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George Mason University
College of Education and Human Development
Early Childhood Education

ECED 201.001 Introduction to Early Childhood Education for Diverse Learners
3 Credits, Fall 2020
8/24/20 – 12/16/2020, Mondays and Wednesdays/ 1:30 – 2:45pm
Peterson Hall 1105, Fairfax Campus

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Faculty
Name:	Kayla Angelosante
Office Hours:	By Appointment
Office Location:	Thompson Hall 1200, Fairfax Campus
Office Phone:	703-993-3844
Email Address:	kpengell@gmu.edu

Prerequisites/Corequisites
None

University Catalog Course Description
Explores major theories of learning in culturally, linguistically, ability, and socioeconomically diverse early childhood education contexts. Focuses on identifying developmentally effective approaches, instructional strategies, and tools to connect with children and families that positively influence young children's learning. Emphasizes anti-bias curriculum and considers advocacy pathways for early childhood educators.
Note: Field Experience Required.

Course Delivery Method
This course will be delivered face to face with several online elements via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 25, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our class meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class updates, discussions, and/or access to course materials at least two times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes regularly attending class, viewing all course materials, completing course activities and assignments, and participating in course discussions and virtual group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark can be misconstrued. Students must always considerate before sharing remarks, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- <u>Accommodations:</u> Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations; school as an organization/culture; contemporary issues and current trends in education, including technology in education; local, state, and federal governance of schools, including the roles of teachers and schools in communities; and Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.
3. Describe the major theories of development and learning and how they are reflected in early childhood education, birth through age 8, settings.
4. Discuss multiple influences on early development and learning (i.e., diverse cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics).
5. Identify anti-bias, culturally sensitive teaching and learning practices that promote children's engagement.
6. Reflect on developmentally effective approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
7. Evaluate how observed experiences are developmentally appropriate, meaningful, and challenging for all young children, including those with developmental delays or disabilities, address cultural and linguistic diversities, and lead to positive learning outcomes.
8. Analyze contemporary issues and current trends that might affect their work in the future and articulate the broader contexts and challenges within which early childhood professionals work.
9. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting and in interactions with classmates, the instructor, the field experience coordinator, and others.
10. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards - Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 (EPK3) Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Division of Early Childhood (DEC) Professional Preparation Standards, and National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Competencies
Foundations of Education and the Teaching Profession
Supervised Clinical Experiences

Required Texts
Morrison, G. (2018). *Early childhood education today* (14th ed.). New York: Pearson Education.
Pelo, A. (2008). *Rethinking early childhood education*. Milwaukee, WI: Rethinking Schools.

Other readings as assigned

 Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20/VIA, hard copy).

Assignments	Due Date	Points
Attendance and Participation	Ongoing	**25**
• Self-Evaluation	April 30	
Critical Reflections		**20**
• Reflection 1	February 3	5
• Reflection 2	February 22	5
• Reflection 3	March 31	5
• Reflection 4	April 19	5
Field Experience		**15**
• Field Experience Journal	April 26	10
• Field Experience Verification	April 26	5
Early Childhood Education Exploration Project		**40**
• Developing an Early Childhood Philosophy	March 10	5
• Evaluating Anti-bias Teaching and Learning Tools	March 17	15
• Exploring Early Childhood Settings	April 12	20
TOTAL		**100**

- **Assignments and/or Examinations**

Virtual Field Experience (15 points)
This course requires a minimum of 10 hours of a virtual field experience across a variety of early childhood education environments (early intervention, home-based, school-based, or

community-based settings) and various ages (infant, toddler, prekindergarten, kindergarten, first grade, second grade, or third grade). Field placement observation videos will include culturally, linguistically, and socioeconomically diverse young learners.

- ***Field Experience Journal.*** Students will complete a field experience journal throughout the semester to document observations, connections to course content, and any questions that arise during virtual field experiences. Journal entries should include observations about the early childhood environment, routines, interactions, and professional dispositions. A template will be provided on Blackboard.

