

***Preparing professionals for changing educational contexts***

Department of Educational and Clinical Studies  
College of Education  
University of Nevada, Las Vegas

- I. Prefix and Number:** ECE 722
- II. Title:** Theoretical Bases of Early Childhood Education
- III. Credit:** 3 hours
- IV. Semester:**
- V. Instructor:**
- IV. Office Location**
- VII. Office Hours:**
- VIII. Telephone and Email:**
- IX. Prerequisite Course(s):** None

**X. Course Description:**

This course provides an examination of the underlying theories and perspectives supporting early childhood education. The course places an emphasis on the theoretical foundations for early childhood education and the application of developmental theories across domains.

**XI. Course Objectives:**

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 6.0 Assessment
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practices
- Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:

- Standard 1: Promoting Child Development and Learning
- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children
- Standard 4: Using Developmentally Effective Approaches
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- Standard 6: Becoming a Professional
- Standard 7: Field Experiences

## **ECE-722 Theoretical Bases of Early Childhood Education**

**Knowledge** (Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge).

1. *Examination of the underlying theories and perspectives supporting early childhood education. InTASC1.d, InTASC2.g, InTASC3.k, InTASC4.k, NAEYC1.a, NAEYC1.b, NAEYC1.c*

*Measurement/Evaluation: Discussion Postings and Parent Poster/Brochure*

**Performance (Skills)** (The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.).

1. *Theoretical foundations for early childhood education and the application of developmental theories across domains. . InTASC5.a, InTASC8.h, NAEYC 1.c*

*Measurement/Evaluation: Discussion Postings and Parent Poster/Brochure*

**Disposition(s)** (Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.). NAEYC 1.c and InTASC 9, 10

1. *Examination of the underlying theories and perspectives supporting early childhood education. InTASC9.n, NAEYC 1.c*

*Measurement/Evaluation: Discussion Postings and Personal Reflection*

## **ECE-722 Theoretical Bases of Early Childhood Education**

### **XII. Texts, readings and instructional resources:**

#### ***Required Texts:***

Crain, W. (2010). *Theories of development: Concepts and applications* (6<sup>th</sup>). Englewood Cliffs, NJ: Prentice Hall.

#### ***Supplemental Readings:***

Bouton, M. E. (2009). Behaviorism, thoughts, and actions. *British Journal of Psychology*, 100(1a), 181-183. doi:10.1348/000712609X415140

Derra, A. (2008). Explicit and implicit assumptions in Noam Chomsky's theory of language. *Forum Philosophicum: International Journal for Philosophy*, 13(1), 83-101.

Dodd-Nufrio, A. (2011). Reggio Emilia, Maria Montessori, and John Dewey: Dispelling Teachers' Misconceptions and understanding theoretical foundations. *Early Childhood Education Journal*, 39(4), 235-237. doi:10.1007/s10643-011-0451-3.

Fox, E. & Riconscente, M. (2008). Metacognition and self-regulation in James, Piaget, and Vygotsky. *Educational Psychology Review*, 20(4), 373-389.

Hoare, C. H. (2005). Erikson's general and adult developmental revisions of Freudian thought: "Outward, Forward, Upward". *Journal of Adult Development*, 12(1), 19-31. doi:10.1007/S10804-005-1279-0

Leichtman, M. (1998). The Rorschach contributions of Ernest Schachtel: Uncommon sense, phenomenology, and the testing relationship. *Journal of Personality Assessment*, 71(2), 149-159.

Platz, D., & Arellano, J. (2011). Time tested early childhood theories and practices. *Education*, 132(1), 54-63

## **ECE-722 Theoretical Bases of Early Childhood Education**

### **XIII: Assignments, evaluation procedures, grading policy, and student expectations**

#### **Academic Requirement**

1. **Readings and actively participating in class discussions**

2. **Personal Reflection ~ Due Nov. 14 ~ Primary Assignment**

Students will trace their own development in a narrative. The narrative must be comprehensive in scope and incorporate multiple theories discussed in this course (i.e., Skinner, Vygotsky, Piaget, Gesell, Montessori, Kohlberg, Erikson) as they apply across domains (cognitive, communicative, social/emotional, physical, and adaptive/self-help). Reflection papers will be graded on integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency **(50 points)**

3. **Observation Reflections ~ Due Nov. 15**

Observation of young children is fundamental when developing a thorough understanding of early childhood theories. Observations will be completed using early childhood sites (preschool to 2<sup>nd</sup> grade) individually chosen by the student. Students will observe a group of students (preschool to 2<sup>nd</sup> grade aged children) in a setting for a minimum of thirty (30) minutes and apply individual designated theorists to their observation.

Students will write a one page summary of their observation.

Students will also complete descriptions of how theorist's ideas (theory) can be applied to the observation. Descriptions, based on to your observation, will reflect the following theorists: Bandura, Piaget, Gessell, Erikson, and Vygotsky.

