



## RHODE ISLAND COLLEGE

### FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

#### ECED 505: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT ISSUES, FALL 2010

**Instructors:** Mary Ellen McGuire-Schwartz, Ed.D.

**Department:**

#### COURSE INFORMATION

### 1. COURSE INFORMATION **CATALOG 2009-2011:**

**Catalog Description:** This course fosters an understanding of various theoretical perspectives, issues of young children’s educational, physical, social, emotional, and cognitive development, focusing on typical and atypical growth, multicultural contexts and characteristics. 3 credit hours.

Extended: Students explore and analyze the growth and development of young children, as well as, developmentally appropriate teaching practices, assessment and intervention. An emphasis is placed on examining and understanding child development and learning from various theoretical perspectives with a multicultural outlook. The development of cultural competency, knowledge and application of ethical principles, a mastery of relevant theory and research, observation, documentation, and assessment skills to support young children and families are included. Students have the opportunity to explore individual variations in development, teaching and learning, family and community relationships, and the impact of family, community, society, and their interrelationships, risk and protective factors within the cultural context through the completion of a case study and relevant research. Through the creation and defense of a research paper, students have opportunities to increase their knowledge of child development, to improve their ability to communicate more effectively, and to enhance their professionalism. Field experience is required.

<i>Learning Objective</i>	<i>Standards NAEYC SPA or NCATE, FSEHD <u>Conceptual Framework</u> )</i>	<i>How is it assessed?</i>
1. Demonstrate an understanding of FSEHD’s Conceptual Framework with specific focus on areas related to the field of early childhood education and child development, reflective practice, pedagogy, diversity, technology, global perspectives, and performance assessment. Recognize and value individual variations of children in both typical and atypical development through observations in an early care and education program serving children from birth to age eight.	Reflective Practice, Knowledge, Domain-Specific Knowledge, Pedagogy: Evidence -Based Decision Making, Professional Identity Development, Technology Use NAEYC 1, 2, 4, 5, Tools 1, 2,7,9	Classroom Observations
2. Identify major developmental milestones in children’s physical, social, emotional, and cognitive growth. Research, review, and present primary research articles on a particular aspect of development.	Knowledge, Domain-Specific Knowledge, Information Literacy; Practice: Evidence-Based Decision Making, Technology Use NAEYC 1, 2, 3, 4, 5 Tools 2, 3, 4, 5, 6, 7, 9	Research Review and Presentation
3. Understand ecological systems theory including the impact of family, culture, community, society, (and	Knowledge, Domain-Specific Knowledge, Information Literacy	Case Study

<p>their interrelationships), and various other cultural milieus on development, including the impact of risk and protective factors and specific family stressors. Write an in-depth case study of a young child, which addresses development in all domains, family life – including risk and protective factors – and culture. Conclusions, assessments, and recommendations for interventions and advocacy are to be included. Recognize and value individual variations of children in both typical and atypical development through observations in an early care and education program serving children from birth to age eight.</p>	<p>Contextual Perspective Pedagogy: Evidence-Based Decision Making, Diversity of Practice, Professional Identity Development, Technology Use, Assessment</p> <p>NAEYC 1, 2, 3, 4, 5, Tools 1, 2, 3, 4, 5, 6, 8, 7, 9</p>	
<p>4. Locate, collect, interpret, critique, apply, and present research findings from primary and secondary research sources, including the Internet through a presentation reviewing research on an aspect of child development and the completion of research paper. Show increased initiative, strength, and confidence in communicating and defending ideas as a reflective practitioner/researcher.</p>	<p>Knowledge, Domain-Specific Knowledge, Contextual Perspective, Information Literacy; Pedagogy: Evidence-Based Decision Making, Diversity of Practice, Professional Identity Development, Technology Use, Assessment</p> <p>NAEYC 4, 5, Tools; 2, 3, 4, 5, 6</p>	<p>Research Paper and Presentation</p>
<p>5. Show increased initiative, strength, and confidence in communicating and defending ideas as a reflective practitioner/researcher, including the creation of a research paper, a case study, observations, and a research review and presentations.</p>	<p>Knowledge, Domain-Specific Knowledge, Contextual Perspective, Information Literacy; Pedagogy: Evidence-Based Decision Making, Diversity of Practice, Professional Identity Development, Technology Use, Assessment</p>	<p>Research paper, a case study, observations, and research review presentations</p>
<p>6. Mentor and lead peer professionals to deeper understandings about the following: child development; developmentally appropriate curriculum; developmentally appropriate practices meeting the range of children with special needs, as well as, children from the diverse home experiences and differing cultural/linguistic backgrounds; involvement with families; multicultural/global perspectives; criteria for quality programs; assessment; public policy; advocacy; and the influential role of federal government policy.</p>	<p>Knowledge, Domain-Specific Knowledge, Contextual Perspective, Information Literacy; Pedagogy: Evidence-Based Decision Making, Diversity of Practice, Professional Identity Development, Technology Use, Assessment</p>	<p>Presentations and Class Discussions</p>

## 2. COURSE TEXTS AND MATERIALS

Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.

