

Governors State University
College of Education/Division of Education
Course Syllabus
Fall 2004

Course number: EDEC 425

Title: Preprimary and Special Education Methods (3)

Time: Tuesdays 11:00 – 1:50 pm

Professor: Dr. Jeannine M. Klomes

Office: G 234

Phone: 534-4016

Office Hours: Mondays 2:30 to 4:30pm; Thursdays 12:30 to 3:30pm

Please phone for an appointment

Catalog Description:

Introduces techniques for individualizing developmentally appropriate instruction in specified content areas for young children with an emphasis on pre-kindergarten and kindergarten years. Introduces curriculum development and content related to language and emergent literacy, manipulatives, sensorial materials, blocks, dramatic play, the arts, movement, math, science, and social studies with culturally and linguistically diverse children and children with special needs. *Prerequisites:* EDUC 321, SPED 510, EDEC 350 or EDEC 360. *Co-requisite:* EDEC 426

Rationale:

In order to be effective teachers, students need to learn theory and practice for developmentally appropriate curriculum and instruction, as well as their role in providing a learning rich environment for young child with and without special needs. Students will learn to develop effective lesson plans in order to utilize best practices in group and in individualized educational instructional strategies.

Intended Audience: Undergraduate students seeking a major in early childhood education

Instructional Modality: Direct instruction, discussion, supervision and reflection.

Required Texts:

Dodge, D., Colker, L., & Heroman, C. (2002). The creative curriculum for preschool. Fourth Edition. Washington D.C.: Teaching Strategies.

And

Hendrick, J. (1997). First steps toward teaching the Reggio way. New Jersey: Merrill
Illinois Learning Standards and the Illinois Early Learning Standards

Required Reading:

Eliason, C. & Jenkins, L. (2003). A practical guide to early childhood curriculum. 7th Edition. Columbus, Ohio: Merrill Prentice Hall.

Chapter Five: People and Their Diversities

Expected Student Outcomes:

The student will demonstrate competency as an early childhood teacher by meeting the criteria for the following ISBE Content-Area Standards for Educators / Early Childhood Education, and Early Childhood Special Education Teachers Standards:

*ECE

1. Understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas. (1)
2. Understands how individuals grow, develop, and learn; and provides learning opportunities that support the intellectual, social, emotional, and physical development of preschool and kindergarten age children. (8)
3. Understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are adapted for children in preschool and kindergarten which are developmentally and culturally appropriate. (9)
4. Understands instructional planning and designs learning opportunities based on knowledge of the children, their families, their communities, the content areas, and curriculum goals. (10)



5. Uses an understanding of individual and group motivation and behavior as well as children's developmental levels and creates a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. (11)
6. Uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills. (12)
7. Uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (13)
8. Understand various formal and informal assessment strategies and uses them to support the continuous development of all children. (14)
9. Is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professional in the learning community and actively seeks opportunities to grow professionally. (16)
10. Understands education as a profession. Maintains standards of professional conduct, and provides leadership to improve children's learning and well being. (17)

***ECE SPED**

1. The competent ECSE teacher understands the central concepts, tools of inquiry, and learning curriculum areas appropriate to young children, and creates and provides integrated experiences that develop each child's competence across curriculum areas. (1)
2. The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the context of group and individualized instruction in a variety of classrooms,...*omit*...as well as knowledge of individual children's abilities and needs...*omit*. (4)
3. The Competent ECSE teacher uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities based on and supportive of positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. (5)
4. The competent ECSE teacher employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individual appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms...*omit*. (6)
5. The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents and other professionals in the learning community and actively seeks opportunities to grow professionally. (10)

Assignments:

1. Complete all readings and be prepared to discuss them on the assigned dates.
2. Write a **Philosophy of Early Childhood Education** paper. This paper must be five typed pages using standard font and margins. Reflect on what you believe is best practice for young children covering the following headings:
 - a. introduction
 - b. theorists and instructional approaches that have influenced you
 - c. curriculum content
 - d. learning environment
 - e. role of play / social
 - f. role of the teacher
 - g. role of parents
 - h. role of community
 - i. multi-cultural/anti-bias considerations
 - j. inclusion of children with special needs
 - k. class management / control
 - l. summary
3. **Philosophy Paper Revised**

4. Complete a **Team Project** about early childhood curriculum. Your team will be responsible for collecting information related to assigned topics from your text. Your project needs to include a speaking presentation for each team member, a self-created overhead made by each member (not copied from the text), several props/ manipulatives from each member, and a self-created handout from each member for everyone in the class. All content areas presented must be connected to providing services for children with special needs in both oral and written form. Your team's entire presentation should last about 40 minutes.
5. Attend a **Field Trip**. A set time will be determined to meet at the GSU Family Development Center in order to tour and take written notation about the "Reggio Emilia" influence throughout the physical and social environment. Information to reflect upon will be discussed ahead of time. Reflective discussion will also follow the visit.
6. Read Henrick's Text in order to complete an **In-Class Written Essay Reflection**.
7. Submit your **Early Childhood Performance Portfolio** to reflect the following at a professional level: professional cover identification, table of contents reflecting portfolio outline, tabs reflecting portfolio outline, identification cover sheets following each tab, labeled colored insert sheets between assignments within lab 2 section, corrected philosophy paper inserted, and all lab 2 assignments.

