

GRANDE PRAIRIE REGIONAL COLLEGE  
EARLY CHILDHOOD DEVELOPMENT

JUL 04 2002

CD1010  
INTRODUCTION TO EARLY CHILDHOOD

**SEMESTER:** Fall 2001-2002  
**CREDITS:** 3  
**DATES:** Sept. 6-Nov.27  
**DAYS:** Tuesdays & Thursdays  
**TIMES:** 1:00 - 3:30  
**LOCATION:** ECD classroom H135

**INSTRUCTOR:** Karen Kennedy  
**PHONE:** 539-2040  
**OFFICE:** H128  
**OFFICE HOURS:** After class or  
Monday p.m. by appointment

**COURSE DESCRIPTION:** An introduction to the philosophy, goals, and characteristics of a child-centered program for young children. You will learn positive approaches to guiding children's behavior and will also develop an understanding of the role of play in children's development.

**PREREQUISITES:** None

**TEXT:** *Guidance of Young Children 5<sup>th</sup> ed.* By Marian Marlon

**ADDITIONAL REQUIRED MATERIALS AND EXPENSES:** A camera or videocamera and film. You will incur expenses for film developing and photocopying in this course.

**OBJECTIVES:** On successful completion of this course, you should be able to:

- ☐ Outline the characteristics of a variety of early childhood programs
- ☐ Describe the components of high quality early childhood programs
- ☐ Discuss the role of the early childhood professional in programs for young children
- ☐ Demonstrate an understanding of supportive and nurturing caregiver interactions with young children
- ☐ Describe and apply positive guidance strategies
- ☐ Demonstrate an understanding of the role of play in promoting children's development
- ☐ Explain developmentally appropriate practice and child-centered philosophy

**TEACHING METHODS:** Lectures will incorporate A.V. materials, handout and text readings, in-and out-of-class activities and assignments.

### GRADING POLICY:

A final grade of 4 (50%) must be obtained in order to pass this course. The final grade will be based on:

Assignments -	75%
Portfolio -	20%
Attendance/ Participation	5%

Final grades and assignments are graded on a 9-point stanine system.

9-POINT GRADE	PERCENTAGE EQUIVALENT	DESIGNATION
9	90-100	Excellent
8	80-89	Excellent
7	72-79	Good
6	65-71	Good
5	57-64	Pass
4	50-56	Pass
3	45-49	Fail
2	26-44	Fail
1	0-25	Fail

### Class Policies:

- Regular attendance and participation in class discussion, presentations, and activities help you to understand the material and be a successful student. If it is necessary for you to miss a class because of medical or other emergencies, it is *your responsibility* to obtain handouts, lecture notes, and other materials and independently view videos.
- Absences from over 6 class hours will result in a grade of 0 for attendance/participation.
- Assignments are due in-class or before 4:30 on the assignment due date. 10% will be deducted for late assignments. Assignments will not be accepted after 1 week late.
- Hand in your assignments during class *or* put them in the assignment drop box outside the E.C.D. Department office. Make sure that the assignment cover page has your name, my name, the course, the title of the assignment, and the date you are submitting the assignment.
- Assignments should be either typewritten or neatly handwritten in black pen. All work should be double-spaced. When specifically indicated, assignments must be typed (12 point font, 1-inch margins, double-spaced) suitable for duplicating. Points will be deducted or the assignment may be required to be rewritten when an assignment has significant spelling or grammatical errors.
- Graded assignments will normally be returned within two weeks.
- Eating in class is both messy and distracting. Please limit your snacking to before or after class or the mid-point break.

- ➡ The last day to withdraw from this course with full refund of tuition is \_\_\_\_\_  
 The last day to withdraw from this course with permission (W is assigned by the Registrar's office) is \_\_\_\_\_.

☆☆☆RESPECT THE RIGHTS OF OTHERS.

### TENTATIVE SCHEDULE

This is a tentative schedule of the topics, assignment due dates, and class readings/A.V.,etc. Changes to the schedule based on your needs or mine will be discussed with you in class.

