



EC 210 Introduction to Early
Childhood
Brandi Rudland
Summer 2014
Online
Dakota College at Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Pre-Professional Experience	Instructor: Mrs. Brandi Rudland
Course Prefix/Number: EC 210	Office: Thatcher 1109
Class Location: Online	Office Hours: M 8-4:30, W 8-4:30, Th 8-12:00
Lecture/Lab Schedule: Online	Instructor Contact Information: <i>Phone:</i> 701-228-5604 <i>Email:</i> brandi.rudland@dakotacollege.edu
Credits: 3 credits	
Pre-/Co-requisites: None	

Course Description:

This course provides comprehensive coverage of early childhood professions, the field's historical, philosophical, and social foundations, and the conditions that affect programs for children. In addition, the course examines stages of development and current childcare topics and issues.

Relationship to Campus Theme:

The goal of the Paraprofessional Early Childhood program is to prepare professionals to work as an early childhood professional and provide an educational continuum for degree advancement. The paraprofessional program is committed to hands-on learning and uses field experiences early childhood settings as common instructional techniques.

Goals/Objectives:

Upon completion of this course, student will:

- Students will compare and contrast the major existing theories that influence early childhood education.
- Students will recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding.
- Students will use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- Students will use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.



- Students will demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- Students will identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations.
- Students will develop an awareness of the ECE profession in order to make career decision, will develop a philosophy and rationale based on early childhood theories and will demonstrate an increased awareness of the complex role of EC professionals.
- Students will become aware of and develop a commitment to the profession's code of ethical conduct.
- Students will actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- Students will understand the role of observation in assessing and planning ECE.
- Students will identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children.
- Students will learn to serve as an advocate on behalf of young children and their families.

Student Outcomes:

<i>The student will demonstrate knowledge of the:</i>	<i>CEC Standard</i>	<i>Evidence/Criteria</i>
Rational for assessment	SEP8K1	Discussions #1-11
<i>The student will have the ability to:</i>	<i>CEC Standards</i>	<i>Evidence/Criteria</i>
Demonstrate basic collection techniques as directed	SEP8S1	Discussion #12; Field Experience Portfolio
Make and document objective observations as directed	SEP8S2	Field Experience Portfolio
Follow instructions of the professional	SEP9S2	Attendance Log & Evaluation
Engage in activities to increase one's own knowledge and skills	SEP9S10	Attendance Log & Evaluation

Required Textbooks and Materials:



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Basics of Assessment: A Primer for Early Childhood Professionals, McAfee, Leong, and Bodrova. ISBN: 1-928896-18-9

Course Requirements:

Weekly Readings. Each week consists of a section in which reading assignment from textbooks and/or articles, manuals, etc. This may also include websites.

Discussions. Six discussions are available throughout the course. Students must post an original response and respond to at least two other students to receive full credit. (20 pts each)

Activities. Each week consists of a section that lists all of the activities to be completed for the week. Activities vary each week, however, each one must be completed prior to the due date. All activities close and are no longer accessible at the specified due date and time. (Usually noon the Monday following the week). Activities include discussions, quizzes, assignments, projects, etc. and are all graded. (16 @ 20 pts each)

Philosophy of Education. A philosophy of education paper is due at the end of the course. It is worth 100 points.

Theorist Presentation. Each student will select a theorist and present his/her information. This presentation is worth 100 points.

Exams. Two exams (midterm and final) are spaced out over the course of the term. Each exam is worth 200 points.



Grades: *Grades are earned through points and converted into a percentage. Percentages are calculated by dividing the total points earned by the total points possible. Grades are assigned to percentages as follows:*

Percent	Grade	
90-100%	A	Target
80-89%	B	Acceptable-high
70-79%	C	Acceptable-low
61-70%	D	Unacceptable
0-59%	F	Unacceptable

Academic and Institution Policies:

Academic Integrity

The academic community is operated on the basis of honesty, integrity and fair play. It is the expectation that all students, as members of the college community, adhere to the highest levels of academic integrity. This means that students are responsible for submitting their own work. Student work must not be plagiarized. Students must not cooperate on oral or written examinations or work together on valued assignments without authorization. Students should have high ethical standards and conduct themselves in an appropriate manner.

View the *Plagiarism Tutorial-Pearson Education* to learn more about plagiarism, citing sources, etc.

Confidentiality

The experiences or problems shared by classmates during meeting time are not to be discussed outside of class. This is preparation for those going into a helping field where confidentiality is stressed in the CEC Standards for Professional Practice.

Disabilities and Special Needs

Please inform the instructor within the first week of classes if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll-free: 1(888)918-5623

Quality of Work

At the college level of learning, it is expected that all work submitted is free of spelling, grammar and punctuation errors. Participation in the course is expected and taken into account when determining course grades. Discussion and information must be thought-out, in-depth and incorporate new vocabulary and concepts learned during the course.



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Tentative Course Outline *(Subject to Change)*

Topic	Discussion Topic and Activities	Notes
1	Lessons 1-3	Welcome! Lots to do in 8 short weeks!!!!
2	Lessons 4-6	
3	Lessons 7-8	
4	Exam 1/ Lesson 9	
5	Lessons 10-12	
6	Lesson 13-14	
7	Lesson 15/ work work work time	
8	Final and all work completed and turned in along with Course evaluation	