***All assignments are due on the scheduled dates. Late assignments will result in a lowered grade. Assignments are to be typed using a standard sized font (such as Times Roman 12), standard sized margins and spacing. In addition, all assignments need to meet the minimum page requirement. Assignments that are less pages than required will receive a below average grade.**

***Students referred in writing to the GSU Writing Center must follow through on the referral or a grade of failure for the course will be entered.**

Evaluation Plan:

Attendance	50 pts
Participation	25 pts
EC Performance Portfolio	25 pts
Philosophy Paper	100 pts
Philosophy Paper Revised	100 pts
Team Project	
Teaming Skills	50 pts
Presentation	50 pts
Materials	50 pts
Handouts	50 pts
Field Trip	100 pts
Written Essay Reflection	100 pts
Lab 2 Responsibilities	300 pts

Total 1000 pts

Grade Equivalents:

920 – 1000	= A
840 – 919	= B
760 – 839	= C
680 – 759	= D
000 – 679	= F

***Students are required to attend and participate in class every week. Missing more than two classes will result in failing the class.**

*** First absence results in the loss of 4 points, every absence thereafter results in the deduction of 8 points. Arriving or leaving class significantly late or early will also result in point reduction accordingly.**

Bibliography and Resources:*Texts*

- Armington, D. (1997). The living classroom. Washington D.C.: NEAYC
- Bredenkamp, S. & Copple, C. (1996). Developmentally appropriate practice in early childhood programs. Washington, D.C.: NEAYC
- Eliason, C. & Jenkins, L. (1994). A practical guide to early childhood curriculum. Fifth Edition. New York: Merrill
- Gregson, B. (1982). The incredible indoor games book. Belmont, California: Pitman Learning, Inc.
- Herr, J. & Libby, Y. (1990). Designing creative materials for young children. New York: Harcourt Brace Jovanovich, Publishers.
- Pitcher, E., Feinburg, S. & Alexander, D. (1989). Helping young children learn. New York: Merrill.
- Stannish, B. (1982). Connecting rainbows. Carthage, Illinois: Good Apples, Inc.
- Maxim, G. (1993). The Very Young. Fifth Edition. New York: Merrill

*Magazines*MailboxInstructorFirst Teacher*Journals*Young ChildrenEarly Childhood TodayKappanExceptional ChildEducational Leadership*Other*

Internet

GSU Library

GSU Family Development Center

GSU Faculty

GSU Writing Center

GSU Advisors

Disability Statement:

Students who have a disability or special needs and require accommodation in order to have equal access to the classroom, must register with the designated staff member in the Division of Student Development. Please go to room B1215 or call (708) 235-3968 and ask for the Coordinator of Disability Services. Students will be required to provide documentation of any disability when an accommodation is requested.

Reading and Assignment Schedule:**Tuesdays**

September 7	Introductions; Syllabus; Identify required textbooks and Illinois Early Learning Standards; Determine Kindergarten (4) and Pre-kindergarten (3) Teams; Discuss Early Childhood Portfolio; Discuss Balanced Literacy
September 14	Briefly Review Contents and Appendices of Dodge text; Briefly Review Hendrick text; Begin Presenting EC Overview Overheads; Discuss Team Project Assignment; Discuss Philosophy Paper; Present about Big Books; Prepare for Teaching Kindergarten
September 21	Reflect on First Kindergarten Teaching Session; Continue Overhead Presentation; Review Discussion of Team Project Assignment; Practice Editing/Writing Sentences for Philosophy Paper
September 28	Reflect on Second Teaching Session; Team One Project Assignment Presentation: Chapter 1-How Children Develop and Learn, Chapter 5-The Family's Role, Chapter 9-Art, and Chapter 13-Music and Movement
October 5	Reflect on Third Teaching Session; Team Two Project Assignment Presentation: Chapter 2-The Learning Environment, Chapter 6-Blocks, Chapter 10-Library, and Chapter 14-Cooking
October 12	Lab Peer Evaluation Due; Reflect on Fourth Teaching Session; Team Three Project Assignment Presentation: Chapter 3-What Children Learn, Chapter 7-Dramatic Play, Chapter 11-Discovery and Chapter 15-Computers
October 19	Lab Self Reflection Due; Reflect on Final Kindergarten Teaching Session; Team Four Project Assignment Presentation: Chapter 4-The Teacher's Role, Chapter 8-Toys and Games, Chapter 12-Sand and Water, and Chapter 16-Outdoors; Recall "New" Pre-kindergarten Teaching Teams
October 26	Philosophy Paper Due; Reflect on upcoming Pre-kindergarten Teaching; Prepare for Teaching Pre-kindergarten
November 2	Reflect on First Pre-kindergarten Teaching Session
November 9	Philosophy Paper Revised Due; Reflect on Second Teaching Session; Present and Discuss Special Education MDC/IEP forms and Procedures and recapture instruction strategies related to the Methods for addressing the needs of children with disabilities
November 16	Field Trip to GSU's Family Development Center; Reflect on Third Teaching Session
November 23	Lab Peer Evaluation Due; Reflect on Fourth Teaching Session; Eliason Text: Chapter 5-People and Their Diversities (This reading material supplied by professor); Plan Faculty "Thank You Breakfast"; Discuss Final In-Class Written Essay Reflection Expectations
November 30	Early Childhood Performance Portfolio Due; Lab Self-Evaluation Due; Reflect on Final Kindergarten Teaching Session; Finalize Faculty Breakfast Plans
December 7	Complete <i>In-Class</i> Written Essay Reflection
December 14	Faculty Breakfast; Semester Reflection; Class Closure

