Strategies for Success
COURSE GUIDE

Introduction to Early Childhood Education

Title III Strengthening Institutions Project
Strategies for Success: Increasing Achievement, Persistence, Retention and Engagement

The Strategies for Success Title III initiative is a major, five-year project (2009-2013) funded by a two million dollar grant from the U.S. Department of Education. This initiative is intended to transform Middlesex Community College by improving the academic achievement, persistence, retention, and engagement of its students.

The project focuses on reformed curricula and comprehensive advising. Reformed Curriculum involves the design of developmental and college Gateway courses and learning communities embedded with Core Student Success Skills related to critical thinking, communication, collaboration, organization, and self-assessment. Overall, 45 courses will be impacted over the five years of the project. Comprehensive Advising involves the design of integrated advising services to include identification of academic and career goals, creation of realistic educational plans, and continuous tracking and intervention with an emphasis on the Core Student Success Skills. Comprehensive Advising Services will be specifically tailored to each program of study. Cross-division curriculum and advising design teams composed of faculty and staff are designing, piloting, and assessing the curriculum and advising initiatives.

The Title III grant provides resources to support faculty professional development related to designing and piloting new curriculum and advising students. The grant also supports the purchase of advising software programs and the hiring of a Pedagogical Instructional Designer, Learning Engagement Specialist, Advising Coordinator, and two academic advisors. The resources provided by the grant offer an exciting opportunity for the college community to work together to develop the strong programs and services that will increase student success.
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Introduction

EDU 100 *Introduction to Early Childhood Education* is a developmental explorations course. It provides students with an overview of early care and education programs and an introduction to the developmental and individual needs of children ages birth through eight. Topics include:

- Child Development
- Developmental Theory
- Developmental Milestones
- Developmentally and Culturally Appropriate Practice
- Guiding Children’s Behavior
- Effective Care Giving/Teaching
- Age Appropriate Child-Centered Curriculum and Environments

As part of the “Strategies for Success” Title III grant, this course has been redesigned to reflect and embed the following College Student Success Skills (CSSS):

- Critical Thinking
- Collaboration
- Communication
- Organization
- Self-Assessment

The course materials and activities are designed to promote acquisition of these key CSS skills, and play a major role in future academic and collegiate success. The grant serves to provide a venue for these targeted skills vis-a-vis the course content. Students will be given opportunity to think about and reflect on the relevance of these CSSS’s, apply them during the semester, and conclude with demonstrable evidence of improvements in critical thinking, collaboration, communication, organization, and self-assessment.

This curricular resource guide is designed to assist faculty in teaching both EDU 100 as well as mobilizing MCC’s Student Success Skills (CSSS’s). Every effort has been made to align course goals (NAEYC Standards), student learning outcomes (SLO’s), the MA Department of Education’s Early Education and Care Preschool Experiences and Standards, the MA Quality Rating and Improvement System, and the CSSS’s. As with all curricular resources, this guide has a temporal aspect which is subject to revision and redesign as the field of early childhood education and identified student success skills evolve. We therefore consider this document a work in process. Any input from faculty or staff on ways to improve this guide are both encouraged and appreciated.

**EDU 100 Team Members**

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Recommended Weekly Schedule

WEEK 1
INTRODUCTIONS/GETTING TO KNOW YOU

- Syllabus Review
- Introduce Topic of Time Management
- Lesson Plan – Learning Styles Inventory
- Announce Director of Academic Support Jo Mucci’s Class Visit in Week 2
- Assign Homework due in Week 2 (Reading – Ch. 1, Morrison; Writing – as determined by Instructor)

WEEK 2
UNIT ONE - BECOMING A PROFESSIONAL

- Lesson Plan – Understanding the Syllabus
- Lesson Plan – Managing Time
- Lesson Plan – Good Teachers and Their Influence
- Discussion – Chapter 1, Morrison: Becoming A Professional
- Jo Mucci Presents Information on Academic Support Programs
- Assign Homework due in Week 3 (Reading – Ch. 2, Morrison; Writing – Reflections on an Inspirational Teacher (See Lesson Plan: “Reflections on an Inspirational Teacher”)

WEEK 3
UNIT TWO – CURRENT ISSUES

- Lesson Plan – Learning About Oneself Through Journaling
- Lesson Plan – Study If You’re A Student
- Lesson Plan – Learning Styles Inventory(Review/Repeat)
- Discussion – MCC’s Writing Lab
- Discussion – Chapter 2, Morrison: Current Issues
- Assign Homework due in Week 4 (Reading – Ch. 3, Morrison; Research and Writing – Research DCAP and a Theorist of their choosing and write a 2-3 page report on findings.)

WEEK 4
UNIT THREE – HISTORY AND THEORY

- Lesson Plan – Historical Figures/Influences
- Students share key findings from research on DCAP and theory.
- Show video on Piaget (You Tube - “Piaget on Piaget”) 
- Show video on Erikson (You Tube – “Erik H. Erikson: A Life’s Work”)
- Discussion – Chapter 3, Morrison: History and Theory
- Assign Homework due in Week 5 (Reading – Ch. 4, Morrison; Writing – as determined by Instructor)
WEEK 5
UNIT FOUR – APPLYING THEORY TO PRACTICE

• Lesson Plan – Compare/Contrast Various Models of Childcare
• Lesson Plan – Job Opportunities/ Career Paths in ECE
• Discussion – Chapter 4, Morrison: Applying Theory to Practice
• Assign Homework due in Week 6 (Reading – Chapter 5, Morrison; Writing - Interview an ECE Teacher (see Lesson Plan: “Interview an ECE Teacher”)

WEEK 6
UNIT FIVE – STANDARDS

• Lesson Plan – REACH Conceptual Framework
• Lesson Plan – Managing Time (Review/Repeat)
• Discussion – Chapter 5, Morrison: Standards and You
• Assign Homework due in Week 7 (Reading – Chapter 6, Morrison; Writing – as determined by Instructor)

WEEK 7
UNIT SIX - OBSERVING AND ASSESSING

• Lesson Plan – Observing and Objectivity
• Discussion – Chapter 6, Morrison: Observing and Assessing
• Assign Homework due in Week 8 (Reading – Chapter 7, Morrison; Writing – as determined by Instructor)

WEEK 8
UNIT SEVEN – INFANTS AND TODDLERS

• Lesson Plan – Teacher As Neuroarchitect
• Show Videos on Early Brain Development (You Tube – “Harvard’s Center on the Developing Child”)
• Discussion – Chapter 7, Morrison: Infants and Toddlers
• Assign Homework due in Week 9 (Reading – Chapter 8, Morrison; Writing – as determined by Instructor)

WEEK 9
UNIT EIGHT – PRESCHOOLERS

• Lesson Plan – Children’s Author and 3 Classic Children’s Stories
• Lesson Plan – Favorite Children’s Books, Now and Then
• Discussion – Chapter 8, Morrison: Preschoolers
• Discussion – Technology “Debate” – Class Divides Into Pro and Con Teams
• Assign Homework due in Week 10 (Reading – Chapter 9, Morrison; Writing – as determined by Instructor)
WEEK 10
UNIT NINE – KINDERGARTEN TODAY

• Lesson Plan – Using Book Reviews and Professional Learning Communities
• Lesson Plan – Managing Time (Review/Repeat)
• Discussion – Chapter 9, Morrison: Kindergarteners
• Discussion – Review criteria for Final Projects (refer to course syllabus)
• Assign Homework due in Week 11 (Reading – Chapter 10, Morrison; Writing – as determined by Instructor)

WEEK 11
UNIT TEN – GRADES 1 TO 3

• Lesson Plan – Technology Now and Then
• Discussion – Chapter 10, Morrison: Grades 1 to 3
• Students pass in Interview of ECE Teacher (assigned in Week 5)
• Assign Homework due in Week 12 (Reading – Chapter 11, Morrison; Writing – as determined by Instructor)

WEEK 12
UNIT ELEVEN – DIVERSITY AND SPECIAL NEEDS

• Lesson Plan – Temperament and Fit
• Discussion – Chapter 11, Morrison: Diversity and Special Needs
• Assign Homework due in Week 13 (Reading – Chapter 12, Morrison; Writing – as determined by Instructor)

WEEK 13
UNIT TWELVE – GUIDING CHILDREN’S BEHAVIOR

• Lesson Plan – Handling Student Behaviors
• Lesson Plan – Managing Time (Review/Repeat)
• Discussion – Chapter 12, Morrison: Guiding Children’s Behavior
• Assign Homework due in Week 14 (Reading – Chapter 13, Morrison; Writing – as determined by Instructor)

WEEK 14
UNIT THIRTEEN – PARENTS, FAMILIES, AND THE COMMUNITY

• Lesson Plan – Internet Research: NAEYC and MA EEC
• Lesson Plan – Parenting Styles
• Discussion – Chapter 13, Morrison: Parents, Families, and Community
• Discuss Homework due in Week 15 – Final Project Presentations

WEEK 15
FINAL PROJECT PRESENTATIONS
UNIT 1: BECOMING A PROFESSIONAL

I. Lesson Plan – Understanding the Syllabus

II. Lesson Plan – Managing Time

III. Lesson Plan – Good Teachers and Their Influence on Students
Lesson Plan: Understanding the Syllabus

Learning Objectives: After successfully completing this activity, students will be able to:

• Name four of the required written assignments due in class
• Discuss some of the ways a student can be prepared for class
• Explain how the responsibilities in college are different from high school
• Identify ways a student can stay organized in a college classroom

College Student Success Skills Addressed: Critical Thinking, Communication, Organization
Self-Assessment

NAEYC Standards:
#1 Promoting Child Development and Learning
#5 Using Content Knowledge to Build Meaningful Curriculum
# 6 Become a Professional

Context in the Course:
Complete in the second class of the semester. This activity will help students realize the course requirements and how to complete written assignments.

Instructions
1. Break students into groups and have them discuss the syllabus; required written assignments; ways a student can be prepared for class; how the responsibilities in college are different from high school; and ways a student can stay organized in a college classroom.
2. Students will answer the questions in the syllabus quiz individually. It is an open syllabus quiz. Students can use syllabus to find answers. Each student is responsible for turning in the assignment.

Assessment:
The students will be graded on the syllabus quiz.
Handout: Students Reflections in *Introduction to Early Childhood Education*

NAME ________________________________

At the present time on a scale from 1 to 10, how much do you feel you have understood so far about the course syllabus?

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<th>5</th>
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Why?

Are there any questions you have in general? About the syllabus?

Is there anything confusing to you or problems concerning this class that you want me to know?

Is there anything that can be helpful for you to learn better?

What was the most beneficial learning experience you ever had?

What was the most enjoyable learning experience you ever had?

What had been the most helpful to you in classes in the past that assisted you in understanding and learning?

What did you enjoy the least about being in classes?

List the 3 most influential factors that affect your grades: (positively or negatively)
1. 
2. 
3. 
Please circle your answer below each question:

Are you comfortable asking for help from classmates?
   Yes  Usually  Sometimes  No

Are you comfortable asking for help from professors?
   Yes  Usually  Sometimes  No

Do you listen well to people in the class?
   Yes  Usually  Sometimes  No

Do you feel other students listen to you when you are talking in classes?
   Yes  Usually  Sometimes  No

What is a “good” grade to you?
   A    B    C    C    D

After reviewing the syllabus, what grade do you expect to earn in this course?
   A    B    C    C    D    F

How important is earning a good grade to you?
   Very Important  Important  Somewhat Important  Not Important

Do you consider yourself an academically motivated student?
   Yes  Somewhat  No

Do you feel you have control over the grades you receive?
   Yes  Somewhat  No

In your past experience, what is the MOST important factor that a teacher considers when assigning a final grade?
   • Student effort
   • Student knowledge gained
   • Test performance
   • Personality of student
   • Attendance
   • Homework completed
   • Project/Assignment Grades
   • Relationship between student and teacher
   • Other: (write in factor here) ____________________________________________

Additional Comments:
Lesson Plan: Managing Time--A Finite Construct

**Learning Objectives** After successfully completing this activity, students will be able to:

- Identify the specific, personal, and repetitive time-related factors that impede their successful engagement with and completion of course requirements relative to EDU 100
- Discuss the identified factors within a small cooperative Learning Team and construct an Individual Action Plan to address same
- Self-assess progress after implementation of the Action Plan and amend the Action Plan as needed to promote improved engagement and completion of course requirements prior to the conclusion of the semester

**Core Student Success Skills Addressed:** Communication, Collaboration, Critical thinking, Organization, Self-Assessment

**Context in the Course:** Students will be introduced to this activity in Week 5 of the semester, and subsequent to the 1st month of reading and writing assignments articulated in the syllabus. Each student will have established a specific track record with regards to their attendance, completion of reading assignments, and timely submission of writing assignments such that they can authentically target factors that enhance or interfere with their academic responsibilities in EDU 100, as well as other courses at MCC.

**Materials/Resources Needed:** Course syllabus (EDU 100), Morrison text, schedule/appointment calendars, and small group/class members.

**Instructions**

1. Instructor will introduce the topic of Time Management and various definitions of same in the context of both academic success and success in the professional arena (teaching, etc.)
2. Instructor will initiate whole group class discussion of Time Management, with a prompt for class members to share stories about specific people they know who they perceive as having well-developed Time Management skills. They will then identify specific Time Management skills that comprise an effective approach to accomplishing the multiple responsibilities they have in life (as student, employee, mother, father, family member, etc.) These include:

   a. Prioritizing
   b. Scheduling
   c. Concentration and Focus
   d. Goal Setting
3. They will discuss these factors in a small group to share common experiences and challenges. Challenges include any factors that impede successful attainment of prioritized goals.

4. Each student will then spend 30 minutes in class writing about the 4 skill components comprising effective Time Management, with a focus on how they currently prioritize, schedule, concentrate/focus, and set goals. After this task is completed, they will re-convene with their small group to share their writing reflections.

5. For take-home homework, the students will write a 2nd reflection on the 4 components comprising Time Management, with a focus on the specific ways in which they can better implement the aforementioned skills. This will be a graded assignment. At the end of the semester, and prior to the semester Final Exam, the students will engage in a class discussion about the progress they have made towards their individual goals, with emphasis on college student success skills.

**Assessment:** Student self-assessment at end of semester and instructor assessment of written 2nd reflection submitted in Week 5.
Lesson Plan: Good Teachers and Their Influence on Students

**Learning Objectives:** After successfully completing this activity, students will be able to:

- recall and reflect on a teacher who was influential figure in their lives and explain why that person was special and how such a teacher can leave an impact of the students they teach
- participate for a day or two of observation in either a daycare or in early grades school to document their observations for both the teacher and children in that classroom
- analyze and explain the style of the teacher they observed and the responses and reactions of the students in her/his class

**College Student success Skills Addressed:** Communication, Critical Thinking, Self-Assessment, and Collaboration

**Context in the course:** Students will have this assignment after going through chapter 6 in the text book “Observing & Assessing Young Children: Guiding, Teaching and Learning”

**Materials Needed:**
- Morrison Text book (Chapters 1 to 60)
- Going to daycare center or elementary school for observation, documenting and assessing young children

**Instruction:**

1. The students have in the syllabus the assignment of observing/assessing children and observe the interaction of the teacher in the classroom.
2. Students will contact various schools to indicate their desire to volunteer working there for a week or few days.
3. The students will write a summary of their observation of the children in that class and their interaction with the teacher.
4. Students will reflect and write some characteristics of the teacher who they believe had an influence on their lives.
5. Each student will present his/her findings to the class and answer questions from the class.

