EDEC 815
Advanced Study of Early Childhood Curricula

“Some people teach one year 25 times.” –Carl Boyd, Educator

I. Descriptive Information

A. Course Number and Title: EDEC 815-Advanced Study of Early Childhood Curricula

B. Catalog Description: An analysis of early childhood curriculum alternatives with theoretical orientation, related research, societal needs, and the student's philosophy of education.

C. Course Credit: Three semester hours

D. Prerequisites: EDEC 740, 742, 744, admission to doctoral candidacy

E. Intended Audience: Doctoral students

F. Instructor: Dr. Gloria Boutte-Johnson
   Office/secretary: 777-2907/5129
   E-mail: gsboutte@gwm.sc.edu

II. Statement of Course Goals and Objectives

A. Goals

1. Improved skills in study and research, increased confidence in proposing of solutions, and improved writing skills as well as developing one’s collaborative skills as a professional educator and leader.

2. Analysis and synthesis of theoretical knowledge available in the field of early education and applied disciplines.

B. Objectives

Participants in the class will be able to:

1. Study and report in class and in writing on various facets of the curriculum literature including social, cultural, historical, and political influences on early childhood education.

2. Demonstrate in discussion and writing a knowledge base pertaining to a selected area of the field of early childhood curriculum.
3. Demonstrate knowledge and skills in using early childhood education research resources in relation to evaluating and designing solutions to current problems such as delivery systems for children from diverse cultures.

4. Analyze major research issues in early childhood education with emphasis on their influence of these issues on public policy, child and family advocacy, professional practice, and leadership skills.

C. Instructional objectives

1. Define the following:
   a. early childhood education as a field of study
   b. knowledge base
   c. intellectual vs. academic
   d. curriculum integration
   e. educational trends
   f. societal trends
   g. professionalism
   h. professional educator as leader

2. Identify and show an understanding of the work of major scholars through time who have made significant contributions to the knowledge base in an area of study

3. Use your knowledge and skills to assess possible mistakes and challenges that practitioners might experience during the implementation of early childhood curriculum.

III. Required Texts


Reading Packet available from Universal Copies

Other selected readings will be assigned in class.

IV. Academic Course Requirements

A. Active and informed participation in class discussion. You are expected to read all assigned readings. Additionally, each person will be responsible for presenting one or two readings to the class each week. Your presentation will typically be 10-15 minutes. You can use powerpoint if you like. Be sure to include: 1) an overview of the main points; 2) a commentary on relationship of points to ECE curriculum; and 3) an analyses of key issues--including points you agreed with or resisted. Also, relate the reading to other academic literature.
B. Manuscript to be submitted for publication-- You will write and revise a manuscript that will be submitted for publication. Choose a topic that relates to Early Childhood curriculum and find a suitable journal for submission. Ideally, the topic will be consistent with research that you have been working on in preparation for your dissertation and future research agenda. You will submit several drafts of your manuscript along with the guidelines from the journal.

Before turning in the initial draft, it is recommended that you allow someone else (perhaps another student in this course) to read your draft and give informal feedback regarding the content, organization, flow, and structural aspects (e.g., citations, headings). Using the journal’s guidelines, I will provide feedback for revisions. By the end of the semester, you will need to submit your manuscript and provide evidence of submission.

Draft 1-- 30 points; Draft 2--30 points; Draft 3--30 points; Submission Evidence-10 points.

C. Symposium Presentation -- You will present a version of your manuscript in class. Respond in writing to a call for proposals using guidelines from annual conferences (e.g., NAEYC, ACEI, and AERA). Decide on the format (e.g., seminar, roundtable, workshop, paper) and on the content/focus of your presentation. You will have 30 minutes for the oral presentation, and a 10-15 minute question and answer session.

Proposal for Presentation--25 points; Presentation--25 points

V. Administrative Course Requirements

A. Attendance and active, informed class participation at all classes are required.

B. Instructor must be notified in the event of absenteeism. More than one absence will adversely affect grade.

VI. Evaluation and Grading

Evaluation will be based on fulfillment of all requirements and quality of the assignments.