- ***Field Experience Verification.*** Students will document all virtual field experience hours on the field experience verification form provided on Blackboard. Documentation should include the video title, length of each video, and the date the video was watched.

Throughout the Field experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc., students will exhibit standards of professionalism, ethical standards, and personal integrity. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Critical Reflections (20 points)
Students will submit four reflections (at 5 points each) that makes connections between the Pelo text, observational scenarios, and early childhood practice. Specifically, each reflection will focus on a specific topic connecting to course readings and concepts discussed in class. These topics include the following:
- Reflection 1: Professionalism
- Reflection 2: Environment
- Reflection 3: Interaction
- Reflection 4: Teaming and Collaboration

The point of each reflection is NOT for students to simply provide a summary of the readings and/or their field experiences; rather, students are to think critically about what is being read/discussed/learned in class. Each reflection will include a brief description and analysis of the following:
- A concept from the Pelo text
- A selected NAEYC Developmentally Appropriate Practice *or* DEC Recommended Practice in connection to observational or case study scenario.
- How the selected text concept and practice for supporting culturally, linguistically, ability, and socioeconomically diverse learners can be applied

Reflections must be two, double-spaced pages in length using 12-point Times New Roman font and follow current APA writing style.

Early Childhood Exploration Project (40 points)

Developing an Early Childhood Philosophy (5 points)
Students will develop a brief personal philosophy of early childhood education. Each personal philosophy should include the following:
- Definition of the role of an early childhood educator or professional
- Description of an early childhood theory of development serving as the foundation for teaching and learning
- Statement of the importance of supporting diverse learners

Each philosophy statement should be no longer than one double-spaced page. Students will share their personal philosophy with at least two peers and discuss similarities and differences between each philosophy statement. Philosophy statements will be graded according to the rubric provided on Blackboard.

Exploring Early Childhood Settings (20 points)
Students will develop and present information on an early childhood education or care setting. Each presentation should include the following:
- Description of the type of early childhood program selected
- Historical and philosophical context related to the type of early childhood program selected
- Connection to at least one theory of development appropriate for the selected ECE setting
- Description of how children from culturally, linguistically, ability and socioeconomically diverse backgrounds will be supported in the selected setting

Students will utilize an electronic presentation format (e.g. PowerPoint, Prezi) to develop a 3-5-minute presentation. Each student will post their presentation on Blackboard prior to presenting. Presentations will be graded according to the rubric provided on Blackboard.

Evaluating Anti-bias Teaching and Learning Tools (15 points)
Students will identify and evaluate a teaching and learning tool that can be used to promote an anti-bias curriculum. Examples of teaching and learning tools include, but are not limited to, the following:
- Practices (e.g., number talks)
- Resources (e.g., articles, books)
- Online resources (e.g., websites, podcasts)

Students will submit a short overview of their teaching and learning tool for approval prior to evaluation. After receiving approval for their tool, students will complete the evaluation form provided on Blackboard.

Students will provide a description of their selected teaching and learning tool as part of a resource *Share Fair* on Blackboard. This overview should include the name of the tool and its use in promoting anti-bias curriculum. If the tool is accessible online, students should provide a link to access the tool. The purpose of this resource *Share Fair* is to provide all students with a resource library to promote anti-bias and anti-bias curriculum in their future work as early childhood professionals.

- **Other Requirements**

Attendance and Participation (25 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit an attendance and participation self-evaluation.

Written Assignments

All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support. Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**
  A+ = 98 – 100   A = 93 – 97 A- = 90 – 92   B+ = 87 – 89   B = 83 – 86   B- = 80 – 82
  C+ = 77 –79   C = 73 – 76   C- = 70 – 72 D = 60 – 69 F = < 60
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD undergraduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students seeking Virginia initial teaching licensure must earn a B- or better in all licensure coursework.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.
See https://cehd.gmu.edu/students/policies-procedures/.

