

GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION

COURSE SYLLABUS

COURSE TITLE: Integrating Instruction in Early Childhood
COURSE NUMBER: EDEC 510
CREDIT HOURS: 3
INSTRUCTORS: Diane McClellan, Ph.D.
Julie Snyder, M.A.
Office Hours: By Appointment:
Tuesday, 2:30-4:15 p.m., 7:30-8:30 p.m.
Wednesday, 2:30-4:15 p.m., 7:30-8:30 p.m.
TRIMESTER: Fall 1996



REQUIRED TEXT:

Katz, L. and Chard, S. (1992). Engaging children's minds: The project approach. Norwood, NJ: Ablex Publishing

Katz, L., McClellan, D., Fuller, J. Walz, G. (1995). Building social competence in children: A practical handbook for counselors, psychologists and teachers. North Carolina: Eric/Cass Publications.

Edwards, Gandina, Forman. (Eds.). (1993). The hundred languages of children. Norwood, NJ: Ablex.

Course Purpose: This course is intended to develop teaching skills that will serve teachers for the challenges they will face in their immediate future as beginning teachers, as well as suggest the skills and vision they will need for the classrooms of the future. Specific goals include:

1. student ability to identify and consider the four "teachers" in the early childhood classroom: teacher, environment, peers, and projects.
2. student demonstration of an understanding of the kinds of environmental elements that create an engaging and integrated learning context for young children.
3. student enhanced understanding and skill in working in a group and knowledge of the importance of skills in children's social, emotional, dispositional, and intellectual development.
4. student development of procedural and metacognitive skills in authentically integrating learning experiences, particularly as related to social development, art, music, social studies, play, manipulatives, and math/science.
5. student academic and procedural knowledge of the similarities/differences between thematic units and projects and between multi-disciplinary and integrated learning.

Course Requirements:

- 1). **Attendance.** Attend, arrive on time, and participate in class discussions and other activities. *If absent, it is your responsibility to contact a classmate for a summary of what you missed.*
- 2). **Visit Classrooms and Develop Idealized Floor Plan.** Visit at least two preschool learning environments (one Montessori and one preschool/childcare) and make sketches of their floor plans. Also write down the classroom daily schedules. Using this input, create a floor plan, video, model, photo display, (or?) of your idealized classroom. Include learning centers and a daily schedule. Attach the sketches of the classrooms you visited to your own floor plan.
- 3). **Thematic Unit.** Develop a thematic unit according to guidelines presented in class. Include lesson plans and an interest center developed to integrate two or more subjects and enhance your Unit.
- 4). **Project Approach.** Develop a project with your group that explores an aspect of our immediate environment (at GSU) that would also be of interest to and accessible to young children in most school environments. Include as many "curriculum domains" as possible without sacrificing authenticity. Present project to class in a visual display that includes documentation of the steps the group went through in developing the project (transcripts of discussions, photography of key points, drawings, etc.). Each group will have a bulletin board and table for their informal presentation.
- 5) **1. Written Summary of Thematic Unit and Project Approach.** Write a typed five to six page paper on your experience with the project approach. Include in the following order:
 - a) a discussion of your thoughts on the thematic unit and the project approach. What did you learn about yourself as a teacher and a learner? Which approach do you prefer? Under what conditions? Which approach is most advantageous for children's intellectual development? Under what conditions?
 - b) your thoughts on working on your thematic unit alone versus working with your group on your project. What are the benefits and drawbacks of each? What are the conditions under which each might be most appropriate?
 - c) your assessment of how your group functioned together using Katz/McClellan as a guide for social behavior. what did you learn that you might be able to apply to facilitating group work among children? What did you learn about how people (including children) behave in groups? What are the pleasures and difficulties of working in groups?
 - d) what you learned and about learning and how you think this might influence your teaching in the future.
 - e. give an informal assessment of the contribution and commitment of the other group members to the project and group process.
 - ◆ ◆ ◆ worked very hard
 - ◆ ◆ satisfactory contribution
 - ◆ unable or unwilling to contribute satisfactorily

- 6) **Journal of Reactions to Selected Readings.** Prior to discussion we will take 10 or 15 minutes to write on reactions to selected assigned articles or chapters. the purpose of this is to reinforce the importance of keeping up with class readings. Also we want to get your feedback on what is of interest to you and what needs further class discussion. these reaction notes will be collected but will not be graded.

Summary and Weight of Course Requirements:

<i>Activity</i>	<i>Points</i>
1. Attendance/Discussion	15
2. Floor Plan, etc.	15
3. Thematic Unit	20
4. Group Project	20
5. Individual Written Comments on Projects & Thematic Units as Teaching Tools	15
6. Journal of Thoughts on Readings	15
Total	100

Assessment

<i>Points</i>	<i>Grade</i>
1. 90 - 100	A
2. 80 - 89	B
3. 70 - 70	C
4. 60 - 69	D
5. 59 or below	F