

“Preparing professionals for Changing Educational Contexts”

Department of Special Education
College of Education, University of Nevada, Las Vegas

- I. Prefix & Number:** ECE-709
II. Title: Investigations in ECE
III. Credit: 3 hours
IV. Semester/Time/Location:
V. Instructor:
VI. Office Location:
VII. Office Hours:
VIII. Telephone/Email:
IX. Prerequisite Courses: Graduate Standing

X. Course Description:

This course is primarily concerned with current practices, methods and trends and issues in the field of early childhood education

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

XI. Course Objectives:

Knowledge

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

1. Examine an overview of the history of early childhood education
(**InTASC4.j, NAEYC6.d**)
Measurement/Evaluation: Midterm exam
2. Understand the socio-cultural, historical, and political forces that influence the diverse delivery systems. (**InTASC4.m, NAEYC2a, NAEYC2b, NAEYC6.a, NAEYC6b, NAEYC6d, NAEYC6e**)
Measurement/Evaluation: Midterm exam
3. Demonstrate knowledge of the current issues and research findings in early Childhood education. (**InTASC4.n, NAEYC2a, NAEYC6b, NAEYC6d**)
Measurement/Evaluation: Midterm, Team Project
4. Describe and evaluate trends in early childhood education. (**InTASC4.j, NAEYC6a, NAEYC6b, NAEYC6d, NAEYC6e**)
Measurement/Evaluation: Journal Articles and Team Project
5. Extend and develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.
(**InTASC1.d, InTASC2.g, InTASC5.i, InTASC7.a, NAEYC1a, NAEYC1b, NAEYC2a, NAEYC3a, NAEYC4a, NAEYC4c, NAEYC5a, NAEYC5b, NAEYC5c,**)
Measurement/Evaluation: Midterm

Performance (Skills)

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

1. Identify components which characterize established and exemplary early childhood programs. (**InTASC1.b, InTASC2.a, InTASC4.a, InTASC5.b, NAEYC1a, NAEYC1b, NAEYC2a, NAEYC2b, NAEYC2c, NAEYC3a, NAEYC4a, NAEYC4c, NAEYC5a, NAEYC5b, NAEYC5c, NAEYC6a, NAEYC6b,**)
Measurement/Evaluation: Midterm
2. Classify and evaluate different types of preschool programs from a child development context. (**InTASC4.a, NAEYC1a, NAEYC1b, NAEYC1c, NAEYC2a, NAEYC4b, NAEYC4c, NAEYC6d**)
Measurement/Evaluation: Midterm

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3. Examine and demonstrate research knowledge related to early childhood curriculum and program evaluation. (**InTASC4.a, NAEYC6a, NAEYC6b, NAEYC6d, NAEYC6e**)
Measurement/Evaluation: Midterm
4. Examine alternative perspectives regarding central issues in early childhood education. (**InTASC4.i, NAEYC6a, NAEYC6b, NAEYC6c, NAEYC6d, NAEYC6e**)
Measurement/Evaluation: Team Project
5. Demonstrate the ability to work collaboratively as a member of a team with colleagues and other professionals to achieve goals for children and families. (**InTASC9.c, InTASC10.c, NAEYC6a, NAEYC6b, NAEYC6c, NAEYC6d, NAEYC6e**)
Measurement/Evaluation: Team Project

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.

1. Identify the role of parents and parent education plays in early childhood education programs. (**InTASC10.d, NAEYC2a, NAEYC2b, NAEYC2c**)
Measurement/Evaluation: Team Projects
2. Develop knowledge and skills required to serve as a mentor and a model of professional behavior. (**InTASC10.b, NAEYC6a, NAEYC6b, NAEYC6c, NAEYC6d, NAEYC6e**)
Measurement/Evaluation: Team Project
3. Engage in reflective inquiry and demonstrate professional self-knowledge, for example by collecting data about one's own practice and articulating a personal code of professional ethics. (**InTASC10.a, NAEYC3a, NAEYC3b, NAEYC3c, NAEYC3d, NAEYC4d**)
Measurement/Evaluation: Team Project

XII. Suggested Resources:

Required Textbook(s):

Paciorek, K.M., (2016). *Annual editions: Early childhood education*, 36e, Guilford, Connecticut: Dushkin Publishing Group, Inc.

XIII. Course Requirements and Grades:

Course Requirements:

1. Reading text and actively participating in class discussions.
2. Research Project (See supplement)
3. 2 Journal Articles related to early childhood education (See supplement)
4. Annual Editions Article Review Form
2 written reviews (See supplement) 1 posted article (summary/reflection)
5. Midterm
6. Consistent attendance is required. Three absences will result in an administrative drop or an F.

Paper not meeting adequate writing proficiency standards will not be accepted. Students are expected to proofread papers carefully before submitting them to the instructor. Spelling, punctuation, typographical and grammatical errors and organizational problems will result in the grade being lowered by one or more letter grades. Poorly written papers may also be returned to students for rewriting.

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Grading

Journal Conference	10%	
Journal Articles	20%	(Presentation of Annual Editions)
KWL Research Paper	40%	
Annual Articles	10%	(Annual Editions)
Midterm	20%	

A	96
A-	93
B+	89
B	86
B-	83
C+	79
C	76
C-	72
D+	69
D	65
D-	60

Supplemental Readings:

Bredenkamp, S. (1986). Position statement on developmentally appropriate practice in early childhood programs serving children from birth through age eight. *Young Children*, 41, 52-66

National Association for the Education of Young Children, (1991). Guidelines for appropriate curriculum and content and assessment in programs serving children from birth through age eight. *Young Children*, 46, 21-38.