**Assessment:** Students will be assessed on their presentations and written observations.
UNIT 2: CURRENT ISSUES

I. Lesson Plan – Learning About Oneself Through Journaling

II. Lesson Plan – Study If You’re A Student

III. Lesson Plan – Learning Styles Inventory (Review/Repeat)
Lesson Plan: Learning About Oneself through Keeping a Journal

Learning Objectives: After successfully completing this activity, students will be able to:

- Develop observation and self-assessment skills
- Interview an Early Education professional
- Express their philosophy about what is important for healthy child development

College Student Success Skills Addressed: Communication, Collaboration, Critical Thinking, Self-Assessment

Context in the Course: By maintaining a weekly journal, students will articulate their thoughts, feelings, and beliefs as they review the text, observe children in the course of their daily lives, and learn about important relationships that promote healthy child development.

Materials Needed: Notebook or journal

Instructions:
Maintain a weekly journal that includes your impressions about children, based upon:
1. Everyday experiences (what do you notice at the supermarket? At the playground?)
2. How often do you notice articles or news stories about children? Where do you find them?
3. Reflecting upon your observations, what conclusions can you draw about your own childhood?

By the end of the semester, your journals must include:
1. An interview with someone who works with children as a teacher or a director. Find out what kind of program they work in. What is their philosophy of education? What are the challenges they face? What are the joys of teaching (or directing a program)? What kinds of things do they wish that they could change?
2. Your reflections on your own philosophy of education: What do you think is important in educating young children? In what ways did your thoughts about young children, what they need, and how they grow and develop change during this semester?

Assessment: Review of journals and classroom discussion
Lesson Plan: Study If You’re A Student

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify the basic habits and disciplined behaviors comprising effective study skills
- Create an action plan that sets in motion an improved approach to studying for college level coursework
- Develop a weekly self-check system for assessing personal progress with study habits/behaviors

College Student Success Skills Addressed: Communication, Collaboration, Critical Thinking, Organization, Self-Assessment

Context in the Course: Students will be introduced to this activity in Week 3 of the semester, and subsequent to the review of the course syllabus and attendant reading and writing assignments. Each student will proactively target factors that enhance or interfere with their academic responsibilities in EDU 100, as well as other courses at MCC.

Materials Needed: Course syllabus, course textbook, hand-out of 10 Student Study Skills, and planning/scheduling aids (planners, pocket schedulers/appointment books, etc.

Instructions

It is a proven fact that successful students have good study habits. These habits improve class performance, comprehension of content, and grades.

1. Provide students with the “10 Student Study Skills handout” (see below). The following strategies and principles will be discussed in class in a whole group format, with small break-out groups working on a self-developed presentation specific to college student success and its intersection with the 10 student study skills described below.

2. These presentations will be delivered by the small group teams 2 weeks after the initial introduction of this content by the course Instructor (Week 5).

Assessment: Instructor will grade class presentations and students will self-assess in Week 9 of the semester.
Handout: 10 Student Study Skills

1. **Power Study Sessions** - Just like healthy eating, with a number of small, nutritious meals, studying should be limited to a length of time that is productive. When your brain fatigues, excessive time in study becomes counterproductive. Take a break!

2. **Steady Study Time** - Specific times on specific days of the week is key to developing a disciplined set of study habits.

3. **Same Time, Same Day of the Week** - Establishing a routine which is as important and regular as sleep and meals is one of the best ways to create a predictable study schedule. You will come to expect it.

4. **Set Defined Goals** – By setting defined goals, you have a concrete outcome to reach and a way to measure your achievement of same.

5. **Get Set, Go!** – Are you a procrastinator? If so, it is going to be an uphill battle getting your studying done. Poor quality work, errors, lack of comprehension, and many other poor outcomes result from putting the work off. Dig your heels in and make the commitment to yourself and your future.

6. **Try Taking the Toughest First** - Difficult assignments require additional effort. Try starting with your most difficult assignment because it will most likely require the most mental energy.

7. **Review Notes** - Reviewing your notes helps ensure that you are doing the assignment correctly. These notes often help you complete the assignment as well.

8. **Turn Off The Cell Phone** - Problems usually occur when friends call. Work is interrupted, and may be hard to resume. In addition, the call in and of itself is distracting, hijacking your attention.

9. **Lifeline Calling** – If you genuinely have trouble understanding the work in front of you, call a reliable classmate or friend for help. Keep it succinct!

10. **Weekend Review** – Balance fun, down time on the week-end with time for review of your reading/coursework. This is a key practice before heading into the week/classes.
Lesson Plan: Learning Styles Inventory Exercise

Learning Objectives: After successfully completing this activity, students will be able to:

- Communicate descriptions of the 3 basic learning styles and understand the various ways children as well as adults process and learn information
- Gain self-knowledge, articulate and demonstrate an understanding of their own individual learning style and ways that assist them in learning as well as the learning styles of others
- Connect what they have learned about their own ways of learning and make useful choices in how to help themselves learn concepts and skills for their classes
- Develop strategies to use when studying to obtain knowledge and understanding of course content

College Student Success Skills Addressed: Self-Assessment, Critical Thinking, Communication

Context in the Course: Exercise should be completed in the beginning of the semester.

Materials Needed: Learning Styles Inventory

Instructions:
1. In the beginning of the semester, students will complete the Learning Styles Inventory by placing a check next to their preferences, habits, or on-going behavior.

2. Jo Mucci from the Academic Resources can be a guest teacher and describe the 3 basic learning styles to the students and lead a discussion in helping the students identify their own learning styles.

Assessment: Students can calculate their points for their score as described. The instructor can ask each student to write down their points on the last sheet. Then, the instructor can visually assess the types of learning styles of the students in his/her class. Using the descriptions of the 3 basic learning styles provided, students can identify the ways that they process and understand information and gain knowledge. This new found self reflection can aid students in making useful choices in how to help themselves learn concepts and skills for their classes.
Handout: Learning Styles Inventory (LSI)  
(Created by Jo Mucci)

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<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>I like to listen and discuss work with a partner.</td>
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<tr>
<td>2.</td>
<td>I learn by hearing my own voice on tape.</td>
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<tr>
<td>3.</td>
<td>I prefer to learn something new by reading about it.</td>
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<tr>
<td>4.</td>
<td>I often write down the directions someone has given me so that I don't forget them.</td>
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<td>5.</td>
<td>I enjoy physical sports or exercise.</td>
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<tr>
<td>6.</td>
<td>I learn best when I can see new information in picture form.</td>
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<tr>
<td>7.</td>
<td>I am able to visualize easily.</td>
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<td>8.</td>
<td>I learn best when someone talks or explains something to me.</td>
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<td>9.</td>
<td>I usually write things down so that I can look back at the later.</td>
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<td>10.</td>
<td>If someone says a long word, I can count the syllables that I hear.</td>
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<td>11.</td>
<td>I have a good memory for old songs or music.</td>
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<td>12.</td>
<td>I like to discuss in small groups.</td>
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<tr>
<td>13.</td>
<td>I often remember the size, shape, and color of objects.</td>
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<tr>
<td>14.</td>
<td>I often repeat out loud the directions someone has given me.</td>
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<td>15.</td>
<td>I enjoy working with my hands.</td>
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<td>16.</td>
<td>I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.</td>
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<td>17.</td>
<td>I often use my hands and body movement when I'm explaining something.</td>
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<td>18.</td>
<td>I prefer to practice redrawing diagrams on a chalkboard rather than on paper.</td>
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<td>19.</td>
<td>I seem to learn better if I get up and move around while I study.</td>
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<td>20.</td>
<td>If I wanted to assemble a bike, I would need pictures or diagrams to help with each step.</td>
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<td>21.</td>
<td>I remember objects better when I have touched them or worked with them.</td>
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<tr>
<td>22.</td>
<td>I learn best by watching someone else first.</td>
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<tr>
<td>23.</td>
<td>I tap my fingers or my hands a lot while I am seated.</td>
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<tr>
<td>24.</td>
<td>I speak a foreign language.</td>
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<tr>
<td>25.</td>
<td>I enjoy building things.</td>
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<tr>
<td>26.</td>
<td>I can follow the plot of a story on the radio.</td>
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<tr>
<td>27.</td>
<td>I enjoy repairing things at home.</td>
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<tr>
<td>28.</td>
<td>I can understand a lecture when I hear it on tape.</td>
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</tbody>
</table>
29. I am good at using machines or tools. 
30. I find sitting still for very long difficult. 
31. I enjoy acting or doing pantomimes. 
32. I can easily see pattern in designs. 
33. I need frequent breaks to move around. 
34. I like to recite or write poetry. 
35. I can usually understand people with different accents. 
36. I can hear many different pitches or melodies in music. 
37. I like to dance and create new movements or steps. 
38. I enjoy activities that require physical coordination. 
39. I can easily see pattern in designs. 
40. I can usually understand people with different accents. 
41. I can hear many different pitches or melodies in music. 
42. I can easily see pattern in designs. 
43. I can easily see pattern in designs. 
44. The things I remember best are the things I have seen in print or pictures. 
45. I follow oral directions better than written ones. 
46. I could learn the names of fifteen medical instruments much easier if I could touch and examine them. 
47. I need to say things aloud to myself to remember them. 
48. I can look at a shape and copy it correctly on paper. 
49. I can usually read a map without difficulty. 
50. I can “hear” a person’s exact words and tone of voice days after he or she has spoken to me. 
51. I remember directions best when someone gives me landmarks, such as specific buildings and trees. 
52. I have a good eye for colors and color combinations. 
53. I like to paint, draw, or make sculptures. 
54. When I think back to something I once did, I can clearly picture the experience.
Scoring Your Profile

1. Ignore the NO answers. Work only with the questions that have a YES answer.
2. For every YES answer, look at the number of the question. Find the number in the following chart and circle that number.
3. When you finish, not all the numbers in the following boxes will be circles. Your answers will very likely not match anyone else’s in class.
4. Count the number of circles for the Visual box and write the total on the line. Do the same for the Auditory box and the Kinesthetic box.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4, 6, 7, 9, 13, 16, 20, 22, 32, 39, 43, 44, 48, 49, 51, 52, 54</td>
<td>1, 2, 8, 10, 11, 12, 14, 24, 26, 28, 34, 35, 36, 40, 41, 45, 47, 50</td>
<td>5, 15, 17, 18, 19, 21, 23, 25, 27, 29, 30, 31, 33, 37, 38, 42, 46, 53</td>
</tr>
</tbody>
</table>

| Total: | Total: | Total: |

Analyzing Your Scores

1. The highest score indicates your preference. The lowest score indicates your weakest modality.
2. If your two highest scores are the same or very close, both of these modalities may be your preference.
3. If all three of your scores are identical, you have truly integrated all three modalities and can work equally well in any of the modalities.
4. Scores that are 10 or higher indicated you use the modality frequently.
5. Scores lower than 10 indicate the modality is not highly used. It is important to examine why. One reason may be that you have a physical or neurological impairment that makes using the modality difficult or impossible. A second reason, which is often the case, is that you have had limited experience learning how to use the modality effectively as you learn. In this case, learning new strategies can strengthen your use of the modality.
Common Characteristics of Visual, Auditory, and Kinesthetic Learners

The following chart shows common characteristics of each of the three types of learners or learning styles. A person does not necessarily possess abilities or strengths in all of the characteristics but may instead “specialize” in some of the characteristics. Some of this may be due to a person’s educational background or background of experiences. For example, an auditory learner may be strong in the area of language skills but may not have had the experience to develop skills with a foreign language or music.

| VISUAL | • Learn best by seeing information  
| • Can easily recall printed information in the form of numbers, words, phrases, or sentences  
| • Can easily understand and recall information presented in pictures, charts, or diagrams  
| • Have strong visualization skills and can look up (often up to the left) and “see” information  
| • Can make “movies in their minds” of information they are reading  
| • Have strong visual-spatial skills that involve sizes, shapes, textures, angles and dimensions  
| • Pay close attention and learn to interpret body language (facial expressions, eyes, stance)  
| • Have keen awareness of aesthetics, the beauty of the physical environment, and visual media |
| AUDITORY | • Learn best by hearing information  
| • Can accurately remember details of information heard in conversations or lectures  
| • Have strong language skills that include well-developed vocabularies and appreciation of words  
| • Have strong oral communication skills that enable them to carry on conversations and be articulate  
| • Have “finely tuned ears” and may find learning a foreign language relatively easy  
| • Hear tones, rhythms, and notes of music and often have exceptional musical talents |
| KINESTHETIC | • Learn best by using their hands (“Hands-on” learning) or by full body movement  
| • Learn best by doing  
| • Learn well in activities that involve performing (athletes, actors, dancers)  
| • Work well with their hands in areas such as repair work, sculpting, art, or working with tools  
| • Are well-coordinated with a strong sense of timing and body movements  
| • Often wiggle, tap their feet, or move their legs when they sit  
| • Often were labeled as “hyperactive” |
Learning Strategies

Now that you are aware of your own learning style, you can begin to select learning strategies that work with your strengths: In the following charts you will find a wide array of learning strategies for you to try; the majority of your strategies will likely come from your area of strength. However, a valuable goal to set for yourself is to strive to integrate all of the modalities into your learning process; therefore, try using several of the strategies for your weaker modalities as well. As you will also notice, some learning strategies will incorporate more than one modality. Multisensory learning strategies have the capability of strengthening your memory even more.

Learning Strategies That Utilize Modalities

- Create stronger visual memories of printed materials by highlighting important ideas with different colors of highlighters or by highlighting specific letters in spelling words or formulas or equations in math.
- Take time to visualize pictures, charts, graphs, or printed information and take time to practice recalling visual memories when you study.
- Create “movies in your mind” of information that you read; use your visual memory as a television screen with the information moving across the screen.
- Use visual study tools such as visual mappings, hierarchies, comparison charts, and time lines to represent information you are studying. Expand chapter mappings or create your own chapter mappings to review main ideas and important details in chapters. Add colors and/or shapes or pictures.
- Enhance your notes, flash cards, or any other study tools by adding colors and pictures (sketches, cartoons, stick figures).
- Color-code study tools. (Different colors imprint into memory more easily for some students.) Colors can be used to accentuate specific parts of textbooks, notes, or any written materials you work with or you have created.
- Copy information in your own handwriting if seeing information on paper in your own hand-writing helps you learn and remember more easily. Practice visualizing what you write.
- Use your keen observational skills to observe people and pick up on clues they may give about important information, emotions, or their general state of being.
- Always be prepared with a pen and notepaper (or a small notepad) to write down information or directions. (Written information is easier to recall more accurately.)
### Learning Strategies That Utilize Modalities (cont.)

