

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education

**ELE 4776 History and Philosophy of Early Childhood
Fall 2009**

Tuesday and Thursday: 10-11:40 AM, Buzzard 2441

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Unit Theme: Educators as creators of effective educational environment, integrating diverse students, subjects, strategies, and societies.

Catalog Course Description: The history and philosophy of early childhood education from birth through age eight. 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) an up-to-date and comprehensive overview of current programs, practices and philosophies; 3) recent trends and issues in the field; and 4) national values and social forces which influence the field of ECE.

Course Text: Morrison, G. S. (2007). *Early Childhood Today* (10th. Edition). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Model of Teaching: Information-Processing Family:

Information-processing models emphasizing 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. This model provides the learner with information and concepts emphasize concept formation and hypothesis testing, and generate creative thinking to enhance general intellectual ability, to use for studying the self and society, and for achieving the personal and social goals in education (Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th. ed.). NY: Pearson).

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

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

Note: Live Text and Practicum: If Live Text and practicum are required for the class, they will be graded by the instructor and if students 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:

- Demonstrate knowledge of past and present development, issues, research, and social influences in the field of ECE.
- Demonstrate knowledge and understanding of historical backgrounds and philosophies that influenced ECE programs and approaches.
- Demonstrate knowledge and understanding of different type of early childhood program and approaches serving young children and their families.
- Demonstrates knowledge and understanding of how to address and meeting the needs of children and their families
- Use technology to support teaching and learning.
- Model appropriate professional behavior- ethical, legal, social, and moral.

Course Requirements

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes presence, participation and preparation for group and whole class discussions.	IPTS: 1, 9, 10, 11 ICTS: 4, 5, 6, 7 ICLA: 2 NAEYC: 5
Reading and Written Responses (textbooks and Journal Articles)	Performance includes reading, reflections and preparing for discussions of contents related to the philosophy and programs in early childhood education.	IPTS: 1,2,3, 4,5, 7 ICTS: 6,7,8 ICLA: 2, NAEYC: All
Tests and Examinations	Tests and examinations are one of the forms of assessments of students' content knowledge about philosophy and programs in early childhood programs.	IPTS: 1, 2, 3, 8 ICTS: 7,8 ICLA: 2, NAEYC: 1, 3,4
Research Paper	Performance includes research on related topics, write papers and presentation	IPTS: All ICTS: 1,2, 5,7,8 ICLA:2, NAEYC: All
Project	Performance includes developing project on comparing different types of early childhood programs and philosophy in the early childhood education with the integration of technology	IPTS: All ICTS:1,2,5,7,8 ICLA: 2, NAEYC: All

Core Assignments

Core Assignments	Brief Description	Approximate Weight
Article Reflections	The article must be selected from professional journals and reflected the current issues or topics in the early childhood education. The article must include summary of the article, discussions and reflections.	10%
Tests and Examination	Tests and examination consists of multiple measures, including multiple choice, short answers, and essay questions. Questions will be derived from lecture, assigned readings, article handouts and class discussions.	20%
Research Paper	<ol style="list-style-type: none"> 1. Philosophical Issues (20%) - write a paper on issues related to philosophy in early childhood education. Issue or topic must be current and significant to the early childhood field. 2. Philosophy of Education (20%) - write a paper on what student's philosophy and belief about teaching and learning of young children and their families. 	40%
Project	<p>Comparing and contrasting two or more types of early childhood programs from different perspectives (philosophy, daily schedules and activities, assessments and evaluations, teacher's role, parental involvement, etc). Project will be presented in class. Utilization of technology in the project will be part of the assessment.</p> <p>Attendance, participations, and dispositions</p>	20% 10%
Detailed instructions and expectations for each assignment will be provided by the individual instructor.		

Course Overview:

This course covers five topics in early childhood programs and philosophy: 1) early childhood education and professional development, 2) the foundations of history, theories, and philosophies in early childhood education, 3) programs and services for children and families, 4) the new world of early childhood education, and 5) meeting the special needs of young children.