National Association for the Education of Young Children, (1990). NAEYC position statement on school readiness. *Young Children*, 46, 21-23

National Association for the Education of Young Children, (1990). Early childhood teacher certification. *Young Children*, 46, 16-21.

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SPECIAL NOTES * IMPORTANT PLEASE READ *

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). 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/>.

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). 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/>.

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>.

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XIV. Class Schedule

<u>Dates:</u>	<u>Topics</u>
May/19	Orientation/Developmentally Appropriate Practices
May/20	History of Early Child Development
May/21	The Principles of Child Development and Learning Piaget, Erikson, Freud, Kohlberg Theoretical Frameworks Short Workshop
May/26	Library Workshop

May/27	Piaget, Erikson, Freud, Kohlberg Theoretical Frameworks
May/28	Presentations of Annual Editions or Journal Article Journal Conference \ Journal Article 1 due
June/2	Child Care Program Curriculum (High scope, Bank Street, DISTAR & Gesell Maturation)
June/3	Midterm
June/4	Presentations KWL Journal Article 2 due Annual Edition Articles due Written Presentation - due

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Dates to be Remembered:

May/26 - Library Orientation
 May/28 Journal Article 1
 May/28 Journal Conference
 June/4 - Annual Editions
 June/4 - Presentation
 June/4 - Journal Article 2
 June/4 - Written Presentation

Journals to be Reviewed:

Child Development, Early Child Development and Care, Phi Delta Kappan, Early Childhood Research Quarterly, Journal of Early Intervention, Zero to Three, Journal of Research on Development in Education, The Researcher, Child Study Journal, American Educational Researcher, Journal of Family Issues, Developmental Psychology, Journal of Language Arts,, TESOL Quarterly, Reading Research Quarterly, Journal of Teacher Education, Early Childhood Education Journal, Topics in Early Childhood Special Education, Young Children, Reading Teacher, Exceptional Children, Childhood Education

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Journal Articles (2) Supplement

This assignment requires the student to select and critique a research study on some area of early childhood education or child development.

Assignment Profile

Author(s), (year of journal). Title of article (small case letters except first word). Name Of Journal, Volume (number of issue), 138

Pflaum, S.W. & Pascarella, E.T. (1998) Interactive effects of prior reading achievement and training in context of learning-disabled children. *Reading Research Quarterly*, 51(6), 138-`58.

Ninio, A. (1996). Picture book reading in mother-infant dyads belonging to two

Subgroups in Israel. *Child Development*, 51(3), 587-590.
Tucker, C.M., & White, P. (1993). Black children's perception of self: Implications of Educator. *The Educational Forum*, 57(2), 146-156.

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Purpose of the research

Include subjects involved in the study

Procedure and Method used in the study: (test instruments, intervention approaches, treatments, unique instruments and special equipment and etc.)

Findings/Results:

Conclusions (researcher's interpretation of whether hypothesis is substantiated)

Reflections: (the most important section, the place for students to express personal opinions, questions to consider, Is it a worthwhile study? Are there any points of agreements or disagreements with the researcher? What are the theoretical implications.

Journal Article Criteria:

Organization	1
Content addressed by answering all of the above requirements	2
Reflection	2

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KWL Research Paper

Topics of interest can be identified:

in the early childhood textbook
in research journals at the university library
in professional magazines, such as *Young Children*,
Childhood Education, *Mathematics Teacher*, etc.

Relevant background information, diversified perspectives, meaning for educators, and possible solutions should be included in the dramatic presentation or by handouts.

Criteria for Oral and written Presentations:

A. Organization (grammar, spelling, typographical errors, punctuation ,structure of

- paper)
- B. Introduction (purpose/objective of paper)
 - C. Research Literature
 - E. Information
 - F. Reflection
 - G. Conclusion

Topics of Interest

- 1. Full Day vs Half Day
- 2. Corporal punishment
- 3. Academics vs Developmentally Appropriate Curriculum
- 4. Standards for Teachers of Young Children
- 5. Pushing (The Hurried Child_)
- 6. Retention
- 7. Homeless Children
- 8. Inclusion
- 9. Home schooling.
- 10, Phonics
- 11, Play
- 12. Portfolios

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Annual Editions Articles

Name: _____,

Title and Number of Articles: _____

Briefly state the main idea of this article. _____

:List three important facts that the author uses to support the main idea.

What information or ideas discuss in this article are also discussed in your textbook or other readings that you have done.

List any examples of bias or faulty reasoning that you found in the articles.

List any new terms/concepts that were discussed in the article and write a short definition.

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Research Rubric

Proficiency	Format (10%)	Completion of oral Presentation (20%)	Completion of Written Presentation (70%)
3	<ul style="list-style-type: none">*Clear and logical*Easy to follow* Typed*Appropriate grammar and spelling	<ul style="list-style-type: none">*Provides significant info discussed* issues-* research* content	<ul style="list-style-type: none">*Provides significant information*All major areas are discussed:* Introduction* research literature

- * summaries
- * reflection

2	<ul style="list-style-type: none">* Somewhat logical sequence and order*Difficult to follow*Typed*	<ul style="list-style-type: none">*Provides sufficient info.*Some areas are discussed*issue*research*	<ul style="list-style-type: none">* Provide sufficient Information*Some areas are discussed* Introduction* research literature* summaries* reflection
1	<ul style="list-style-type: none">*No logical sequences*Not typed'* Poor grammar and spelling	<ul style="list-style-type: none">*provides little info.*No areas are*No areas are discussed	<ul style="list-style-type: none">*Provides little area* no areas are discussed