Howard University
School of Education
Department of Curriculum and Instruction

*Course Syllabus*1[1]
ECED193
Instructional Strategies for Early Childhood Teachers
CRN# 12147
Spring, 2007

Class Time: Tuesdays, 5:10-7:30pm
Class Location: ASA Building, Room 130 (Tentative)
Instructor: Dr. Fang Wu
Office: Room 205, ASA
Office Hours: Mondays 11:00-2:00pm
Tuesdays 11:00-2:00, 3:30-5:00pm
Thursdays 11:00-2:00pm
Other appointments may be scheduled via phone or email
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Howard University
Statement on ADA Procedures

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodation as soon as possible after admission to the University, or at the beginning of each semester. The Dean of the Office of Special Student Services, Dr. Barbara Williams, can be reached at (202)238-2420.

1[1] This syllabus is subject to change at the instructor's discretion.

SOE Conceptual Framework: Mission and Vision

The mission of the School of Education (SOE) is to: 1) prepare teachers, administrators, researchers, evaluators, and human development professionals for leadership in urban and diverse educational settings, 2) significantly influence the national agenda for African-American and other culturally diverse children, conduct and disseminate research that supports the belief that all students can learn, and 3) provide a research-based blueprint for developing professionals capable of creating environments that evoke the abilities and talents of all students.

The programs in the School are designed to produce the following demonstrable student outcomes: 1) the ability to think critically; 2) the ability to analyze and solve problems; 3) the ability to make ethical decisions; 4) the ability to apply knowledge by linking theory and practice; 5) knowledge and understanding of self, history, and community; 6) the ability to assume leadership roles in the global community; and 7) a demonstration of knowledge, sensitivity, and skills in working with diverse populations.

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This course intends to help candidates achieve the following long-term goals as specified in the NCATE standards for candidate performance:

NCATE Standard 1: Candidate Performance

"Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards."

1. Content knowledge for teacher candidates:
   a. **Candidates know subject matter**
   b. **Candidates can explain concepts in professional, state, and institutional standards**
   c. Candidates pass state licensing exams at a rate of 80 percent or more
2. Pedagogical contend knowledge for teacher candidates:
   a. **Candidates know instructional strategies**
   b. **Candidates can present in clear and meaningful ways**
   c. **Candidates integrate technology**
3. Professional and pedagogical knowledge and skills for teacher candidates:
   a. **Candidates apply professional and pedagogical knowledge**
   b. **Candidates consider school, family, and community context**
   c. **Candidates consider prior experience of students**
4. Dispositions for all candidates
   a. **Candidates are familiar with expected dispositions**
   b. **Dispositions are reflected in their work with students, families, and communities**
5. Student learning for teacher candidates:
   Candidates focus on students learning as shown in:
   - **Assessment of student learning**
   - **Use of assessment in instruction**
   - **Development of meaningful learning experience**

Course Description:

This course is designed for candidates at both graduate and advanced undergraduate levels. Prerequisite courses: ECED160 and ECED191 or their equivalents. The focus of this course is on effective instructional strategies for teachers of early childhood children (3 to 8 years of age). Strong emphases are placed on linking developmental theories to teaching and on implementing developmentally and culturally appropriate curriculum in early childhood classrooms. Infusing computer technology in instructional planning, implementation, and evaluation is essential to the course.

Course Objectives:

Upon completion of this course, candidates will be able to:
1. discuss the concept of "developmentally appropriate practice (DAP)" as advocated by the National Association for the Education of Young Children;
2. discuss and practice on the basic elements of lesson planning, such as setting learning objectives, deciding instructional procedure and processes, choosing teaching materials, questioning, and assessing learning outcomes;
3. create a unit portfolio that consists of a unit plan, an expanded lesson plan, and several instructional materials (e.g., a multimedia presentation, a publication, and some assessment rubrics);
4. demonstrate appropriate use of technology in instructional planning, implementation, and evaluation;
5. demonstrate effective use of the online Blackboard for communications and resources;
6. demonstrate ability to align curriculum with the state standards;
7. demonstrate ability to link child development theories and educational practices;
8. select, evaluate, and modify instructional strategies to meet the individual needs of all children, including those with disabilities, developmental delays, and special abilities;
9. demonstrate ability to work with peers cooperatively;
10. demonstrate professional dispositions as an ECE educator through class attendance, participation, punctuality, cooperation, sensitivity to others' needs, and life-long learner attitude; and
11. demonstrate ability to use correct English in both written and spoken forms.

