All dates tentative until practicum is scheduled.

FACILITATING LEARNING IN EARLY CHILDHOOD PROGRAMS
ELE3250
Spring 2008

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**THEME: Educator As Creator of Effective Educational Environments.**

Catalog Description: Building on the students’ knowledge of human growth and development, this course examines ways to facilitate and encourage that growth and development through carefully structuring the environment, the learning materials and activities, and the psychological climate in which the child spends his/her school-time hours.

Course Prerequisite: ELE 2321

1. Course Requirements: 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.

2. **NOTE: 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.

Course Rationale: This course is designed specifically to meet Illinois State Board of Education requirements for Early Childhood Certification. This course will orient students to theories, research, and practical ideas that will form the foundation of early childhood education and will also serve as a foundation for higher level methods courses.

Learning Model for the course: Developmental
This model emphasizes development that occurs as a result of interaction between the individual and the physical and social environment. Learning occurs when individuals assimilate new experience into already existing cognitive structures. The model pays great attention to the individual perspective and shapes education so that students can better understand themselves, take responsibility for their own learning, and go beyond current developments in order to become stronger, more sensitive, and more creative (Joyce, B, Weil, M., & Showers, B. {1992}. Models of Teaching, 4th Edition. Boston: Allyn & Bacon.

Outcomes for all ELE Classes:
1. Develop a desire of lifelong learning in students and personally display one’s own desire for lifelong learning, including self-evaluation skills.
2. Demonstrate good communication skills.
3. Demonstrate/exhibit sensitivity to students’ feelings.
4. Design instruction to develop and utilize the cognitive processes by which pupils learn.
5. Demonstrate knowledge of facts, and an understanding of fundamental principles, ideas, and relationships among various knowledge domains.
6. Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.
Outcomes specific to this course:
1. Design instruction to promote a healthy self-concept in students.
2. Demonstrate alternative methods of achieving similar learning outcomes.
3. Manage the classroom to optimize academically engaged time.
4. Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and “at risk” populations, and foster appreciation for those differences.
5. Perform successfully within the social and political contexts of schools and community.
6. Model appropriate professional behavior, including ethical, legal, social and moral.
7. Design instruction that is appropriate for the content areas in early childhood classrooms.
8. Demonstrate an understanding of higher level thinking and how to help students use it.
9. Demonstrate an understanding of organizing and preparing the physical arrangement of an early childhood classroom.
10. Demonstrate an understanding of the history of developments, and social influences in the field of education.
11. Utilize technology to support teaching and learning.


Supplemental Text: (may be purchased at University Bookstore) Developmentally Appropriate Practices in Early Childhood Programs, revised edition. Bredekamp & Copple. (1997). (referred to as DAP)

Articles on reserve (hard copy and electronic copies) through Booth Library. To access the articles electronically, use the password tb3250. These readings are referred to by author and title in the syllabus.

Methods of Instruction: lecture, class discussion/participation, field-based experience (concurrent ELE 4000-45 hours)

Course Requirements and Evaluation:
Participation (20 points)
- Read assigned readings in text and Booth articles
- Attend and participate in ALL classes.
- Listen to your peers with respect and participate in class discussion

Oral presentation. Handout= 20 + Activity=30=total points =50

Midterm (50 points)

End of Semester Test (100 points)

Learning Center (quality of 5 activities, relationship to IL Early Learning Standards, integration of one book into the learning center activities) (50 points)
Learning Center Interactive Board (30 points)
Total points for the Learning Center (80 points)

Five Lesson Plans for Direct Instruction (EIU Model) (5x10=50 points)

Project Approach Reaction Paper (50 points)

Total= 400
400-380= A  379-352=B 351-320= C 319-280= D Below 279= F
Grading Scale:
95% to 100% = A  88% to 94% = B
80% to 87% = C  70% to 79% = D  below 69% = F

Note: All test dates subject to change by Instructor

Note: This syllabus may be changed at any time by the instructor.

Additional requirements for this course:
(I) ITC Proficiency, with packet purchased at ITC.

