New Course Request

Indiana University

School/Division: Educational Studies
Academic Subject Code: EDUC

Course Number: E352 (must be cleared with University Enrollment Services)
Instructor: Isik-Erceq

Course Title: Teaching and Learning in Preschool/Kindergarten
Recommended Abbreviation: Teaching and Learning Prek/K

First time this course is to be offered (Semester/Year): Spring 2011
Credit Hours: Fixed at 3 or Variable from ________ to ________

Is this course to be graded S-F (only)? Yes X No

Is variable title approval being requested? Yes X No

Course description (not to exceed 50 words) for Bulletin publication:
This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy and art will be emphasized.

Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
Non-Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________

Estimated enrollment: 20 of which 1 percent are expected to be graduate students.

Frequency of scheduling: 2 semester/year Will this course be required for majors? Yes

Justification for new course: MATCHING COURSE from IUB to be a part of our early childhood education majors

Are the necessary reading materials currently available in the appropriate library? Yes

Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Date 11-22-10

Approved by: Date 11/3/11

Dean of Graduate School (when required) Date 12/4/11

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance--White
Indiana University Purdue University Fort Wayne
School of Education Summer 2010
E352 Teaching and Learning in Preschool/Kindergarten II (3 cr.) Tuesdays 4:30pm, Neff Hall 251

Instructor: Zeynep I. Ercan (pronounced as Err-Jon), Ph.D.  Office: Neff Hall 250 P
Email: isizk@ipfw.edu (preferred way to contact)  Phone: 260.481.6440 (o)
Office hours:  Tuesday 3:00 pm – 5:00 & Thursday 3:00 pm – 5:00 pm. Call: 260.481.6861 to set up an appointment.

I. The Mission of the IPFW School of Education (SOE; adopted January 20, 1996) is "To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analyses;
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders."

II. Course description from IPFW Undergraduate Bulletin: E352 Teaching and Learning in Preschool/Kindergarten II (10 cr.) Engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy and art will be emphasized.

III. Course Objectives: What should you be able to do intellectually, physically, or emotionally as a result of your learning through this course?
1. Creating and implementing early childhood curriculum for the ages 3-5 by integrating early content learning, developmentally appropriate practices and constructive teaching and learning principles.
2. Examining and critiquing early childhood curriculum models and curricula in light of issues of culture, philosophy, content, implementation, and state and national standards.
3. Generating an early childhood curriculum framework that reflects best practices to promote the growth of all children.
4. Using a variety of planning and assessment tools to support children’s learning.
5. Collaborating with teaching staff, specialists, and parents to provide children with best educational experiences (These objectives are connected to the conceptual framework pieces: Habits of Mind, Pedagogy, Knowledge, and Experience; to the INTASC standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NAEC standards 1, 2, 3, 4, 5, and IDOE standards 1, 2, 3, 4, 5, 6, 7, 8).

IV. The Conceptual Framework – A Learning and Leadership Model – for the IPFW SOE (February 9, 2000) declares that we are committed to the following for our programs:

1. Democracy and community
   Effective educators, such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

2. Habits of Mind
   Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of minds necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently, the SOE must integrate critical habits of the mind in all aspects of the teaching/learning process.

3. Pedagogy
   Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse

1 Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.
perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

4. **Knowledge**

Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.

5. **Experience**

Effective educators learn their craft through experiences in actual educational settings. Through onsite campus activities and field-based experiences students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

6. **Leadership**

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practices as they optimistically face the educational challenges of the twenty-first century. Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and their communities.

V. **INTASC, NAEYC, and IDOE Standards:** The State of Indiana, Department of Education, has altered its certification/licensure requirements to appropriately reflect current national standards for teacher education and quality. Course objectives and activities reflect these changes. This syllabus reflects Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development (1992), the National Association for the Education of Young Children’s (NAEYC) teacher preparation standards (Hyson, 2003), and the Indiana Department of Education Standards for Early Childhood Teachers (1998).

INTASC Standards – Students in Professional Studies for Initial Teacher Preparation will develop understanding and use of:

1. The central concepts, tools of inquiry, and structures of the discipline(s) she teachers and create learning experiences that make these aspects of subject matter meaningful for students.
2. How children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse students.
4. A variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.
5. Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning instruction based upon knowledge of subject matter, students, community, and curriculum goals.
8. How to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. How to be a reflective practitioner who continually evaluates the effects of her choices and actions on others (students, parents, and other professionals in the learning community) and how actively seeks out opportunities to grow professionally.
10. The knowledge to foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.