Course Format:

The primary format of this course includes lecture, group project, hands-on experience with computer technology, and in-class presentations.

Required Textbooks:
Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Supplemental Text:
2[2]Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J., & Kuni, P. (2002). *Teach to the future: Pre-service teacher edition 2.0.* Intel Corporation.

Course Requirements:
1. **<u>Attendance</u>**: Candidates are expected to attend in all class sessions as scheduled. Attendance record will be kept and evaluated. Each absence will result in a deduction of 2 points. Each late arrival or early departure may result in a deduction of 1 point. The deduction may be waived, at the instructor's discretion, if the absence is caused by a medical condition that could be verified by a doctor's note or a dated prescription. Candidates will be responsible for collecting course handouts and information provided in class or on the Blackboard during their absence.
2. **<u>Preparation and participation</u>**: Candidates must possess the required textbook as listed above. Candidates are required to bring the course syllabus and the textbook(s) that contain(s) the readings of the week with them when they attend the class. Candidates are required to finish all the assigned readings <u>before</u> each class session. Candidates are expected to come to class prepared and actively participate in class discussions, presentations, and demonstrations. Their participation will be evaluated based on a rubric at the end of the semester by the instructor. See the last page of this syllabus for the rubric.
3. **<u>Blackboard attendance</u>**: All candidates must log in to the Howard University Blackboard to verify personal information **before January 16th**. Course documents, assignments, and announcements will be posted on the Blackboard or sent via email. Candidates are required to check the Blackboard postings and personal email at least once a week to remain up to date. It is the candidates' responsibility to actively collect course-related information in class and via Blackboard. Evaluation of Blackboard attendance status will contribute to the candidates' course preparation grade points.
4. **<u>Professional dispositions:</u>** Grading of professional dispositions is based on each candidate's overall performance in the course (in and out of the class) throughout the semester. It is well understood that achieving a high level of professionalism requires years of learning, experience, and self-evaluation. However, there must be a starting point. Beginning today (if not yet earlier) in this course (if not yet elsewhere), candidates are encouraged to act as a professional. This is one of the first steps towards preparing candidates for a successful teaching career. The main criteria for professionalism are listed below, although they are not at all exhaustive. More may be added to the list based on the class' suggestions.
   - The candidate comes to class with enthusiasm and maintains a positive attitude;
   - The candidate participates in class discussions and group activities actively and constructively;
   - The candidate identifies and solves problems promptly;
   - The candidate achieves an appropriate level of independence;
   - The candidate evaluates oneself honestly and objectively, accepts constructive criticism and demonstrates efforts to improve one's performance;

2[2] This book will be provided to candidates enrolled in this course depending on the availability. They will be handed out later in class.

> ➢ The candidate shares information and ideas with peers, works cooperatively as part of a team, and helps others in need;
> ➢ The candidate shows respect to peers, classroom teachers, and children;
> ➢ The candidate is punctual, reliable, and honest;
> ➢ The candidate maintains information confidentiality whenever applicable;
> ➢ The candidate maintains a life-long learning attitude.

5. <u>**Tests**</u>: Two tests will be administered in class. Candidates are required to complete reading assignments and study the course contents as scheduled in this syllabus. The tests are close-booked and comprehensive in nature. Candidates must bring a Bluebook for the tests. **Dates: Test I—February 13; Test II—April 10.**

6. <u>**Website presentation and evaluation project**</u>: Candidates will work in pairs to conduct a web search, locating three educational websites that could serve as valuable resources for ECE teachers. In addition, they will develop a rubric to evaluate and compare the websites. Details of the assignment will be discussed in class. On **March 6,** candidates will present their website search results and evaluation rubric in class; also a hardcopy of this assignment is due in class.

7. <u>**Unit/lesson plan**</u>: Candidates may choose to work in pairs or independently on this assignment (must be determined in the beginning of the class). Each group/individual will choose a theme for curriculum planning. They will work around the theme throughout the semester to practice their learned instructional strategies. The final product of this assignment will be a unit plan portfolio, which consists of a unit plan, an elaborated lesson plan, and three multi-media instructional presentations created by the candidates using computer technologies. Detailed guidelines will be provided online and discussed in class. The unit plan portfolio is due in the instructor's office on **Thursday, April 19 for graduating seniors**, and **April 24** for all others. Peer evaluations will be conducted at the end of the project. The portfolios will be presented in class on April 24. All must attend the class for presentation.

