

EDEC 4010/EDEC 4010L
Orientation to Early Childhood Education
Spring 2003

Thursday 8:00am to 8:55am
Room 418 Aderhold Hall

Instructors

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To teachers, the heart of good teaching is not in management or decision-making or pedagogical content knowledge. No, the essence of good teaching is in the arena of human relationships. Teaching is good when a class becomes a community of honest, nurturant and mutually respectful people. Experienced teachers treasure the moments and the memories of times when laughter, compassion, and surprise described their day or year.” (Christopher M. Clark, *Thoughtful Teaching*, Teachers College Press, 1995)

Course Description

Translation of theories about how children learn into ideas for application in the classroom. Bases for developmentally appropriate practices are examined in light of the students' own experiences as learners.

Objectives

Students will:

1. Gain an understanding of the purposes, processes, and structure of Early Childhood Education programs.
2. Explore what it means to be a teacher by relating field experience to readings and/or class discussions.
3. Formulate an understanding of children's learning and development by utilizing both field experience and readings/class discussions.
4. Develop insight into what and how to teach children in order to make their experience in school meaningful.
5. Utilize computer applications, such as electronic mail and list serves, to communicate with instructors and classmates.

Texts

1. Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College. (Available at UGA bookstore)
2. Bel-Jean Packet (163 E. Broad St., Phone: 548-3648).

Requirements for 4010

Non-graded Requirements:

Attendance and punctuality:

Students will be expected to be present and on time for each session. Class will begin promptly at 8:00am and end at 8:55am. Late arrival will constitute an absence. Please note: Students who miss more than 3 classes will receive a failing grade.

Establishing a respectful learning community:

Class discussions and sharing are an important component of this course. It is important that all members of our learning community feel respected and valued. Consequently, we will stress the significance of respecting all members of the learning community, including personal views, values, experiences, cultural backgrounds, and learning styles. Please come prepared to participate in discussions and activities by bringing all related materials(textbooks, etc.) and remembering to turn off cellular phones or pagers.

Electronic mail and list serve:

Because of the role technology now plays in our profession, we will often utilize electronic methods of communicating. Beginning the 3rd week of class, a 4010 list serve will be established. You will be responsible for all messages posted on the list serve so be sure to check it regularly.

Graded Requirements:

Participation:

Students will be expected to play an active, hands-on role in all class discussions and activities. (10 points)

Quizzes:

You will be required to read assigned material before class and to be prepared to critically reflect on and discuss those readings in class. Ten times during the semester there will be brief in-class quizzes on assigned readings. (5 * 10 = 50 points)

Reflection papers:

Students are required to submit two reaction papers (typed, double-spaced, 2 pages each) throughout the course of the semester. Please note the following guidelines:

Select a topic discussed in classes and write a thoughtful reflection. Be sure to relate readings, class discussions, your own experiences, and the field experiences in both reflections.

The first paper due is March 13th and the second one is April 24th. (2 * 20 = 40 points)

Grading:

Although non-graded requirements are not scored on the point scale below, they will be considered when assigning final course grades. Be sure to pay close attention to the attendance and punctuality policy described above.

A: 85-100 points on graded requirements

B: 75-84 points on graded requirements

C: 65-74 points on graded requirements

D: 55-64 points on graded requirements

F: less than 55 points on graded requirements or more than 3 absences

Requirements for 4010L

Nametags: You will be expected to wear official UGA nametags during all field visits. The cost of each nametag is \$7.00 and is due during our second class (January 16th). Please make checks payable to Thomas Van Soelen.

Field Experience:

You are required to visit Whit Davis Elementary School/ Fowler Drive Elementary School each week, beginning January 23rd. Each visit should be at least one hour long and have approximately 15 times visiting. You will be assigned to a class and your responsibilities in the classroom will be decided by your mentor teacher. You are required to write 5 reflections (typed, double-spaced, 1 pages each) on your experiences in the classroom over the course of the semester and to keep a log (attached) of your visits. Please note the following guidelines:

During your field experience we want you to focus on what you are learning about how students learn. Think about the activities, what their goals are and how these activities and materials work for the students (and how they work differently with different students). You can also reflect on this program and compare it to your own experiences as a student and/or to other approaches to teaching that you might have encountered during your previous pre-professional experiences.