1. **Promoting Child Development and Learning** Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
2. **Building Family and Community Relationships** Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

3. **Observing, Documenting, and Assessing to Support Young Children and Families** Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

4. **Teaching and Learning (this standard has 4 sub-standards)**

5. **Becoming a Professional** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**IDOE Standards for Teachers of Early Childhood:**

1. The early childhood education professional possesses core knowledge that is extensive and comprehensive and goes well beyond common knowledge.

2. The early childhood education professional understands typical and atypical growth and development within each developmental domain and possesses the knowledge to facilitate healthy growth and development in all children.

3. The early childhood education professional understands the role of history, philosophy, and educational learning theories as being fundamental to planning curricula that are developmentally appropriate for each of the individual children in the group.

4. The early childhood education professional understands developmentally appropriate practices and can develop curriculum and implement instruction for all children.

5. The early childhood education professional understands the influence of the family, community, and culture on the learning and development of the young child.

6. The early childhood education professional is knowledgeable about methods of assessment and evaluation and uses assessment information to plan appropriate curriculum and to provide feedback for families.

7. The early childhood education professional embraces and actively models professionalism, ethical behavior, and commitment to lifelong learning.

8. The early childhood education professional promotes an environment that nurtures and encourages the physical, emotional, social, moral, aesthetic, language, and cognitive growth and development of all children.

**EDUC 352 COURSE REQUIREMENTS**

1. **Textbook and Readings**
   d) Articles and book chapters on elearning.

The textbook and articles have potential to be extremely valuable for your intellectual growth as a professional. However, you might be challenged to understand dense reading pieces if you only tend to skim through. You need to focus on the readings by taking notes, finding key points, jotting down questions, and critiquing the pieces and must come to class prepared to reflect on these readings. With this in mind, it is unreasonable to expect that there will be enough time to discuss every idea presented in the textbook and articles.

2. **Participation in the classroom learning experiences and assignments (10 points)**. This includes classroom discussions based on learnings and personal experiences, contributing to peers’ ideas, asking questions, engaging in peer and group work, role plays, etc. This classroom environment is based on social constructivism, therefore, your ideas are of most value for your instructor and your peers.
3. **Weekly Field Observation and Analysis (18 points).** You will do weekly observations in the preschool and kindergarten settings that you will visit. This will be tied to your practicum course. The purpose of this assignment is helping you bridge theory and practice and gain skills in guiding children’s learning. You will submit your weekly field observation and analysis three times as outlined in the syllabus. Guidelines will be given.

4. **Curriculum Planning Reflections (20 points).** You will be working with the classroom teacher to create learning experiences for children in your classroom. The planning should consider various areas of development, children’s emergent interests in literacy, math, science, social studies, art, music, drama and movement – and your goals for individual and group learning. You will then reflect on and report on the process of planning.

5. **Curriculum Implementation Report (32 points).** You will observe, encourage and facilitate children’s learning by working with your classroom teacher. You will also learn and practice using different types of assessments to understand children’s growth and learning in relation to your curriculum implementation.

6. **Final Presentation (20 points).** You will describe your process of curriculum planning and implementation in a 15 minute presentation. Your presentation can take any format such as trifold documentation, video editing powerpoints, or dramatic experiences. You will present these steps through a creative presentation in finals’ week. Guidelines will be given.

**POLICIES AND GUIDELINES**

**University policies.** All assignments must be original to this course. Take special care to cite all sources APA style so that no questions arise about your work or the use of other persons’ ideas (i.e., plagiarism). All IPFW policies (e.g., attendance, cheating/plagiarism, as well as withdrawal, incompletes, and final examinations) will be followed (see Bulletin Undergraduate Programs and Student Handbook Planner). If you, for example, do not appear on the university’s official class list, you will not be permitted to participate in the course. You are responsible for these regulations whether you read them or not.

