I. Descriptive Information

A. Course Number and Title: EDEC 812 – Advanced Internship in Early Childhood: Child Development, Early Education, and Child Advocacy

B. Catalog Description: Internship in child advocacy in an approved setting and seminar participation.

C. Course Credit: Three credit hours.

D. Prerequisites: Admission to the doctoral program and permission of instructor.

E. Intended Audience: Doctoral students who have a previous background in child development and early education and who wish to gain advanced knowledge and leadership skills as child advocates and professional educators.

F. Instructor: Dr. Susi Long, 107 Wardlaw. Contact via email: slong@mailbox.sc.edu or susilong@sc.rr.com

II. Statement of Learning Outcomes: Goals and Objectives

A. Goals

1. Improved skills in educational inquiry with a focus on narrative and life-history to include study, research, writing, and scholarly discourse in selected areas related to child development, early education, and child advocacy.

2. An examination, analysis, and synthesis of personal and professional knowledge pertaining to selected areas focusing on the development, education, and culture of young children.

3. Development of inquiry skills in Goal 1 and the goals and knowledge in Goal 2 will serve as a foundation for students to formulate a personal research agenda and to act as child advocates in an approved setting, using appropriate ethical guidelines.

B. Objectives

1. Utilize an inquiry process (focus on biographical narrative and life-history) to examine beliefs and practices related to child development, early education, and child advocacy.

2. Demonstrate an in-depth understanding of biographical narrative and life history forms of educational inquiry to examine identified aspects of child development, early education, and culture.
3. Synthesize research and theory related to child development, early education, and child advocacy in an identified cultural setting and consider the interactions of culture and consciousness.

4. Examine personal and professional goals and knowledge to determine strengths and motivations for serving as child advocates (exemplifying high ethical standards) and to establish a personal research agenda.

5. Evaluate and critique current public and educational policies and practices in light research findings on child development and early education.

6. Clarify the implications of research and theory for developing quality programs and social and educational policy for early childhood years.

7. Develop and implement a personal research plan for applying theory and research as a professional educator acting in the role of a child advocate in an approved setting using appropriate ethical guidelines.

III. Required Texts and Key Readings

Read before the first day of class:

Obama, B., *Dreams from My Father: A Story of Race and Inheritance*

Mortenson, G., *Three Cups of Tea: One Man’s Mission to Promote Peace, One School at Time*

Read during the semester as assigned:

Jacqueline Jordan Irvine, *Educating Teachers for Diversity: Seeing With a Cultural Eye*

Celia Genishi and A. Lin Goodwin, *Diversities in Early Childhood Education: Rethinking and Doing*

Gaile Cannella, *Deconstructing Early Childhood Education*

Sonia Nieto, *The Light in Their Eyes*

JoBeth Allen, *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families*

Articles to be provided by the instructor

Access to the NAEYC website, particularly the National Reports, Critical Issues, Federal Policies and Legislation (including Fact Sheets), and Ethical Standards sections as well as the governmental relations sections of any other professional educational organizations to which you might belong.
IV. Academic Course Requirements and Assessments

Course Portfolio, a 4-Part Assignment (NCATE Key Assessment #4):

I. Reading Journal (Standards 5b, 5d; Tools 3, 5)
II. Internship (in Homes and Communities) (Standards 4a, 4b, 5b; Tools 2, 3)
III. Teaching Resource File (Standards 4a; Tool 5)
IV. Child and Family Advocacy Plan (Standards 5d, 5e; Tools 2, 3, 4, 5, 7, 8, 9)

Informed advocacy for children and families builds from knowledge. In this course, we will examine ways we might support teachers and preservice teachers in building knowledge through professional reading, reading of the world, examination of self, and direct experiences with children and families from backgrounds significantly different from our own. We will use our learning to develop and enact advocacy plans in our own communities or beyond.