Course Requirements and Evaluation:

	Points	Due Date
1. Journal article review	20	9/3/09
2. Philosophy of Education Paper	50	9/17/09
3. Test I	25	10/1/09
4. Mid-term	50	10/15/09
5. Research Paper on Philosophical Issues in Early Childhood Education	75	10/22/09
6. Test II	25	11/12/09
7. Group project (paper & presentation)	100	12/8 & 12/10/09
8. Final Exam	50	12/17/09
9. Attendance, class participation, and Dispositions	20	
Total	415	

Grading Scales

A= 92-100% = 381-415

B= 82-91% =340-380

C= 72-81% =298 - 339

D= 62-71% = 257-297

F= 61% and below =256

All written assignments must be in an American Psychological Association (APA) 5th. ed. format and should reflect academic honesty and no plagiarism. Due dates will be set for all work, one point shall be deducted for each calendar day that a paper or project is late.

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.

Students are required to conform to the classroom rules. Using cell phones and other electronic devices in the class are strictly prohibited.

Assignments

1. Journal Article Review

Students will summarize the article, discuss major points and reflect their thinking regarding the issues or topic in the article. The paper should be no more than two pages long. Article can be selected from the professional journals in early childhood education such as Early Childhood Education Research Practice, Journal of Research in Early Childhood Education, International Journal of Early Childhood Education.

2. Philosophy of Education Paper

Students will write a minimum of two-page paper not including reference page about their personal philosophy of teaching and learning of young children and their families. 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.

3. Research Paper on Philosophical Issues in Early Childhood Education

Students will research issues regarding philosophical issues in the early childhood education. The purpose of this assignment is to introduce students to some issues early childhood education teacher face in their professions. The paper should be at least six pages long not including reference page. See Appendix A for a suggested topic.

4. Group Project

Select TWO early childhood programs and discuss on the **comparison and contrasting** between the two programs. Write a 5-6 pages paper not including references. You will present in class. Components of the paper will include:

- a. Name of the programs. Children's age groups?
- b. Which type of the child care centers used these programs?
- c. The philosophy, the goals, and objectives of the programs
- d. The principles of the programs.
- e. What learning and development theories of young children are based on these programs
- f. The curriculum- what constitutes the quality education in the programs
- g. The primary activities, schedules of the programs, daily routines,
- h. The assessments used for the curriculum
- i. Teacher training/ preparation
- j. Advantages and disadvantages of the programs.

Class Presentation

- i. Summarize your paper and give a copy to the instructor. You can use flyer or pamphlet as hand outs.
- ii. Present your paper to class 10-15 minutes
- iii. Incorporate technology in your presentation such as use Power Points, video clips, and display/poster board.
- iv. There will be questions and answers session after you present your paper.

Some of examples of the programs are Montessori, Head Start, Early Head Start, Project Approach, Reggio Emilia, High Scope, and Waldorf.

Weekly Topics

Week 1, 2, & 3	Part I: Early childhood education and professional development, four dimensions of professionalism, early childhood today, public policy and current issues in early childhood programming, observing and assessing young children.
Week 4 & 5	Part II: Foundations of history and philosophy of early childhood education, the past and present, theories applied to teaching and learning.
Week 6, 7, & 8	Part III: Programs and services for children and families, types of child care, the federal government's legislation, initiatives and programs.
Week 9, 10, 11 & 12	Part IV: The new world of early childhood education, the education programs, developments and issues related to the infants, toddlers, preschoolers, kindergarteners, and primary grades children.
Week 13, 14, 15 & 16	Part V: Meeting the special needs of young children, technology and young children, guiding behaviors, diversity and multiculturalism, children with special needs and parent, family and community involvement.

Class Schedules

Date	Topics
8/25/09 8/27/09	Course overview: course syllabus and assignments Early Childhood Professional Development <ul style="list-style-type: none"> • Who is an early childhood professional? • Dimensions of professionalism • Roles of early childhood professional. Readings: a. Chapter 1: Morrison. b. National Association of Education for Young Children (NAEYC) Code of Ethical Conduct: Morrison pp.519-525
9/1/09 9/3/09	Current Issues in Early Childhood Education Public policy and current issues and hot topics in ECE Observing and assessing young children Readings: Chapters 2 and 3: Morrison. Journal Article Reflection Due
9/8/09 9/10/09	Historical Influences: The past: Prologue to the Present. Historical figures and their influence on ECE Views of children through the ages. Readings:

