

New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning

**Undergraduate Program in Early Childhood and Early Childhood Special
Education**

Friday Block of Classes, Fall 2012
SPCE-UE 1048; ECE-UE 1026; MPAIA-UE 1054
10 AM - 3PM Room: GCASL 369

Professors: Maris H. Krasnow, Susan Hershman, Amy Goldin

Maris H. Krasnow, Ed. D.	Susan Hershman	Amy Goldin
239 Greene St., Rm. 222	212/249-3905	516/674-8939
212/998-5207 – Office	sh71@nyu.edu	ahg3@nyu.edu
914/262-0954		
maris.krasnow@nyu.edu		

Required Texts

Brown, J. (2003). *Flat Stanley*. New York: Harper Trophy. (You should have this from last semester.)

Hadaway, N. L., Vardell, S.M., & Young, T.A. (2009). *What Every Teacher Should Know About English Language Learners*. Boston: Pearson.

Haddon, M. (2003). *The Curious Incident of the Dog in the Night-Time*. New York: Doubleday/Random House. (Not ordered through the bookstore.)

Trelease, James. (2006). *The Read Aloud Handbook, 6th Edition*. NY: Penguin.

Wurm, Julianne P. (2005). *Working in the Reggio Way*. St. Paul, MN: Redleaf Press.

Continuing Texts

Jablon, J. R., Dombro, A. L., & Dichtelmiller, M. L. (1999). *The Power of Observation*. Washington, D. C.: Teaching Strategies, Inc.

Kaiser, B. & Rasminsky, J. S. (2003). *Challenging Behavior in Young Children: Understanding, Preventing and Responding Effectively*. New York: Allyn & Bacon.

Koplewicz, H. (1996). *It's Nobody's Fault*. New York: Three Rivers Press.

Dichtelmiller, M.L., Jablon, J.R., Marsden, D.B., & Meisels, S.J. (2001). *Omnibus Guidelines, 4th Edition*.

ECSE Fall 2012
Krasnow, Hershman, Goldin

Course Overview

This semester continues the work we began last semester by delving more deeply into the relationships among children, families, the community and the school. We will also continue to look deeply at ourselves, the variety of roles we play as individuals, teachers and advocates, and how all these important categories hold key places in today's world.

As prospective teachers and very special educators, much class time will be spent preparing you for your role in the classroom. Your student teaching placements will be key to many of the activities and assignments in which you will be engaged. As seniors, you will be expected to undertake a major role in your student teaching positions. We will be working carefully to connect the theory of your coursework to the reality of classroom practice.

Class Foci and Activities:

- (1) Continue to build on the social studies and science themes from last semester.
- (2) Further develop skills as integrated curriculum planners.
- (3) Continue to observe, study and assess children and classroom environments.
- (4) Continue to identify and address the needs of children on the autism spectrum.
- (5) Learn ways to modify and differentiate instruction to better meet the needs of individual children.
- (6) Promote language acquisition and literacy development.
- (7) Learn strategies to assess and address the needs of English Language Learners.
- (8) Learn strategies to address the needs of children with challenging behavior.
- (9) Become familiar with the music and musical activities and strategies appropriate for early childhood.
- (10) Explore critical and current topics and provide articles for discussion.
- (11) Continue to develop collaborative skills in working with parents, teachers, administrators, supportive staff and other professionals.
- (12) Continue to devote class time to discussions of your field placements and student teaching experiences.
- (13) Continue to devote time to visiting selected settings and hearing from selected speakers.
- (14) Become familiar with technology and assistive technology for young children.
- (15) Continue to visit relevant educational environments.

Assignments and Projects

The assignments and projects are designed to integrate this semester's coursework and fieldwork and prepare you for a teaching position upon graduation. It is suggested

you create a filing system to save materials that will support your work as a teacher. **Make sure to save your work and projects - and with help from your cooperating teacher – make sample copies of your students’ work to be used in your portfolio when you will be looking for a job.**

1. **Morning Writings** - We will continue the practice of morning writings from time to time at the beginning of class sessions. These writings will continue to be related to the course readings and their relationship to your field placements. **(12 points)**
2. **Designing A Mini Unit** – You will create and plan 3 lessons with a **science and/or social studies theme** directly related to the curriculum and standards in your placement. *Try to select a topic with your cooperating teacher so you might have the opportunity to teach it – or part of it. In this way, the assignment will be much more meaningful to you.* These lessons must address the needs of your diverse student population. You will be expected to provide standards, modifications and differentiation in each lesson. **(12 points)**
3. **Create and demonstrate a mini-lesson in science.** You may work with a partner. This will be more fully discussed in class. **(5 points)**
4. **Assessment of a Student’s Personal, Social and Physical Development.** **(12 points)**
5. **Trip Paper** – Become familiar with sites designed for young children. Choose a site from such places as the New York Hall of Science, Brooklyn Children’s Museum, Brooklyn or Bronx Botanical Gardens, Bronx, Queens or Central Park Zoos, Children’s Museum of Manhattan, American Museum of Natural History, Liberty Science Center, New York Aquarium, Skyscraper Museum and other sites we can identify together. You will write a review of the trip and how you might plan and prepare a class trip to this site. Specific guidelines will be distributed in class. **(10 points)**
6. **Attend a Live Musical Performance** – A list of performances will be developed. Write a reflection or review of the performance – include a program. Other music assignments will be listed on blackboard. **(TBA, Amy)**
7. **Participate in Discussion Boards** – Join the conversation and respond on time. **(4 points)**
8. **Create a social studies and/or science graph in your classroom.** You will present this in class. We will brainstorm possible topics that will fit appropriately into your class curriculum. **(4 points)**
9. **Create Social Stories** - You will create your own social story to present in class. It should focus on a student in your placement. **(4 points)**
10. **Site Visit Report** – You will write a written report on a school site you will visit this semester. **(5 points)**
11. **Read Aloud and Poem** – We will continue to explore children’s literature through read alouds and book shares. You will select and present an appropriate early childhood picture book and poem in class. You will post your selections on blackboard. You will complete the information form and return it on the day of your presentation. **(5 points)**

