points

- Students will write a paper (a minimum of 5 pages) on their philosophy and beliefs about teaching and the learning of young children and their families in order to articulate an individual philosophy of education.
- This paper will address the following topics; philosophy of teaching, what do you believe the best practice in teaching young children, children with special needs, diversity and multiculturalism, using technology for young children, poverty and low income children and families.

4. Comparison of Contemporary Educational Approaches in Early Childhood Education 60 points

- Select **TWO** early childhood approaches (one from U.S. and the other from Europe) and discuss on the **comparison and contrasting** between the two approaches. Write a minimum of six pages paper not including references. You will present in class. Components of the paper will include:

a. Name of the approaches. What are the children‘s age groups of these approaches.
b. What type of the child care centers used these approaches?
c. The philosophy, the goals, or objectives of the approaches
d. The principles of the approaches
e. What learning theories of young children are based on these approaches?
f. What constitutes the quality education of these approaches?
g. The primary activities of the approaches (schedules, daily routines, etc)
h. The assessments used for the approaches
i. Teacher training/ preparation
j. Advantages and disadvantages of the approaches

- ***Suggested Topics:***

Early childhood approaches in the United States:
The High/Scope Model
The Vygotskian Approach
The Spectrum Approach
The Developmental-Interaction Approach (Bank Street)
Project Approach

Early childhood approaches in the Europe:
Reggio Emilia
The Waldorf
Montessori
The Pyramid

1. Philosophy of Early Childhood Education Paper: 60 Points

Name: **Date:**

	Excellent	**Good**	**Unsatisfactory**	**Possible Points**	**Your Points**
Statements of Philosophy	Statements of philosophy are very clearly stated 19-20	Statements of philosophy are clearly stated 10-18	Statements of philosophy are not clearly stated 5-9	20	
Beliefs about Teaching	Beliefs about teaching are very clearly stated 19-20	Beliefs about teaching are clearly stated 10-18	Beliefs about teaching are not clearly stated 5-9	20	
Addressing Children's and Family's Needs	Very clearly addressing children's and families' needs 9-10	Clearly addressing children's and families' needs 6-8	Children's and families' needs were not address clearly 1-5	20	
Total				60	

Comments:

1. Group Project: Paper and Presentation: 60 Points

Group Members: **Date:**

1.

2.

3.

Paper: 80 Points	**Excellent**	**Good**	**Unsatisfactory**	**Possible Points**	**Your Points**
a. Name of the programs, children‘s age groups, which type of the child care centers used these programs	Name of the programs, children‘s age groups, which type of the child care centers used these programs are clearly explained 5	Name of the programs, children‘s age groups, which type of the child care centers used these programs are somewhat clear. 3-4	Name of the programs, children‘s age groups, which type of the child care centers used these programs are not clear. 1-2	5	
b. The principles of the programs.	List all the principles of the programs 5	List partial of principles of the programs 3-4	List only few principles of the programs 1-2	5	
c.Developmental learning theories of young children are based on these programs	Developmental learning theories are very clearly incorporated and explained 5	Developmental learning theories are somewhat clearly incorporated and explained 3-4	Developmental learning theories are unclear and did not incorporate in the programs 1-2	5	
d. The curriculum: what constitute the quality education in the programs	The contents and the explanation of the curriculum are very clear 9-10	The contents and the explanation of the curriculum are somewhat clear 4-8	The contents and the explanation of the curriculum are unclear 1-3	10	
e The primary activities,	The primary activities,	The primary activities,	The primary activities,		

schedules of the programs, daily routines	schedules of the programs and daily routines are very clearly stated and explained 9-10	schedules of the programs and daily routines are somewhat clearly stated and explained 4-8	schedules of the programs and daily routines lack of explanation. 1-3	10	
f. The assessments used for the curriculum	The assessments used for the curriculum are very clearly and accurately explained 5	The assessments used for the curriculum are somewhat clear and accurately explained 3-4	The assessments used for the curriculum are unclearly and inaccurately explained 1-2	5	
g. Teacher training/ preparation	Teacher training/ preparation are explained clearly 5	Teacher training/ preparation are somewhat clearly in the explanation 3-4	Teacher training/ preparation are unclear 1-2	5	
h. Advantages and disadvantages of the programs	Advantages and disadvantages of the programs are clearly explained 5	Advantages and disadvantages of the programs are somewhat clear 3-4	Advantages and disadvantages of the programs are unclear 1-2	5	
Poster Presentation: 10 Points					
i. Clarity of points and presentation	Points are very clearly explain and discuss in the presentation 4	Points are clearly explain and discuss in the presentation 2-3	Points are unclear explain in the discussions 1	4	
ii. Accuracy of information	Information are very accurate 4	Information are somewhat accurate 2-3	Most of the information are inaccurate		

			1	4	
iii. Technology infusion and creativity	Excellent in the technology infusion and show creativity in the presentation 2	Good in the technology infusion and show less creative in the presentation 1	Limited in the technology infusion and show lack of creativity in the presentation 0	2	
Total				60	

Comments: