

**HDF 250**  
**Introduction to Birth through Kindergarten Education:**  
**Teaching in Early Care and Education Programs**

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352 Stone  
3 Credits

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**Catalog Description:** Introduction to Birth through Kindergarten care and education programs and careers. Overview of program types and observations in several settings, including schools, preschools, and child-care facilities for children with and without disabilities.

Textbooks (recommended):

Jalongo, M.R. & Isenberg, J.P.(2000). Exploring Your Role: A Practitioner's Introduction to Early Childhood Education. Columbus, Ohio: Merrill Prentice Hall.

Roopnarine, J.L. & Johnson, J.E. (2000). Approaches to Early Childhood Education. New Jersey:Merrill.

**Course Objectives:**

- Analyze and evaluate the philosophical bases and theoretical orientation of various curriculum models for infants, toddlers, preschoolers, and kindergartners.
- Demonstrate knowledge of the history of the field of child development and the education of young children.
- Demonstrate knowledge of the philosophical, historical, and legal bases, and characteristics of the field of early childhood education for children with and without disabilities.
- Demonstrate knowledge of the trends, issues, and research in early intervention efficacy and early childhood education.
- Demonstrate professional attitudes in seeking new knowledge and experience by staying abreast of current professional literature, participating in research, seminars, staff development, lectures, and professional organizations that foster learning, and by communicating with knowledgeable individuals.
- Demonstrate the development of personal values and an adherence to a professional code of ethics related to educational, social services and medical intervention with young children and their families.
- Demonstrate an understanding of the role of the teacher as a researcher, decision-maker, advocate, and consultant.

- Demonstrate knowledge of personal opinions on and respect for such major ethical issues as confidentiality, informed consent, and intervention versus manipulation.
- Demonstrate the ability to observe, and evaluate teaching and learning in young children with typical and atypical development.
- Examine the purposes and functions of early childhood programs.
- Examine the variety of roles and careers in the early childhood field.
- Observe a variety of settings in which services to young children with and without disabilities are offered and analyze the efficacy of these settings and services.

### **Course Requirements:**

**Attendance.** Students are expected to attend all classes except in cases of major illness or family emergency. If you miss class, you are responsible for obtaining notes, or other information covered on the day of your absence.

**Participation.** Students are expected to participate in a variety of in-class activities including class discussions and class presentations. This will be part of your participation grade.

**Teacher Interview.** Students will choose a teacher/provider to interview. A presentation about the setting in which the teacher or provider works and the teacher's perceptions about teaching as a career will be required. An overview of the interview questions will be provided. Interviews should take approximately 30-45 minutes to complete.

**Exams.** Students will complete three exams covering text readings, class discussions, and field experiences.

**Field experience.** Students are expected to spend the equivalent of 1 ½ hours per week in a variety of field settings to observe care and education programs for B-K children with and without disabilities. Sites will be discussed in class. The structured observations will be focused on particular aspects of the programs and reflective papers of the observations completed for each site visit.

**Autobiographies.** Students will write a 2-page autobiography describing their lives and experiences and how their personal history has affected their decision to teach. Details will be posted on blackboard.

**Grading:**

Reflective Papers (11 points each)	88
Autobiography	20
Teacher Interview	20
Self-Reflection	15
Participation	15
Exams (40 points each)	120

TOTAL 278

**Grading Scale:**

250-278	A
222-249.9	B
194-221.9	C
166-193.9	D
<166	F

PLEASE NOTE THAT ALL CLASSES IN DARK GREY ARE ONLINE LECTURES. WE WILL NOT MEET IN PERSON. THOSE IN LIGHT GREY ARE VISITS AND WILL BE SCHEDULED AT LOCAL PROGRAMS EXCEPT WHERE NOTED

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>	<b>Written Assignment</b>
Jan 10	Intro/review syllabus		
Jan 12	Field of Early Care and Education	Jalongo/Isenberg Chapter 1 Billman & Sherman	
Jan 17	Historical Perspective	R & J Chapter 1	
Jan 19	Future Directions/ Issues	R&J Chapter 6 Morrison Chapter 2	Autobiography Paper
Jan 24	Developmentally Appropriate Practice	NAEYC Position Statement	
Jan 26	DAP con't		
Jan 31	Inclusive practices/natural environments Broad Approaches -Constructivist, Eriksonian, Behaviorist	R&J Chapters 5  R&J Chapter 7 and 8	
Feb 2	Field Experience		
Feb 7	Inclusion & Constructivist Discussions		Reflective Paper (Inclusion & Constructivist)
Feb 9	Exam – no class	Blackboard Online	
Feb 14	High Scope Reggio	R&J Chapter 10 R&J Chapter 14	
Feb 16	Field Experience	MEET IN CLASS	
Feb 21	Field Experience	MEET IN CLASS	
Feb 23	High Scope & Reggio Discussions		Reflective Paper (High Scope)
Feb 28	Head Start Programs Montessori	R&J Chapter 16 R&J Chapter 3	Reflective Paper(Reggio)
Mar 2	Field Experience		

Mar 7 & 9	SPRING BREAK	NO CLASS	
Mar 14	Field Experience		Reflective Paper (Montessori or Head Start)
Mar 16	Montessori Head Start Discussions		Reflective Paper (Montessori or Head Start)
Mar 21	Exam – no class	Blackboard Online	
Mar23	More @Four/Public Pre-K Kindergartens	Morrison Chapter 8	
Mar 28	Field Experience		
Mar 30	Field Experience		Reflective Paper (Prek-More@4 or K)
Apr 4	More @Four/Public Pre-K Kindergarten Discussion		Reflective Paper (Prek-More@4 or K)
Apr 6	Infant Toddler Family Child Care Homes	R&J Chapter 2	
Apr 11	Field Experience		
Apr 13	Field Experience		
Apr 18	Infant/Toddler & Family Child Care Discussion		Reflective Paper (Infant/Toddler)
Apr 20	Advocacy/Supporting Families	Jalongo & Isenberg Chapter 10 & 11	
Apr 25	UNCG-BK Program	BK Handbook	Teacher Interview
Apr 27	Philosophy/Knowledge Discussion		
May 4	EXAM	On blackboard due by 3pm	