

**AEDE 542**  
**The Young Child-Four to Eight**  
**Fall 2009**

**Instructor:** Dr.VernelleTyler  
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**Meeting Time:** Tues -- 9:25-12:05  
**Office:** B&E, Rm 212  
**Office Hours:** Thurs., 12:15-2:15

**I. Descriptive Information**

**A. AEDE 542 Education of the Young Child**

**B. Catalog Description:** Education of the Young Child. (3)(Prereq: admission to Professional Program or permission of education advisor). **This course will focus specifically on the development of the Dynamic Educator as planner, manager, instructor, communicator, and professional educator.** Attention is given to learning activities, materials and equipment suitable for teaching at the nursery, kindergarten, and primary levels. Emphasis is given to appropriate methods for assessment of children aged four through eight and to the relationship of various subject areas to the general education development of the child. Classroom management, societal influences, parent involvement and community resources are included.

**C. Intended Audience:** This course is intended for students formally admitted to the Professional Program in Early Childhood Education, individuals seeking to add Early Childhood certification, or individuals having special permission of his/her education academic advisor.

**II. Course Goals and Objectives**

**A. General Goal(s)**

The major goal of this course is to help students learn to plan appropriate learning experiences for children ages three to eight.

**B. Instructional Objectives:**

Each student will be able to:

1. Trace the historical roots of Early Childhood Education and state how persons and events in the past have influenced programs and practices today.
  - (a) Trace the historical roots of Early Childhood Education and state how Persons and events in the past have influenced programs and practices.
  - (b) Recognize the family, cultural, linguistic, socio-cultural and political contexts for development and learning.
2. State how knowledge of development contributes to planning/developing developmentally appropriate curriculum and arises from needs of individual children; Create environments that meet individual needs of children, including children with disabilities, developmental delays, and special abilities.

3.
  - (a) State how knowledge of development contributes to planning/developing developmentally and culturally appropriate curriculum.
  - (b) create environments that meet individual needs of children including those with disabilities, developmental delays, and special abilities.
  - (c) understand development of the whole child: physical, emotional, social, cognitive, and aesthetic and plan curriculum to include activities that address the whole child.
4. Explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questions, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
5. Identify various styles of classroom management and state specific strategies for effective management of space, routines, transitions, schedules. relationships, and communication in the classroom.
  - (a) Use individual and group problem solving techniques to develop positive and supportive relationships with children to encourage social interaction, promote positive strategies for conflict resolution, develop self-control, self-motivation, and self-esteem.
  - (b) Establish and maintain physically and psychologically safe and healthy learning environments for children.
6. Observe, record and assess young children's development and learning and engage children in self-assessments for purpose of planning appropriate programs, environments and interactions, and adapting for individual differences.
7. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.
8. Describe some characteristics of disabling conditions, including child abuse and neglect (and procedures and responsibilities in reporting to proper authorities), and discuss the preparation, planning, and teaching strategies required to provide an optimal learning environment for children with special needs.
9. Identify strategies for parent involvement and develop effective relationships and communication techniques with parents, being sensitive and respecting their cultural roots.
10. Demonstrate awareness of and commitment to professional code of ethical conduct and reflect how teaching practice and behavior influence education and learning of young children.
  - (a) Work and collaborate with colleagues at schools and in the community and work effectively as member of a professional team.
  - (b) Serve as advocates on behalf of young children and their families, improved quality of programs and services to young children, and enhanced professional status for early childhood educators.
  - (c) Locate professional literature, organizations and resources to enhance professional growth.

### **III. Course Readings**

#### **A. Required Text**

Follari, L. (2007). Foundations and Best Practices in Early Childhood Education: Upper Saddle River, N.J. Prentice Hall.

#### **B. Selected Supplemental Readings**

### **IV. Instructional Procedures**

The following methods will be used, but not be limited to, instruction: lecture, discussion, small group activities, student presentations, guest speakers, videos, demonstration.

### **V. Course Requirements**

#### **A. Administrative Requirements**

1. Students are expected to attend class regularly. Unexcused absences and tardiness will result in loss of points from final grade. As a professional courtesy, please let instructor know if you cannot attend class.
2. Assignments and responsibilities are due on dates specified. In the event a student is prevented from meeting an obligation, the instructor is to be notified at least 24 hours in advance. (Additionally, assignments will be dropped 5 points per day for each day late if an acceptable excuse is provided. Otherwise, the assignment is unacceptable past the due date.
3. Students will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.
4. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B & E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
5. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.

