

EDU 119
INTRO TO EARLY CHILD EDUCATION

COURSE DESCRIPTION:

Prerequisites: High school diploma or GED

Corequisites: None

This course covers the foundations of the education profession, types of programs, professionalism, and planning quality programs for children. Topics include historical foundations, career options, types of programs, professionalism, observational skills, and planning developmentally appropriate schedules, environments, and activities for children. Upon completion, students should be able to demonstrate observational skills, identify appropriate schedules and environments, develop activity plans, and describe influences on the profession. Course Hours Per Week: Class, 4. Semester Hours Credit, 4.

LEARNING OUTCOMES:

At the completion of this course, the student will be able to:

- a. Demonstrate knowledge of understanding characteristics of children's behavior by stages.
- b. Identify the characteristics of motor development in the child.
- c. Demonstrate an awareness of social and effective development in the child.
- d. Identify the characteristics of cognitive development in children.
- e. Demonstrate an awareness of how the child develops cognitive skills.
- f. Develop an understanding of the historical background of early childhood education.
- g. Identify the teacher's role in supporting early childhood education.

OUTLINE OF INSTRUCTION:

- I. History of Early Childhood Education
 - A. Historical influences on education
 - B. Types of education programs
 - C. Influence of diversity
 - D. Themes in Early Childhood Education

- II. Teachers and Young Children
 - A. Teacher becoming a professional
 - B. The importance of teacher evaluations
 - C. The use of portfolios
 - D. Teachers as observers
 - E. Guiding children's behaviors
 - F. Teachers and parents as partners
 - G. Creating a successful environment

- III. Basics of curriculum

- A. Curriculum webs
- B. Curriculum development and the incorporation of objects and activities
- C. Multiple intelligences
- D. The importance of lesson planning

IV. Physical/Motor Development

- A. The teacher's role in physical/motor development
- B. Characteristics of physical/motor development
- C. Creative movement

V. Cognitive development

- A. Development of cognition
- B. The teacher's role in cognitive development
- C. Computers in the classroom
- D. Characteristics of cognitive development

VI. Language Development

- A. The teacher's role in language instruction
- B. Language and child development
- C. The language curriculum
- D. Integrating the language curriculum
- E. Activities in the language curriculum

VII. Social and Emotional Development

- A. Development of emotions and social growth
- B. The teacher's role in social and emotional development
- C. Social and emotional development curriculum
- D. The role of creativity in social and emotional development

VIII. Trends in Early Childhood Education

- A. Overview of issues and trends
- B. The role of ethics in early childhood education
- C. Linking values
- D. Preparing for the 21st century

REQUIRED TEXTBOOK AND MATERIALS:

Gordon and Browning. *Beginnings and Beyond*. 7th ed. Delmar Publishing 2002. ISBN: 0766863158

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.