<table>
<thead>
<tr>
<th>KINESTHETIC</th>
<th>AUDITORY</th>
</tr>
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<tbody>
<tr>
<td>• Talk out loud to explain new information, express your ideas, practice information you are studying, or paraphrase another speaker.</td>
<td>• Recite frequently while you study. Reciting involves speaking out loud in complete sentences and in your own words.</td>
</tr>
<tr>
<td>• Read aloud. (Reading out loud often increases a person’s comprehension or clarifies confusing information that is read silently.)</td>
<td>• Work with tutors, with a “study buddy,” or in a study group to have ample opportunity to ask questions, articulate answers, and express your understanding of information orally.</td>
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<tr>
<td>• For lectures, take your own notes, but back your notes up with a tape-recorded version of the lecture. (Request approval first from the instructor.) Review only the parts of the lecture that are unclear or confusing.</td>
<td>• When you practice reciting your notes, flash cards, study tools or information from a textbook, turn on a tape recorder. Tapes made in your own voice often become valuable review tools.</td>
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<tr>
<td>• Verbally explain information or processes to someone or to an imaginary person. Explaining verbally provides immediate feedback of your level of understanding.</td>
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<tr>
<td>• Make review tapes to review the most important information (rules, definitions, formulas, lists of information, dates, or other factual information) prior to a test.</td>
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</tr>
<tr>
<td>• Create rhymes, jingles, or songs to help you remember specific facts.</td>
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<tr>
<td>• Read confusing information using exaggerated expression. The natural rhythm and patterns of your voice often group information in such a way that it becomes easier to understand.</td>
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</tr>
<tr>
<td>• Use computerized technology (electronic spell checkers, calculators with a “voice,” speech synthesizers on computers) to help with the learning process. Access CD-ROM programs and multimedia software that provide auditory and visual stimuli for learning.</td>
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<tr>
<th>KINESTHETIC</th>
<th>AUDITORY</th>
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<tr>
<td>• Handle objects, tools, or machinery that you are trying to learn. For example, handle the rocks you study in geology, repeat applications several times on a computer, or hold and use tools or parts of machinery that are discussed in class or in your textbook.</td>
<td>• Create manipulatives (study tools that you can move around with your hands). These may include flash cards or cards that can be shuffled, spread out, sorted, or stacked as a way to categorize information.</td>
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<td>• Cut charts or diagrams apart; reassemble them in their correct order.</td>
<td>• Cut charts or diagrams apart; reassemble them in their correct order.</td>
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<tr>
<td>• Use exaggerated movements and hand expressions, drama, dance, pantomime, or role playing to assist the development of long-term memory. Muscles also hold memory, so involving movement in the learning process creates muscle memory.</td>
<td>• Use exaggerated movements and hand expressions, drama, dance, pantomime, or role playing to assist the development of long-term memory. Muscles also hold memory, so involving movement in the learning process creates muscle memory.</td>
</tr>
<tr>
<td>• Type or use a word processor. Using a keyboard involves fine motor skills and muscle memory; it may be easier to remember information that you typed or entered into a computer.</td>
<td>• Type or use a word processor. Using a keyboard involves fine motor skills and muscle memory; it may be easier to remember information that you typed or entered into a computer.</td>
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<tr>
<td>• Talk and walk as you recite or practice information. Pacing or walking with study materials in hands helps some people process information more naturally.</td>
<td>• Talk and walk as you recite or practice information. Pacing or walking with study materials in hands helps some people process information more naturally.</td>
</tr>
<tr>
<td>• Work at a chalkboard, with a flip chart, or on large poster paper to create study tools. List, draw, practice, or write information while you stand up and work on a larger surface.</td>
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<tr>
<td>• Learn by doing. Use every opportunity possible to move as you study. For example, if you are studying perimeters in math, tape off an area of a room and walk the perimeter.</td>
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<td>Name</td>
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UNIT 3: HISTORY AND THEORY

I. Lesson Plan: Educational Historical Figures Research
Lesson Plan: Educational Historical Figures Research

Learning Objectives: After successfully completing this activity, students will be able to:

- Examine different ways to research information by utilizing the course textbook, internet, the library database or a library text to examine information about a person in history that has contributed to early childhood education
- Record key facts about historical figures and specific information about the sources where they found the facts which are outlined in the Educational Historical Figures Exercise Sheet
- Share, hear and learn information about the educational figures in history that have contributed to early childhood education

College Student Success Skills Addressed: Communication, Critical Thinking, Collaboration, Self-Assessment

Context in the Course:
This can be a homework assignment or a class activity.
For an in-class activity, the Instructor must contact the library and set up a session in the computer lab for the class to utilize the computers.
Bedford: Contact Ellen Royalty    ext. 3706
Lowell: Contact Yolanda Hollingsworth   ext. 3001

NAEYC Standard: #1 Promoting Child Development and Learning

Instructions

1. Each student will pick one person to research from the handout list of the Educational Historical Figures.
2. To complete the Educational Historical Figures Exercise, search the course textbook, internet, the library database or a library text to examine information about a person in history that has contributed to early childhood education.
3. Each student will record the specific information that is outlined on the Educational Historical Figures Exercise Sheet that is applicable including title of book or/and website title and address, author, copyright date, publisher, place published, and key facts about historical figure including dates of his/her birth and death.
4. In another class session, each student will share the information he/she learned about the person in history that has contributed to early childhood education.

Materials:
List of Educational Historical Figures Handout
Educational Historical Figures Exercise
MCC Computer lab or home computer

Assessment: Each student will share the information he/she learned to rest of class. Also review of work submitted and assessment artifacts.
Handout: Historical Figures and Their Influences on Early Childhood Education

Student Name: _____________________________

Name of ECE Historical Figure: _____________________________

Birth/Death: _____________________________

Title of book: _____________________________

Author: _____________________________

Copyright date: ____________

Publisher: _____________________________

Place Published: _______________________________________________________

Summary about Key Facts about Historical Figures: _____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
UNIT 4: APPLYING THEORY TO PRACTICE

I. Lesson Plan – Compare and Contrast Various Models of Childcare

II. Lesson Plan – Job Opportunities/Career Paths in ECE
Lesson Plan: Various Models of Childcare Programs

Learning Objectives: After successfully completing this activity, students will be able to:

- Compare the philosophies and practices of the various models of Early Childhood programs such as the High Scope, Montessori, Childcare, Reggio Emilia, and Head Start
- Identify the benefit of each program for the development of the whole child
- Explain the role the teacher in each of these programs
- Debate on their view of which program each prefer and which is his/her least preference

College Student Success Skills Addressed: Communication, Critical Thinking

Context in the course: This assignment is given after teaching and discussing Chapter 3 and 4 on the Theories and philosophies of the various Early Childhood Programs.

Materials Needed:
- Student’s copy of the Fundamentals of Early Childhood Education by George Morrison
- Each student will submit a typed copy of their paper

Instructions:
1. After going through chapters 3 and 4 in the book, students will start to form their ideas regarding which philosophies of Early Childhood programs would be more beneficial to young children. Some of the Topics discussed are the main features of the children and the role of the teachers in each program. An example of that is in the Montessori program, the children are self-directed versus other programs such as Head Start. Another example is the Reggio Emilia which is based on Piaget, and its main feature is that its curriculum is not planned in advance, and is based on the interests and experiences.
2. Students will write and submit a paper on the differences of these program and which one they favor the most.
3. Students will come in front of the class to debate on why a certain program is more helpful to young children

Assessment: Students will be assessed on the written paper they submit and the accuracy of the information provided.
Lesson Plan: Job Opportunities in the Field of Early Childhood Education

Learning Objectives: After successfully completing this activity, students will be able to:
- Identify various types of career opportunities in Early Education
- Identify resources related to career opportunities
- Understand the required education, certification, and licensure required
- Articulate ongoing career options

College Student Success Skills Addressed: Communication, Organization, Critical Thinking

Context in the Course:
Based on their interests, learning styles, and career goals, students need exposure to the myriad opportunities in and related to the field of Early Education. This activity and assignment will help them realize the network of opportunities, options for career paths, and help them understand the requirements to pursue a career in the field.

Materials Needed: REACH Framework

Instructions:
1. Using the conceptual framework of REACH as the context, students will identify career opportunities associated with each letter:
   - Research
   - Empathy
   - Collaboration
   - Action
   - Health

2. In small groups, students will come up with a list of jobs associated with each letter. (For example, a Teacher or Nurse could be associated with Empathy.) Each group will share their list with the full class.

3. Using the textbook, the Internet, and current publications, students will develop a list of jobs, career growth opportunities, and requirements for positions related to the field of Early Education. They will research salary levels, opportunities for growth, and projections for job growth for each job they identify.

4. Then, based on earlier coursework, including their individual learning assessment, they will select their priority jobs. Students must identify at least one position to research for each letter.

Assessment: Group list and Individual assignments serve as assessment artifacts.
UNIT 5: STANDARDS

I. Lesson Plan – R E A C H Conceptual Framework

II. Lesson Plan – Managing Time (Repeat/Review)
Lesson Plan: REACH-The Conceptual Framework

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Articulate the underlying concepts for each of the REACH concepts
- Identify how they connect to their own lives as students, teachers, and parents
- Understand the underlying concepts of both MCC’s approach to Early Childhood Education and the field, in general
- Begin to develop a community of learners

**College Student Success Skills Addressed:** Critical Thinking, Communication, Collaboration

**Context in the Course:** This lesson plan will be introduced in Week 6 of the semester.

**Materials Needed:** REACH framework Handout

**Instructions:**

1. Have students read the handout on the REACH curriculum framework approach.

2. Organize the students into small groups and pose the following questions: Why is each of the five components in the REACH conceptual framework important? How do students experience each of these in their everyday lives, whether they work with children, want to work with children, or not?

**Assessment:** Instructor will observe students for participation and engagement. Each group will develop a list of why each concept in REACH is important and how it affects their lives and in what ways. Results will be shared.
Handout: REACH

R = Research: The practice of research keeps the ECE Professional current with critical data/information relevant to optimizing developmental outcomes for children of diverse backgrounds and abilities.

E = Empathy: Through empathic responses to children, families, and colleagues we model developmentally and culturally appropriate practice (DCAP), promote equity, and foster high quality relationships with all stakeholders (children, families, colleagues, community organizations, educational associations, schools etc).

A = Action: Initiating actions and engaging in advocacy which reflect high quality ECE training, research, empathy, and collaboration optimizes the growth and development of young children and is the hallmark of a professionally trained Early Childhood Educator.

C = Collaboration: Uniting with families, schools, and community agencies, Early Childhood Educators create consistency and continuity of support and care for young children.

H = Health: Through identifying and implementing educational and lifestyle practices which promote health physically, cognitively, socially, emotionally, and communicatively for young children, families, and Early Childhood Educators, we achieve meaningful, sustained holistic outcomes.
Lesson Plan: Managing Time--A Finite Construct

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify the specific, personal, and repetitive time-related factors that impede their successful engagement with and completion of course requirements relative to EDU 100
- Discuss the identified factors within a small cooperative Learning Team and construct an Individual Action Plan to address same
- Self-assess progress after implementation of the Action Plan and amend the Action Plan as needed to promote improved engagement and completion of course requirements prior to the conclusion of the semester

College Student Success Skills Addressed: Communication, Collaboration, Critical thinking Organization, Self-Assessment

Context in the Course: Students will be introduced to this activity in Week 5 of the semester, and subsequent to the 1st month of reading and writing assignments articulated in the syllabus. Each student will have established a specific track record with regards to their attendance, completion of reading assignments, and timely submission of writing assignments such that they can authentically target factors that enhance or interfere with their academic responsibilities in EDU 100, as well as other courses at MCC.

Materials/Resources Needed: Course syllabus (EDU 100), Morrison text, schedule/appointment calendars, and small group/class members.

Instructions:

1. Instructor will introduce the topic of Time Management and various definitions of same in the context of both academic success and success in the professional arena (teaching, etc.)

2. Instructor will initiate whole group class discussion of Time Management, with a prompt for class members to share stories about specific people they know who they perceive as having well-developed Time Management skills. They will then identify specific Time Management skills that comprise an effective approach to accomplishing the multiple responsibilities they have in life (as student, employee, mother, father, family member, etc.) These include:
   a. Prioritizing
   b. Scheduling
   c. Concentration and Focus
   d. Goal Setting

3. They will discuss these factors in a small group to share common experiences and challenges. Challenges include any factors that impede successful attainment of prioritized goals. Each student will then spend 30 minutes in class writing about the 4 skill components comprising effective Time Management, with a focus on how they currently prioritize, schedule,
concentrate/focus, and set goals. After this task is completed, they will re-convene with their small group to share their writing reflections.

4. For take-home homework, the students will write a 2nd reflection on the 4 components comprising Time Management, with a focus on the specific ways in which they can better implement the aforementioned skills. This will be a graded assignment. At the end of the semester, and prior to the semester Final Exam, the students will engage in a class discussion about the progress they have made towards their individual goals, with emphasis on college student success skills.

**Assessment:** Student self-assessment at end of semester and instructor assessment of written 2nd reflection submitted in Week 5.
UNIT 6: OBSERVING AND ASSESSING

I. Lesson Plan – Observing and Objectivity
Lesson Plan: Observing and Objectivity--You are the Eyewitness, Judge, and Jury

Learning Objectives: After successfully completing this activity, students will be able to:

- Understand the importance of observing and recording young children growth and development
- Distinguish between objective and subjective statements
- Develop basic observation skills
- Write a brief summary of an observation of a child and caregiver

College Student Success Skills Addressed: Communication, Critical Thinking, Collaboration

Context in the Course:
An important skill is to develop objectivity. Students will consider the ways in which they have been “judged” and made their own “judgments”. Through this process, they will learn about objectivity and how it impacts the decisions adults who work with children are expected to make as they assess children’s learning and development. It can be included as part of the Developmental Milestones or Effective Care and Teaching activities.

Materials Needed:
- Morrison, Chapter 6 (6th Ed.)
- Videos (selection from YouTube)

Instructions:
1. Students will read Chapter 6. In class, students will be shown several brief videos and discuss as individuals what they each saw. Did they all focus on the same aspects of the videos? They will then be asked to interpret what they saw. Each student will take notes on the video(s). These will be combined into a final summary. As a group, they will answer the following

   - Did the group reach a consensus?
   - How did they arrive at the conclusions they reached?

The group’s work will be submitted, documenting the different viewpoints, and whether or not they arrived at a consensus. As part of the weekly journals, students will note everyday occurrences involving children:

   - What did you notice?
   - Initially, what judgment did you make about the child, parent, caregiver?
   - After some reflection, what other conclusions can you draw?

