

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 201.001 Introduction to Early Childhood Education for Diverse Learners
3 Credits, Spring 2020
1/21 – 5/13, Mondays & Wednesdays/ 10:30 – 11:45 am
East 121, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Explores major theories of learning in culturally, linguistically, ability, and socioeconomically diverse early childhood education contexts. Focuses on identifying developmentally effective approaches, instructional strategies, and tools to connect with children and families that positively influence young children's learning. Emphasizes anti-bias curriculum and considers advocacy pathways for early childhood educators. Note: Field Experience Required.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations; school as an organization/culture; contemporary issues and current trends in education, including technology in education; local, state, and federal governance of schools, including the roles of teachers and schools in communities; and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.
3. Describe the major theories of development and learning and how they are reflected in early childhood education, birth through age 8, settings.
4. Discuss multiple influences on early development and learning (i.e., diverse cultural and linguistic contexts for development, children's close relationships with adults and peers,

economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics).

5. Identify anti-bias, culturally sensitive teaching and learning practices that promote children's engagement.
6. Reflect on developmentally effective approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
7. Evaluate how observed experiences are developmentally appropriate, meaningful, and challenging for all young children, including those with developmental delays or disabilities, address cultural and linguistic diversities, and lead to positive learning outcomes.
8. Analyze contemporary issues and current trends that might affect their work in the future and articulate the broader contexts and challenges within which early childhood professionals work.
9. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.
10. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Competencies

Foundations of Education and the Teaching Profession
Supervised Clinical Experiences

Required Texts

Morrison, G. (2018). *Early childhood education today* (14th ed.). New York: Pearson Education.

Pelo, A. (2008). *Rethinking early childhood education*. Milwaukee, WI: Rethinking Schools.
Other readings as assigned

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Date	Points
Attendance and Participation • Attendance Rubric	Ongoing May 6	25
Critical Reflections (five) Linked to Pelo Readings and Field Experience	February 5	6
	February 19	6
	March 2	6
	April 8	6
	April 22	6
Midterm	March 4	15
Field Experience Checklist	May 4	15
Final Exam	May 6	15
TOTAL		100

- **Assignments and/or Examinations**

Field Experience (15 points)

This course requires a minimum of 10 hours (across at least five visits) field experience in an early childhood education environment (early intervention, home-based, school-based, or community-based settings) with diverse young children (infant, toddler, prekindergarten, kindergarten, first grade, second grade, or third grade). To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form, they will be asked to indicate how their placement will be arranged. Observations and interactive experiences will be completed at a site designated by the ECE program at George Mason University, including, but not limited to, the George Mason Child Development Center and Main Street Child Development Center.

Field Experience Documentation Checklist. As students complete their 10 field experience hours across five separate visits, students will provide documentation of their experience. This documentation will include a checklist (created and distributed by the course instructor) of ECE-related experiences and phenomena observed as well as written verification of hours from the mentoring teacher/ provider on site.

Throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc., students will exhibit standards of professionalism, ethical standards, and personal integrity. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Critical Reflections (30 points, 6 points each x 5 reflections)

Students will submit five critical reflections (at 6 points each) that integrate their knowledge from the Pelo text with their field experiences or assigned scenario. Specifically, students be

assigned a chapter from the Pelo text that links with course content delivered during the previous two to three weeks (see Blackboard for the assigned reading). For example, for the first critical reflection, students will consider readings weeks 1 through 3. Reflections must be two, double-spaced pages in length using 12-point Times New Roman font, be thoughtful and relevant, and include original and/or critical thought connecting Pelo with their field experiences or assigned scenario.

The point of each reflection is NOT for students to simply provide a summary of the readings and/or their field experiences; rather, students are to connect to their field experiences and think critically about what is being read/discussed/learned in class, particularly in relation to the Pelo readings. Students will select approximately two concepts (illustrated by a direct quote, paraphrasing, image, or a key term) from a Pelo reading that they can apply to or see reflected in their field experiences. Students should then provide critical reflection on the meanings they are deriving from the connection between Pelo and their field experiences, especially as they relate to their intended profession in the ECE field.