**Syllabus as the course guide** This syllabus is a guide for fulfilling the course objectives and assignments. All students are responsible for both the textbook/assigned readings and other class content. Many of the course assignments will be useful in the creation of your professional portfolio. I reserve the right to change the content of this syllabus to better meet your needs, to enhance your learning, to respond to teachable moments, and/or to better meet the objectives of the course.

**Attendance** will be taken at each class period. Communication and collaboration with your instructor is a must in any circumstances that prevent you from attending the class. Frequent unexcused absence will negatively impact grading. In every classroom session, important announcements are made regarding assignments, grading and future agenda. In addition, there are resources distributed. It is the students’ responsibility to follow up with peers/instructor to track what has been missed and making up missed assignments.

**Excused absences:** For your absence to be excused, you must communicate with your instructor before you miss the class. Examples to excused absences include but not limited to religious holidays, illness of a family member, and student illness with doctor’s report.

**Tardiness policy:** To receive full benefit from the course you must come to class on time and stay for the entire period. Coming on time and leaving only when the work ends are signs of professionalism in the field of education and help yourself, your peers, and your instructor to sustain a productive learning environment.

**Late assignments:** Same policy on attendance applies. Unexcused late assignments will not be graded.
Cell phone policy. Turning off cell phones is a must (no texting etc.). Beyond rules, it is a sign of respect for the instructor and the classmates as part of being a professional.

Respect and civility IPFW and the SOE stress our collective responsibility to create a democratic community environment conducive to learning. My goal is to create a welcoming and productive classroom environment. It is my expectation that you will enjoy the rights and responsibilities afforded to you as an IPFW student (see the 2008-2009 Student Handbook Planner). Classroom discussions and projects will undoubtedly result in differences of opinions. Thus, it is imperative that students demonstrate respect for the opinions of others (instructor, peers, and young children) and focus on the areas they themselves need to grow.

Diversity and Multiculturalism The instructor respects all students and will not discriminate against any student in terms of race, ethnicity, gender, demographics, religion, disability, or sexual orientation.

Disability If you think you have or might have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 233, telephone number 481-6658) ASAP to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at http://www.ipfw.edu/ssd/.

Writing Center Please use the Writing Center for most of your assignments. The clarity of papers, as well as technical issues such as grammar and style affect the quality of your paper. Writing Center consultants help you discover strategies for: analyzing your purpose and audience; generating, organizing, and developing ideas; writing more effective sentences and strengthening your word choice; researching and documenting your sources; and editing and proofreading your own work. Sign up for appointments at Kettler G19 or register for online consultation at http://www.ipfw.edu/casa/writing/ . Information also available in the Student Handbook Planner (2008-2009).

BONUSES AND OPPORTUNITIES
Attendance Students who do not miss any class during the calendar will receive 1 bonus point.
Book Club Students who would like to read an additional book on play from instructor's list and prepare a class discussion with others who also read it will receive 3 bonus points.

GRADING POLICY
Professional quality of college level work is expected. This includes spelling, grammar, usage and all the mechanics of good writing, as well as meaningful content and an articulate command of the language. All assignments must be typed. References must be cited using APA style. Please see the section on writing center above.

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<td>-What is early childhood curriculum?</td>
<td>Week 1</td>
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<td>-Educational philosophy, history, culture, and values influencing curriculum</td>
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<td>-Aligning international, national, state, district, and school level</td>
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<td>Building a Foundation for Learning &amp; Developmental theories and conceptual frameworks for early childhood curriculum</td>
<td>Week 2</td>
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<td>Various approaches to curriculum</td>
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<td>Observing and learning from the children</td>
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<td>Physical knowledge construction through curriculum</td>
<td>Week 5</td>
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<td>Fostering the Use of Language</td>
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<td>Developing Social competency through curriculum</td>
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<td>Integrating content areas for early learning</td>
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<td>Play in Early Childhood Curriculum</td>
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<td>Encouraging Creativity</td>
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<td>Culturally and linguistically diverse children and developmental needs</td>
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<td>Inclusion and differentiation of curriculum</td>
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<td>Family and community connections and curriculum</td>
<td>Week 15</td>
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<td>Finals Week</td>
<td>Week 16</td>
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<td>Connecting the dots: What you learned about becoming an early childhood educator</td>
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* Subject to change. All changes will be announced in class and will become part of the official syllabus.