Assessment: Group work and journals will serve as assessment artifacts.
UNIT 7: INFANTS and TODDLERS

I. Lesson Plan – Teacher as Neuroarchitect
Lesson Plan: Teacher as Neuro-Architect

Learning Objectives: After successfully completing this activity, students will be able to:

- Conduct targeted research on the Internet specific to human brain anatomy and document their findings through graphic representation and written descriptions
- Cite recent findings from Harvard’s Center for the Developing Child specific to early experiences and their subsequent effects on neuronal development
- Write a short research report on how high quality interactions between early childhood educators and children influence long term neuronal development and subsequent cognitive, social/emotional, and motoric capacities in children

College Student Success Skills Addressed: Communication, Collaboration, Critical thinking, Organization, Self-Assessment

Context In The Course: Students will engage in targeted Internet research on brain anatomy subsequent to reading Ch. 7 in the Morrison text (Fundamentals of Early Childhood Education) and bring their findings to class (print-outs, summarized notes, etc.)

Materials Needed: Morrison text, Internet access, Smart Room to access videos posted by Harvard’s Center for the Developing Child.

Instructions:

1. Instructor will assign chapter reading (Ch. 7 in Morrison – Infants and Toddlers: Critical Years for Learning) and conduct class discussion of content, with small group work to create graphic representations of brain anatomy with attendant names of brain regions and descriptions of respective functions. Instructor will access and show videos to class found on Internet produced by Harvard’s Center for the Developing Child specific to early experiences and neuronal development.

2. Instructor will assign additional Internet research specific to brain anatomy, brain development, and how early experiences shape and influence cognitive, social/emotional, and motoric development in children. The findings will be written up in a 3 to 5 page research report with citations in APA format.

Assessment: Students written submissions will be read and graded by the Instructor based on grading criteria specified in the course syllabus.
UNIT 8: PRESCHOOLERS

I. Lesson Plan – Children’s Authors and 3 Classic Children’s Stories

II. Lesson Plan – Favorite Children’s Books, Then and Now
Lesson Plan: Favorite Children’s Books, Then and Now

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Prepare and present a developmentally appropriate concept for young children.
- Understand the connections among a professional’s culture, upbringing, educational experiences, and learning style, and their work with children and families.

**College Student Success Skills Addressed:** Communication, Collaboration, Critical Thinking, Self-Assessment

**Context in the Course:** The importance of reading with young children is viewed as a key indicator of literacy development. What is also important is the relationship between the reader and the child being read to. Furthermore, some books are more appropriate for specific age groups than others. Students will explore their memories of their favorite books and identify an appropriate book for young children.

**Materials Needed:** Copies of children’s books

**Instructions:**

1. Provide students with the following instructions:

   - Find your favorite book from when you were a child.
   - Name of book
   - Author
   - Publisher
   - Published date
   - Describe in a paragraph or two:
     a. Why this was your favorite book?
     b. What memories and feelings do you have when you read this book now?
     c. Describe what you remember about why you loved this particular book.

2. Have them find a book that they think is appropriate for children from infancy through age 8 and that they think might be a favorite of children today. For this book, have the student provide the following:

   - Name of book
• Author
• Publisher
• Published date
• Have them describe in a paragraph or two:
  a. Why do you think children will like/love this book?
  b. For what age group do you recommend it?
  c. What other comments or thoughts about this book do you have?

This should be typed and checked for grammar and spelling.

3. Students will share their books in small groups and then each group will share with the entire class. What was common about the books that students selected? Were there any general themes?

**Assessment:** Group participation and review of work submitted.
UNIT 9: KINDERGARTEN

I. Lesson Plan – Using Book Reviews

II. Lesson Plan – Managing Time (Repeat/Review)
Lesson Plan: Using a Book Review to Form a Professional Learning Community

Learning Objectives: After successfully completing this activity, students will be able to:

- Read, review, and discuss a current book about children and families, or current issues in Early Education
- Develop consensus in a small group
- Make contributions to a small group
- Understand the importance of professional learning communities

College Student Success Skills Addressed: Critical Thinking, Collaboration, Communication

Context in the Course: After reviewing the various theorists and history of Early Education, students will be asked to work in small groups to select one of the following books to read and discuss amongst themselves, presenting their findings to the full class (Note: at this point, these are only suggestions):

- *The Power of Play* by David Elkind
- *Mind in the Making* by Ellen Galinsky
- *From Neurons to Neighborhoods* by Jack P. Shonkoff and Deborah A. Phillip
- *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky* by Carol Garhart Mooney
- *A Child Called It* by Dave Pelzer

Materials Needed:
- Books provided through the book store
- Descriptions of book contents and subject matter
- Template for reviewing, critiquing, and summarizing book

Instructions:
1. In small groups, students will be asked to select from a reading list. They will come to consensus about which book they will read.

2. They will be allotted four weeks to read the book, during which time, they will meet to discuss what they have learned, what they like/dislike about the book, what parts are especially helpful (and to whom). At the conclusion of the assignment, the group will present its review, recommendations, etc.

Assessment: The following will serve as assessment artifacts:
- Documentation of consensus process
- Observation of small group discussion
- Presentation of book review
Lesson Plan: Managing Time - A Finite Construct

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Identify the specific, personal, and repetitive time-related factors that impede their successful engagement with and completion of course requirements relative to EDU 100
- Discuss the identified factors within a small cooperative Learning Team and construct an Individual Action Plan to address same
- Self-assess progress after implementation of the Action Plan and amend the Action Plan as needed to promote improved engagement and completion of course requirements prior to the conclusion of the semester

**Core Student Success Skills Addressed:** Communication, Collaboration, Critical thinking, Organization, Self-Assessment

**Context in The Course:** Students will be introduced to this activity in Week 5 of the semester, and subsequent to the 1st month of reading and writing assignments articulated in the syllabus. Each student will have established a specific track record with regards to their attendance, completion of reading assignments, and timely submission of writing assignments such that they can authentically target factors that enhance or interfere with their academic responsibilities in EDU 100, as well as other courses at MCC.

**Materials/Resources Needed:** Course syllabus (EDU 100), Morrison text, schedule/appointment calendars, and small group/class members.

**Instructions:**

1. Instructor will introduce the topic of Time Management and various definitions of same in the context of both academic success and success in the professional arena (teaching, etc.)

2. Instructor will initiate whole group class discussion of Time Management, with a prompt for class members to share stories about specific people they know who they perceive as having well-developed Time Management skills. They will then identify specific Time Management skills that comprise an effective approach to accomplishing the multiple responsibilities they have in life (as student, employee, mother, father, family member, etc.) These include:
   - a. Prioritizing
   - b. Scheduling
   - c. Concentration and Focus
   - d. Goal Setting

3. They will discuss these factors in a small group to share common experiences and challenges. Challenges include any factors that impede successful attainment of prioritized goals. Each student will then spend 30 minutes in class writing about the 4 skill components comprising effective Time Management, with a focus on how they currently prioritize, schedule,
concentrate/focus, and set goals. After this task is completed, they will re-convene with their small group to share their writing reflections.

For take-home homework, the students will write a 2nd reflection on the 4 components comprising Time Management, with a focus on the specific ways in which they can better implement the aforementioned skills. This will be a graded assignment. At the end of the semester, and prior to the semester Final Exam, the students will engage in a class discussion about the progress they have made towards their individual goals, with emphasis on college student success skills.

**Assessment:** Student self-assessment at end of semester and instructor assessment of written 2nd reflection submitted in Week 5.
UNIT 10: GRADES 1 TO 3

I. Lesson Plan – Technology Now and Then
Lesson Plan: Technology Now and Then

Learning Objectives: After successfully completing this activity, students will be able to:

- explain how rapidly the world is changing through technology
- compare their generation which is 2 decades away and the present generation and how technology is different now than when they were children
- analyze the effect of technology on children today

College Student Success Skills addressed: Collaboration, Critical Thinking

Context in the Course: This assignment does not require prior knowledge of the course, but technology has been discussed in general in many chapters of the book

Materials Needed:
- Students will use on line or library research on the use of technology in the early childhood classrooms
- Students will refer to the technology tie-in section in the various chapters of the book

Instructions:
1. From the first chapter of the book (*Fundamentals of Early Childhood Education*), the students learn and are aware of the importance of using technology in the classroom
2. As a project that is listed in the syllabus, students will research the subject individually
3. Students will gather in groups of 3 or 4 to discuss their findings, and collaborate with one another
4. Students will write a summary paper on the subject

Assessment: Students will be assessed on their collaboration with each other as they discussed the subject and the final submitted paper they had written.
UNIT 11: DIVERSITY AND SPECIAL NEEDS

I. Lesson Plan – Temperament and Fit
Lesson Plan: Temperament and Fit

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify basic children’s temperament styles
- Discuss how parenting styles and children’s temperament affect each other
- Understanding the joys and struggles of families
- Learning about the importance of empathy

College Student Success Skills Addressed: Critical Thinking, Communication, Self-assessment

Context in the Course: This lesson follows the lesson on Parenting Styles.

Materials Needed:
Articles about parents, for example, the “Tiger Mom”, PowerPoint presentation on Parenting (for example: Positive Child Guidance, Fifth Edition, Darla Ferris Miller, Copyright 2007 Thomson Delmar Learning, Inc.), additional videos that reflect various parenting styles and temperaments.

Instructions:
After reading the Tiger Mom article and watching videos about parenting (the boy who wanted to be a Princess for Halloween, for example), students will discuss how they would respond from the perspective of:
1. An early education teacher
2. A parent
3. A community professional (human services or mental health)

Assessment: (How is the learning going to be formally assessed? Quiz/exam? Essay? Project?)
1. Small groups will share their discussion.
2. Students will include their individual thoughts and feelings about these “current events” in their journals.
UNIT 12: GUIDING CHILDREN'S BEHAVIOR

I. Lesson Plan – Managing Student Behaviors

II. Lesson Plan – Managing Time (Review/Repeat)
Lesson Plan: Learning How to Manage Student’s Behavior Problems

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Identify various behavioral problems exhibited by students and which teachers must be properly prepared to manage
- Explain why students misbehave
- Employ appropriate approaches and guided behaviors to help misbehaved children
- Establish classroom rules

**College Students Success Skilled Addressed:** Communication, Critical thinking, Collaboration

**NAEYC Standards:** Standards 1, 2 and 4

**Context in the Course:** This assignment is given after teaching Chapter 3, 10 and 12 in Morrison, about guiding children’s behavior, using the Constructivist approach of Piaget and Vygotsky in making decisions that lead to responsible actions.

**Materials Needed:** Morrison text (chapters 3, 10 and 12), various scenarios given by the instructors regarding situations of misbehaved children

**Instructions:**

1. After finishing reading chapter 12, the instructor will give various scenarios about children’s behavior and misbehavior; example: bullying children, disruptive and disrespectful children, children who are withdrawn, and children with low self-esteem.

2. The instructor will assign 3 or 4 scenarios, one for each group and have the students collaborate with other students in the group, and come up with a solution built on the content they learned from the course. Each student will write a summary of his/her solution which will be supported with the reason of the finding. Students also will come up with classroom rules depending on the grade and age of children

**Assessment:** The instructor will grade the submitted written assignment based on accuracy of information and its alignment with the course.
Lesson Plan: Managing Time--A Finite Construct (Repeat/Review)

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify the specific, personal, and repetitive time-related factors that impede their successful engagement with and completion of course requirements relative to EDU 100
- Discuss the identified factors within a small cooperative Learning Team and construct an Individual Action Plan to address same
- Self-assess progress after implementation of the Action Plan and amend the Action Plan as needed to promote improved engagement and completion of course requirements prior to the conclusion of the semester

College Student Success Skills Addressed: Communication, Collaboration, Critical thinking Organization, Self-Assessment

Context in the Course: Students will be introduced to this activity in Week 5 of the semester, and subsequent to the 1st month of reading and writing assignments articulated in the syllabus. Each student will have established a specific track record with regards to their attendance, completion of reading assignments, and timely submission of writing assignments such that they can authentically target factors that enhance or interfere with their academic responsibilities in EDU 100, as well as other courses at MCC.

Materials/Resources Needed: Course syllabus (EDU 100), Morrison text, schedule/appointment calendars, and small group/class members.

Instructions:

1. Instructor will introduce the topic of Time Management and various definitions of same in the context of both academic success and success in the professional arena (teaching, etc.)

2. Instructor will initiate whole group class discussion of Time Management, with a prompt for class members to share stories about specific people they know who they perceive as having well-developed Time Management skills. They will then identify specific Time Management skills that comprise an effective approach to accomplishing the multiple responsibilities they have in life (as student, employee, mother, father, family member, etc.) These include:

   a. Prioritizing
   b. Scheduling
   c. Concentration and Focus
   d. Goal Setting

3. They will discuss these factors in a small group to share common experiences and challenges. Challenges include any factors that impede successful attainment of prioritized goals. Each student will then spend 30 minutes in class writing about the 4 skill components comprising effective Time Management, with a focus on how they currently prioritize, schedule,
concentrate/focus, and set goals. After this task is completed, they will re-convene with their small group to share their writing reflections.

4. For take-home homework, the students will write a 2\textsuperscript{nd} reflection on the 4 components comprising Time Management, with a focus on the specific ways in which they can better implement the aforementioned skills. This will be a graded assignment. At the end of the semester, and prior to the semester Final Exam, the students will engage in a class discussion about the progress they have made towards their individual goals, with emphasis on college student success skills.

\textbf{Assessment:} Student self-assessment at end of semester and instructor assessment of written 2\textsuperscript{nd} reflection submitted in Week 5.
UNIT 13: PARENTS, FAMILIES, AND THE COMMUNITY

I. Lesson Plan – Internet Research--NAEYC and Massachusetts Department of EEC

II. Lesson Plan – Parenting Styles
Lesson Plan: Internet Research--NAEYC and Massachusetts Department of EEC

**Learning Objectives:** After successfully completing this activity, students will be able to:

- Do searches on the web and the library database to find professional ECE websites
- Identify various professional ECE websites and kind of information can an early childhood professional learn
- Access information from MA Department of Early Education and Care and NAEYC websites that can be helpful in learning and find information about developmentally appropriate practices, regulations and standards for early childhood programs
- Realize the network of resources provided by the college library to assist in completing written assignments

**College Student Success Skills Addressed:** Communication, Critical Thinking, Collaboration, Self-Assessment

**Context in the Course:**
In the beginning of semester, instructor must contact the library and set up a session with the library staff to do library instruction in the computer lab for the class to learn about all the library resources for students.
Bedford: Contact Ellen Royalty ext. 3706
Lowell: Contact Yolanda Hollingsworth ext. 3001

**Materials:**
Library Web Search Activity Handout & Exercise
Computer lab

**Instructions:**
Library staff will do library instruction in the computer lab for the class to learn about all the library resources for students. Then, partners can work together to research information on the web and the library database to find various professional ECE websites and the kind of information an early childhood professional can learn on the web from the MA Department of Early Education and Care; NAEYC websites; recording facts about developmentally appropriate practices, regulations and standards for early childhood education programs.

**Assessment:**
Group participation
Review of work submitted
Lesson Plan: Parenting Styles, Culture, and Community

Learning Objectives: After successfully completing this activity, students will be able to:

- Identify various parenting styles
- Discuss cultural and community expectations
- Discuss current articles/events about parenting

College Student Success Skills Addressed: Critical Thinking, Communication, Self-assessment

Context in the Course:
It is important for students to learn about different parenting styles by reviewing current articles written by and about parents as a basis for later lessons about teaching styles and children’s temperaments.

Materials Needed:
Articles about parents, for example, the “Tiger Mom”, PowerPoint presentation on Parenting (for example: Positive Child Guidance, Fifth Edition, Darla Ferris Miller, Copyright 2007 Thomson Delmar Learning, Inc).

Instructions:
After reviewing the materials, in small groups students will discuss them in small groups:

1. What type of parenting style did my parents/caregivers exhibit
2. What type of parenting style will I embrace?
3. What are the characteristics of a “good” teacher?

Assessment:
1. Group discussion about characteristics of a “good” teacher will be shared.
2. Students will write a one-page essay about “My Favorite Teacher”
3. Students will write a one-page essay about “The Parent (or Teacher) I Will Be”
EPILOGUE

Creating a re-designed course is a bit like re-inventing the wheel; the original prototype worked well, but new materials and technologies make possible a conveyance that offers better travel and opportunities for a smoother, albeit, more enjoyable ride. And so it is with the re-design of EDU 100 Introduction to Early Childhood Education.

The Chair of Middlesex Community College’s Education Department, Nancy Tyler Higgins, demonstrated her prescience in bringing together four dedicated and extremely committed educators to create this re-design. Sandi Regan, a seasoned and tenured full time professor, was joined by 3 adjunct faculty: Stan Schwartz, Alexa Tayebi, and myself. Facilitating the overall process was a most professional, skilled and helpful, Peter Shea.

We met on numerous occasions in the spring of 2012 to share our syllabi, lesson plans, perspectives, and visions regarding the course and its intersection with the field of early childhood education. Many meaningful discussions ensued, and each member commented on the enjoyment experienced through collaboration and what I shall call the breaking of intellectual bread with one another. I think I am on solid ground in saying that we all will miss our monthly get-togethers.

In closing, I hope that both current and future Instructors of EDU 100 will feel free to suggest additional materials designed to increase student engagement and meaningful knowledge acquisition relevant to course goals and targeted student learning outcomes. For this, we would be most grateful.

Susan A. Hutchinson, M.Ed. 6/2012
APPENDIX

I. Sample Syllabi I
II. Sample Syllabi II
III. NAEYC Position Statement for Higher Education Educators
IV. List of Relevant Web Sites
Sample Syllabi I

Middlesex Community College Course Syllabus
EDU 100 Introduction to Early Childhood Education

Instructor: Mrs. Alexa Tayebi
Contact Info: Phone: (978)-846-0390
Email: t1westford@comcast.net
TayebiA@middlesex.mass.edu


Supplementary Materials: Will be provided

Course Description: This course will provide students with an overview of early care and education programs and an introduction to the developmental and individual needs of a child. Topics include child development, theories, developmental milestones, developmentally appropriate practice, guiding children behaviors, effective care giving, teachers and age appropriate child-centered curriculum and environment. Note: Students placing into ENG 101 should enroll in PYS 122

Topics Covered:
• What is Early Childhood Education (ECE)?
• Learning Theories, History and current Issues in ECE
• Different Types of Programs and Environments in ECE
• Physical, Cognitive, Language, Social and Emotional Development in the Infancy, Toddler, Preschool and Early school Age Years
• Developmentally Appropriate Practices and lesson plans
• Meeting the Needs of Children and Parents in ECE Settings

Student Learning Outcomes: At the completion of this course, students should be able to:
• Describe effective qualities/ traits/ skills of an early childhood professional.
• Discuss the various employment opportunities and educational paths for early childhood educators.
• Research current educational issues and present findings.
• Identify and compare various early care and childhood educational program
• Prepare a developmentally appropriate lesson plans for young children.
• Strengthen writing skills by completing a variety of reflective and analytical assignments.

Classroom Etiquette:
• Arrive for class on time and prepared; have your textbook, notebook, pens and homework on hand
• Give whoever is speaking your full attention.
• Cell phones, pagers and other noise making devices should be turned off before class begins. In case of extreme needs, please let me know ahead of time.
• No open computers or texting.
• Maintain balanced, active involvement in workgroups and class discussions.
• Avoid distracting side conversations to ensure that only one person speaks at a time.

**Grading:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, class participation and group work</td>
<td>10%</td>
</tr>
<tr>
<td>Educational issues research papers (that includes rough draft, final draft and presentation)</td>
<td>20%</td>
</tr>
<tr>
<td>DAP lesson plans and presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

**Disability Support Services:** Students with documented disabilities and/or students who think they may have a disability are encouraged to access services and accommodations available to them through the Disability Support Services Office.

**Tutoring:** Professional and peer tutors in reading, writing, science, accounting and math are available to assist students with assignments and projects. There are tutoring labs with extended hours on both campuses.

**Overview of Class Assignments**
The following is a brief summary of the course assignments. You will receive a more detailed description of each required assignment in advance of its due date.

**Class Participation:** Active participation in all areas of the course is expected. Elements of class participation on which students will be graded include, but not limited to;
- Being on time for class
- Having necessary materials in hand
- Involvement in small groups and class discussions
- Demonstration of cooperative spirit toward instructor and peers

**Weekly homework/ note taking and article summaries:** Students are responsible for weekly reading of each text chapter and other supplemental reading material as assigned. All students are expected to take notes on the weekly readings. Homework papers need to be typed. Please use 14 Font and double space in typing.
Sample Syllabi II:

MIDDLESEX COMMUNITY COLLEGE

EDU 100 Introduction to Early Childhood Education

Instructor: Susan A. Hutchinson, M.Ed.

E-mail: hutchinsons@middlesex.mass.edu

Tel: 781-280-3200 X 4032

Office hours: By Appointment

Prerequisite(s): ENG 071 or ENG 070 and/or ENG 055

Course Catalog Description: This developmental course will provide students with an overview of early care and education programs and an introduction to the developmental and individual needs of a child. Topics include child development, theories, developmental milestones, developmentally appropriate practice, guiding children’s behaviors, effective care giving/teaching and age appropriate child-centered curriculum and environments. Note: Students placing into ENG 101 should enroll in PSY 122. 3 Credit Hours


Class Handout Materials This course is specifically designed for participants who are currently working in an early childhood program and addresses the MA Department of Education EEC Preschool Standards and Experiences, QRIS Core Competencies 1 and 8, and NAEYC Standards.
**Course Goals**  (Derived from NAEYC Standards)

**Promoting Child Development and Learning**

- Understand the developmental milestones (cognitive, social/emotional and physical) from prebirth through age 8

**Building Family and Community Relationships**

- Use the college’s services and academic resources
- Understand major social issues that impact children and their families

**Observing, Documenting, and Assessing to Support Young Children and Families**

- Recognize the different types of ECE programs, curriculum models, and environments
- Using developmentally effective approaches to connect with children and families
- Understand and apply child development theory to developmentally appropriate practices

**Using developmentally effective approaches to connect with children and families**

- Understand and apply child development theory to developmentally appropriate practices.

**Using Content to Build Meaningful Curriculum**

- Learn about and use a variety of ECE resources
- Recognize developmentally appropriate practices in ECE

**Growing As a Professional**

- Describe the effective qualities/traits/skills of an ECE professional.
- Discuss the various employment opportunities of ECE professionals.
- Gain insight into the importance of confidentiality.

At the completion of this course, the learner should be able to:

- Describe effective qualities/traits/skills of early childhood professionals
- Interview an early childhood professional about his/her career and education
- Discuss the various employment opportunities for early childhood educators
- State knowledge about developmental milestones and developmentally appropriate practice for young children
- Share knowledge of early childhood education history, theorists and theories
- Name and describe the different type of programs, curriculum models and environments in the ECE setting
- Discuss the importance of confidentiality
- Learn about and use the variety of ECE resources as well as the college’s services and academic resources
- Name major social issues that impact children and their families

Student Learning Outcomes

At the completion of this course, the learner will be able to:

1. Interview an Early Childhood educator and write a comprehensive report on the interviewee’s educational training and career path.
2. Prepare and present a developmentally appropriate concept in English/Language Arts, Math, or Science for young children featuring hands-on, developmentally appropriate materials and/or props.
3. Discuss various models of early childhood programming and relevant developmental theory guiding these programs.
4. Describe effective qualities/traits/skills of today’s early childhood professionals.
5. Discuss various employment opportunities for early childhood educators based on educational training and experience.
6. Demonstrate, through reflective writing, the connections between an individual’s culture, upbringing, education, learning style, and their work with children and families.
7. Collaborate on effective behavior management practices with fellow early childhood teacher candidates and create written behavioral plans designed to strengthen classroom management.
8. Research current educational issues in early childhood and present findings; relevant topics include technology, poverty and SES, and changing curricular standards (Common Core).

TOPICAL CONTENT

- What Is Early Childhood Education?
- Learning Theories, History and Current Issues In Early Childhood Education
- Different Types Of EEC Programs And Environments
- Physical, Motor, Psychosocial, Language, and Cognitive Development In Infancy, Toddlerhood, Preschool and Early School Age Years
- Developmentally Appropriate Practices
• Meeting The Needs Of Children And Parents In Early Childhood Settings
• Professionalism In Early Childhood Education

CLASS CULTURE

As a community of learners, we gain diverse and, at times conflicting, perspectives about the many topics we will cover. At all times, an atmosphere of mutual respect and trust is expected of each and every member of our class.

CONFIDENTIALITY

Confidentiality refers to an ethical principle associated with professional practice. This principle is incorporated into the conduct of educators, physicians, lawyers, and priests. In the context of our classroom, when we discuss children, families, or fellow educators, actual names are not used. Anonymity is practiced as the rule of professional conduct.

Certain types of communication between a person and an educator are "privileged" and may not be discussed or divulged to third parties unless the information is relevant to the student’s academic or functional programming. The law provides for this confidentiality, with penalty for its violation, including dismissal from one’s position. Confidentiality derives from the Hippocratic Oath:

Whatever, in connection with my professional service, or not in connection with it, I see or hear, in the life of men, which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept secret.

FORMAT/MODES OF INSTRUCTIONAL PRACTICE

The class will consist of lecture, group discussion, video, small group projects, and group presentations.

COURSE REQUIREMENTS

1) Students are required to complete all written and reading assignments and group work. Written assignments must be typed unless indicated otherwise by the Instructor.

2) Active participation is highly desirable from each class member in each and every class during the semester. Part of your final grade will reflect the extent to which you are an active participant in class discussions and small group work.

3) Students are required to attend all classes. Medical appointments are to be scheduled before
or after our official class meeting times.

4) In the event that you are absent, please e-mail me as soon possible, and preferably before the time that we meet.
   You will be responsible for the acquisition of class notes and handouts from a classmate.

   ***Prompt and consistent attendance is a component of your Final Grade***

ASSIGNMENTS

Due dates for reading and written work are on the CLASS SCHEDULE.

ASSESSMENT OF PERFORMANCE

Periodically, we will have opportunities to assess your knowledge, critical thinking skills, and analytical capacities by engaging in both group and individual assessments. Some of these assessments will be designed by you, and others will be designed by me. In addition, there will be a choice of either a cumulative Final Exam, representing content covered throughout the semester, or a cumulative written report.

PORTFOLIO for Early Education Majors

A binder representing your written work from specific ECE courses is required for ECE and education majors. The work should be placed in clear plastic sheets and included in a 2” binder. This portfolio will be reviewed at the end of the semester. Organization and neatness are important to demonstrate as you construct your Portfolio. (See attached sheet in the syllabus.)

ACADEMIC POLICIES

Ethical standards are paramount in educational and professional environments.
   Plagiarism is one aspect of this standard, and is defined as “the use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.”*
   (* Random House Compact Unabridged Dictionary)

Within academia, plagiarism by students, professors, or researchers is considered academic dishonesty or academic fraud and offenders are subject to academic censure, up to and including expulsion.

CITE Your References!

Use APA or MLA. The Internet has copious information on these citation formats.
In addition, cheating is a serious offense. Cheating is one or more of the following offenses:
1) taking credit for work done by another person
2) doing work for someone else in order for them to receive credit.

If you commit a cheating violation, suspension from the course and a failing grade will be administered.
*Due process is afforded to any student alleged to be in violation of college regulations.

**SUPPORT SERVICES** Students are encouraged to access MCC’s Student Support resources in order to create successful course outcomes.

**Tutoring Services**

Middlesex Community College offers Writing Labs, located in Room 212 in the Academic Resources Building in Bedford. Reading and Writing Labs are generally open from 9:00 a.m. to 3:00 p.m. Monday through Friday.

Tutoring is also available. Additional information on tutoring is available on the college web site.

**Students with Disabilities:**

Disability Support Services can assist students with specific learning challenges. Please register for these services – you will need documentation to establish need.

In Bedford, you will find Disability Support in Building 9, 2nd Floor. Their telephone number is 781-280-3630.

**Grading System:**

- A – Exceptional Performance
- B – Above Average, Good Performance
- C – Average Performance
- D – Inadequate Performance (lowest passing grade)
- F – Failure, No Credit

Please abide by the due dates for reading and written work. Subtractions for excessive tardiness with written work will be at the discretion of the Instructor.

**COMPONENTS of YOUR GRADE**

| Attendance | 15% |
Written Work 20%
Assessments (Group and Individual) 15%
Class Participation 20%
Presentations 15%
Final Exam or Final Report 15%
Total 100%

MCC Education Department’s Conceptual Framework

The MCC Education Department’s educational philosophy is R.E.A.C.H. Each one of the letters represents a standard that students will learn while enrolled at MCC:

R = Research: The practice of research keeps the ECE Professional current with critical data/information relevant to optimizing developmental outcomes for children of diverse backgrounds and abilities.

E = Empathy: Through empathic responses to children, families, and colleagues we model developmentally and culturally appropriate practice (DCAP), promote equity, and foster high quality relationships with all stakeholders (children, families, colleagues, community organizations, educational associations, schools etc).

A = Action: Initiating actions and engaging in advocacy which reflect high quality ECE training, research, empathy, and collaboration optimizes the growth and development of young children and is the hallmark of a professionally trained Early Childhood Educator.

C = Collaboration: Uniting with families, schools, and community agencies, Early Childhood Educators create consistency and continuity of support and care for young children.

H = Health: Through identifying and implementing educational and lifestyle practices which promote health physically, cognitively, socially, emotionally, and communicatively for young children, families, and Early Childhood Educators, we achieve meaningful, sustained holistic outcomes.

