I. Descriptive Information

A. **Course Number and Title:** EDEC 591: Seminar on Teaching in Early Childhood

B. **Catalog Description:** Exploration of the principles and theories about teaching and learning as they apply to Early Childhood Education in the context of schools in democratic societies.

C. **Course Credit:** 3 credit hours

D. **Prerequisites:** Admission to the internship

E. **Intended Audience:** Students seeking early Childhood Teacher Certification

F. **Instructor:** Angela Baum, Ph.D.
   CDRC 209
   (803)777-4947
   bauma@mailbox.sc.edu

II. Course Goals and Objectives

A. **Goal:** To provide an opportunity for students to reflect on their experiences during the internship in light of principles, theories, and policies that influence P-12 schools.

B. **Objectives:** Students will

1. describe the roles played by professional educators who are leaders.
2. describe personal competence and professional understandings in the context of the dispositions of the professional educator as leader, integrity, justice, stewardship, and intellectual spirit.
3. identify and involve themselves with the early childhood field
4. engage in ongoing reflection about indicators of teaching competency.
5. relate school policies and curriculum to community, state and national expectations.
6. evaluate the effectiveness of school policies in relation to school and district curriculum goals.
7. analyze the role of the classroom teacher in the development and implementation of school curriculum.
8. employ methods of self-evaluation and professional development including peer feedback and coaching.
9. synthesize and evaluate the components of the classroom community and the creation of a positive school climate.
10. evaluate acquired knowledge of theories of teaching and learning in the context of actual school practice.
11. use their knowledge of development to plan for the creation of healthy, respectful, supportive and challenging learning environments.
12. evaluate various techniques of planning, organizing, teaching and evaluating the early childhood curriculum.
13. evaluate various approaches and techniques of planning, organizing, teaching, and evaluating the early childhood curriculum.
14. understand and plan for responsible assessment.
15. support and empower families and involve them in their children’s education through respectful, reciprocal relationships.
16. know about and uphold ethical standards and other professional guidelines.

III. Required Texts and Readings

Required readings will be distributed either in class or electronically via Blackboard.

**These are available online www.ed.sc.edu/supe/archives_docs.asp or you can purchase these at The Russell House copy center.

IV. Academic Course Requirements and Candidate Performances

A. Professionalism (10 points)—Expected at each class meeting.

Students should demonstrate professional behavior by consistently:
- Attending class
- Arriving to class on time
- Handing in assignments on time
- Communicating with me, in advance, any unavoidable absences or tardiness
- Demonstrating respect for others’ ideas and comments during class discussions
- Demonstrating respectful listening and class participation (no cell phones, side conversations, accessing the internet, texting, etc.)
- Speaking of others in respectful and confidential ways (This includes coaching teachers, supervisors, children, your peers, and USC faculty).

Professionalism Rubric:

<table>
<thead>
<tr>
<th>9-10 Points</th>
<th>6-8 Points</th>
<th>0-5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behavior consistently demonstrated</td>
<td>Professional Behavior inconsistently demonstrated</td>
<td>Unprofessional Behavior is consistently demonstrated</td>
</tr>
</tbody>
</table>
B. Class Participation (10 points)—Expected at each class meeting.

This course is designed to allow opportunities to ask questions, contribute to class discussion, and share relevant experiences. Therefore, participation is extremely important. Requirements for acceptable participation include:

- Participation in small and large group class discussions
- Contributing ideas and sharing experiences in class
- Completion of all assigned readings
- Participation in any required out-of-class experiences and assignments

Participation Rubric:

<table>
<thead>
<tr>
<th>9-10 Points</th>
<th>6-8 Points</th>
<th>0-5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation is consistently demonstrated</td>
<td>Active Participation is inconsistently demonstrated</td>
<td>Participation is not consistently demonstrated</td>
</tr>
</tbody>
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C. Action Research Project (65 points)

Assignment details will be provided in class. The project is composed of the following tasks:

- **Action Research Project Progress Reports (20 points)**
  - 1st—Due on September 9th
  - 2nd—Due on October 7th
  - 3rd—Due by November 7th
- **Presentation of Action Research Project (10 points)—Due Dec. 5th**
- **Action Research Reflection Paper (35 points)—Due Dec. 9th**

D. Observation Assignment—Working with English Language Learners and Students with Exceptionalities—Due Dec. 1

Over the course of this semester we will be dedicating class time to focus specifically on developing our knowledge, skills, and dispositions related to the unique needs of English language learners and students with exceptionalities. This will include guest speakers, assigned readings, class discussions, and individual reflections focused on these topics. Building on these class experiences, you will complete a series of observations in your student teaching placement (or another setting that you arrange with your supervisor) in which you observe teachers working with one or more English language learners and one or more students with exceptionalities. This assignment will include reflecting on your observations and making connections to information you’ve gathered from our speakers, readings, and course discussions. In addition, based on what you have learned you will provide some recommendations/suggested strategies for future work with the children whom you have observed.
E. Optional Assignment: Professional Resume

I strongly encourage you to use resources available through the USC Career Center [http://www.sc.edu/career/] to create your resume this semester.

V. Administrative Requirements

A. Attendance and promptness are critical. Absence from more than 10 percent of scheduled class meetings, excused or unexcused, and/or a pattern of tardiness will result in a grade penalty. Final grades will be reduced by half of one later grade for each additional 10 percent of scheduled class time missed.

B. Late assignments will be accepted only in the case of an emergency and if prior arrangements are made with the instructor. 3 points will be deducted for each day that an assignment is late.

C. Accessing the internet during class time is prohibited. Laptop computers will only be permitted for taking course related notes. If you wish to record class notes electronically, please make arrangements with your instructor.

D. Any disrespectful or disruptive behavior may result in your being asked to leave the class, and may result in your dismissal with a “WF” (Withdraw Failing), and/or a referral to the Office of Student Judicial Programs.

VI. Evaluation and Grading:

There are 100 possible points to earn in this class. The point values of each assignment are listed in section IV. Total points will determine grades using the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>89-91</td>
<td>B+</td>
</tr>
<tr>
<td>85-88</td>
<td>B</td>
</tr>
<tr>
<td>81-84</td>
<td>C+</td>
</tr>
<tr>
<td>77-80</td>
<td>C</td>
</tr>
<tr>
<td>74-76</td>
<td>D+</td>
</tr>
<tr>
<td>70-73</td>
<td>D</td>
</tr>
<tr>
<td>69 and below</td>
<td>F</td>
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VII. Major Topics of the Course

- Teaching as reflective practice
- Professional ethics and the role of the professional educator as leader
- Problem solving
- Policies and procedures in early childhood education
- Issues and trends in early childhood
- Home-school-community relations
- Creating a learning community
• The link between standards and curriculum
• Internal and external influences
• Assessment/Evaluation strategies
• Curriculum and the inquiry process
• Developing a classroom community, handling routines
• Equity and diversity issues
• Welcoming children who have special needs

VIII. Modes of Instruction

• Class discussion
• Guest speakers
• Small group discussion
• Lecture
• Student presentations
• Self-directed learning (via Blackboard, etc.)

IX. Bibliography