## **B. Required Activities**

### **1. Visits to Childcare Center/ In depth Analysis of Center (100 Points)**

Plan visits to a childcare center and spend a few hours at the center of your choice. Your write-up should include:

- a.) Interview with Director. (What does it take to run a center?)
- b.) Description of the environment: ages of children, staff to children ratio, schedules, routines, etc.
- c.) Description of each age level room: What activities take place? What materials are available? What is the relationship of teachers to children? How is the development of the whole child supported by the environment, materials and activities? **Feel free to use the attached "Guidelines for Childcare Center Report".**

**PLEASE NOTE THAT CENTER DIRECTOR OR DESIGNEE WILL CONFIRM YOUR VISITS AND OBSERVATIONS.**

### **2.) Special Projects (100 Points)**

#### **a. Innovation for Childcare Center**

- ☐ Innovation must have a developmental/learning purpose
- ☐ USE IMAGINATION...BE CREATIVE!
- ☐ Write a brief-one page TYPED description of innovation in this format:
  1. Objective/purpose of innovation
  2. Description of innovation
  3. Developmental/learning value
  4. How does innovation integrate social, physical, and cognitive growth of child?

- b. **Bulletin Board (or other approved project)** will be completed in assigned classroom. Your professor will give you guidelines regarding this project.

**PLEASE NOTE THAT YOUR INNOVATION WILL BE DEMONSTRATED AT YOUR CHOSEN CENTER. INNOVATIONS WILL ALSO BE SHARED IN CLASS. BULLETIN BOARD OR SOME OTHER APPROVED CLASSROOM PROJECT WILL**

### **2. Midterm - Professional Essay (100 Points)**

Based on your readings, discussions, reflections, and observations, you will select a topic related to the development of the young child (parent involvement, developmentally appropriate practices, literacy development, cooperative learning, recess and play...) about which you desire to know more. You may research your topic in depth and compose a well-written essay. Suggested format may include introduction, discussion, analysis, summary/conclusion. Please include 6-8 sources in the works cited section. Your paper must be written in APA style and should be five or six typed double-spaced pages. Papers will be orally presented in class.

This paper should be your original work and written solely to satisfy this assignment. Please do not turn in papers that you are submitting to other professors this semester or papers you have submitted previously to other professors. Failure to comply with this will result in the loss of the full 25 points for the professional essay.

**4. Blackboard Assignments (TEXTBOOK EXAM QUESTIONS) - (100 Points)**

Textbook exam questions are posted under the "Assignment" section of Blackboard. Exams are based on textbook readings.

**5. Final Exam (100 Points)**

**VI. Evaluation and Grading Scale**

<u>Due Date</u>	<u>Assignments</u>	<u>Points</u>
TBA	Blackboard – (Textbook Exam Questions)	100 pts.
	Midterm Professional Essay	100 pts.
	Childcare Visits- (Analysis of Center)	100 pts.
	Special Projects (Innovation, Bulletin Board, etc.)	100 pts.
	Final Exam	100 pts.
<b>TOTAL =</b>		<b>500 pts.</b>

**Final grade will be calculated using possible points and the following percentages for translating the scoring of assignments into letter grades:**

A	= 465–500 pts.	(93-100)
B+	=450-464 pts.	(90-92)
B	= 425-449 pts.	(85-89)
C+	= 480-509 pts.	(80-84)
C	= 400-479 pts.	(77-79)
D+	= 370-399 pts.	(74-76)
D	= 350-369 pts.	(70-73)
F	= 0-349 pts.	(< 70)

**CHILDCARE CENTERS/SCHOOLS**

Pinecrest...1050 Pinecrest Avenue, 641-2680

Millbrook Baptist...176 E. Pine Log Road...648-3005

Aiken/Barnwell Head Start...203 Beaufort Street...649-1465

First Presbyterian Church Pre-school...224 Barnwell Avenue...648-2662

Byrd Elementary (4K Program) – Must be approved by Professor

These centers have been used in the past. You may contact one of these centers or get special permission from your professor to visit another center. Please remember that it is your responsibility to choose a center of your choice and schedule observations at given center. Procedures for entering centers should be strictly followed. Do not enter the center without prior permission from the center director.