8. All written assignments must be typed with cover page and <u>page numbers</u>. All pages of a document must be stapled together. Essential information such as candidate's name, course number, semester and year, etc., must be included. Failure to do so may result in a request for revision and resubmission, and a deduction of point(s). Assignments must be written in Standard English unless otherwise instructed; they must be submitted on time. Late submission without the instructor's permission <u>prior</u> to the deadline will be graded one letter grade (equivalent) lower for each day it is late, or will not be accepted after 5 days. It is the candidates' responsibility to ensure that the instructor receives submissions on time. No email submission is accepted.

9. Policy regarding cheating: As required by the University, Howard students must read the "Academic Code of Conduct" that is published in the H-Book and the Student Reference Manual and Directory of Classes. Cheating or plagiarism may result in an "F" grade for the related assignment or for the entire course at the instructor's discretion.

Grading

Assignments	Maximum Points
Class attendance	10
Class preparation and participation	10
Professional dispositions	10
Website search, presentation, and evaluation rubric	10
Tests (2)	30 (15 points each)
Unit lesson plan	30
Total points	**100**

Course Outlines:

Dates & Sessions	Session Topic and Reading Assignments (Readings must be completed before each class)	Assignments Due / In-class Activities
1/9 Session 1	**Topic: Course introduction** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Introduction.**	
1/16 Session 2	**Topics: The concept of developmentally appropriate practice and its implications in ECE classrooms** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapters 1 & 2.**	All candidates must log in to the HU Blackboard to verify personal information before 1/16. Starting 1/17, whenever applicable, course handouts and announcements will be posted online or sent via email.
1/23 Session 3	**Topics: Integrating curriculum by using themes and projects** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapter 16.**	<u>Prior</u> to this class, candidates need to: 1. Choose a peer to work with on the unit/lesson plan assignment. <u>Prospective graduates should work together in order to meet the graduating senior grade report deadline (April 26)</u>. 2. Identify two potential unit plan themes to discuss in class. Once decided, your group will work on this theme throughout the semester to practice your learned instructional strategies in this course.
1/30 Session 4	**Topics: Setting the stage for learning: Planning and implementing small-group and group-time activities** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapters 3 & 4.** *Teach to the Future* materials will be distributed in class. The book and CD should be returned at the conclusion of the course.	1. **Prior** to this class, candidates need to develop instructional objectives for their unit plans. 2. Starting this week, candidates (in groups) will begin building their unit portfolio. 3. Practice making concept map in class.
2/6 Session 5	**Topics: Setting the stage for learning: Organizing space, materials, and time; Child guidance in early childhood classrooms** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapters 5 & 6.**	

2/13 Session 6	**Topic: Authentic assessment and family involvement; Getting Started with Instructional Technology** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapters 7 & 8.** Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J., & Kuni, P. (2002). *Teach to the future: Pre-service teacher edition 2.0.* Intel Corporation. **Module 1.**	Candidates are encouraged to try out module one before coming to class. If applicable, install the program into your personal computer by following the instructions in the module.
2/20 Session 7	**Test I** will cover contents in chapters 1 to 8 and 16.	
2/27 Session 8	**Topic: Locating and evaluating online instructional resources** Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J., & Kuni, P. (2002). *Teach to the future: Pre-service teacher edition 2.0.* Intel Corporation. **Modules 2 & 6.30-6.33.**	1) Homework from Module 1, *"Introduction of our unit,"* should be completed for "pair and share" in class. 2) Develop, in class, a rubric to be used to evaluate an online resource.
3/6 Session 9	**Topics: The cognitive and language domains of the curriculum; Creating a publication for the learning unit** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapters 11 & 12.** Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J., & Kuni, P. (2002). *Teach to the future: Pre-service teacher edition 2.0.* Intel Corporation. **Module 4.**	1) Homework from previous session, *"Evaluating an online resource,"* including **a list of websites for teachers and an evaluation rubric, are due in class. Prepare for a 5- to 10-minute (per group) presentation to the class. Both members must be present.** 2) Hands-on learning in class: Create a newsletter using Publisher.
3/13 Session 10	**Topic: The aesthetic domain of the curriculum; Creating multi-media materials for teaching** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapter 9.** Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J., & Kuni, P. (2002). *Teach to the future: Pre-service*	1) Homework from Module 4, *"A newsletter about our learning unit,"* should be completed for "pair and share" in class. 2) Hands-on practice: Creating a "student" PowerPoint presentation.

