

**CHFD 5140/SPED 4000: Group Programs for Young Children
Spring 2009**

Tuesday & Thursday (8:00 am-10:00 am)
Rm. 531 Aderhold Hall

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Required Texts

Roopnarine, Jai-Paul & Johnson, James E. (2008). *Approaches to Early Childhood Education* (5th ed.).

Mooney, Carol Garhart (2000). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. St. Paul, MN: Red Leaf Press.

Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs, 3rd Ed.* Washington, D.C: National Association for the Education of Young Children.

Additional Course Readings

Will be provided by instructors or made available in shared space.

Course Overview

CHFD 5190/SPED 4000, "Group Programs for Young Children," focuses on various aspects of effective programs and practices for young children including: Developmentally Appropriate Practice (DAP), curriculum models, lesson planning, class operations, collaborative use of staff, and nutrition.

Course Goals:

1. Students will explore multiple theories and philosophical foundations informing programs for young children.
2. Students will become familiar with criteria and resources for implementing objective-based lessons with young children.
3. Students will explore cultural diversity and classroom implications.
4. Students will become knowledgeable of children's developmental characteristics.

Class Guidelines: (to be developed during first class session & amended throughout semester as needed)

Course Requirements:

Responses to Readings (10 @ 2 pts each = 20 pts)—due as indicated on syllabus

After completing the readings, you will need to write a brief 1-2 page, double-spaced response. Your response should include the following:

- Information that you are familiar with and have heard before
- Information or issues that were new to you
- Points to consider for discussion, including questions you have
- How what you have read relates to what you are seeing in your field placement

Bring your response with you to class to be used in small and/or large group discussion. Responses will be collected and returned in a reasonable time frame.

Initial Educational Philosophy (5 pts)—due January 15

In this 3-4 pages, double-spaced report, discuss your beliefs concerning the education of and relationships with young children, relationships with other professionals, and relationships with families. Questions to be considered include:

- What are the best means of motivating young children?
- How do young children learn best?
- How much should parents be involved in their children's school experience?
- How can other professionals be helpful to me in my teaching career?
- Why is collaboration between children, professionals, and parents necessary?
- What are the best means of educating young children who have special needs and/or developmental delays?

These beliefs are the basis of your educational philosophy, which we will discuss throughout the semester and return to you for your final project.

Observation Reports (3 @ 5 pts. Each = 15 pts)—due as indicated on syllabus

In these 3-4 page, double spaced reports, you will give detailed explanation of your observation in an early learning environment. While conducting your observation, keep the following at the forefront of your thinking and discuss in your report:

- How does what I am observing relate to the theory I have read?
- What appears to be the impact on learning and interactions?
- How are children and adults interacted with in this environment?
- How are special needs of children addressed in this environment?
- What have I learned from this observation?

Unit Lesson Plan (15 pts)—due March 5

With your supervising teacher, develop a week long unit plan incorporating developmentally appropriate practice, strategies, activity-based intervention, and individualized instruction based on the needs of each student. Your lessons will incorporate all components of the daily schedule and should be fully implemented with your supervising teacher. More details will be shared in class.

Extended Educational Philosophy (15 pts)—due April 21

Base this 8-10 page, double-spaced report, on your *Initial Educational Philosophy* written at the beginning of the semester. Give specific attention to how your initial philosophy has changed and what these changes have been based on. Did something you read, observed, or discuss in class alter your original views? Again, give consideration to the following questions:

- What are the best means of motivating young children?
- How do young children learn best?
- How much should parents be involved in their children's school experience?
- How can other professionals be helpful to me in my teaching career?
- Why is collaboration between children, professionals, and parents necessary?
- What are the best means of educating young children who have special needs and/or developmental delays?

Finally, you will be asked to present your philosophy to the class in a creative manner. You may use musical, written, pictorial, verbal, or tactile methods, or a combination of any of these, to present your philosophy. Your presentation will be limited to 5 minutes. Presentations will be conducted during class on 4/23 & 4/28.

Field Placement (20 pts)

See additional handout.

The criteria utilized in evaluating all assignments are:

- Evidence of thought and reflection
- Inclusion of details as outlined in course requirements
- Promptness
- Grammatical correctness
- Relevance to self as learner and teacher

Assignments	Possible Points
Weekly Responses to Readings	20
Initial Educational Philosophy	5
Observation Reports	15
Unit Lesson Plan	15
Extended Educational Philosophy	15
Field Placement	20
Attendance	10
Total points possible:	100

Final Grading Scale

A=90-100 total points; B=80-89 points; C=70-79 points; D=60-69 points; F=59 or less

Final Evaluation of Course and Instructors (5 bonus pts.)

This will help us in our own learning and should be turned in as a separate writing at the final class session. To receive the bonus points, the following areas and questions should be addressed:

- What did you like best/least about the course as a whole?
- What is your opinion of the required readings? What were the most and least helpful/enlightening readings?
- Were the topics presented in a logical order?
- Was adequate time given to each topic?
- Were expectations, grading system, and requirements clear?
- Did anything feel like “busywork”?
- What changes would you make to the course requirements?
- What do you see as the major strength of the instructors?
- What is your major suggestion for our improvement?
- Food for thought for our teaching?

Policy & Procedures

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructors may be necessary.

Health related issues: Anyone who needs a class accommodation due to health related issues or physical challenges should make an appointment with the instructor as soon as possible.

UGA inclement weather policy: Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage at www.uga.edu

Attendance/Participation

Attendance and *active* participation are required. It is necessary for you to be in class to be able to learn from your classmates and for them to learn from you. We understand that unforeseen situations do arrive that may prevent you from being in class. If this happens, please contact one of the instructors. You are expected to attend every class and to be on time unless you have an emergency or a serious illness. A percentage of your final grade will be based on your attendance.

The focus of our class meetings will be discussion of the assigned reading materials. It is essential that you have read, thought, and written about assigned readings *prior* to class. *Active* participation is defined as: 1) providing evidence that you have read the assigned materials; 2) engaging in thoughtful and reflective oral and written response to the reading; 3) demonstrating respect for the ideas of others; and 4) working productively in small groups

Academic Honesty

Our class will strictly adhere to UGA’s guidelines for academic honesty. The guidelines can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm It is your responsibility to seek explanations concerning issues of academic honesty, including the proper attribution and quotation of source materials from books, journals, Articles, and the WWW. All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.

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Tuesdays	Thursdays
	1/8 Introductions Develop guidelines Review syllabus Determine field placement schedules
1/13 History Readings: Approaches to ECE, Chapter 1	1/15 History Readings: Theories: Introduction Approaches, Chapter 2 Assignment Due: Initial Educational Philosophy Weekly Response #1
1/20 Developmentally Appropriate Practice Readings: Developmentally Appropriate Practices in Early Childhood Programs (DAP) NAEYC Position Statement (pgs. 1-31) <i>Person 1st Language</i>	1/22 Developmentally Appropriate Practice DAP Chapter 2 & 3 (Infant or Toddler) DAP Chapter 4 & 5 (Preschool) DAP Chapter 6 & 7 (Kindergarten) Assignment Due: Weekly Response #2
1/27 Developmentally Appropriate Practice Readings: <i>Young Exceptional Children Monograph article (Pretti-Frontczak)</i>	1/29 Positive Behavior Support Readings: TBD
2/3 Dewey Readings: Theories, Chapter 1	2/5 Erikson Readings: Theories, Chapter 3
2/10 Piaget Readings: Theories, Chapter 4	2/12 Vygotsky Readings: Theories, Chapter 5 Approaches, Chapter 10 Assignment Due: Weekly Response #3—relate theorists to your field placement
2/17 Montessori Readings: Theories, Chapter 2 Approaches, Chapter 16	2/19 Montessori Guest Speaker: Bala Soto Assignment Due: Weekly Response #4
2/24 Montessori Observations at Waseca 2/23-25	2/26 Head Start Approaches, Chapter 3 Assignment Due: Observational Report Weekly Response #5

3/3 Work Session for Unit Lesson Plan <i>Young Exceptional Children Monograph article (McCormick)</i>	3/5 High/Scope Readings: Approaches, Chapter 9 Assignment Due: Unit Lesson Plan Weekly Response #6
3/10 SPRING BREAK	3/12 SPRING BREAK
3/17 Learning from Families <i>Moll Chapter 1, Introduction</i> Approaches to ECE, Chapter 4	3/19 Learning from Families Trip to Pinewoods Assignment Due: Weekly Response #7
3/24 Creative Curriculum Guest speaker: Lori Maerz Assignment Due: Observational Report	3/26 Reggio Readings: Approaches, Chapter 14 Assignment Due: Weekly Response #8
3/31 Reggio Guest Speaker: Janie Voss & Janna Dresden	4/2 Waldorf Readings: Approaches, Chapter 15 Assignment Due: Weekly Response #9
4/7 Program Recap Assignment Due: Observational Report	4/9 Respect for children Readings: TBD
4/14 Collaboration with parents Readings: <i>Giles' article</i>	4/16 Collaboration with other professionals Investigate professional agencies Assignment Due: Weekly Response #10
4/21 Administrative Perspective: Running a program—Director's panel Assignment Due: Extended Educational Philosophy	4/23 Philosophy presentations
4/28 Philosophy presentations	4/30 Operating on Monday class schedule. No session for 5140/4000