(Created by Susan A. Hutchinson, M. Ed., 2008)
PORTFOLIO

A portfolio is a representation of your personal and professional growth.

Portfolio Set-up:
- 3 ring, 3 inch notebook
- Cover labeled with your title (i.e. “My Portfolio”) and tasteful professional looking clip art images or purposeful, related pictures (avoid applying stickers and cartoon like pictures)
- Name, Address, and Phone Number on cover
- Dividers for labeled sections
  - 6 sections - Table of Contents, Personal Information, Professional Knowledge and Abilities/Academic Artifacts, NAEYC Key Assessments, Professional Skills/Instructional Practices, ECE Course Syllabi
- Clipart or borders on title pages for each section
- Neat, all typed copies of assignments
- NO Handouts or handwritten work! Typed copies of all work.
- All information placed in the right sections
- Plastic protection sheets to put each page of assignments in for easy viewing
- Multiple page papers in one sleeve

Required sections that need typed labels that should be listed in the table of contents:
- Resume (put as first page-unlabeled-so when you open book you see resume)
- Table of Contents
- Personal Information:
  - Transcripts
  - CPR/ First Aid Certificates
  - TB and MMR Results
  - EEC Certification
  - Reference letters
  - Workshop Certificates
- Professional Knowledge and Abilities/Academic Artifacts:
  - This section should contain major assignments from Education classes such as Family Interview, Indoor or Outdoor Safety Check, Health and Safety Lesson Plan, Design a Center, Multicultural Lesson, and Children’s Literature Book.
- NAEYC Key Assessments:
  - This section should contain the NAEYC Key Assessments: Child Observation, Philosophy of Education, Curriculum Unit, Advocacy Research Paper and Presentation.
- Professional Skills/Instructional Practices:
  - This section should contain assignments that you have presented in class, demonstrated to a group of students or children, lessons that have been evaluated another teacher, and assessments of your teaching abilities such as Student Teaching Assignments: Exercises, Activity Plans, etc., MCC Faculty Evaluations, Cooperating Teacher Observation Checklists from Practicum Site, Final Evaluation from Site, and Service Learning Experiences
- Syllabi Only from ECE Courses:
  - Supervised Field Placement and Seminar
Child Growth & Development
Health & Safety in Early Childhood Programs
Developmental Disabilities/Children with Special Needs
Curriculum in Early Childhood Programs
Planning Programs & Environments
Infant / Toddler Program Planning
Multicultural Issues in Early Childhood Programs
Guiding Children’s Behavior
Administration in ECE
Children’s Literature
Sample Syllabi III

MIDDLESEX COMMUNITY COLLEGE

Sandra K. Regan, M.Ed.
Email Address: regans@middlesex.mass.edu
Office: (978) 656 - 3198
Home: (978) 772 - 9596

EDU 100 - INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Fall 2012 3 Credit Hours

Course Catalog Description:
This developmental course will provide students with an overview of early care and education programs and an introduction to the developmental and individual needs of a child. Topics include child development, theories, developmental milestones, developmentally appropriate practice, guiding children’s behaviors, effective care giving/teachers and age appropriate child-centered curriculum and environments.
Prerequisite(s): ENG 071 or ENG 070 and/or ENG 055

Required Text:

All Handouts

Recommended Reading
ISBN#: 978-1-11-83095-1


Please let me know your impressions of these books and the handouts as we move through the semester.

This course is specifically designed for participants who are currently working in an early childhood program and addresses the MA Department of Education Preschool Standards, Experiences and Curriculum Frameworks and NAEYC standards.

Professors/Instructors at Middlesex Community College develop their own course syllabi’s class policies. Therefore, rules that apply to one instructor’s class may be different in another class taught by a different instructor. At the beginning of the semester, I review my policies in detail.
so students will have a clear understanding of my expectations. Please read this syllabus carefully and keep it for future reference.

Course Goals

Promote Child Development and Learning
- Understand the developmental milestones (cognitive, social, emotional and physical) from prebirth through age 8
- Apply child development theory to developmentally appropriate practices

Build Family and Community Relationships
- Use the college's services and academic resources
- Know major social issues that impact children and their families

Observe, Document, and Assess to Support Young Children and Families
- Observe children in a childcare setting and record information.
- Recognize the different types of ECE programs, curriculum models, and environments.

Build Meaningful Curriculum
- Learn about and use a variety of ECE resources.
- Recognize developmentally appropriate practices in ECE.

Become a Professional
- Describe the effective qualities/traits/skills of an ECE professional.
- Discuss the various employment opportunities of ECE professionals.
- Gain insight into the importance of confidentiality.
- (These 5 Course Goals have been updated in the Sample Syllabus as found in the Appendix.)

At the completion of this course, the learner should be able to:
1. Describe effective qualities/traits/skills of early childhood professionals.
2. Interview an early childhood professional about his/her career and education.
3. Discuss the various employment opportunities for early childhood educators.
4. State knowledge about developmental milestones and developmentally appropriate practice for young children.
5. Share knowledge of early childhood education history, theorists and theories.
6. Name and describe the different type of programs, curriculum models and environments in the ECE setting.
7. Discuss the importance of confidentiality.
8. Observe children in a child care setting and record informative observations.
9. Learn about and use the variety of ECE resources as well as the college’s services and academic resources.
10. Name major social issues that impact children and their families.
11. Create 10 props (such as finger play, flannel pieces or puppet) for a quality children’s
12. Plan, prepare and present a developmentally appropriate curriculum activity on a learning concept for young children.

**Student Learning Outcomes:**

At the completion of this course, the learner should be able to:

1. Interview an Early Childhood Professional about their career and education.
2. Prepare and present a developmentally appropriate concept for young children.
3. Create a prop (such as finger play, flannel pieces or puppet) for a quality children’s book.
4. Discuss the various employment opportunities for Early Childhood Educators

**Topics Covered:**

- What Is Early Childhood Education?
- Learning Theories, History And Current Issues In Early Childhood Education
- Different Types Of Programs And Environments In The ECE Setting
- Physical, Motor, Psychosocial, Language, And Cognitive Development In Infancy, Toddlerhood, Preschool and Early School Age Years
- Developmentally Appropriate Practices
- Meeting The Needs Of Children And Parents In Early Childhood Settings
- Professionalism In Early Childhood Education

**Educational Philosophy:**

My goal, as an instructor, is to help each student achieve the learning goals and objectives outlined in this syllabus. A classroom is a community of individuals with different learning styles, backgrounds, and experiences. I encourage everyone to learn the names and interests of your fellow classmates. Many past students have created a support system with other students to share information and feelings as they progress through one course or through the entire associate’s program. In any coursework that requires active explorations of a student’s own worldview may at times be uncomfortable. Discussing topics such as cultural bias and caregiver styles can elicit powerful emotions. Students are reminded that all classroom communities should be “safe spaces” where all members can trust their voices will be heard and respected. It is expected that each student will treat each of the classroom community members with the greatest respect.

Students in this course are respected for their knowledge. Although each class will have some amount of lecture, students are expected to use their own knowledge and that of their peers as foundations for learning. Students who attend class who have not completed the readings or are otherwise unprepared for discussion must recognize not only their own inability to participate in the class effectively, but also the effect that this has on the quality of the discussion for their peers.
Confidentiality
I encourage students to share anecdotes/observations about children, parents, and caregivers in respectful, non-identifying ways. Please omit identifying information (surnames, program names, names of colleagues, names of sibling groups, etc.) from all class discussions. Initials or pseudonyms can be substituted for actual names when necessary. In addition, students should remember that personal experiences shared with the class should stay in the classroom. This guideline supports my goal of building an atmosphere of trust, safety, and mutual respect within our group.

Communication & Instructor Availability
Being successful in your courses is important to me. For questions or matters that pertain to the whole class, please feel free to ask questions during our agenda and announcement times during the beginning of class or as related topics are discussed. The best times to approach me about individual matters or personal questions are before / after class and during office hours. You can discuss any questions regarding assignments, class topics or any personal concerns that may be interfering with your learning. Make sure to put your name, class day and time in any email you send me. I will always send a response when I get an email, if you did not get a reply, I did not get your email. Please feel free to call me at 978-656-3198 (office) or 978-772-9596 (home).

Teaching Format and Learning Styles
Each person learns in his/her own unique way. To address different learning styles, many different teaching methods are used throughout this course. I will be using a variety of educational experiences to support visual, auditory, and kinesthetic learning styles. The teaching format will consist of hands-on active learning with discussions, demonstrations, small group cooperative learning activities, partner work, student presentations, lecturing and note taking and videos.

COURSE REQUIREMENTS
All students are required to complete all written and reading assignments, group work participation, written assignments, and final assignment project. All written assignments are required to be typed.

Class Participation (Students can earn up to 5 extra overall points for course by following these guidelines.) Class participation includes taking part in activities; sharing opinions and experiences; and asking questions about assigned reading or situations with children. This class uses techniques of cooperative learning.

Class participation is based on the following:
- Arriving for class prepared; have your textbook, notebook, pens, and homework on hand.
- Asking questions to understand information
- Being a cooperative and contributing group and class member using appropriate respectful language
- Sharing knowledge and experience as well as being a considerate listener
• Avoiding distracting side conversations to insure that only one person speaks at a time.
• Helping other class members process information
• Seeking assistance or clarity in a timely manner directly from the professor
• Wearing appropriate attire (middle of body covered, not too short or low cut clothes)

Students will be expected to bring in the following:
• something unique you could share with a young child
• newspaper article on an early childhood education or child care issue
• curriculum book appropriate for young children
• a safe appropriate and an inappropriate toy for infants and toddlers

**Cell Phone/ Laptop Computers /Internet Access**

**Please...**For the respect of your classmates and instructor, prior to entering class, turn off or set to vibrate should be stored out of site, during class time all cell phones and other paging devices which cause disruption within the classroom environment! Notify the instructor if an emergency situation warrants use of such devices during class time. If you answer an emergency call, the conversation must take place out of the classroom. Laptops can be used for note-taking purposes and legitimate class activities. Students are not permitted to engage in personal activities during class, including but not limited to: checking email, visiting social networks, participating in Instant Messaging, text messages, or chatting. Videotaping an instructor, without permission of instructor, is against Massachusetts state laws.

**Attendance**
Students are required to attend all classes. Any kind of appointment such as doctor, dentist, etc. should be scheduled outside of class time. Attendance will be taken at each class. If you are absent, it is your responsibility to get notes for the missed class from another student as well as to request from me any articles or hand-outs that were passed out in class. 2 times tardy or leaving class early equals an absence. If a student misses more than 6 classes, the student will be expected to withdraw from the course or will fail the course. Please arrive on time as late arrivals can be disruptive to the classroom environment.

**Assignments**
The following is a summary of assignments. You will receive a more detailed description of each required written assignment in advance of its due date.

**Reading Text and Handouts**
Between classes, you are expected to read and take notes on all assigned textbook chapters. Pay particular attention to definitions of words and key terms highlighted in the textbook’s sidebars. Refer to this syllabus’ class agenda for specific chapter assignments. In addition to textbook reading, students will be given supplemental handouts, chosen and compiled by your instructor, on a variety of relevant topics.

**Quizzes**
These quizzes will consist of fill in the blank, multiple choice, true /false and short essay questions. Quizzes will be given only at the start of class, so plan to arrive on time! Stay up-to-date with your text reading to ensure success. Only under emergency circumstances or an illness will a make-up be permitted and must be discussed with the instructor. If you have an
emergency and need to be absent on the day of any quizzes, please call me beforehand. Any make up quizzes must be completed at the beginning of the next following class.

**Interview with Early Childhood Professional**

Students will interview an early childhood professional about his/her career with questions provided in the assignment packet. Each student will ask at least 10 questions and obtain answers from an early childhood professional (teacher, provider, early childhood education resource director or coordinator, early childhood program director or early childhood education college professor) with at least an associate’s degree and 3 or more years of experience. The purpose of this assignment is to further each student’s knowledge of the early childhood field and career opportunities. Students will record all the questions and complete comments from the interview. A final neat typed copy of the interview will be expected.

**Future ECE Employment Opportunities Assignment**

Students will interview a classmate about his/her career goals with questions provided in the assignment packet. Each student will ask all the questions and obtain answers from an early childhood education student. The purpose of this assignment is to further each student’s awareness of the early childhood education and career opportunities. Students will record all the questions and complete comments from the interview. A final neat typed copy of the interview will be expected.

**Observation Log**

The power of observation can be a valuable assessment tool in Early Childhood Education. Choose one of the following situations to observe in a child care setting:

1. Child (between birth and 6 year) engaged in free play
2. Child (between birth and 6 year) engaged in an activity
3. Teacher interacting with an individual young child

Refer to observation handouts in *Assignment Guidelines* for how to do observations and observation format sheets to record your observations. All observations should include the date, age, sounds, language and behaviors of the children observed with 5-minute time intervals. Fictitious names should be used to protect confidentiality of the children. Only record what you see and hear while observing children without indicating your thoughts. Make sure you are very specific and enclose any of the child’s exact words in quotation marks. Note the time intervals every five minutes: 8:05-8:10, 7:45-7:50 etc. Observation is required to be at least 3 pages long.

**How to Complete Your Observation**

If you work in a child care center or school, you may observe children in your program but not the room in which you directly work. You will need to contact and visit a school or center-based early childhood program to complete your observation. If you are not currently working in an early childhood program or school, contact the director/principal of the program you would like to observe. Explain to the director that you are required to record an observation on children in a child care program’s environment. Set up a specific time and date with director for your observation. Please be considerate and call the center if you must change the date due to illness or emergency. A Middlesex Community College Observation Permission Policy Form (attached) is required to be signed by a Designated Administrator in the education program prior to observing any child for this assignment. During the observation appointment, ask the director if you could have samples of the early childhood program, school or child care center’s information such as a parent handbook.
Team Presentations of Developmentally Appropriate Activities for Children

Groups (2-3 people) will prepare and present an activity that encourages learning a developmentally appropriate concept for young children. It must be interactive with the “children” in the classroom. Groups must bring in all materials necessary to present an activity. Groups are required to create and display visuals and props that help children understand the concepts presented in their activities. Each group will present an activity that is appropriate for a different age group.

Story / Song or Finger Play Props

Each student is required to create at least 10 handmade props for a quality children’s book. Story/song or finger play props are visual learning aids to be implemented during the story/song or finger play activity to enhance the experience and help children understand and process the song/stories’ concepts.

Possible ideas: flannel board pieces, laminated clip art or drawn images with Velcro or magnets, or puppets of story concepts and characters. Students are expected to create props that are neat, attractive and durable for repeated use (laminate if necessary). Props help to enhance children’s learning about song, story and finger play’s concepts, characters, plot and language. When creating props, it is recommended to use dark colors on a light poster board. If letters are written on props, they need to be big enough, so people can see them (1 ½ inch or bigger.) The book and words of song/ finger play must be brought into class on the due date.

Beginning your Education Portfolio

Starting with this class, students are required to begin the development of a portfolio of their education-related work. Students are expected to begin compiling their best written assignments and syllabi for each education course together in a binder for their portfolio as they progress working on their degree. The syllabus and a clean corrected copy of written work should be placed in a 2 or 3 inch 3 ring binder with all work in plastic protector sheets. The portfolio will be reviewed at the end of the semester. Organization and neatness all create a first impression of your abilities and work. In the Supervised Field Practicum & Seminar course, students will organize their portfolio with the guidelines included in the Portfolio Representation included in this syllabus.

Plagiarism : ( Academic Policies & Procedures)

Adherence to ethical standards is obligatory. Cheating is a serious offense, whether it consists of taking credit for work done by another person or doing work for which another person will receive credit. Taking and using ideas or writings of another without clearly and fully crediting the source is plagiarism, a violation of the academic code, and if it is proven that a student, in any course in which he or she is enrolled, has knowingly committed such a violation, suspension from the course and a failing grade in the course may result. Due process is accorded to students in the event of any alleged violation of college regulations.
**Support Services**
Students are highly encouraged to seek out the resources and assistance they need in order to accomplish and do the best they can. Since there will be a good amount of reading and written work in this course, it is strongly advised that, if necessary, you seek assistance from the various supports located on campus, **FREE OF CHARGE!**

**Students with Disabilities**
The Disability Support Services offices can assist students with differing learning abilities and medical needs by providing accommodations. You must register for these services and have a documented reason for need. Students with documented disabilities who believe that they may need accommodations(s) in this class are encouraged to contact Disability Support Services at the beginning of the semester in order to ensure that such accommodations are accomplished in a timely manner. Students with different ableness (learning or physical disabilities) are encouraged to share this information with me as soon as possible, so accommodations can be provided. If you are requesting accommodations, please be sure to give me your student profile either before or after class, so that we can make the best use of your time. Students with physical disabilities are welcome to speak with me about ways to make the classroom more assessable. I am glad to consider changes such as alternative seating that will not disrupt the general work of the class.

*Bedford Campus – Building 9 (Enrollment Center)  * Lowell Campus – City Campus
Building 3rd floor (781) 280-3630 (on-campus x3630)
(978) 656-3258 (on-campus x3258)

**Bedford Campus Tutoring Services**
Students are encouraged to seek assistance with the Writing Labs. The tutoring labs are located in room 212 in the Academic Resources building on the Bedford Campus. The Writing Labs are generally open from 9:00 a.m. to 3:00 p.m. Monday through Friday. If you need assistance with any reading or writing assignments, please try to visit the labs for help early in the semester. E- Tutoring is also available. For more information, call 781-280-3724 or 978-656-3279 and/or visit the Academic Support Website: [www.middlesex.mass.edu/tutoringservices](http://www.middlesex.mass.edu/tutoringservices).

**Academic Alert Program**
This class has been selected to participate in the Strategies for Success Academic Alert Program. The program is designed to promote student success through coordination and communication between students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (in terms of attendance, test scores, or participation, for example), I will send an email message to your Middlesex email account and will tell you about my concerns ask you to meet with an academic counselor who can work with you to create a Strategies for Success Plan that will address any difficulties that you are having in the course have you take advantage of various campus support services, such academic tutoring or advising.

**Basis for Grading Student Performance:**
Assignments and course letter grades will have the values described below:

A - Exceptional performance, None or up to two absences  
B - Thorough, very good performance  
C - Adequate, average performance, 3 or more absences  
D - Inadequate performance, lowest passing grade  
F - Failure, No Credit, Poor Attendance, over 6 absences

The due dates for assignments are provided for you on the first day of class. It is your responsibility to organize your time so that assignments will be completed and turned in on the day they are due. Grades will be reduced 10% (ten points) on assignments passed in late. Assignments will not be accepted one week after due date. All work is due the last day of class. No “incomplete” grades will be given due to late assignments. I do pay close attention to the correct use of language in order to help students become more proficient, confident writers. Students are encouraged to reread assignments before passing them in to check spelling, grammar, and punctuation. Each assignment will be given a content and writing grade - content/writing. All work will be graded based on spelling, punctuation, grammar, detail and clarity of thought. All written assignments must be typed.

Students are highly encouraged to compile together and organize the course materials for this course such as storing coursework in a notebook, pocket folders, accordion file, etc. This collection will be a representation of each student’s individual work: including notes, syllabus, written assignments, and handouts to document your course work. This can be a resource to use as you work with children and continue your education.

Computer problems are not a valid excuse for late work. Emailed work will ONLY be accepted with prior approval from the instructor. The instructor cannot assume responsibility for transmission errors which may occur.

**Course Withdrawal Policy**: Students failing class may withdraw from the course by the date of the withdrawal deadline without penalty of failure. If you are withdrawing, you have to fill out a withdrawal form at the Student Information Center located in the Lowell and Bedford campuses. I will fail a student that does not follow the correct withdrawal procedure. If you are going to drop the class, please notify me by email so that I do not send an Academic Alert.

**GRADING - Method of Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Observation Log looking for specific aspects of development completed in an early childhood setting</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>10 Handmade created Props for a story, song or finger play</td>
<td>5%</td>
</tr>
<tr>
<td>Interview with Early Childhood Professional</td>
<td>15%</td>
</tr>
<tr>
<td>Partner Interview Concerning Future ECE Employment Opportunities</td>
<td>10%</td>
</tr>
</tbody>
</table>
**SERVICE LEARNING COMPONENT**

**Community Service Learning Project:**
Being involved in service learning can be an exciting and rewarding experience for students. Most placements are in schools and child care settings where students can obtain hands-on experiences with children. For students who haven’t yet worked or who are not currently working with a group of children, service-learning experiences may aid in helping you understand some of the techniques and methods used in this course and help you visualize doing activities with children in the future. Students will be expected to volunteer at least 22 hours in a community school or early childhood center over the semester (3 hours a week). Students will be given a list of placement sites. Students are encouraged to contact and set up their placements as soon as possible. Students must attend an orientation and complete and pass in all service learning paperwork.

**Service Learning Journal** is a written conversation with oneself about the new knowledge, impressions, and feelings that you develop through your experiences in Service Learning. Students who choose to participate in the service placement are expected to share their experiences about their service placements. Students are expected to write about their experiences in a journal that is passed in twice during the semester. The name of the placement site and age of children/grade is required to be included in both journal entries. Service learning students will write about their thoughts, feelings, and experiences at their community service sites in their journals. In the journal entries, discuss class topics that relate to your experiences with children. (1 ½ pages minimum and 3 pages maximum each entry.) You can describe situations or incidents that impact you positively or negatively. The 2 Service Learning journal entries are required to be typed.

The Service Learning Project is strongly encouraged, but not required. Students completing Service Learning are not required to do an observation log and creating the story props.
Method of Evaluation including Service Learning:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Interview with Early Childhood Professional</td>
<td>15%</td>
</tr>
<tr>
<td>Partner Interview Concerning Future ECE Employment Opportunities</td>
<td>10%</td>
</tr>
<tr>
<td>ECE Portfolio</td>
<td>5%</td>
</tr>
<tr>
<td>Team Presentations of Developmentally Appropriate Activities for Children</td>
<td>10%</td>
</tr>
<tr>
<td>Service Learning &amp; Journal Entries</td>
<td>20%</td>
</tr>
</tbody>
</table>

Class Participation and all Items required to be brought in for class activities up to 5 extra points

The MCC Education Department’s educational philosophy is R.E.A.C.H. Each one of the letters represents a standard that students will learn while enrolled at MCC:

R = Research: The practice of research keeps the ECE Professional current with critical data/information relevant to optimizing developmental outcomes for children of diverse backgrounds and abilities.

E = Empathy: Through empathic responses to children, families, and colleagues we model developmentally and culturally appropriate practice (DCAP), promote equity, and foster high quality relationships with all stakeholders (children, families, colleagues, community organizations, educational associations, schools etc).

A = Action: Initiating actions and engaging in advocacy which reflect high quality ECE training, research, empathy, and collaboration optimizes the growth and development of young children and is the hallmark of a professionally trained Early Childhood Educator.

C = Collaboration: Uniting with families, schools, and community agencies, Early Childhood Educators create consistency and continuity of support and care for young children.

H = Health: Through identifying and implementing educational and lifestyle practices which promote health physically, cognitively, socially, emotionally, and communicatively for young children, families, and Early Childhood Educators, we achieve meaningful, sustained holistic outcomes.

EDUCATION PORTFOLIO REPRESENTATION
SET UP FOR SUPERVISED FIELD PLACEMENT & SEMINAR COURSE

A portfolio is a representation of your personal and professional growth.

**Portfolio Set-up:**

* 3 ring, 3 inch notebook
* Cover labeled with your title (i.e. “My Portfolio”) and tasteful professional looking clip art images or purposeful, related pictures (avoid applying stickers and cartoon like pictures)
* Name, Address, and Phone Number on cover
* Dividers for labeled sections
6 sections- Table of Contents, Personal Information, Professional Knowledge and Abilities/Academic Artifacts, NAEYC Key Assessments, Professional Skills/Instructional Practices, ECE Course Syllabi

* Clipart or borders on title pages for each section
* Neat, all typed copies of assignments
* NO Handouts or handwritten work! Typed copies of all work.
* All information placed in the right sections
* Plastic protection sheets to put each page of assignments in for easy viewing
* Multiple page papers in one sleeve

Required sections that need typed labels that should be listed in the table of contents:

* Resume (put as first page-unlabeled-so when you open book you see resume)
* Table of Contents
* Personal Information:
  Transcripts
  CPR/ First Aid Certificates
  TB and MMR Results
  EEC Certification
  Reference letters
  Workshop Certificates
* Professional Knowledge and Abilities/Academic Artifacts:
  This section should contain major assignments from Education classes such as Family Interview, Indoor or Outdoor Safety Check, Health and Safety Lesson Plan, Design a Center, Multicultural Lesson, and Children’s Literature Book.
* NAEYC Key Assessments:
  This section should contain the NAEYC Key Assessments: Child Observation, Philosophy of Education, Curriculum Unit, Advocacy Research Paper and Presentation.
* Professional Skills/Instructional Practices:
  This section should contain assignments that you have presented in class, demonstrated to a group of students or children, lessons that have been evaluated another teacher, and assessments of your teaching abilities such as Student Teaching Assignments: Exercises, Activity Plans, etc., MCC Faculty Evaluations, Cooperating Teacher Observation Checklists from Practicum Site, Final Evaluation from Site, and Service Learning Experiences
* Syllabi Only from ECE Courses:
  Supervised Field Placement and Seminar
  Child Growth & Development
  Health & Safety in Early Childhood Programs
  Developmental Disabilities/Children with Special Needs
  Curriculum in Early Childhood Programs
  Planning Programs & Environments
  Infant / Toddler Program Planning
  Multicultural Issues in Early Childhood Programs
  Guiding Children’s Behavior
  Administration in ECE
  Children’s Literature
Honor Code

Middlesex Community College seeks to foster a climate for academic achievement, personal growth, and community engagement, based on a strong sense of mutual respect, integrity, and social responsibility.

As individuals, we will be honorable and accountable for our own work and actions in all that we say, write, and do. As a college, we will support and promote the integrity and well-being of our community.

I pledge to support and uphold the Middlesex Community College Honor Code as set forth below:

Rights
- Quality education and support
- Freedom of inquiry and expression
- A civil and respectful learning and campus environment
- Fair and equal treatment, including due process
- Privacy and confidentiality of academic and personal information and concerns

Responsibilities
- Respecting the rights and dignity of others
- Reporting incidents or situations that threaten or impact the safety and well-being of the college community
- Knowledge of and compliance with individual course policies and procedures
- Knowledge of and compliance with college policies, procedures, and authorities
- Compliance with federal, state, and local laws

Academic Misconduct
- Cheating
- Receiving or giving unauthorized aid
- Plagiarizing
- Misrepresenting oneself or one's work
- Lying, fabrication, and falsification
- Aiding or encouraging the academic misconduct of others

Personal Misconduct
- Disrupting class or campus activities or environments
- Harassing or otherwise interfering with the safety, rights, and freedoms of others
- Stealing from or accessory to theft from others or the college
- Misusing computer and network facilities
- Damaging, or unauthorized or inappropriately accessing records, equipment, and facilities
- Using or being under the influence of alcohol or illegal substances on campus
- Unauthorized promotion or selling of goods, services, or activities

The College's honor code applies in the classroom, on the college campuses, and at college-sponsored activities off-campus. College policies, the code of conduct, the disciplinary process, and the student grievance procedures can be found in the student handbook located online at www.middlesex.mass.edu (alternative formats available upon request).
Middlesex Community College Observation Policy

The Middlesex Community College Eight Step Observation Policy provides you with information that you will need to observe children in a school setting. The following steps must be completed by any student wishing to conduct a classroom observation. Students should plan to begin this process as early as possible as all steps must be completed prior to the date of the observation. This policy and the required steps will be reviewed by your course instructor in class. Any and all questions should be referred to your instructor prior contacting your school of choice.

The eight steps are:

Step 1. Prepare to contact the school of your choice and the particular classroom teacher your have identified. Present yourself professionally on the phone and in person. Remember that in you are representing Middlesex Community College and first impressions are extremely important.

Step 2. Describe the nature of the assignment and the time line, including the length of time needed in the classroom and the due date of the assignment to both school parties.

Step 3. Make clear that you are requesting and understand the need for permission from the school, the classroom teacher, and the parents of the children in the classroom. Underscore your knowledge and appreciation of the need for confidentiality and anonymity in the observation process.

Step 4. Provide the school with your contact information as well as the contact information for the MCC professor who has assigned the observation.

Step 5. Follow up with the school and the teacher to set a date for the observation once clearance to proceed is received.

Step 6. Provide signed school forms to the school and your MCC instructor.

Step 7. Once you have permission to observe discuss the logistics and parameters of your classroom visit with the teacher to ensure that your presence will be as unobtrusive as possible. This discussion should include a review of classroom routines and any other issues the teacher wishes to raise.

Step 8. Finally, thank the classroom teacher and any other school staff responsible for facilitating entry into the school and classroom.

This policy is intended to assist you, the classroom teacher, and the school administrator with the tools required to insure that this is a successful experience for everyone. The Observation Policy Form is attached.
TO: Education Administrators
FROM: Nancy Tyler Higgins, PhD, Chairperson of MCC Education Department
RE: Request for Student Observation

MCC students are required to observe children in a classroom setting as part of their college coursework. We appreciate your willingness to provide an opportunity for MCC students to conduct their observations and develop a clearer understanding of child development in a classroom setting.

Name of Student ___________________________ has requested to conduct an observation at the ___________________________ School/Program

Name of Designated Administrator ___________________________
Approval ___Yes/No____

Please read over the enclosed information concerning the Middlesex Community College Education Department Observation Policy and the role of the student/classroom teacher/administrator. Please fill in the date and time of the observation and return to the student. The student will provide a copy for the classroom teacher prior to the observation.