Class Schedule

Week	Date	Topic	Reading	Assignments Due
1	January 25	Introduction and Review of Syllabus	Morrison Chapter 1	
1	January 27	The Early Childhood Profession	CEC Code of Ethics NAEYC Ethical Principles and Practice Standards Pelo, Choice of selection from Part 7	
2	February 1	Historical, Philosophical, and Sociological Foundations Critical reflection	Morrison Chapter 4 Pelo Introduction (ix-xvi) Pelo Part 4-1 pg. 123	
2	February 3	Early Childhood Education: Past and Present	Morrison Chapter 4 Pelo Introduction (ix-xvi) Pelo Part 4-1 pg. 123	**Due to Bb by 2/3 – Critical Reflection #1**
3	February 8	Theories of Development and Learning	Morrison Chapter 5 Pelo, Choice of selection from Part 3	
3	February 10	Theories of Development and Learning Continued	Morrison Chapter 5 Pelo, Choice of selection from Part 3	

4	February 15	School as an Organization and Culture	Morrison Chapter 6 Pelo Part 4-2 pg. 131	
4	February 17	Infants and Toddlers	Morrison Chapter 9 Additional Blackboard Materials	
5	February 22	The Preschool Years	Morrison Chapter 10 Additional Blackboard Materials	**Due to Bb by 2/22 – Critical Reflection #2**
5	February 24 *This class will be asynchronous and conducted through Blackboard*	Kindergarten	Morrison Chapter 11 Additional Blackboard Materials	
6	March 1	Primary Grades (1-3)	Morrison Chapter 12 Additional Blackboard Materials	
6	March 3	Review infants- primary Grades	Morrison Chapters 9 -12	
7	March 8	Anti-bias Teaching	Morrison Chapter 15 Pelo, Part 1-1 pg. 3 Pelo, Part 1-2 pg. 7	
7	March 10	Observation and Assessment for Teaching and Learning	Morrison Chapters 3, 13 Pelo, Part 3-6 pg. 109	**Due to Bb by 3/10 – Developing an Early Childhood Philosophy**
8	March 15	Observation and Assessment for Teaching and Learning	Morrison Chapters 3, 13 Pelo, Part 3-6 pg. 109	
8	March 17	Understanding Children with Diverse Needs	Morrison Chapter 16 Pelo, Choice of selection from Part 3	**Due to Bb by 3/17 – Anti-Bias Teaching and Learning Tool Evaluation**
9	March 22	Developmentally Appropriate and Effective Approaches	Morrison Chapter 14	

			Pelo, Choice of selection from Part 5	
9	March 24	Guiding Behavior	Morrison Chapter 14 Pelo, Choice of selection from Part 5	
10	March 29	Culturally Responsive Teaching and Learning	Morrison Chapter 15 Pelo, Part 1-1 pg. 3 Pelo, Part 1-2 pg. 7	
10	March 31	Connecting Parents, Families, and Communities	Morrison Chapter 17 Pelo Part 6-2 pg. 165	**Due to Bb by 3/31 – Critical Reflection #3**
11	April 5	Guiding and Connecting Children	Morrison Chapter 17 Pelo Part 6-2 pg. 165	
11	April 7	Types of Early Childhood Programs	Morrison Chapter 7 Pelo, Choice of selection from Part 7	
12	April 12	Child Care	Morrison Chapter 7 Pelo, Choice of selection from Part 7	**Due to Bb by 4/12 – Exploring Early Childhood Programs**
12	April 14	Role, Development, and Organization of Public Education	Morrison Chapter 8 Pelo, Choice of selection from Part 2	
13	April 19	Federal and State Programs	Morrison Chapter 8 Pelo, Choice of selection from Part 2	**Due to Bb by 4/19 – Critical Reflection #4**
13	April 21	Technology and Young Children	Morrison Chapters 3, 13 Pelo, Part 3-6 pg. 109	
14	April 26	Contemporary Issues in Early Childhood Education	Morrison Chapter 2	**Due to Bb by 4/26 – Field Experience Journal and Field Experience Verification**

14	April 28	Contemporary Issues in Early Childhood Education	Additional Blackboard Materials	**Due to Bb by 4/30 – Participation Self-Evaluation**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .