

**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 2021

8/23/21–12/15/2021, Mondays and Wednesdays/ 1:30–2:45 pm  
Krug Hall 209, Fairfax Campus

**Faculty**

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**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 using a lecture/discussion format and Blackboard (Bb).

**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.). Pearson Education.

Pelo, A. (2008). *Rethinking early childhood education*. Rethinking Schools.

Other readings as assigned

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). 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, VIA, hard copy).

| <b>Assignments</b>  | <b>Due Date</b>  | <b>Points</b>                 |
|---|--|-------------------------------|
| Attendance and Participation <ul style="list-style-type: none"> <li>• Self-Evaluation</li> </ul>  | Ongoing<br>December 8                                    | <b>25</b>                     |
| Critical Reflections <ul style="list-style-type: none"> <li>• Reflection 1</li> <li>• Reflection 2</li> <li>• Reflection 3</li> <li>• Reflection 4</li> </ul>   | September 2<br>September 19<br>October 28<br>November 16 | <b>20</b><br>5<br>5<br>5<br>5 |
| Field Experience <ul style="list-style-type: none"> <li>• Field Experience Journal</li> <li>• Field Experience Verification</li> </ul>  | December 2<br>December 2                                 | <b>15</b><br>10<br>5          |
| Early Childhood Education<br>Exploration Project <ul style="list-style-type: none"> <li>• Developing an Early Childhood Philosophy</li> <li>• Evaluating Anti-bias Teaching and Learning Tools</li> <li>• Exploring Early Childhood Settings</li> </ul> | October 3<br>October 12<br>November 23                   | <b>40</b><br>5<br>15<br>20    |
| <b>TOTAL</b>  |  | <b>100</b>                    |

- **Assignments and/or Examinations**

### **Field Experience (15 points)**

This course requires a minimum of 10 hours (across at least five visits) field experience in an early childhood education environment (early intervention, home-based, school-based, or community-based settings) with diverse young children (infant, toddler, prekindergarten, kindergarten, first grade, second grade, or third grade). To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form, they will be asked to indicate how their placement will be arranged. Observations and interactive experiences will be completed at a site designated by the ECE program at George Mason University, including, but not limited to, the George Mason Child Development Center and Main Street Child Development Center.

- **Field Experience Documentation Checklist (5 pts.).** As students complete their 10 field experience hours across five separate visits, students will provide documentation of their experience. This documentation will include a checklist (created and distributed by the course instructor) of ECE-related experiences and phenomena observed as well as written verification of hours from the mentoring teacher/ provider on site.
- **Field Experience Journal (10 pts.).** Students will complete at least 5 field experience journal entries 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.

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 make connections between the Pelo text, observational scenarios, and early childhood practice. Specifically, each reflection will focus on a specific topic connecting 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., reputable 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 and 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    | August 23  | Introduction and Review of Syllabus  | Morrison Chapter 1   |   |
| 1    | August 25  | The Early Childhood Profession   | CEC Code of Ethics<br><br>NAEYC Ethical Principles and Practice Standards<br><br>Pelo, Choice of selection from Part 7 |   |
| 2    | September 30   | Historical, Philosophical, and Sociological Foundations<br><br>Critical reflection | Morrison Chapter 4<br><br>Pelo Introduction (ix-xvi)<br><br>Pelo Part 4-1 pg. 123                                      |   |
| 2    | September 1  | Early Childhood Education: Past and Present  | Morrison Chapter 4<br><br>Pelo Introduction (ix-xvi)<br><br>Pelo Part 4-1 pg. 123                                      | <b>Due to Bb by 9/2 – Critical Reflection #1</b>  |
| 3    | September 6<br><br><i>Last day to drop with 100% tuition refund is September 7</i> | Labor Day, No class  |  |   |
| 3    | September 8  | Theories of Development and Learning   | Morrison Chapter 5<br><br>Pelo, Choice of selection from Part 3  |   |
| 4    | September 13<br><i>Last day to drop with 50% tuition refund is September 15</i>    | Theories of Development and Learning Continued                                     | Morrison Chapter 5<br><br>Pelo, Choice of selection from Part 3  |   |
| 4    | September 15   | School as an Organization and Culture  | Morrison Chapter 6<br><br>Pelo Part 4-2 pg. 131  | <b>Due to Bb by 9/19 – Critical Reflection #2</b> |

