



**ECE 560: Early Childhood Curriculum Design
COURSE SYLLABUS: FALL 2012**

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COURSE INFORMATION

Class Meetings:

Aug 28	Tuesday	4:30 PM – 7:10 PM
Sep 04	Tuesday	4:30 PM – 7:10 PM
Sep 11	Tuesday	4:30 PM – 7:10 PM
Sep 18	Tuesday	4:30 PM – 7:10 PM
Sep 25	Tuesday	4:30 PM – 7:10 PM
Oct 02	Tuesday	4:30 PM – 7:10 PM
Oct 09	Tuesday	4:30 PM – 7:10 PM
Oct 16	Tuesday	4:30 PM – 7:10 PM
Oct 23	Tuesday	4:30 PM – 7:10 PM
Oct 30	Tuesday	4:30 PM – 7:10 PM
Nov 06	Tuesday	4:30 PM – 7:10 PM
Nov 13	Tuesday	4:30 PM – 7:10 PM
Nov 20	Tuesday	4:30 PM – 7:10 PM
Nov 27	Tuesday	4:30 PM – 7:10 PM
Dec 04	Tuesday	4:30 PM – 7:10 PM
Dec 11	Tuesday	4:30 PM – 7:10 PM

* Denotes Instructor Attending Conference (if indicated above)

Materials – Textbooks, Readings, Supplementary Readings:

1. Roopnarine, Jaipaul & Johnson, James E. (2008). Approaches to Early Childhood Education, (5th Edition). Columbus, OH: Pearson/Merrill/Prentice-Hall.
2. Goffin, Stacie & Wilson, Catherine. (2001). Curriculum Models and Early Childhood Education: Appraising the Relationship, (2nd Edition). Columbus, OH: Merrill/Prentice-Hall.

Course Description:

This course will explore various curriculum models and underlying theories utilized in designing early childhood curriculum. Additionally, participants will examine factors which have influenced curriculum development in Early Childhood Education. Moreover, participants will determine how certain factors have influenced the development of a variety of curriculum models which have shaped present curriculum in early childhood education.

Student Learning Outcomes:

- 1) To identify significant factors that has influenced curriculum development in early childhood education.
- 2) To examine curriculum models that have been used in a variety of early childhood programs.
- 3) To critique early childhood curriculum models and curricula in light of issues of culture, philosophy, content, implementation, and state and national standards.
- 4) To generate an early childhood curriculum framework that reflects best practices to promote the growth and development of all children.
- 5) Describe distinguishing features of major early childhood curricula models and programs.
- 6) Classify different early childhood curricula models in relations to the philosophical/theoretical/historical bases of the curriculum model.
- 7) Demonstrate leadership ability as a professional educator for analyzing curriculum materials and models with particular attention to assessment, content, connections and alignment to state and national standards.
- 8) Synthesize knowledge of evaluation research involving the comparisons of curriculum models.
- 9) Examine the relationship among theory, research, and practice regarding major curriculum models.
- 10) Continue the development of a personal philosophy and knowledge base necessary to provide leadership in curriculum development and implementation in the field of Early Childhood Education.

COURSE REQUIREMENTS**Course Assignment/Requirements:**

- A) Each student will attend and participate in discussions, readings, and collaborative activities during each class session. Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance to class, coming to class prepared by having read the assigned readings; formulating questions for class discussion; active participation during in-class activities and discussions; and displaying professional conduct during class.
- B) Curriculum Program/Model PowerPoint Presentation: Each student will select a curriculum model to research and prepare a presentation of the model/program that incorporates theoretically sound learning principles. The presentation should involve the audience as active learners and provide a comprehensive review including the theoretical philosophies, curriculum implementation, criticisms, assessment, and historical and contemporary supporters. **A week prior to the presentation, students**

should provide the instructor with a detailed outline of the topics and information that will be addressed in the presentation for approval. Students are expected to include the following in their presentations: 1) chart/table differentiate your key model with another major model 2) Web of various components of the model and 3) a description of philosophy that relates to model. Be sure to include your thoughts on the merits of such model in terms of meeting the needs of children and families. The information must go beyond what is covered in the book. Your investigation of the model should include/but not limited to the following in your class discussion and presentation:

- 1) What the model looks like in the classroom.
- 2) The theoretical basis for the model/program.
- 3) The historical evolution of the program/model.
- 4) What others have said about the model: formal evaluations including critiques of its effectiveness and theoretical soundness.
- 5) Implications for the model across age levels in early childhood education (EC-4th grade)
- 6) An evaluation of this model in terms of its theoretical connections (or lack of connections) to state and national standards.