Date of Observation ___________ Time ___________

Name of the MCC Professor/Instructor ______ Sandi Regan

The name of the Public or Private Classroom Teacher ___________________________

Email of MCC Professor/Instructor ______ regans@middlesex.mass.edu

Course Number/Name/Section # ______ EDU 100 Introduction to ECE

_____________________________________________________
Signature of Designated Administrator

__________________________
Date
NAEYC Accreditation Study  
at Middlesex Community College

Publication Release Form

I grant permission to the Middlesex Community College Education Department (MCC) to use my written work listed below in the upcoming NAEYC Accreditation Study. I certify that this writing listed below is my own work.

I hereby agree to release and hold harmless The Commonwealth of Massachusetts, The Board of Higher Education, the College, and their trustees, officers, agents or employees from and against any claims, damages or liability arising from the use of my writing listed below.

I am 18 years of age and I am competent to contract in my own name. I have read this release before signing below, and I fully understand the contents, meaning and impact of this release. I understand that I am free to address any specific questions regarding this release by submitting those questions in writing to the MCC Education Department prior to signing, and I agree that my failure to do so will be interpreted as a free and knowledgeable acceptance of the terms of this release.

Title of student written work (or description)  Observation Log, Interview with Early Childhood Professional, Interview Concerning Future ECEE Employment Opportunities

Student Name  __________________________

Student ID#  __________________________

Signature  __________________________

Date  __________________________

Address  __________________________________________

Email(optional)  __________________________

Professor’s Name  ____________Sandi Regan____________________

Course  ____________EDU 100 Intro to ECE____________________

If you have questions about this form, please contact Dr. Nancy Tyler Higgins, Education and Human Services Department Chairperson Bedford House Room 106, Bedford Campus, Middlesex Community College, 591 Springs Road, Bedford, MA 01730, or by phone at (781) 280-3563.
Sample Syllabus IV

Introduction to Early Childhood Education Course Syllabus

Course Number: EDU 100

Course Description: This developmental course will provide students with an overview of early care and education programs and an introduction to the developmental and individual needs of a child. Topics include child development, theories, developmental milestones, developmentally appropriate practice, guiding children’s behaviors, effective care giving/teachers and age appropriate child- centered curriculum and environments. Note: Students placing into ENG 101 should enroll in PSY 122.


Course Goals:

a. Promote Child Development and Learning
   Understand the developmental milestones (cognitive, social, emotional and physical) from pre-birth thru age 8.
   Apply child development theory to developmentally appropriate practices.

b. Build Family and Community Relationships
   Use the college’s services and academic resources.
   Know major social issues that impact children and their families.

c. Observe, Document, and Assess to Support Young Children and Families
   Observe children in a childcare setting and record information.
   Recognize the different types of ECE programs, curriculum models, and environments.

   d. Build Meaningful Curriculum
      Learn about and use a variety of ECE resources.
      Recognize developmentally appropriate practices in ECE.

   e. Become a Professional
      Describe the effective qualities/traits/skills of an ECE professional.
      Discuss the various employment opportunities of ECE professionals.
      Gain insight into the importance of confidentiality.

Student Learning Outcomes:
At the completion of this course, the learner should be able to:

a. Interview an Early Childhood Professional about their career and education.

b. Prepare and present a developmentally appropriate concept for young children.

c. Create a prop (such as finger play, flannel pieces, or puppet) for a quality children’s book.

d. Discuss the various employment opportunities for Early Childhood Educators

e. Understand the connections among a professional’s culture, upbringing, educational experiences, and learning style, and their work with children and families.

Credits: Three credits

Required or Elective: Elective
Satisfies General Education Core or Distribution Requirement: No

Core Intensive Value: None

Prerequisite(s): Concurrent enrollment or successful completion in ENG 071 (EN 1101) or ENG 070 (EN 1102), ENG 055 (EN 2102).

Level of Course: Developmental

Topics Covered:
What is Early Childhood Education?
Learning Theories, History and Current Issues in ECE
Different Types of Programs and Environments in ECE
Physical, Motor, Psychosocial, Language, and Cognitive Development in Infancy, Toddlerhood, Preschool, and Early School Age Years
Developmentally Appropriate Practices
Meeting the Needs of Children and Parents in ECE Settings

Additional Information

1. Expect to read and review one chapter each week in the text.
2. Expect to be flexible as I will try to arrange for guest speakers to visit; so keep reading the textbook and eventually, we will return to discuss and review your readings.
3. Maintain a journal in a loose-leaf binder so that you can turn in your writings periodically. There should be at least one entry each week. The journal should focus on classroom discussion, your observations about children and families, an activity or discussion item in the textbook or something relevant to your own childhood.
4. Attendance and participation in class are very important
5. Plan to learn about the various programs in and around the community.
6. Consider identifying a local program or Early Education professional that you might wish to connect with on a regular basis to provide you with real-life experiences of teachers and programs
7. There will be ongoing assessment of your learning with periodic chapter quizzes, a midterm, and a final exam.
8. If you are going to miss class, it is important that you notify me.
9. I will use your school email and/or Blackboard to notify you; expect to check your email at least twice each week.
10. In class, please turn off your cell phone and be prepared to participate.
11. Grades are based on the following:
    a. Attendance 20%
    b. Class participation and involvement 25%
    c. Journal 15%
    d. Exams and/or projects 40%

The following is the listing of the chapters in the text. Note that at our first class, we will begin to get to know one another, learn about MCC’s approach (REACH) and review this material.
Chapter 1  You and Early Childhood Education  
Chapter 2  Early Childhood Education Today  
Chapter 3  History and Theories  
Chapter 4  Implementing Early Childhood Programs  
Chapter 5  Standards and You  
Chapter 6  Observing and Assessing Young Children  
Chapter 7  Infant and Toddlers  
Chapter 8  The Preschool Years  
Chapter 9  Kindergarten Today  
Chapter 10  The Early Elementary Grades: 1 – 3  
Chapter 11  Educating Children with Diverse Backgrounds and Special Needs  
Chapter 12  Guiding Children’s Behavior  
Chapter 13  Parents, Families, and the Community.

REACH Conceptual Framework:  
Child Growth is a required class under the auspices of the Education Department. The Conceptual Framework, which has the acronym REACH, describes the necessary skills for teachers.  
- **R** = Research: The practice of research keeps the ECE Professional current with critical data/information relevant to optimizing developmental outcomes for children of diverse backgrounds and abilities.  
- **E** = Empathy: Through empathic responses to children, families, and colleagues we model developmentally and culturally appropriate practice (DCAP), promote equity, and foster high quality relationships with all stakeholders.  
- **A** = Action: Initiating actions and engaging in advocacy which reflect high quality ECE training, research, empathy, and collaboration optimizes the growth and development of young children and is the hallmark of a professionally trained Early Childhood Educator.  
- **C** = Collaboration: Uniting with families, schools, and community agencies, Early Childhood Educators create consistency and continuity of support and care for young children.  
- **H** = Health: Through identifying and implementing educational and lifestyle practices which promote health physically, cognitively, socially, emotionally, and communicaatively for young children, families, and Early Childhood Educators, we achieve meaningful, sustained holistic outcomes.

Course Policies

Attendance:  
Attendance is required at every class and is defined as being on time, prepared for class and participating throughout the lesson. Should an emergency occur and you cannot attend class, it is your responsibility to email the instructor AND get all the class notes and assignments. Keep in mind that attendance and participation count for 10% of your grade. Students are allowed to miss no more than 25% of class content. Students that miss 25% or more class content will be asked to academically withdraw. More than 30% of missed class time, will result in an automatic final course grade of F. Two late arrivals and/or two early departures will be counted towards a missed class meeting. I will respectfully listen to your excuse as to why you may be tardy or leave early. Please remember, that even though I am extending a courteous ear to your
Excuse, it does not mean that I agree with your decision. As an adult learner, you make your own decisions and are responsible for your own actions. If you are absent on the day a quiz is given, the make-up quiz has to be taken at the beginning of the next class meeting without exceptions. If you are absent on the day of an assignment is due, you will be penalized one full grade for late work, if you have not notified me and it is not submitted at the beginning of the next class.

Communication:
I am available to address any concerns or questions that you may have. I encourage you to contact me as soon as an issue arises, not after you are experiencing difficulties. I am available before or after class if your issue is of a personal nature. Email is the most reliable way to reach me. I will always send a response when I get an email, if you did not get a reply, I did not get your email. I will contact students ONLY the MCC email system. It is recommended that students check their MCC email at account at least twice a week on a regular basis. Make sure to put your name, class day and time in the subject line of an email.

Code of Conduct:
I feel it is my responsibility to model and support a code of classroom conduct that emphasizes courtesy, respect, confidentiality, and sensitivity. To accomplish these goals I ask students to observe the following guidelines:
- Arrive for class on time and prepared - have notebook, pencil/pen and homework
- Read required chapters in textbook before class and come prepared to participate in class discussions
- Ask questions to understand information and clarify points
- Use active listening skills and avoid engaging in distracting side conversations
- Allow all students to participate in class discussions; avoid monopolizing conversations
- Respect diversity of opinion and experience; maintain an unbiased approach
- Give whoever is talking your undivided attention
- Respect confidentiality by omitting identifying information such as child’s name and program names in written assignments and classroom discussions
- Personal experiences shared with the class should stay in the classroom and not be discussed outside of the classroom
- Demonstrate a spirit of cooperation towards instructor and peers

Cell Phone/ Laptop Computers /Internet Access:
Digital equipment can disrupt a learning environment. Cell phones must be turned off or set to vibrate and should be stored out of site, during class time. Please speak to me BEFORE class if you are expecting an urgent call. If you answer an emergency call, the conversation must take place out of the classroom. Laptops can be used for note-taking purposes and legitimate class activities. Students are not permitted to engage in personal activities during class, including but not limited to: checking email, visiting social networks, participating in Instant Messaging, text messages, or chatting. Videotaping an instructor, without permission of instructor, is against Massachusetts state laws.

Students with Disabilities:
The Disability Support Service Office can assist students with differing learning abilities and medical needs by providing educational accommodation plan. You must register for these services and have a documented need. If you are on an educational plan, it is important that
students share learning accommodations with instructors at the beginning of the semester, within two weeks of the start of class, whenever possible, so accommodations can be made.

**Early Alert Program:**
This class has been selected to participate in the Strategies for Success Early Alert Program. The program is designed to promote student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (in terms of attendance, test scores, or participation, for example), I will:
- send an email message to your Middlesex email account and will tell you about my concerns
- asks you to meet with an academic counselor who can work with you to create a Strategies for Success Plan that will address any difficulties that you are having in the course
- have you take advantage of various campus support services, such academic tutoring or advising.

**Tutoring Centers:**
Academic support/tutoring is available, free of charge, to all students in many subjects. Tutoring Centers are located at both the Bedford and Lowell campuses. Each Center provides a challenging and supportive environment, offering drop-in and individual appointments, depending on the subject matter. Professional and peer tutors staff the Writing, Reading/Study Skills, Math, Science and Accounting/Business/Economics Tutoring Centers. Tutors assist students with assignments and projects, lead study groups, and provide guidance in the use of computers and other multimedia. Students are encouraged to take advantage of all the support early in the semester. Online tutoring is also offered in many subjects. Tutoring hours and locations differ from campus to campus. Students can also access computers and computer tutoring/support in the Academic Support Centers, Library and in the Language Arts Center in Lowell. For more information, call 781-280-3724 or 978-656-3279 and/or visit the Academic Support Website: www.middlesex.mass.edu/tutoringservices.

**Assignment Expectations**

**Written Guidelines:**
Written assignments must be turned in on the appropriate due date for maximum credit. Familiarize yourself with the following written guidelines when turning in papers:
- Typed and double spaced (unless indicated on the assignment)
- Arial or New Times Roman font no bigger than 12-point font size
- Margins on top and bottom; 1.25 margins on left and right
- Properly written and proofread; I suggest using grammar and spell check
- Pages stapled and not in any fancy folders
- Cover page with title, name of student, course name and section number and instructors name
- Paper has required number of full pages
- Papers submitted electronically must be in .rtf, .doc, or .docx formats
- Sources documented in MLA or APA format
**Late Assignment Policy:**
It is the responsibility of the student to keep track of all required assignments and due dates. Any papers turned in after the end of class on the due date, will result in the grade will be reduced by one full grade. No papers will be accepted past deadline, unless you meet the requirements above regarding absence from class.

**Computer Issues:**
Computer issues are not a valid excuse for late work. If you computer breaks or gets a virus, MCC has computer labs for you use. If you are having printer issues, with permission, you may submit the paper electronically. Assignments can be turned in electronically via Blackboard pending my approval or submitted to me. Students submitting items electronically must check in Student Tools, My Grades after submission to see if items were sent correctly. Assignments will not be accepted by email. I cannot assume responsibility for transmission errors, which may occur.

**Course Withdraw Policy:**
Students failing class may withdraw from class but there is a deadline to withdraw without penalty of failure. If you are withdrawing, you have to fill out a withdraw form at the Student Information Center located in the Lowell and Bedford campuses. I will fail a student that does not follow the correct withdraw procedure. If you are going to drop the class, please notify me by email so that I do not send an Early Alert.

**Honor Policy:**
Adherence to ethical standards is obligatory. Cheating is a serious offense, whether it consists of taking credit for work done by another person, or doing work for which another person will receive credit. Taking and using ideas or writings of another without clearly and fully crediting the source is plagiarism, a violation of the academic code, and if it is proven that a student, in any course in which he/she is enrolled, has knowingly committed such a violation, suspension from the course and a failing grade in the course may result. Due process is accorded to students in the event of any alleged violation of college regulations. A copy of the MCC Honor Policy is found in the attachment section.

**Service Learning:**
Service Learning is an educational experience that integrates community service with classroom instruction. Students are encouraged to participate in Service Learning as part of this course. Students are required to spend 22 hours a semester (2-3 hours a week) at their community site working with children in preschool and elementary schools for 11 weeks during the semester. Students are also responsible for reflecting on their service-learning work and relating it to what they learn in their classes and textbooks. In exchange for completing community service and service learning journals, students participating in Service Learning, will not be required to take the final examination.

You can reach me at 978-834-1216 or schwartzs@middlesex.mass.edu
List of Relevant Web Sites for EDU 100

- Connected Beginnings - www.connectedbeginnings.org
- Council for Exceptional Children – www.cec.sped.org
- Harvard’s Center for the Developing Child – www.developingchild.harvard.edu
- Head Start – www.nhsa.org
- MA Dept. of Education – www.doe.mass.edu
- MA Dept. of Early Education and Care – www.mass.gov/eecc
- MA Association for the Education of Young Children – www.massaeyc.com
- National Assoc. for the Education of Young Children – www.naeyc.org