This means that you will (a) read widely in the field, (b) share your own life-histories as we come to know self and others, (c) spend time in home and community settings of a child who comes from a background significantly different from your own (this is your internship experience), (c) research ways that teacher education programs in other universities have addressed issues related to diversity, equity, and advocacy in their teacher education programs, and (d) create and implement an advocacy plan that draws from learning in this course to advocate for equity and excellence in the education of young children. These experiences are actualized in the Course Portfolio in the following sections:

Section I: Writers’ Notebook: Reading the Word and the World (READING JOURNAL)

A key component of this course is intensive professional reading, reflection and discussion. You will read the word (professional texts) and read the world (texts around you). Please keep a Writers’ Notebook of some sort in which you can record your thoughts as you read assigned texts each week and the films viewed in class. You can keep notes any way you like. One helpful format I’ve found is to record key ideas authors are trying to communicate and great lines they use to communicate them. Add page numbers so that you can find ideas and quotes easily as you discuss and as you write later. (NAEYC Standard 5b, 5d; Tools 3, 5)

Also, because this course is grounded in developing understandings of why advocacy for children and families might be necessary, your reflections each week should also include a section in which you pay attention to other “texts” around you – newspapers; television; overheard comments on the street, in your school, in the grocery store, etc. You could cut out photographs, editorial cartoons, articles or phrases and headlines; jot down words you hear spoken, or see on signs or bumper stickers. Read the world around you. Pay particular attention to how language might be used to stereotype, generalize, demean, dismiss, etc. Look at examples that would generate our conversations as we look at them in class from multiple points of view.
I won’t be collecting your writers notebook (you will self-evaluate this) but your thoughtful use of it will be evident as we use your reflections as the basis for conversation each week in class and as you use your collection of ideas in your advocacy plan (Section IV).

Section II: Getting to Know Myself and Others -Children and Families - with a New Lens (INTERNSHIP)

For this assignment, you will spend extended time with a child and the child’s family and community members through an internship in home and community settings of that child. Through at least four extended periods (“banked” time will be given to accomplish this in the form of two eliminated class sessions), you will spend time in the worlds of child who comes from a background very different from your own. You – as the intern – are to enter the experience as learner looking for ways you can overturn pervasive deficit views of many children and families as a first step toward understanding advocacy needs. Your job is not to spend time looking for what are typically described as “disadvantages,” but to seek to understand the knowledge that often goes unrecognized in schools and society as well as inaccurate stereotypes. This, in itself is an act of advocacy, but you will also use this experience in conjunction with your readings of professional literature and of the world to develop and implement an advocacy plan (Section IV). (NAEYC Standards 4a, 4b, 5b; Tools 2, 3)

Simultaneously, we will be sharing and examining our own worlds – creating informal biographical narratives and life histories - looking at the world through others’ lenses as we share ourselves. You will be asked to use these same “getting to know you” strategies as you spend time in homes and communities. In other words, we’ll try them out together before trying them with your child and his/her family and community members.

Section III: Advocacy Resources for Teacher Educators: Research into Ways that Other Universities Support Preservice Teachers in Understanding Advocacy and Related Issues (TEACHING RESOURCE FILE)

As we develop deeper understandings of what it means to be an advocate for young children (through readings and internship/home and community experience), we will consider what this means in terms of infusing these understandings into programs of teacher education so that we can better prepare new generations of teachers. To support our ability to develop such programs, you will do a web search of other universities who have well-developed programs and develop a resource file of mission statements, syllabi, instructional tools, etc. You will share this file with the rest of the class and then draw from it to teach us (in a 20-minute activity) in a way that informs us as a group of potential teacher educators. In this way, we can all come to learn a new strategy, engagement or reading that might further our understandings (about advocacy and related issues) while thinking about the use of that reading, engagement or strategy in our current or future work with preservice teachers. Details will be provided in class. (NAEYC Standards 4a; Tool 5)
Section IV: Taking Action as Advocate: Planning and Doing
(CHILD AND FAMILY ADVOCACY PLAN)

The final component of the Course Portfolio is an Action Plan. You will use learning from this course to advocate for some aspect of supporting young children as learners. You will decide on an audience for this advocacy effort and create a document, power point, letter or set of talking points. You will present this plan to our class as a rehearsal for eventually sharing it with constituencies you hope to impact. This plan should draw from your home/community internship as well as from course readings and reading the world and it must be prepared with your audience in mind. We will discuss details and possibilities throughout the semester. (NAEYC Standard 5d, 5e, Tools 2, 3, 5, 7, 8, 9)

Please bring texts currently being read and your writer’s notebook to each class.