A) Participation in class 100 points
B) Manuscript 100 points
C) Proposal for Presentation 100 points
D) Presentation 50 points
Total 350 points
VIII. Overview of Course

This course will study and interrogate a number of curriculum issues in early childhood education (birth-8 years). Students will engage in a critical examination of current policy and curriculum developments and accompanying educational, socio-political and developmental assumptions. The course presents and elaborates on the knowledge base on education for social justice, culturally relevant pedagogy/curriculum, developmentally and culturally appropriate practices, and best practices for all children.

Using Colombian ethnolinguist Mario Hoyos’ conceptions, an important distinction between curriculum and curricula will be made. Curriculum is defined as the typical Eurocentric course of study and content that is thinly disguised as universal and classic—a one size fits all model. Contrastingly, curricula are described as powerful and multiple possibilities, adaptations, modifications, and deconstructions of the former which allow for a broader, comprehensive, and more varied version of the former curriculum.

At the completion of this course students should be able to critically analyze the nexus between research in early childhood curriculum, teaching and learning, relevant policy developments, and broader educational strategies. This course is designed to meet the needs of educators who are aiming to broaden their views and knowledge base on curriculum practices. A combination of practical and theoretical perspectives draws on literature that critiques current curriculum practices and offer a spectrum of possibilities for curriculum improvement.