| Week | Date  | Topic  | Reading   | Assignments Due   |
|------|---|--|---|---|
| 5    | September 20  | Infants and Toddlers                                 | Morrison Chapter 9<br><br>Additional Blackboard Materials                   |   |
| 5    | September 22  | The Preschool Years                                  | Morrison Chapter 10<br><br>Additional Blackboard Materials                  |   |
| 6    | September 27  | Kindergarten   | Morrison Chapter 11<br><br>Additional Blackboard Materials                  |   |
| 6    | September 29  | Primary Grades (1-3)                                 | Morrison Chapter 12<br><br>Additional Blackboard Materials                  | <b>Due to Bb by 10/3 – Developing an Early Childhood Philosophy</b>                         |
| 7    | October 4   | Review infants- primary Grades                       | Morrison Chapters 9 - 12  |   |
| 7    | October 6   | Anti-bias Teaching                                   | Morrison Chapter 15<br><br>Pelo, Part 1-1 pg. 3<br><br>Pelo, Part 1-2 pg. 7 |   |
| 8    | October 12<br><i>Please note: As per university policy, Monday classes of this week will meet on Tuesday. To accommodate schedules, this class will take place virtually.</i> | Observation and Assessment for Teaching and Learning | Morrison Chapters 3, 13<br><br>Pelo, Part 3-6 pg. 109                       | <b>Due to Bb by 10/12 (Before Class) – Evaluating Anti-Bias Teaching and Learning Tools</b> |
| 8    | October 13  | Observation and Assessment for Teaching and Learning | Morrison Chapters 3, 13<br><br>Pelo, Part 3-6 pg. 109                       |   |
| 9    | October 18  | Understanding Children with Diverse Needs            | Morrison Chapter 16<br><br>Pelo, Choice of selection from Part 3            |   |

| Week | Date        | Topic   | Reading   | Assignments Due                                    |
|------|-------------|---|---|--|
| 9    | October 20  | Developmentally Appropriate and Effective Approaches    | Morrison Chapter 14<br>Pelo, Choice of selection from Part 5        |  |
| 10   | October 25  | Guiding Behavior  | Morrison Chapter 14<br>Pelo, Choice of selection from Part 5        |  |
| 10   | October 27  | Culturally Responsive Teaching and Learning             | Morrison Chapter 15<br>Pelo, Part 1-1 pg. 3<br>Pelo, Part 1-2 pg. 7 | <b>Due to Bb by 10/28 – Critical Reflection #3</b> |
| 11   | November 1  | Connecting Parents, Families, and Communities           | Morrison Chapter 17<br>Pelo Part 6-2 pg. 165                        |  |
| 11   | November 3  | Guiding and Connecting Children                         | Morrison Chapter 17<br>Pelo Part 6-2 pg. 165                        |  |
| 12   | November 8  | Types of Early Childhood Programs                       | Morrison Chapter 7<br>Pelo, Choice of selection from Part 7         |  |
| 12   | November 10 | Child Care  | Morrison Chapter 7<br>Pelo, Choice of selection from Part 7         |  |
| 13   | November 15 | Role, Development, and Organization of Public Education | Morrison Chapter 8<br>Pelo, Choice of selection from Part 2         | <b>Due to Bb by 11/16 – Critical Reflection #4</b> |
| 13   | November 17 | Federal and State Programs                              | Morrison Chapter 8<br>Pelo, Choice of selection from Part 2         |  |

| Week | Date        | Topic  | Reading   | Assignments Due   |
|------|-------------|--|---|---|
| 14   | November 22 | Technology and Young Children                    | Morrison Chapters 3, 13<br><br>Pelo, Part 3-6 pg. 109 | <b>Due to Bb by 11/23 – Exploring Early Childhood Settings</b>  |
| 14   | November 24 | Contemporary Issues in Early Childhood Education | Morrison Chapter 2                                    |   |
| 15   | November 30 | Contemporary Issues in Early Childhood Education | Additional Blackboard Materials                       |   |
| 15   | December 2  | Contemporary Issues in Early Childhood Education | Additional Blackboard Materials                       | <b>Due to Bb by December 2 – Field Experience Journal and Field Experience Verification</b><br><br><b>Due to Bb by December 8 – Participation Self-Evaluation</b> |

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](mailto: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](mailto:titleix@gmu.edu).

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