NAEYC Standards addressed in this course:
4a. Teaching and Learning: Connection with children and families.
4b. Teaching and Learning: Developmentally appropriate strategies.
5b. Growing as a Professional: Knowing ethical standards & professional guidelines.
5d. Growing as a Professional: Integration of knowledge, reflection, and critical perspectives.
5e. Growing as a Professional: Informed advocacy for children and families.

NAEYC Tools addressed in this course:
Tool 3: Communication skills
Tool 5: Skills in identifying and using professional resources
Tool 8: Advocacy skills

V. Administrative Course Requirements

A. Attend and participate in all classes; course grade may be lowered for excessive absences as determined by the instructor.
B. Ensure that a peer will pick up handouts for you if you need to miss class.
C. Email the instructor if you need to miss class.

VI. Evaluation and Grading

Course Portfolio

Section I: Writers’ Notebook
(Reading Journal) 25 points
Section II: Getting to Know Myself and Others
(Internship) 25 points
Section III: Advocacy Resources for Teacher Educators
( Teaching Resource File) 25 points
Section IV: Taking Action as an Advocate
(Child and Family Advocacy Plan) 25 points
Total: 100 points
VII. Major Topics and Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>Wednesday, January 14th</td>
<td><em>Three Cups of Tea</em></td>
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<tr>
<td>Wednesday, January 21st</td>
<td><em>Dreams of My Father</em></td>
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<td>Wednesday, January 28th</td>
<td><em>Nieto</em></td>
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<tr>
<td>NO CLASS (“banked” time)</td>
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<tr>
<td>Wednesday, February 4th</td>
<td><em>Nieto</em></td>
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<tr>
<td>Wednesday, February 11th</td>
<td><em>Nieto</em></td>
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<tr>
<td>Wednesday, February 18th</td>
<td><em>Cannella</em></td>
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<tr>
<td>Assigned articles</td>
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<tr>
<td>Wednesday, February 25th</td>
<td><em>Cannella</em></td>
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<tr>
<td>Assigned articles</td>
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<tr>
<td>Wednesday, March 4th</td>
<td><em>Genishi and Goodwin</em></td>
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<td>Assigned articles</td>
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<tr>
<td>Wednesday, March 11th</td>
<td><em>Rabbit Proof Fence</em></td>
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<td>NO CLASS (spring break)</td>
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<tr>
<td>SPRING BREAK</td>
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<tr>
<td>Wednesday, March 18th</td>
<td><em>Genishi and Goodwin</em></td>
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<td>Begin bringing home/community data to share.</td>
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<td><em>A Class Divided</em></td>
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<tr>
<td>Wednesday, March 25th</td>
<td><em>Irvine</em> chs 1-4</td>
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<tr>
<td>Assigned articles</td>
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<tr>
<td><em>It’s Elementary</em></td>
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<tr>
<td>Wednesday, April 1st</td>
<td><em>Irvine</em>, finish book</td>
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<tr>
<td>Assigned articles</td>
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<tr>
<td>Wednesday, April 8th</td>
<td><em>Allen</em>, chs 1-5</td>
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<tr>
<td>Assigned article</td>
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<td>Bring all books for working session</td>
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<td>What is culture? Defining our own cultural contexts using our cultural artifacts.</td>
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<tr>
<td>Wednesday, April 15th</td>
<td><em>Allen</em> chs 6-12</td>
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<td>DUE: Bring your research on “Advocacy Resources for Teacher Educators” (Teaching Resource File); share one strategy with the class (engage us as participants)</td>
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<td>Wednesday, April 22nd</td>
<td>Conferences to receive individual support for work on Advocacy Plans.</td>
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<tr>
<td>Wednesday, April 29th</td>
<td>DUE: Advocacy Plan Presentations (orally and in hard copy or disc format)</td>
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</tbody>
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VIII. Modes of Instruction

*Lecture / demonstration
*Internship involvement
*Seminar discussions
*Journal work
*Professional conference participation
*Professional portfolio