The course is taught via lectures and seminars. The lectures/workshops provide grounding for the topics and identify and explain key debates and themes. The seminars are designed to allow the development of analytical skills in a friendly environment. These are organized around structured student activities, audio-visual materials, student presentations and discussions. You will be expected to have done reading for your lectures and seminars and to read more widely for your manuscript. At the completion of this course students should be able to critically consider a variety of early childhood education curriculum models and approaches.
# IX. Tentative Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS/ASSIGNMENTS*</th>
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<tbody>
<tr>
<td>Jan. 15</td>
<td>• Overview</td>
<td>• Freire--<em>Pedagogy of the Oppressed</em> -- Chapter 4</td>
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<td>• Syllabus</td>
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<td></td>
<td>• Conceptual Framework</td>
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<td></td>
<td>• “True Colors”</td>
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<td></td>
<td>• PROPOSITION: AN UNDERSTANDING OF OPPRESSION IS NECESSARY FOR DESIGNING AND IMPLEMENTING EQUITABLE CURRICULA.</td>
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<tr>
<td>Jan. 22</td>
<td>• Conceptual Framework (continued)</td>
<td>• Harro--The cycle of socialization</td>
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<td></td>
<td>• Teaching for Liberation/Emancipatory Teaching</td>
<td>• Harro--The cycle of liberation</td>
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<td></td>
<td>• Stages of Racial Identity</td>
<td>• Au. Bigelow, &amp; Karp--Intro: Creating classrooms</td>
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<td>• PROPOSITION 1: CURRICULUM STARTS WITH THE TEACHER.</td>
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<td>• PROPOSITION 2: WE MUST UNDERSTAND OUR DEVELOPMENT IN ORDER TO EFFECTIVELY TEACH OTHERS.</td>
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<td>Jan. 29</td>
<td>• Examining the DAP construct</td>
<td>• 8 short articles--everyone will read one and each person will be assigned one to present in class. (Walsh, Jipson, Bredekamp, Fowell, Charlesworth, Lubeck, Charlesworth, Lubeck)</td>
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<td>• video clip: two contrasting classrooms</td>
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<td>• PROPOSITION: DAP IS NOT A UNITARY CONSTRUCT AND MANY INTERPRETATIONS EXIST.</td>
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<td>Feb. 5</td>
<td>• Developmentally Appropriate Practices (DAP) and Culturally Appropriate Practices (CAP)</td>
<td>• New (1994)--Introduction</td>
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<td>• PROPOSITION: CULTURE MUST BE CENTRAL TO TEACHING AND LEARNING.</td>
<td>• Lubeck (1994)--The politics of DAP</td>
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<td>• New (1994)--Culture, child development, and DAP</td>
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<td>• Manuscript Topic Due (please email to <a href="mailto:gsboutte@gwm.sc.edu">gsboutte@gwm.sc.edu</a>)</td>
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<td>Feb. 12</td>
<td>• Deconstructing ECE</td>
<td>• Cannella--chapters 1-3</td>
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<td>• PROPOSITION: A</td>
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<td>Date</td>
<td>Event</td>
<td>Reading Material</td>
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<td>Feb. 19</td>
<td>Deconstructing ECE PROPOSITION: ALL ASPECTS OF CLASSROOMS MUST BE EXAMINED IN ORDER TO TEACH IN AN EQUITABLE MANNER.</td>
<td>Cannella--chapters 4-5, Manuscript Thesis and Possible Journals for Submission (please email to <a href="mailto:gsboutte@gwm.sc.edu">gsboutte@gwm.sc.edu</a>)</td>
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<td>Feb. 26</td>
<td>Deconstructing ECE PROPOSITION: AN UNDERSTANDING OF STRUCTURAL INEQUITIES IS ESSENTIAL FOR PRAXIS.</td>
<td>Cannella--chapters 6-8</td>
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<td>Mar. 4</td>
<td>Culturally Relevant Pedagogy and Curriculum, Curriculum and Curricula, PROPOSITION: EQUITY, NOT EQUALITY, IS THE GOAL.</td>
<td>Ford &amp; Harris--Culturally and Racially Diverse Students, Boutte--Believing in possibilities, First Draft of Paper is due (please email to <a href="mailto:gsboutte@gwm.sc.edu">gsboutte@gwm.sc.edu</a>)</td>
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<td>Mar. 11</td>
<td>NO CLASS SPRING BREAK</td>
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<td>Mar. 18</td>
<td>African American Language</td>
<td>Boutte--Teaching African American English speakers, Response To Call For Proposals due (please email to <a href="mailto:gsboutte@gwm.sc.edu">gsboutte@gwm.sc.edu</a>)</td>
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<td>Mar. 25</td>
<td>NO CLASS--WORK ON MANUSCRIPTS</td>
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<td>April 1</td>
<td>African American Language and Curricular Implications, Video: “English For Your Success” PROPOSITION 1: STANDARD ENGLISH AND AAL BOTH RULE-GOVERNED, LEGITIMATE LANGUAGE SYSTEMS. PROPOSITION 2: ONGOING CONTRASTIVE ANALYSES ARE NECESSARY TO DEVELOP STANDARD ENGLISH PROFICIENCY.</td>
<td>Second Draft of Manuscript (please email to <a href="mailto:gsboutte@gwm.sc.edu">gsboutte@gwm.sc.edu</a>)</td>
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| April 8 | • Revisioning curriculum  
• PROPOSITION: EVEN YOUNG CHILDREN CAN BE TAUGHT TO BE CRITICAL READERS, TO IDENTIFY AND CLARIFY IDEOLOGICAL PERSPECTIVES IN BOOKS. | • Christensen--Unlearning the myths that bind us  
• Kohl--The politics of children’s literature  
• Loewen--Lies my teacher told me (given out in class)  
• Teaching the AA Experience in the Palmetto State (given out in class) |
| April 15 | • Culturally relevant mathematics  
• Policy implications  
• **Presentations--1st Bi-annual EDEC 815 Symposium** | • Tate--Returning to the root  
• Rousseau & Tate--No time like the present (given out in class)  
• Matthews--Babies overboard (given out in class)  
• Submission of Final Manuscript  
• (please email to gsboutte@gwm.sc.edu) |
| April 22 | • **Presentations--1st Bi-annual EDEC 815 Symposium** | • Evidence of manuscript submission is due |