12. **Attend an Early Childhood conference at the 92nd St Y on November 16th**. If you work Friday afternoons try to negotiate work hours with your employer so you may stay until the end, 4:30.
13. **Flat Stanley** – Prepare 3 journal entries describing your adventures with Flat Stanley. (5 points)
14. **Presenting and sharing children’s books on themes related to NYC and Science.** (2 points)

SPECIFICATIONS FOR ALL ASSIGNMENTS WILL BE EXPLAINED IN CLASS.

Class Expectations

1. *The rules of civility will be practiced at all times in class, on campus, on the internet and on any other communication tool. Students and faculty will act with respect, thoughtfulness, courtesy, and understanding at all times. A breach in this behavior will result in disciplinary action.*
2. Arrive to class on time. Keep a record of your absences and promptness. Please note the following rule: 2 latenesses = 1 absence; 2 absences = minus ½ grade (Ex: an A will become an A-.) Call Maris, Susan, or your buddy if you know you will be absent.
3. Please do not plan doctor or other appointments that conflict with class time. Travel or vacation plans should not conflict with class time.
4. Cell phones must be turned off and put away during class time. Using your cell phone during class will result in a reduction of your grade.
5. Remember your student teaching protocols: **IF YOU ARE GOING TO BE ABSENT, INFORM YOUR COOPERATING TEACHER, YOUR SUPERVISOR, AND CALL THE SCHOOL PROMPTLY.** Know who took your call so you can prevent possible problems and misunderstandings!
6. Work with and support your class buddy.
7. Be part of the class discussion. Be prepared with readings and assignments. Bring weekly assigned readings to class.
8. Check Blackboard regularly for assignments and announcements.
9. *Assignments should be typed, numbered, stapled and grammar and spell checked. Bring hard copies to class unless otherwise specified.* Use the writing center to improve your writing skills. You must plan in advance and call early to get the appointments you want. Expository Writing Center, 269 Mercer Street, 212/998-8866. You may also meet with Maris or Susan for writing support.

Grades will be determined by attendance and punctuality, class participation, completion and quality of designated assignments and projects:

10 Points	Attendance and Punctuality
10 Points	Class Participation
80 Points	Assignments and Presentations

MAJOR ASSIGNMENT DUE DATES

- 9/7 Class discussion of *Rain Man*
- 9/14 Fingerplay Assignment
- 9/21 Complete *Read-Aloud Handbook*
Share children's books with science theme
Music Activities PDF & Questions
- 9/26 Student Teaching Discussion Board due by midnight
- 9/28 Flat Stanley Journal
List of Accommodations and Modifications from your placements
Response to Musical Development Milestones; School Holiday Policy
- 10/5 Trip Paper
Response to Hap Palmer
- 10/12 Complete *Working in the Reggio Way*
Social Studies or Science Graph
Response to National Standards Position Paper
- 10/19 Group I – 3 Science Presentations
Share children's books with a NYC theme
- 10/26 Complete *What Every Teacher Should Know About English Language Learners*
Group II – 2 Science Presentations
- 11/2 Science Mini-Unit
Homemade Instruments
- 11/9 Complete *Curious Incident of the Dog in the Night-Time*
Response to Evelyn Glennie
- 11/16 Site Visit Report
Attend 92nd Street Y Conference, PM
- 11/30 *Omnibus Guidelines* Assessment Project
- 12/7 Group III – 3 Science Presentations
Social Story
- 12/21 Live Performance Music Review (email to Amy)

*Read aloud and poem share dates will be scheduled throughout the semester. You will select a date to present.

**Week-to-week assignments and readings will be posted on Blackboard.

***Dates for projects and assignments not listed above will be assigned in class.

Important Information from the Dean's Office:

PLEASE READ THE INFORMATION ON THE FOLLOWING WEBSITES FOR YOUR ACADEMIC GROWTH, RESPONSIBILITIES, AND SUPPORT:

[Steinhardt Statement on Academic Integrity](#)

[Student with Disabilities Statement](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Anti-Harassment Policy](#)