Scoring Guide for Critical Reflections **6 points each**

Each critical reflection includes the following:

1. Appropriate formatting (two-page, double-spaced, 12-point Times New Roman font)
 - a. Worth 1 point
2. Discussed two concepts from the Pelo (2008) text assigned in each reflection (approximately 1 page)
 - a. Worth 2 points
3. Connected the concepts (noted above) to the scenario through thoughtful consideration (at least 1 page)
 - a. Scenario will be provided for the first 3 critical reflection. You are expected to conduct at least one hour of field experiences prior to the 4th reflection. Thus, the 4th and 5th reflection could explore the identified concepts in your field experiences.
 - b. Worth 3 points

The point of each reflection is NOT for students to simply provide a summary of the readings and/or their field experiences; rather, students are to connect to their field experiences and think critically about what is being read/discussed/ learned in class, particularly in relation to the Pelo readings.

Exams (30 points, 15 points each)

Midterm: There will be an in-class, multiple-choice midterm that covers class lectures, discussions, readings, etc. Exam will be in class and closed book.

Final: The final exam will be multiple choice and will cover class lectures, discussions, readings, etc. Exam will be in class and closed book.

Other Requirements

Attendance and Participation (25 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

Grading

A+ = 98 – 100 A = 93 – 97 A- = 90 – 92 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82

C+ = 77 – 79 C = 73 – 76 C- = 70 – 72 D = 60 – 69 F = < 60

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD undergraduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Week	Date	Topic	Reading	Assignments Due
1	January 20	No Class - HOLIDAY		
	January 22	Introduction and Review of the Syllabus/Course	Morrison, Chapters 1 CEC Code of Ethics NAEYC Ethical Principles and Practice Standards	
2	January 27	Understanding Children's Culture	Morrison, Chapters 15, Pelo, Part VII, Pages 189-196	
	January 29	The Early Childhood Education Profession: Ethical Standards, Standards of Professionalism, and Personal Integrity You and Early Childhood Education What is Critical Reflection?	Morrison, Chapter 1 Pelo, Part VII, Pages 197-208	
3	February 3	Historical, Philosophical, and Sociological	Morrison, Chapter 4	

		Foundations in Public Education Role, development, and organization of public education		
	February 5	Early Childhood Education – The Past and the Present	Morrison, Chapter 4	Critical Reflection #1 Due
4	February 10	Theories of Development and Learning	Morrison, Chapter 5	
	February 12	Theories of Development and Learning	Morrison, Chapter 6	
5	February 17	School as an Organization and Culture	Morrison, Chapter 6	
	February 19	Early Childhood Programs	Morrison, Chapter 6	Critical Reflection #2 Due to Bb
6	February 24	Anti-Bias and Culturally Sensitive Teaching and Learning Practices	Pelo, Part 1	
	February 26	Understanding Children with Diverse Needs	Morrison, Chapter 16	
7	March 2	Contemporary Issues and Current Trends in Early Childhood Education • Examine federal and state laws and regulations and the legal status of teachers and students • Examine the local, state, and federal governance of schools	Morrison, Chapter 2	
	March 4	Midterm Exam		Critical Reflection #3 Due to Bb
8	March 9	Spring Break		
	March 11			
9	March 16	Child Care	Morrison, Chapters 7	
	March 18	Federal and State Programs		
10	March 23	Infants and Toddlers The Preschool Years	Morrison, Chapters 8 Pelo, Part 2	
	March 25	Influences on Development and Learning	Morrison, Chapters 9 and 10	
11	March 30	Kindergarten		

		Primary		
	April 1	Influences on Development and Learning	Morrison, Chapters 9 and 10	
12	April 6	Observation and Assessment for Teaching and Learning		
	April 8	Observation and Assessment for Teaching and Learning cont.	Morrison, Chapters 3 Pelo, Part III	Critical Reflection #4 Due to Bb
13	April 13	Guiding and Connecting Children		
	April 15	Developmentally Effective Approaches	Morrison, Chapter 14 Pelo, Part V	
14	April 20	Connecting Parents, Families, and Community		
	April 22	Introduction to Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers	Morrison, Chapter 17	Critical Reflection #5 Due to Bb
15	April 27	Technology and Young Children	http://www.doe.virginia.gov/teaching/performance_evaluation/guidelines_evaluation_criteria_teachers.pdf	
	April 29	Review of Early Childhood Education	Morrison, Chapter 13	
16	May 4	Review of Early Childhood Education	Pelo, Part IV	Field Experience Checklist Due to Bb
	May 6	Final 10:30 am- 1:15 pm		Attendance Rubric

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website: <http://cehd.gmu.edu>.