Note: When studying for exams, you are responsible for material covered in lectures, discussions, class presentations, class assignments and all readings.

Assignment due dates: Five points shall be deducted for each calendar day that work is late. No work will be accepted after the last class period of the semester.

****If you have a documented disability and wish to receive academic accommodations, please contact Office of Disability Services as soon as possible.

EVALUATION:
The Student will be evaluated by the following:

1. Class attendance will be monitored. Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as possible by email or phone. When the student can anticipate the absence, the instructor must be contacted before the absence occurs. Students who are absent from class, for whatever reason, are held responsible for the material covered in their absence. The student is responsible for initiating all interactions with the instructor relative to absences and related assignments or exams. No more than three absences, including excused, will be allowed during the semester in order for a student to pass the course. Excused absences are recognized for illnesses, family emergencies and participation in university activities as stated in the university catalogue.

2. Policy on Late Assignments: Assignments are due in class on the due date for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a penalty of 5 points for each day late including weekends. Tests must be taken on the planned date. No tests will be given at a later time unless arranged in advance by the instructor before the day of the scheduled exam.

3. Policy on Practicum Attendance/Behavior: Forty five hours of practicum must be successfully concurrently completed in ELE 4000. Students are required to dress in an appropriate, professional manner at the practicum site. Absences must be reported to the cooperating teacher, the school, and the ELE 4000 Instructor.

4. You need a T.B. test prior to participating in the practicum. It is a two-step process and you need to have the results to give to the school directors on the first day of the practicum. Tests can be obtained at Health Service free of charge.

5. There will be a midterm and an end of semester test. Both will cover material from lectures, handouts, class discussions, readings at Booth Library, and chapters from the text.

6. Five Lesson Plans in Direct Instruction format will be written in the following areas and turned in on Live Text; 1) Creative Arts, Drama & Music, 2) Social Studies, 3) Math & Science, 4) Nutrition, Health, Safety & Physical Development 5) Language Arts, Reading and Literacy.
Your lesson plans will include adaptations for a specific child with special needs, adaptations for children who are English Language Learners (ELL), and other special situations. More information on this will be given in class.

7. Each student will develop a Learning Center. A 2-3 page paper with learning activities in Reading, Math, Science, Social Studies, and the Creative Arts will be turned to the instructor and shared with classmates at the time the student presents the learning center in class. You must integrate 1 book into the activities of the Learning Center. The Learning Center will also include a board. The instructor will share more information about the organization of the learning center. The learning center will relate to the study topic you chose from the list on the last page of this syllabus. We will sign up in class for presentation dates.

8. Dates may be changed to meet class needs. If class is missed, it is your responsibility to check with a classmate or the instructor to see if there have been any assignment changes.

9. A Project Approach Reaction Paper will be written. Read A Study of Bones, Chicken and the Egg and/or the Llama Project are at the Booth Library site. You can also go on the web site for Early Childhood Research and Practice (ecrp.uiuc.edu) and choose a different project. Critique one project using information we discuss in class answering the following questions:

- What was the teacher’s role?
- How did the children move the project along?
- What kind of research did the children do?
- What questions did the children ask?
- How did they collect data?
- What kind of art work, construction, literacy, math, science and social studies and related activities did the children do?

Write a 5 page paper reacting to one or more of these projects. More information about this assignment will be discussed in class.

10. Oral Presentation. This presentation should begin with a brief (5 minute) summary of the assigned readings on your topic. If the assigned reading is TBA, please see me for the reading. During the second part of the presentation you will research and share one activity you could do with children on this topic (5 minutes). Do this activity with the class as if we were children. Please provide a handout for each class member including the source of your idea, directions, Illinois learning standards it addresses, and any other information that would be helpful to others. More directions will be given in class.