## VII. Bibliography

- Armstrong, T. (2000). *Multiple intelligence in the classroom*. Association for Supervision and Curriculum Development.
- Bailey, B. (1994). *There's gotta be a better way*. Orlando, FL: Learning in Action.
- Day, B. (1994). *Early childhood education*. New York: Macmillan College Publishing Company.
- Cromwell, E.S. (2000). *Nurturing Readiness in Early Childhood Education (2ed.)* Boston, MA: Allyn and Bacon.
- Fields, M.V. (1998). *Constructive guidance and discipline: Preschool and primary education*. Columbus, OH: Merrill/Prentice Hall.
- Gardner, H. (1993). *Multiple intelligences*. New York: HarperCollins Publishers.
- Goffing, S. (1994). *Curriculum models and early childhood education: Appraising the relationship*. Columbus, OH: Merrill/Prentice Hall.
- Guddemi, M., Jambor, T. & Skrupskelis, A. (eds) (1999). *Play: An intergenerational experience. Proceedings of IPA/USA 2000 National Conference*. Little Rock, AR: Southern Early Childhood Association (SECA).
- Hendrick, J. (1997). *First steps toward teaching the Reggio way*. Columbus, OH: Merrill/Prentice Hall. College Publishing Company.
- Hendrick, J. (1998). *Total learning: Developmental curriculum for the young child*. Columbus, OH: Merrill/Prentice Hall.
- Isenberg, J. and Jalongo, M.R. (1997). *Creative expression and play in early childhood*. Columbus, OH: Merrill/Prentice Hall.
- Nicolson, S. (1998). *Through the looking glass: Observations in the early childhood classroom*. Columbus, OH: Merrill/Prentice Hall.
- Paciorek, K. M. (2003). *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education*. Guilford, CT: McGraw-Hill/Dushkin.
- Taylor, B.J. (1997). *Early childhood program management: People and procedures*. Columbus, OH: Merrill/Prentice Hall.
- Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years*. Columbus, OH: Merrill/Prentice Hall.
- Wortham, S.C. (1996). *The integrated classroom: The assessment-curriculum link in early childhood education*. Columbus, OH: Merrill/Prentice Hall.
- Wortham, S.C. (1998). *Early childhood learning curriculum: Developmental bases for learning*. Columbus, OH: Merrill/Prentice Hall.

## VIII. Course Schedule

August 25

- a. **Course overview, assignments etc.**
- b. "Let's Not Waste Children's Minds" and "Rights of the Child"
- c. Reading: Chapter 1: "Introduction to the Field of ECE' Discussion
- d. Historical Roots of ECE (See Handout)
- e. **Blackboard Follow-up (Chapter 1 Exam Questions - Due by Sat. 8/29/09)**

Sept. 1 a. **Visit Childcare Center**

- b. Reading: Chapter 2: "Historical Overview: People and Beliefs That Shaped the Field"
- c. Program Goals and Guidelines (See BB)
- d. Discussion: Innovation at Childcare Center (See Handout)
- e. **Blackboard Follow-up (Chapter 2 Exam Questions - Due by Sat. 9/5/09)**

Sept. 8

- a. **Visit Childcare Center**
- b. Reading: Chapter 3 - "Constructivist Learning: Building Knowledge From Within"
- c. **Blackboard Follow-up (Chapter 3 Exam Questions - Due by Sat. 9/12/09\_**

Sept. 15

- a. **Visit Childcare Center**
- b. Reading: Chapter 4 - Multiple Intelligences, Chapter 5 – NAEYC Best Practices
- c. **Blackboard Follow-up (Chapter 4 Exam Questions - Due by Sat. 9/19/09)**

**Start working on innovation and make arrangements with center director or assigned teacher to share innovation with a group of children.**

Sept. 22

- a. **Visit Childcare Center**  
**(SHARE INNOVATION AT CENTER TODAY)**
- b. Reading: Chapter 6: Early Intervention: Empowering Change  
From Within Head Start and Early Head Start"
- c. **Blackboard Follow-up (Chapter 6 Exam Questions - Due by Sat. 9/26/09)**