We encourage you to reflect on what you thought of these experiences. You can talk about how this field experience extends, contradicts, or confirms what you thought about teaching and learning. Have you changed your mind about something after these experiences in the field? In that case, why? And finally; what are you wondering about now? Be sure to include the place, date, and time of the observation session. Please do not use children's names in your reflections. If necessary, initials or pseudonyms will suffice.

Grades:

Your 4010L grade will depend on your attendance in the field and completed reflections.

The due date for the log sheet is April 29th and the reflection papers are to be submitted by February 13th, March 6th, March 27th, April 17th, and April 29th respectively.

EDEC 4010/4010L FIELD EXPERIENCE LOG SHEET

NAME: _____ **LOCATION:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Mentor Teacher Signature _____

Comments (not required) _____

Course Schedule

Week 1: January 9th

Topic: Introduction to course and review of syllabus

Week 2: January 16th

Topic: Why teach? What does it mean to be a teacher?

Objective: Through examination of personal reflections, we discuss our perceptions of what it means to be a teacher.

Due: Payment for the nametag (\$7)

Week 3: January 23rd

Orientation at Whit Davis/ Fowler

Week 4: January 30th

Topic: Why teach? What is it like to be a teacher? (Cont.)

Objective: Through examination of both literature written by practicing teachers and our personal reflections, we explore the myth and challenge of teaching.

Readings: Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Preface & Chapter 1)
Kane, P. R. (1991). *The first year of teaching: Real world stories from America's teachers*. New York: Penguin Books. (Chapters 6 & 12)

Week 5: February 6th

Topic: Observing children

Objective: Through examination of both literature written by teachers and personal reflections on the field experience, we discuss how to understand children through observations.

Readings: Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Chapter 2)
Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann. (Chapters 1&5)

Week 6: February 13th

- Topic:** **Listening to children**
- Objective:** Through examination of both literature written by a teacher and personal reflections on the field experience, we explore how to understand children through listening to them.
- Readings:** Paley, V. G. (1986). On listening to what the children say. *Harvard Educational Review*, 56(2), 122-131.
Paley, V. G. (1981). *Wally's stories: Conversations in kindergarten*. Cambridge, MA: Harvard University Press. (pp. 108-126 & Appendix)
- Due:** **Lab Reflection Paper**

Week 7: February 20th

- Topic:** **Children “at-risk”**
- Objective:** Through examination of the related literature and personal reflections on the field experience, we examine the discourse on children at-risk and explore meaningful experiences for these children’s learning and development.
- Readings:** Cuban, L. (1989, June). The ‘at-risk’ label and the problem of urban school reform. *Phi Delta Kappan*, 780-801.
*Waxman, H. C., Walker de Felix, J., Anderson, J. E., & Baptiste, H. P. (1992). *Students at risk in at-risk schools*. Newbury Park, CA: Corwin Press. (Chapter 2) → **Optional**

Week 8: February 27th

- Topic:** **Children with special needs**
- Objective:** Through examination of literature and personal reflections on the field experience, we discuss what it is like to be a child with a special need in a given context and how to help his/her learning and development.
- Readings:** Metcalf, S. D. (1998, March). Attention Deficits. *Lingua Franca* 60-64.
Berube, M. (1994, December). Life as we know it: A father, a son, and genetic destiny. *Harpers Magazine*, 41-51.