	<p>a. Chapter 4: Morrison b. Elkind: Images of Young Child.</p>
9/15/09 9/17/09	<p>Theories Applied to Teaching and Learning: Piaget, Lev Vygotsky, Maslow, Erikson, Bronfenbrenner, and Gardner. Reading: Chapter 5: Morrison Philosophy of Education Paper Due</p>
9/22/09 9/25/09	<p>Programs and Services for Children and Families: Early Childhood Programs Montessori Method, High/Scope, Reggio Emilia, Waldorf Reading: Chapter 6: Morrison</p>
9/29/09 10/1/09	<p>Child Care Programs Types of child care programs Quality education and care The Federal Government: Supporting children's success Head Start and Early Head Start Readings: Chapters 7 and 8: Morrison Test I Due</p>
10/6/09 10/8/09	<p>Infants and Toddlers: Physical, Cognitive, Language, Social, and Emotional Development. Quality infant and toddler programs Reading: Chapter 9 Morrison</p>
10/13/09 10/15/09	<p>The Preschool Years: Physical, Cognitive, Language, Social, and Emotional Development. School readiness Preschool curriculum Reading: Chapter 10 Morrison Mid-Term</p>
10/20/09 10/22/09	<p>Kindergarten Education: Readiness, Literacy Education, Kindergarten Children and Transitions Reading: Chapter 11: Morrison. Research Paper on Philosophical Issues in Early Childhood Education Due</p>
10/27/09 10/29/09	<p>Elementary Grades: Teaching Grade 1 & 2, Primary Education Today. Reading: Chapter 12 Morrison</p>
11/3/09 11/5/09	<p>Meeting Special Needs of Young Children: Technology and Young Children Reading: Chapter 13 Morrison</p>
11/10/09 11/12/09	<p>Guiding Young Children, Readings: Chapters 13 and 14: Morrison Test II Due</p>
11/17/09 11/19/09	<p>Multiculturalism: Education for Living in a Diverse Society. Reading: Chapter 15: Morrison. National Association of Education for Young Children Annual Conference (11/18- 21/09).</p>
11/24-26/09	<p>Thanksgiving Break</p>
12/1/09	<p>Children with Special Needs</p>

12/3/09	Reading: Chapter 16: Morrison Parents, Family, and Community Involvement Reading: Chapter 17: Morrison.
12/8/09 12/10/09	Group Project Presentations Project Paper Due
12/17/09	Final Exam

Note: This syllabus is tentative. The instructor may change the topics and/or time of the class schedules.

References

- Barbour, C, & Barbour, N. (2001). *Families, schools, and communities*. Upper Saddle, New Jersey:Prentice Hall.
- Beaty, J. J. (2004). *Skills for preschool teachers*. New York: Pearson Allyn and Bacon.
- Bredekamp, S. & Copple, C (2009). *Developmentally appropriate practice in early childhood programs, revised edition*. 2nd.eds. Washington, D.C: National Association of Education for Young Children.
- Cadwell, L.B.& Rinaldi, C. (2003). *Bringing learning to life: A Reggio Emilia approach to early childhood education*. NY: Teachers College Press.
- Copple, C (ed). (2003). *A world of difference: Readings on teaching young in a diverse society*. Washington, D.C: National Association of Education for Young Children.
- Elkind, D. (1992) *Images of the young child*. Washington, D.C: National Association of Education for Young Children.
- Fagan, J, & Palm, G. (2004). *Fathers and early childhood programs*. Clifton Park, NY: Thompson, Delmar.
- Goffin, S, & Wilson, C. (2001). *Curriculum models and early childhood education*. 2nd.ed. Upper Saddle, New Jersey:Prentice Hall.
- Henniger, M.L. (2008). *Teaching young children: An introduction*. 2nd.ed. Upper Saddle, New Jersey: Prentice Hall.
- Hooper, S.R. & Umansky, W. (2007).*Young children with special needs*. New York: Pearson Allyn and Bacon.
- Katz, L.G. & McClellan. (1997). *Fostering children's social competence: The teacher's role*. Washington, D.C.: National Association of Education for Young Children.
- Marion, M. (2007). *Guidance of young children*. (6th.ed.). Upper Saddle, New Jersey: Prentice Hall.
- Paciorek, K, M. (2009). *Annual Editions: Early childhood education 09/10*. Dubuque, IA: McGraw-Hill/Dushkin
- Roopnarine, J & Johnson, J. (2005). *Approaches to early childhood education*. New York: Pearson Allyn and Bacon.
- Spietz, H.A. (2002). *Montessori resources: A complete guide to finding Montessori materials for parents and teachers*. Roosmoor, CA: American Montessori Consulting.
- Saracho, O., & Spodek, B. (2003). *Studying in early childhood setting*. Greenwich, CT: Information Age.
- Wright, J.L & Shade, D. (eds.) (1994). *Young children: Active learners in technological age*. Washington, D.C: National Association of Education for Young Children.