Please consult Websites, Textbooks, Articles, and other resources for information on your program or model.

Create a handout that will guide the discussion of this model. Bring enough copies for every class member. (100 pts)

- C) Each student will select a position statement on curriculum development in Early Childhood Education. Students should read the position statement and write a 2-3 page synthesis of the major ideas and suggestions regarding curriculum development and implementation in early childhood education. (35 pts)
- D) Each student will individually write a paper based on the information gathered in the curriculum model presentation. The purpose of this paper is to provide a professional examination/critique of the curriculum/program model. Specifically, the paper should reference all areas that are referenced in course assignment (B). All written assignments should follow the American Psychological Associations format for writing professional papers and reports. Please include the bibliography of the citations used in writing the paper. The paper should be double-spaced and contain 4- 6 pages (excluding the bibliography). (100 pts)
- E) Each Student will select chapters from textbook and develop a written Chapter Summary or PowerPoint handout of key ideas in chapter. Copies of the Chapter Summary or PowerPoint handout should be made for all class members and distributed during the presentation of chapters to class. (65 pts)

The curriculum/program models to be examined include:

- | | | | |
|----|---------------------------------------|----|----------------------------|
| A. | Montessori | K. | Parents as Teachers |
| B. | Project Approach | L. | HIPPY Program |
| C. | High Scope | M. | Leap Frog Curriculum |
| D. | Bank Street | N. | HOSO Math/Science |
| E. | Reggio Emilia | O. | Anti-Bias Curriculum |
| F. | Waldorf | P. | Open Court Reading Program |
| G. | Constructivist Teaching | Q. | Sesame Street Curriculum |
| H. | Protect Zer0 (Multiple Intelligences) | R. | Arts-Based Curriculum |
| I. | Path-Social Emotional Curriculum | S. | HighReach Learning Program |
| J. | Creative Curriculum | | |

Grading

Curriculum model PowerPoint presentation	100 pts
Chapter Summaries	65 pts
Professional Paper/Curriculum model	100 pts
Review of Position paper	35 pts
Total	300 pts

TECHNOLOGY REQUIREMENTS

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

COMMUNICATION AND SUPPORT**Interaction with Instructor Statement:**

Participation & Communication: Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email (David.Brown@tamuc.edu) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on my website for individual assignments. Students will be provided information to access documents on the website.

COURSE AND UNIVERSITY PROCEDURES/POLICIES**Course Specific Procedures:**

Citizenship: All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late Work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, Plan ahead. Instructor will provide topical schedule noting dates for all course assignments

Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not

meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Attendance: Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30 PM until 07:10 PM unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