Week 9: March 6th

- Topic:** **Families and communities as resources for understanding children**
- Objective:** Through an examination of both the related literature and personal reflections on the field experience, we explore how to work with children from diverse cultural and economic backgrounds and understand the influences beyond the school doors that affect children's lives.
- Readings:** Lake, R. (1990, September). An Indian father's plea. *Teacher Magazine*, 48-53.
Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
*Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann. (Chap.2)
→ **Optional**
- Due:** **Lab Reflection Paper**

Week 10: March 13th

- Topic:** **Children in poverty**
- Objective:** Through an examination of both the related literature and personal reflections on the field experience, we explore how to work with children from diverse cultural and economic backgrounds and understand the influences beyond the school doors that affect children's lives.
- Readings:** Kozol, J. (1990, Winter/Spring). The new untouchables. *Newsweek Special Issue*, 48-53.
Quint, S. (1994). *Schooling homeless children: A working model for America's public schools*. New York: Teachers College Press. (Chapters 1, 2, 10).
*Kotlowitz, A. (1992). *There are no children here: The story of two boys growing up in the other America*. New York: Anchor Books. (pp. 59-76) → **Optional**
- Due:** **Reflection Paper**

Week 11: March 20th
Spring Break

Week 12: March 27th

- Topic:** **The fast-track children**
- Objective:** Through an examination of both the related literature and personal reflections on the field experience, we explore how to work with children from diverse cultural and economic backgrounds and the influences beyond the school doors that affect children's lives.
- Readings:** Brooks, A. A. (1990, April). Educating the children of fast-track parents. *Phi Delta Kappan*, 71, 612-615.
Elkind, D. (1988). *The hurried child: Growing up too fast too soon*. Reading, MA: Addison Wesley. (Chapters 7)
- Due:** **Lab Reflection Paper**

Week 13: April 3rd

- Topic:** **What and how to teach: Developmentally appropriate practice**
- Objective:** Through examination of the related literature, we explore different views of children's developmental processes and the discourse on developmentally appropriate practice.
- Readings:** *Walsh, D. J. (1991). Extending the discourse on developmentally appropriate practice. *Early Education and Development*, 2(2). 109-119. → **Optional**
Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (revised ed.). Washington, DC: NAEYC. (Chapters 1) **Chapter 2 is Optional**

Week 14: April 10th

- Topic:** **Developmentally appropriate practice (Cont.)**
- Objective:** Through examination of the related literature, we explore different views of children's developmental processes and the discourse on developmentally appropriate practice.
- Readings:** *Walsh, D. J. (1991). Extending the discourse on developmentally appropriate practice. *Early Education and Development*, 2(2). 109-119. → **Optional**
Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (revised ed.). Washington, DC: NAEYC. (Chapters 1) **Chapter 2 is Optional**

Week 15: April 17th

- Topic:** **What and how to teach: Building bridges**
- Objective:** Through examination of literature and personal reflections on the field experience, we explore how to help children make a connection between what they already know and what they yet to know.
- Readings:** *Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Chapter 4) → **Optional**
Haberman, M. (1991, December). The pedagogy of poverty versus good teaching. *Phi Delta Kappan* 290-294.
- Due:** **Lab Reflection Paper**

Week 16: April 24th

- Topic:** **What and how to teach: Anti-bias curriculum and teaching**
- Objective:** Through examination of literature and personal reflections on the field experience, we analyze our own beliefs about the world and children's learning and development.
- Readings:** Pang, V. O. (1994, December). Why do we need this class?: Multicultural education for teachers. *Phi Delta Kappan*, 289-292.
*Byrnes, D. A., & Kiger, G. (Eds.). (1992). *Common bonds: Anti-bias teaching in a diverse society*. Wheaton, MD: Association for Childhood Education International. (Chapter 2) → **Optional**
- Due:** **Reflection Paper**

Week 17: April 29th

- Topic:** **The journey of becoming a teacher**
- Objective:** We revisit the questions of why teach and what it means to be a teacher by reading the related literature and sharing the personal journey of becoming a teacher.
- Readings:** Paley, V. G. (2000). *White teacher* (3rd ed.). Cambridge, MA: Harvard University Press. (Preface & pp. 22-45)
*Ayers, W. (2001). *To teach: The journey of a teacher* (2nd ed.). New York: Teachers College Press. (Chapters 7&8) → **Optional**
- Due:** **Lab Reflection Paper**
Log Sheet