Rubrics and Scoring Sheets

1. Journal Article Review: 20 Points

Name:

Date:

	Excellent	Good	Unsatisfactory	Possible Points	Your Points
Summary of the Article	Summarize three important points from the article 5	Summarize two important points from the article 3-4	Summarize one important point from the article 1-2	5	
Discussions of Major Points	Discussions cover all major points in the article 5	Discussions cover two major points in the article 3-4	Discussions cover one major points in the article 1-2	5	
Reflections	Reflections are very reflective and thoughtful 10	Reflections are somewhat reflective and thoughtful 6-9	Reflections are non reflective and less thoughtful 1-5	10	
Total				20	

2. Philosophy of Education Paper: 50 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	
Believes about Teaching	Believes about teaching are very clearly stated 19-20	Believes about teaching are clearly stated 10-18	Believes about teaching are not clearly stated 5-9	20	
Addressing Children's and Families 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	10	
Total				50	

3. Research Paper on Philosophical Issues in Early Childhood Education: 75 Points

Name:

Date:

	Excellent	Good	Unsatisfactory	Possible Points	Your Points
Discuss major points of the issue	Discuss 5 major points of the issue 21-25	Discuss 3-4 major points of the issue 15-20	Discuss 1-2 major points of the issue 5-14	25	
The significant and the relevant of the issue to the early childhood profession	Discuss 5 points of the significant and the relevant of the issue 21-25	Discuss 3-4 points of the significant and the relevant of the issue 15-20	Discuss 1-2 points of the significant and the relevant of the issue 5-14	25	
Explanation of the examples	Examples were very clearly support 5 major points 9-10	Examples were clearly support 3 major points 6-8	Examples were limited and unclear to support the points 1-5	10	
Clarity, grammar, APA styles, references, and technology integration	Clarity, grammar, APA styles, references, and technology integration of the paper are excellent 14-15	Clarity, grammar, APA styles, references, and technology integration are good 8-13	Clarity, grammar, APA styles, references, and technology integration are weak, unclear and unorganized. 1-7	15	
Total				75	

4. Group Project: Paper and Presentation: 100 Points

Group Members:

Date:

- 1.
- 2.
- 3.

Paper: 80 Points	Excellent 9-10	Good 6-8	Unsatisfactory 1-5	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.	Name of the programs, children's age groups, which type of the child care centers used these programs are somewhat clear.	Name of the programs, children's age groups, which type of the child care centers used these programs are not clear.	10	
b. The principles of the programs.	List all the principles pf the programs	List partial of principles pf the programs	List only few principles pf the programs	10	
c. Developmental learning theories of young children are based on these programs	Developmental learning theories are very clearly incorporated and explained	Developmental learning theories are somewhat clearly incorporated and explained	Developmental learning theories are unclear and did not incorporate in the programs	10	
d. The curriculum: what constitute the quality education in the programs	The contents and the explanation of the curriculum are very clear	The contents and the explanation of the curriculum are somewhat clear	The contents and the explanation of the curriculum are unclear	10	
e The primary activities, schedules of the programs, daily routines	The primary activities, schedules of the programs and daily routines are very clearly stated and explained	The primary activities, schedules of the programs and daily routines are somewhat clearly stated and explained	The primary activities, schedules of the programs and daily routines lack of explanation.	10	