Sept. 29

- a. **Visit Library (DISCUS/OMINIFILE) 9:30**
- b. Start reflecting and pulling articles for professional essays

**REMEMBER...Professional Essays are due Tues. 10/13/09**

October 6

- a. **Play - The Root of Knowledge** - Discussion of the importance of different kinds of play in the development of young children
- b. Reading- Chapter 7: "High/Scope Foundation: Planning, Implementing, and Receiving Best Practices"
- c. **Share Innovations in class today (submit a written description of innovation)**
- d. **Blackboard Follow-up (Chapter 7 Exam Questions - Due by Sat. 10/10/09)**

October 13

- a. **Special Guest -Topic "Child Abuse"**
- b. **MIDPOINT: PROFESSIONAL ESSAYS DUE TODAY**
- c. **Oral Presentations of Professional Essays**

October 20

- a. **Visit Childcare Center (Interview Director or Designee)**
- b. Reading- Chapter 8: "The Project Approach: Active Inquiry in EC
- c. **Blackboard Follow-up (Chapter 8 Exam Questions - Due by Sat. 10/24/09)**

October 27

- a. **Visit Childcare Center**
- b. Reading: Chapter 9: "The Schools of Reggio Emilia: A Child's World"
- c. **Blackboard Follow-up (Chapter 9 Exam Questions - Due by Sat. 10/31/09)**

November 3

- a. **Visit Childcare Center (Complete Special Project Bulletin Board or Other Approved Project)**
- b. Reading- Chapter 10: "Montessori Education: Environment, Materials, and Methods"
- c. **Blackboard Follow-up (Chapter 10 Exam Questions – Due by Sat. 11/7/09)**

November 10

- a. **Visit Childcare Center ()**
- b. Reading- Chapter 11: Waldorf Education: Harmony and the Whole Child
- d. **Blackboard Follow-up (Chapter 11 Exam Questions – Sat. 11/14/09)**

November 17

- a. Discussion: Discipline -various discipline/guidance strategies
- b. **Share Special Project Bulletin Board or Other Approved Project**

November 24

- a. **Analysis of Childcare Centers (Share in Class)**
- b. Reading - Chapter 12: Bringing It All Together: Imaging and Becoming"
- c. Review for Final Exam

December 1

**Final Exam**



**TO: Childcare Center Director**

**FROM: Vernelle Tyler, Ph.D.**

**DATE: August 2009**

Thank you for allowing students enrolled in AEDE 542 the opportunity to observe at your facility. This course is designed for prospective teachers in the nursery, kindergarten, and primary schools. Students are required to interview center director and examine the various learning activities/materials utilized by teachers. Students will visit (**maximum of eight**) your center at 9:45 on Sept. 1, Sept. 8, Sept. 15, Sept. 22, Oct. 20, Oct. 27, Nov. 3, and Nov. 10 (or on other dates approved by you).

With your permission, students will arrange an appropriate time to share a creative, learning activity. Your signature on student's time sheet (see attached) will confirm completion of activity and designated hours at center.

Your cooperation is appreciated and necessary for preparing our future teachers for such a rewarding profession. Please contact me should you have questions at (803) 641-3202.

**AEDE 542**

**EDUCATION OF THE YOUNG CHILD**

**TIME SHEET**

Student \_\_\_\_\_

Childcare Center \_\_\_\_\_

My signature confirms student's visits to my childcare center on the following dates (or on other approved dates arranged with me):

Dates (Initialed by student)

9/1/09 \_\_\_\_\_ 9/8/09 \_\_\_\_\_ 9/15/09 \_\_\_\_\_ 9/22/09 \_\_\_\_\_

10/10/09 \_\_\_\_\_ 10/27/09 \_\_\_\_\_ 11/3/09 \_\_\_\_\_ 11/10/09 \_\_\_\_\_

Student also involved a group of students at my center in an innovative learning activity and completed a school/classroom bulletin board or special project.

\_\_\_\_\_  
Director's (or Designee's) Signature

Additional Comments (If Any)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please note: It is the student's responsibility to present this form to you after completion of required hours.

**THANK YOU FOR YOUR COOPERATION AND PARTICIPATION IN THIS PROJECT!**