Your responses should be similar in format. For each theorist (Bandura, Piaget, Gessell, Erikson, and Vygotsky) detail how each theory of child development was connected to, or could be recognized, within the activities of the children you observed or the behaviors of the educators supervising the children. This response should be no more than 2 pages for each theorist for a total of 10 pages. **(100 points)**

## ECE-722 Theoretical Bases of Early Childhood Education

### 4. Parent Power Point Presentation ~ Due November 15

Students will create a “Power Point Presentation” to communicate the connection between theories and child development for parents. The “Power Point Presentation” should:

- focus on a specific age group (i.e., Preschoolers, Kindergarten age, Primary age.)
- address at least three domains of development (i.e., cognitive, social, physical)
- connect the developmental domain with at least three specific theories which addresses the domain (i.e., Piaget, Vygotsky, Chomsky, etc.)

All “Power Point Presentations” should be comprehensive in scope, aesthetically pleasing, include language appropriate for the target audience of parents and families and appropriate references. **You will be expected to present this Powerpoint Presentation to the class (50 points)**

### Administrative Requirements

1. All assignments are due on the day indicated in the course schedule. One point will be deducted for each day an assignment is late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).
2. A grade of "Incomplete" will be granted only if the student has:
  - completed 75% of the course,
  - earned a grade of "B" or better at the time the "Incomplete" grade is requested, and
  - requested an "Incomplete" grade for personal or academic reasons deemed **extraordinary** by the instructor.
  - the student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.
3. All exams and assignments are due on the day (and by the specific time) indicated in the course schedule. One point will be deducted for each day an assignment is late.
4. All assignments **MUST** be typed and double-spaced using MSWord. Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, and appearance and APA 6<sup>th</sup> Edition standards should be applied to all papers.

**ECE-722 Theoretical Bases of Early Childhood Education****Grading Policy:**

Final grades for the course will be determined based on the total number of points earned.  
Grades with associated point totals are:

A	190 – 200	C	146 – 153
A-	180 – 189	C-	140 – 145
B+	174 – 179	D+	134 – 139
B	166 – 173	D	126 – 133
B-	160 – 165	D-	120 – 125
C+	154 – 159	F	119 or less

**ECE-722 Theoretical Bases of Early Childhood Education****XIV: Class Schedule:**

<b>Oct. 24</b>	<b>Course Introduction</b>	
<b>Oct. 25</b>	<b>History of Early Childhood Education Early Theories: Preformationism, Locke, &amp; Rousseau Gesell's Maturation Theory</b>	<b>Chapt. 1 Chapt. 2</b>
<b>Oct. 31</b>	<b>Montessori's Educational Philosophy</b>	<b>Chapt. 4</b>
<b>Nov. 1</b>	<b>Piaget's Cognitive-Developmental Theory Kohlberg's Stages of Moral Development Bandura's Social Learning Theory</b>	<b>Chapt. 6 Chapt. 7 Chapt. 9</b>
<b>Nov. 7</b>	<b>Learning Theory: Pavlov, Watson, &amp; Skinner Vygotsky's Social-Historical Theory of Cog Development</b>	<b>Chapt. 8 Chapt. 10</b>
<b>Nov. 8</b>	<b>Freud's Psychoanalytic Theory Erikson and the Eight Stages of Life Autism and A case Study in Psychoanalytic Treatment: Bettelheim on Autism</b>	<b>Chapt. 11 Chapt. 12 Chapt. 14</b>
<b>Nov. 14</b>	<b>Chomsky's Theory of Language Development Humanistic Psychology and Developmental Theory Personal Reflection due</b>	<b>Chapt. 17 Chapt. 18</b>
<b>Nov. 15.</b>	<b>Presentations Power Point Presentation due Observation Reflection due</b>	

**ECE-722 Theoretical Bases of Early Childhood Educatio*****Personal Reflection Assignment Rubric (50 points possible)***

<b>Proficiency</b>	<b>Format (organization and clarity of ideas) and Completeness of Information</b>	<b>Instructor Comments</b>
<b>Exceeds Expectations</b>  <b>45-50 points</b>	<ul style="list-style-type: none"> <li>● Clear and logical sequence and order</li> <li>● Easy to follow</li> <li>● Typed using appropriate APA</li> <li>● Appropriate grammar and spelling</li> <li>● Provides sufficient information for “blind” comprehension</li> <li>● Introductory and summary information is present and complete</li> <li>● Narrative includes an appropriate discussion of applicable theories</li> <li>● Information/content reviewed is exemplary</li> </ul>	
<b>Meets Expectations</b>  <b>40-44 points</b>	<ul style="list-style-type: none"> <li>● Somewhat logical sequence and order</li> <li>● Difficult to follow</li> <li>● Typed with some APA errors</li> <li>● Minimal grammar and spelling errors</li> <li>● Provides sufficient information</li> <li>● Introductory and summary information is present</li> <li>● Narrative includes an minimal discussion of applicable theories</li> <li>● Information/content reviewed is acceptable</li> </ul>	
<b>Below Expectations</b>  <b>39 points or less</b>	<ul style="list-style-type: none"> <li>● No logical sequence and order</li> <li>● Can't follow</li> <li>● Not typed or not in APA format</li> <li>● Poor grammar and spelling</li> <li>● Insufficient information provided</li> <li>● Introductory and/or summary information missing</li> <li>● Narrative does not include a discussion of applicable theories</li> <li>● Information/content review is unacceptable</li> </ul>	

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the

discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.