f. The assessments used for the curriculum	The assessments used for the curriculum are very clearly and accurately explained	The assessments used for the curriculum are somewhat clear and accurately explained	The assessments used for the curriculum are unclearly and inaccurately explained	10	
g. Teacher training/preparation	Teacher training/preparation are explained clearly	Teacher training/preparation are somewhat clearly in the explanation	Teacher training/preparation are unclear	10	
h. Advantages and disadvantages of the programs	Advantages and disadvantages of the programs are clearly explained	Advantages and disadvantages of the programs are somewhat clear	Advantages and disadvantages of the programs are unclear	10	
Oral Presentation: 20 Points					
i. Clarity of points	Points are very clearly explain and discuss in the presentation 8	Points are clearly explain and discuss in the presentation 5-7	Points are unclear explain in the discussions 1-4	8	
ii. Accuracy in information	Information are very accurate 7	Information are somewhat accurate 4-6	Most of the information are inaccurate 1-3	7	
iii. Technology infusion and creativity	Excellent in the technology infusion and show creativity in the presentation 5	Good in the technology infusion and show less creative in the presentation 3-4	Limited in the technology infusion and show lack of creativity in the presentation 1-2	5	
Total				100	

Appendix A

Topics for Research Paper

1. Are preschool programs boost school readiness for young children?
2. Is full-day kindergarten effective on school achievement?
3. The effects of redshirting on young children
4. Do children from home speak other than English impact on the early cognitive development in young children
5. The importance of play in promoting health child development and maintaining strong parent-child bonds
6. Does maternal employment have negative effects on children's development?
7. Is spanking detrimental to children?
8. Does marriage improve living standards for children
9. Is television viewing responsible for the rise in childhood obesity
10. Should children who are at risk for abuse remain with their families?
11. Does divorce create long-term negative effects for children?
12. Challenging behaviors and the role of preschool education
13. The effect of the inclusion in supporting learning and behavior of at-risk young children
14. Should curriculum for young children based on brain research?
15. Child's right to creative thought and expression
16. Least restrictive environment for preschoolers: How are we doing?
17. Is poverty linked to the kindergarten achievement?
18. Do teacher- child relations really matter?
19. Do teacher-parents relations really matter?
20. Elementary curriculum: What's it for children and teachers

21. Growing readers: The role of early childhood professionals
22. Teaching curriculum with technology: Enhancing children's technological competence.
23. What does the No Child Left Behind Act mean to early childhood teacher educators?
24. Which preschool curricular show positive impacts on school readiness?
25. Does eliminating all risks in outdoor play hinder child development?
26. Promoting language and literacy in early childhood care and education settings
27. How does neighborhood disadvantage translate into poor outcomes for children?
28. What are parents' concerns as their children move from early childhood programs to kindergarten?
29. What is the impact of a storytelling curriculum on the vocabulary and literacy skills of young children?
30. What accounts for different findings on the effects of maternal employment on child's outcomes?
31. What are the implications of the growing number of English Language Learners in U.S. schools?
32. What is the relation between behavioral regulation and early academic skills?
33. Do effects from preschool on children's academic abilities persist in elementary school years?
34. How do teacher's education and training affect program quality
35. How can states improve children's early success?
36. What is the impact of the Early Reading First program on teacher and child outcomes?
37. What dispositions are essentials for teachers as they work with families?
38. What is an assistive technology toolkit, and how can it promote inclusion?

Guidelines for Research Paper:

- a minimum of 6 pages long not including reference page
- 75 possible points

1. Abstract:

- one paragraph
- summarize major points in your paper

2. Introduction: 2-3 paragraphs

- what is your topic about
- rationale and purpose
- reader map

3. Contents: discussions about the topic. Approximately 3 pages (put subheadings)

- a. 2 paragraphs talking about one research study
- b. What is the title of the study?
- c. What is the study all about?
- d. What are the findings of the study?
- e. The discussions of the study

- At the end of all the studies make conclusions
- A minimum of 5 research studies.
- Current studies: 5 years or less

- **Some APA styles to consider:**

- ✓ If you use in text citations: “the values....socioeconomic status” (Marshall, 2008, p.1).
- ✓ use authors in the text: Md-Yunus and Haron (2008) reported in their study
....
- ✓ reference list: Md-Yunus, S., & Haron, S. (2008).The effect of the tsunami on...

Suggested Research Journals:

1. Early Childhood Research Practice
2. Journal of Research in Childhood Education
3. Early Childhood Education Journal
4. Society for Research in Child Development.
5. Child Care & Early Education Research Connections
6. American Educational Research Journal