DATE	TOPIC	READING/AV/OTHER	ASSIGNMENTS
Sept. 6	Intro. to CD 1010 The field of early childhood education		
Sept. 11	Early childhood programs		
Sept. 13	Early childhood programs		
Sept. 18	Early childhood programs - quality		Assignment #1 - Due
Sept. 20	Early childhood programs - quality		
Sept. 25	The early childhood professional		
Sept. 27	The Interpersonal Environment	Chapter 2 - Text	Assignment #2 - Due
Oct. 2	Guiding Children's Behavior - Punishment vs. Discipline		Portfolio - First submission
Oct. 4	Guiding Children's Behavior - Positive Guidance techniques		Portfolio - Second submission
Oct. 9	Guiding Children's Behavior - Positive Guidance Techniques		Portfolio - Third submission
Oct. 11	Encouraging Prosocial Behavior		
	<b>PRACTICUM</b>		
Nov. 6	What are young children like? What do young children need?	Chapter 1 - Text	
Nov. 8	Play and Development		Assignment #3 - Due
Nov. 13	The Importance of early experiences		Portfolio - Final submission
Nov. 15	Play and Development		
Nov. 20	The adult's role in promoting children's development	"Appropriate Curriculum for Young Children: The Role of the Teacher"	
Nov. 21	Early childhood programs- developmentally appropriate practice, child centered practice		
Nov. 27	What are young children like? What do young children need?		

**ASSIGNMENTS:****Portfolio: Due Dates \_\_\_\_\_ 20% weighting**

The portfolio will include a number of tasks based on readings, videos, lecture or class discussion. Observations of programs (including both caregivers and children) done outside of class will also be assigned.

**Assignment #1: Due Date \_\_\_\_\_ 10% weighting**

You will research some of the early childhood programs available in Grande Prairie.

**Assignment #2: Due Date \_\_\_\_\_ 20% weighting**

You will prepare a brochure outlining the characteristics of high quality child care.

**Assignment #3: Due Date \_\_\_\_\_ 25% weighting  
35%**

You will prepare a photo display of children learning through their play in learning centers and provide a written justification for a play-based program.

## **RESOURCES FOR INTRODUCTION TO EARLY CHILDHOOD**

Bredenkamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs (rev. ed.)*. Washington, DC: NAEYC.

Brewer, J. (2001). *Introduction to early childhood education preschool through primary grades*. Toronto, ON: Allyn and Bacon.

Cherry, C. (1982). *Please don't sit on the kids*. Belmont, CA: Fearon

Coloroso, B. (1994). *Kids are worth it! Giving your child the gift of inner discipline*. Sommerville House Pub.

Doherty-Derkowski, G. (1995). *Quality matters*. Don Mills, ON: Addison-Wesley

Essa, E., Young, R., & Lehne, L. (1998). *Introduction to early childhood education 2<sup>nd</sup> Canadian ed.* Toronto, ON: ITP Nelson

Feeney, S., Christensen, L., & Moravcik, E. (1996). *Who am I in the lives of children? An introduction to teaching young children*. Upper Saddle River, NH: Prentice-Hall.

Gestwicki, C. (1999). *Developmentally appropriate practice; curriculum and development in early education 2<sup>nd</sup> ed.* Albany, NY: Delmar.

Gordon, A., & Browne, K. (1989). *Beginnings and beyond; foundations in early childhood education*. Albany, NY: Delmar

Gordon, T. (1975). *PET. Parent effectiveness training*. New York, NY: Penguin

Greenberg, P. (1991). *Character development; encouraging self-esteem and self-discipline in infant, toddlers, and two-year-olds*. Washington, DC: NAEYC

Hendrick J. (1990). *Total learning; developmental curriculum for the young child*. Don Mills, ON: Collier Macmillan

Hildebrand, V. (1990). *Guiding young children 4<sup>th</sup> ed.* New York, NY: Macmillan

Jalongo, M. R. & Isenberg, J. (2000). *Exploring your role: a practitioner's introduction to early childhood education*. Upper Saddle River, NJ: Prentice-Hall.

Kostelnik, M., Stein, L., Whiren, A., & Soderman, A. (1998). *Guiding children's social development 3<sup>rd</sup> ed.* Albany, NY: Delmar.

Kostelnik, M., Soderman, A., & Whiren, A. (1999). *Developmentally appropriate curriculum: best practices in early childhood education.* Upper Saddle River, NJ: Merrill

Mayfield, M. (2001). *Early childhood education and care in Canada: contexts, dimensions, and issues.* Toronto, ON: Pearson Education.

#### Web Sites:

Childcare Resource and Research Unit [www.childcarecanada.org](http://www.childcarecanada.org)

Child and Family Canada [www.cfc-efc.ca](http://www.cfc-efc.ca)

Canadian Parents Online [www.canadianparents.com](http://www.canadianparents.com)

National Child Care Information Center [www.nccic.org](http://www.nccic.org)

National Parent Information Network [www.npin.org](http://www.npin.org)

Alberta Children's Services [www.gov.ab.ca/CS](http://www.gov.ab.ca/CS)

Zero To Three [www.zerotothree.org](http://www.zerotothree.org)

Canadian Association of Family Resource Programs [www.frp.ca](http://www.frp.ca)

Future of Children [www.futureofchildren.org](http://www.futureofchildren.org)

Early Childhood Care and Development [www.eccdn.org](http://www.eccdn.org)