11. Written material should conform to scholarly format and should reflect academic honesty and no plagiarism. All written work is to be APA (Fifth Edition) format, double-spaced and typed. An APA format web site will be shared in class. The student should retain a copy of any work submitted.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| 1/7  | Syllabus Overview, Discussion of assignments, text & readings  
Sign up for presentations, Professional Development Requirements (PDR) 
Portfolio and Live Text requirements |
| 1/9  | Intro to Early Childhood Education, Building the classroom  
Text: Chapters 1 & 2 |
1/14  Lesson Planning (Social Studies, see Text Ch 9)
    Handwriting

    Live Text must be purchased by this date

1/16  Developmentally Appropriate Practice
    Booth- DAP
    Play: A Child’s Work
    Booth- Play: Essential for all Children
    Prepare for 1st Portfolio submission

1/21  Holiday no class

1/23  The Learning Environment
    Text: Chapters 3 & 4

    First Lesson (Social Studies) Plan due on Live Text by class time

    First Portfolio submission due with resume, letter of intent, and one artifact with reflection in notebook

1/28  The Learning Environment (continued)
    Sign up for Class Presentations

1/30  *Nutrition _____________________
    *Health _______________________
    *Safety _______________________
    *Physical Development______________

    Readings TBA (see me)

2/3  TBA
    Nutrition, Health, Safety, Physical Development Lesson Plan due

2/5  *Language Arts________________________
    * Reading __________________________
    Text: Chapter 7

Practicum February 11-29- No class

3/3  *Mathematical Thinking __________________
    Text: Chapter 8
    Take Home Midterm given out

3/5  *Scientific Thinking _____________________
    Text: Chapter 10

    Language Arts, Reading Lesson Plan due with adaptations for ELL (send to me on LIVE TEXT by class time)

    Second submission of Portfolio with three more artifacts and reflections due

3/10-14  Spring Break
3/17  What is a Learning Center?
Choose topics for Learning Centers due April 2
Take Home Midterm due

3/19  *Building Partnerships with Families
Text: Chapter 6
Math and Science Lesson Plan due with adaptations for ELL (send to me on
LIVE TEXT by class time)

3/24  *Guiding Children’s Behavior Reading TBA________________________
*Mental Health in Young Children Reading TBA________________________

3/26  *Music Reading TBA_____________________________________
*Drama Reading TBA_____________________________________
*Creative Arts Reading TBA_____________________________________

3/31  *Assessing Children’s Learning________________________
Text: Chapters 2 & 5

4/2    Learning Centers & Boards due
Presentations in class (Bring handout for all classmates, the book you used with
your LC, your board, the rubric, your five activities)

4/7    Project Approach

4/9    TBA

Creative Arts, Music, Drama Lesson Plan due

4/14  English Language Learners Reading TBA________________________
Booth reading NAEYC Responding to Cultural and Linguistic Diversity

4/16  Check PDR forms (fill out and place in portfolio to be turned in)
Portfolio with four more artifacts due, which means you have all 8 required
artifacts for Block 1 due.

4/21  School Law
Project Approach Paper due

4/23  Summary of the course
Thematic Study Topics

In this class, you will choose a thematic study topic from the list below. All of your work in this class will relate to this topic. Instead of the usual topics (e.g. the seasons, the holidays, transportation) choose a topic you are interested in learning something about. In the real world the topic you choose would be a topic the children in your class show an interest in. You want to teach children concepts about the world they live in. The integration of knowledge in a coherent way makes learning meaningful. Think of your lessons, learning center, and interactive board as ways to facilitate learning on this topic. Once you choose your topic, you need to find some literature to support it. You will need to find a minimum of three books to use as stimulus materials. These books can be used in any way to support learning the concepts of your thematic study. Feel free to use the web and other resources in unpacking your topic as you plan your lessons, learning center, and interactive board.

TOPICS

Water
Balls
Shoes
School Bus
Grocery Store
Construction Site
Building a House
Insects
Weather
Pizza
Firetruck
Seeds
Post Office
Light
Teeth
Bicycle
Garden
Vehicles
Bones
Measurement
Eggs
Brushes
Restaurant
Hair Salon
Farm
Tools
Rocks
Clothes
Flowers
Boxes
Buildings
Shadows
Wheels
Shadows
Airplanes
Trash & Recycling
Water Pipes