Cohen, D., Stern, V., Balaban, N., & Gropper, N. (2008). *Observing and recording the behavior of young children*. (5<sup>th</sup> ed.) New York: Teachers College Press.

Trawick-Smith, J. (2010) *Early childhood development: A*

*multicultural perspective. (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

Additional readings including research based journal articles on early childhood education and child development .

### 3. COURSE CALENDAR

<i>Day/week</i>	<i>Class topic</i>	<i>Readings</i>	<i>Assignments</i>
Week 1	Introduction, Orientation, Syllabus, Child Development & Multicultural Perspectives	Ch. 1 (O&R), Ch. 1 (T-S)	
Week 2	Research in E.C. Development Theories of Child Development	Ch. 2 & 3 (T-S) Ch. 2 (O&R)	Presentations of Theories
Week 3	Prenatal Development, Childbirth & Infancy/ Risk Factors/ Brain Research	Ch. 4-6 (T-S) Ch. 3-4 (O&R)	
Week 4	Cognitive Development in Infancy Language and Literacy Research on Infants & Toddlers	Ch. 7-8 (T-S) Ch. 5-6 (O&R)	Research Review 1
Week 5	Infant Social & Emotional Development Attachment and Diversity Research on Multicultural Perspectives	Ch. 9 & 10 (T-S) Ch. 7-10 (O & R) Part 1 (Bronf.)	Observation 1 Due
Week 6	Development in the Preschool Years Physical, Motor, & Cognitive Preschool Development Research	Ch. 10-11 (T-S)	Research Review 2
Week 7	Development of Symbolic Thought Language and Literacy Risk and Protective Factors Preschool Development Research	Ch. 12 & 13 (T-S) Part 2 (Bronf.)	Observation 2 Due Ecological Research
Week 8	Social and Emotional Development Social Competence, Culture, Variations Preschool Development Research	Ch. 13 (T-S) Part 3 (Bronf.)	Observation 3 Due
Week 9	Primary Years in Cultural Context Physical Growth & Motor Development Cognition & Schooling Primary Age Research	Ch. 14-15 (T-S) Ch. 11-13 (O&R) Part 4 (Bronf.)	Research Review 3
Week 10	Language, Literacy, & Schooling Social & Emotional Development	Ch. 16-17 (T-S)	
Week 11	Case Study/Ethics Research Paper Ecological Research	Bronfenbrenner Handouts	Research
Week 12	Research Family Research	Case Study	Research

Week 13	Families in Cultural Context Diversity/Cultural Differences	Ch. 18 (T-S) Presentations	Research Paper Due
Week 14	Case Study Presentations	Presentations	Case Study Due

#### 4. REQUIREMENTS

##### Course Requirements

###### Class Policies:

- Graduate students are expected to use Blackboard for all course e-mails, assignments, discussion groups, and presentations. All students need to set up a Rhode Island College internet account to access Blackboard. Students are expected to use word processing on all written assignments and should know how to use e-mail, access the Internet, and conduct research on the internet. An Internet account can be obtained through Academic Computer User Services. Students are expected to utilize Blackboard as a tool and resource for this course. They are also expected to communicate with peers and the instructor on Blackboard using the e-mail and other options. Computers are available in the Horace Mann Technology Center. The instructor must be informed of any difficulty accessing Blackboard. (Technology)
- Please bring books, readings and notes to class as a reference. You should be prepared to lead a discussion at any time
- You are required to attend and arrive on time for all classes. If you must be late or absent from class it is your responsibility to inform the instructor. This course is a hybrid course with some in-person meetings as well as, Skype meetings, and on-line discussions utilizing Blackboard.
- If you are challenged by writing or experience difficulty writing, it is **highly recommended** that you use the services of The Writing Center (456-8141, Craig Lee 225).
- Participation and preparation, including completing course readings is necessary to take part in class discussions.
- Work, projects, papers, etc. not picked up 4 weeks after the semester will be discarded!
  - ❖ Please note: Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with the Coordinator of Services for Students with Disabilities, Disability Related Services for Students office at Craig-Lee 127, 456-8061.
  - ❖ Pursuant to the RIBGHE Rhode Island College does not discriminate based on race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity, or expression, marital/citizenship status, or status as a special disabled veteran, Vietnam veteran, or any other veteran who served active duty during war or campaign or expedition for which a campaign badge has been authorized.
  - ❖ This classroom is a safe classroom for all students. Negative discrimination toward any one, through words of actions, will not be tolerated, based on but not limited to, race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity, or expression, marital/citizenship status, or status as a special disabled veteran, Vietnam veteran, or any other veteran who served active duty during war or campaign or expedition for which a campaign badge has been authorized.

##### Assignments

###### a. Classroom Observations

Students will visit three classrooms in early care and education programs to observe young children and their development. You will schedule these observations. Henry Barnard School is available for observations. Please let

me know if you need some suggestions on where to observe. Observation sites must be pre-approved. Students will observe, record, and reflect on their observations in a reflective journal. Each observation should be written up emphasizing the developmental domains. An in-depth report which summarizes/draws conclusions from the journal will be written. These observations should be scheduled in diverse settings including Head Start, public and private schools and non-traditional settings and with different age groups including infant-toddler, preschool, kindergarten, and grades 1 - 2.

#### **b. Research Review and Presentation**

In small groups, students will read and present the findings of 3-5 research articles on a topic of interest in child development pertinent to class discussions. Students will have 30 minutes to present the review of research report. Grading will depend on creativity, comprehensiveness, and clarity of presentation.

#### **c. Research Paper and Presentation**

Each student will write a research paper on an aspect of early childhood growth and development. The findings of the paper will be presented in class.

Students will conduct research using primary and secondary sources. Review the professional literature (journals, books, academic internet sites), select at least 5-10 journal articles and 3 books as references, analyze findings in the paper and present in class, using handouts, PowerPoint, overhead transparencies, charts, etc. Include a bibliography for the class. Compile your research report into an 8-10 page analytical paper with a brief appendix of research collection.

#### **d. Case Study**

Each candidate will write an in-depth case study of a young child from birth – age eight. The case study will address all developmental domains, family life – including risk and protective factors – and culture. Bronfenbrenner’s Ecological Systems Theory should be incorporated into the study focusing on the microsystem, mesosystem, exosystem, and the macrosystem affecting the child’s life. The systems affecting the child’s life should be described and documented with examples, details, and observations. Knowledge and understanding of the child’s risk and protective factors should be provided through detailed observations, anecdotal records, family interviews, physical descriptions, assessments, content knowledge, and research. The cultural contexts of the child’s family life, community life and school are described in detail through observations, descriptions, interviews, research, and knowledge of the family, school, and community. Confidentiality, professional conduct, and respect for the subject are to be maintained at all times. You need the “informed voluntary consent” of the child and parent. Documentation must be provided.

The case study is a comprehensive study of one child. An in-depth knowledge and understanding of the child's development and learning will be detailed through classroom observations, anecdotal records, informal observations, physical descriptions, assessments, resources, content knowledge, and research. Classroom observations, anecdotal records, informal observations, physical descriptions, assessments, and interests of the child should be included to describe and document the case study. Documentation of the child's work, art, and play add to the case study. The case study is a comprehensive study of one child. In-depth information on the child’s family life, community life and school behaviors should be included. They add to the comprehensiveness of the case study. The case study is an accumulation and interpretation of information from many different sources. Reflect critically on your observations of the child, weaving in the many areas of development discussed in class. Your report may be written as a personal reflection of your understanding of the child’s development based upon your knowledge, observations, records, and descriptions of the child and his/her world. Please make sure that you address the **physical, social, emotional, and cognitive development** of the child.

A descriptive narrative should be written to summarize and interpret the findings. Primary sources should be used in the interpretation of the case study. Make sure that your resources are research journal articles (primary sources) that are current (dated 2000 or later). Conclusions and recommendations for interventions are to be included. Include other resources, but at least 4 of your resources should be research articles.

## Course Evaluation and Grades

Assignment	Points
Classroom Observations	20
Research Review and Presentation	20
Research Paper and Presentation	30
Case Study	30

### Course Grading:

A: 94 -100    A-: 90 - 93    B+: 87- 89    B: 84 - 86    B-: 80 - 83    C+: 77- 79  
 C: 74 - 76    C-: 70- 73    D+: 67- 69    D: 64 - 66    D-: 60 - 63    F: BELOW 60

Please refer to the Rhode Island College grading system which defines the following letter grades: A (excellent), B (good), C (satisfactory), D (low pass) F (failure).

### Performance Assessments

Brief description of each performance assessment and its alignment is listed.

Performance	Course Outcome	SPA Standards	Tools	Conceptual Framework
Classroom Observations	1, 4, 5, 10, 12	NAEYC 1, 2, 3, 4, 5	1, 2, 7, 9	Reflective Practice, Knowledge, Pedagogy, Diversity, Professionalism
Research Review and Presentation	1, 5, 6, 7, 8, 10, 12	NAEYC 1, 2, 3, 4, 5	2, 3, 4, 5, 6, 7, 9	Reflective Practice, Knowledge, Pedagogy, Diversity, Professionalism, Assessment
Research Paper and Presentation	1-6, 9, 10, 12	NAEYC 4, 5	2, 3, 4, 5, 6	Technology, Knowledge, Reflective Practice, Assessment, Professionalism
Case Study	1-4, 6, 9, 10-12	NAEYC 1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 8, 7, 9	Reflective Practice, Knowledge, Pedagogy, Diversity, Assessment; Professionalism,

## 5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):  
[http://www.ric.edu/administration/pdf/College\\_handbook\\_Chapter\\_3.pdf#28](http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28)
- Request for Reasonable Accommodations for Students with Disabilities:  
<http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.