	teacher edition 2.0. Intel Corporation. **Module 3.**	
3/20	**University Spring Break**	
3/27 Session 11	**Topic: The affective and social domains of the curriculum; Creating multimedia presentations (cont.)** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapters 10 & 14.** Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J., & Kuni, P. (2002). *Teach to the future: Pre-service teacher edition 2.0.* Intel Corporation.	Homework from Module 3 should be completed for "pair and share" in class. Continue refining the unit plan components in class.
4/3 Session 12	**Topic: The physical domain of the curriculum; Pretend and construction play; continue working on the Unit portfolio** Reading(s): Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (4th ed.). Upper Saddle River, NJ: Prentice Hall. **Chapters 13 & 15.** Candau, D., Doherty, J., Hannafin, R., Judge, J., Yost, J., & Kuni, P. (2002). *Teach to the future: Pre-service teacher edition 2.0.* Intel Corporation. **Modules 8&9.**	
4/10 Session 13	**Test II** will cover chapters 9-15	**Complete unit portfolio is due on April 20 for prospective graduates.**
4/17 Session 14	**Topic: Putting the Unit Portfolio together** Complete unit portfolio is due on <u>April 20</u> for prospective graduates.	Finalize the Unit portfolio; **conduct peer evaluations.**
4/24 Session 14	**Unit Portfolio in-class presentation** <u>Attendance in this session is mandatory, including the graduating seniors</u>.	1) Complete unit portfolio is due in class for all other candidates. 2) Presentations of teaching units in class. **All members of each group must be present in order to receive equal credits for the project**. 3) Course evaluations.

Bibliography

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Other Resources

<u>Bloom's Taxonomies for Learning</u>
http://www.hocking.edu/~aaffairs/FacDev_files/bloom's%20taxonomies.htm

Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE),
http://ericps.crc.uiuc.edu/eece/publications.html

<u>District of Columbia Public Schools Standards for Teaching And Learning</u>
http://www.k12.dc.us/dcps/standardsindex.html

Early Childhood Education Quarterly,
http://www.sciencedirect.com/science/journal/08852006

Early Childhood Research and Practice (ECRP), http://ecrp.uiuc.edu/

National Association of Education for Young Children, http://www.naeyc.org/

<u>Unit Plan Resources</u> http://www.intel.com/education/unitplans/index.htm

Young Children magazine, http://www.naeyc.org/resources/journal/default.asp

http://www.edhelper.com

http://edsitement.neh.gov

http://www.ceismc.gatech.edu/busyt/

Class Preparation & Participation Evaluation Rubric

Instructor: Dr. Fang Wu
Course: ECED193 Instructional Strategies in for ECE Teachers
Student Name:

CATEGORY	Excellent	Good	Fair	Must Improve
Preparation for class	Demonstrated familiarity with the content in all class sessions.	Demonstrated familiarity with the content in some class sessions.	Demonstrated familiarity with the content occasionally in class sessions.	Demonstrated no familiarity with the content in all class sessions.
Blackboard attendance	Always actively collected and used materials made available on the Blackboard, and remained up-to-date about the course related activities and announcements posted on the Blackboard.	Sometimes actively collected and used materials made available on the Blackboard; remained up-to-date about the course related activities and announcements most of the time posted.	Occasionally collected and used materials made available on the Blackboard; demonstrated a few times knowledge about course related activities and announcements posted on the Blackboard.	Never collected and used materials made available on the Blackboard; showed no knowledge about course related activities and announcements posted on the Blackboard.
Participation	Actively and frequently participated in discussions with constructive input.	Participated in discussions often, most input was constructive.	Participated only when being asked most of the time.	Did not participate in discussions at all.
Information contributed in discussions (incl. questions, comments, presentations, etc.)	All information contributed in class discussions was thoughtful and relevant.	Most information contributed in class discussions was thoughtful and relevant.	Occasionally, information contributed in class discussions was thoughtful and relevant.	Information contributed in class discussions was irrelevant.
Respect for peers and the instructor	All statements, body language, and responses were respectful and appropriate to others in class.	Most times statements, body language, and responses were respectful and appropriate to others in class.	Most statements, body language, and responses were respectful and appropriate to others in class. But there were occasional unconstructive remarks or gestures.	Statements, responses and/or body language were consistently not respectful to others in class.