Cell Phones/Computers: Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

References

- Abbott, L., Nutbrown, C. (2001). *Experiencing Reggio Emilia: Implications for Pre-School Provision*. Philadelphia, PA: Open University Press.
- Branscombe, N. A., Custle, K., Dorsey, A. G., & Taylor, J. B. (2000). *Early Childhood Education: A Constructivistic Perspective*. New York, NY: Houghton Mifflin Company.
- Devries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2001). *Developing Constructivist Early Childhood Curriculum: Practical Principles and Activities*. New York, NY: Teachers College Press.
- Helm, J. H., & Katz, L. (2000). *Young Investigators: The Project Approach in the Early Years*. New York, NY: Teachers College Press.
- Isenberg, J. P., & Jalongo, M. R. (Eds.). (2003). *Major Trends and Issues in Early Childhood Education: Challenges, Controversies, and Insights*. New York, NY: Teachers College Press.
- Katz, L., & Chard, S. C. (2000). *Engaging Children's Minds: The Project Approach*. Stamford, CT: Ablex Publishing.
- Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (1999). *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Lilliard, P. P. (1997). *Montessori in the Classroom: A Teacher's Account of How Children Really Learn*. New York, NY: Schocken Books.
- Schweinhart, L. J., Weikart, D. P. (1997). The High/Scope Preschool Curriculum Comparison Study Through Age 23. *Early Childhood Research Quarterly*, 12(2), 117-143. EJ. 554-350.
- Van Hoorn, J., Nourot, P. M., Scales, B., & Alward, K. R. (2002). *Play at the Center of the Curriculum* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
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- Catron, C. E., & Allen, J. (1993). *Early childhood curriculum*. New York: Maxwell Macmillan Canada.
- DeVries, R., et al. (2002). *Developing constructivist early childhood curriculum: Practical principles and activities*. New York: Teachers College Press.
- Eliason, C. F., & Jenkins, L. T. (1977). *A practical guide to early childhood curriculum*. Saint Louis: Mosby.
- Fromberg, D. P. (1997). *Early childhood education: A perceptual models curriculum*. New York: Wiley.
- Goffin, S. G. (1994). *Curriculum models and early childhood education: Appraising the relationship*. New York: Merrill.
- Kessler, S.A., & Swadener, B. B. (Eds.). (1992). *Reconceptualizing the early childhood curriculum: Beginning the dialogue*. New York: Teachers College Press.
- Krogh, S., & Slentz, K. L. (2001). *The early childhood curriculum*. Mahwah, NJ: L. Erlbaum Associates.

- Mardell, B. (1999). *From basketball to the Beatles: In search of compelling early childhood curriculum*. Portsmouth, NH: Heinemann.
- Mindes, G., & Donovan, M. A. (2001). *Building character: Five enduring themes for a stronger early childhood curriculum*. Boston: Allyn and Bacon.
- Page, J. M. (2000). *Reframing the early childhood curriculum: Educational imperatives for the future*. New York: Routledge/Falmer.
- Petersen, E. A. (2003). *A practical guide to early childhood curriculum: Linking thematic, emergent, and skill-based planning to children's outcomes* (2nd ed.). Boston: Allyn and Bacon.
- Rosser, C. S. (1993). *Planning activities for child care: A curriculum guide for early childhood education*. South Holland, Ill.: Goodheart-Willcox Co.
- Saracho, O. N., & Spodek, B. (Eds.). (2002). *Contemporary perspectives on early childhood curriculum*. Greenwich, CT: Information Age Pub.
- Schickedanz, J. A., et al. (1997). *Curriculum in early childhood: A resource guide for preschool and kindergarten teachers*. Boston: Allyn and Bacon.
- Schiller, P. B., & Phipps, P. (2002). *The complete daily curriculum for early childhood*. Beltsville, MD: Gryphon House.
- Seefeldt, C. (Ed.). (1999). *The early childhood curriculum: Current findings in theory and practice* (3rd ed.). New York: Teachers College Press.
- Seefeldt, C. (Ed.). (1992). *The early childhood curriculum: A review of current research* (2nd ed.). New York: Teachers College Press.
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Articles:

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- Carr, M., & May, H. (1994). Weaving patterns: Developing national early childhood curriculum guidelines in Aotearoa—New Zealand. *Australian Journal of Early Childhood*, 19(1), 25-33.
- Devall, E. L., & Cahill, B. J. (1995). Addressing children's life changes in the early childhood curriculum. *Early Childhood Education Journal*, 23(2), 57-62.
- Einarsdottir, J., & Tryggvadottir, J. (1996). Culture and the early childhood curriculum in Iceland. *Early Childhood Development and Care*, 123, 89-100.

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- Yang, O. S. (2001). An epistemological and ethical categorization of perspectives on early childhood curriculum. *International Journal of Early Childhood*, 33(1), 1-8.

Websites for Curriculum Models:

<http://www.latelier.org/usefullinks/>

<http://www.Montessori.edu/>

<http://www.project-approach.com>

<http://www.bankstreet.edu/about/>

www.Highscope.org

www.WaldorfWorld.net; www.bobnancy.com

<http://www.Highreach.com>

COURSE OUTLINE / CALENDAR

(See syllabus tool for content suggestions)