ECED-UE 1019: Learning and Experience in Family, School, and Community

AND

ECED-UE 1103: Introduction to Early Childhood and Early Childhood Special Education

Fall 2014

Course Description:

ECED-UE 1019: Introduction to the development of curriculum for young learners in diverse settings. Topics include: early childhood environments, linguistic and cultural diversity, early language and learning in family, school, and community settings, working collaboratively with families to create learning environments responsive to the needs of all children.

ECED-UE 1103: Introduction to the fields of Early Childhood Education and Early Childhood Special Education. Topics include: historical, political, and economic contexts of Early Childhood and Early Childhood Special Education, philosophies and models of Early Childhood and Early Childhood Special Education, the role of the child in society, and the locations of institutions of early childhood learning.

Course Overview:

This course is designed to provide a foundation in Early Childhood Education and Early Childhood Special Education. The objectives of the course, listed below, focus on the blending of Early Childhood Education and Early Childhood Special Education.

Learner Objectives:

1. To understand the relationship between the fields of Early Childhood Education and Early Childhood Special Education.
2. To recognize and understand the various philosophical and methodological approaches to teaching young children, including a clear articulation of those that now dominate the field of Early Childhood and Early Childhood Special Education.

3. To be aware of current trends in provision of services to young children and the role of advocacy in supporting quality Early Childhood Education.

4. To explore the impact of brain development, temperament, and learning styles on the child’s engagement with the environment.

5. To explore the contexts of family, school, and community in a child’s life and the relationship between the culture of the school and the values and beliefs of the family.

6. To understand how issues of equity impact the lives of young children, their families, and their teachers.

7. To examine the role of cultural and linguistic diversity in the cognitive and social-emotional development of young children.

8. To become familiar with the concept of play as the primary way that children learn.

9. To create effective and developmentally appropriate environments that support a child’s engagement in the exploration of materials and curricular activities and allow for integration of supportive services.

10. To understand the relationship between the child’s development and the development of the curriculum (0-8).

11. To incorporate the IFSP/IEP (Individual Family Service Plan/Individual Education Plan) goals into natural learning environments.

12. To learn how the goals of the IFSP/IEP can be utilized across settings and environments through activity-based interventions.

13. To become familiar with models of assessment for early childhood.
Required Readings:


Additional readings will be posted on NYU Classes.

Course Requirements:

1. **Cohort Decorum**: 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. **Class Sessions**: Each class will begin with a morning meeting. This will provide each student the opportunity to discuss their student teaching observations, concerns, and questions. All are required to participate. This is to be followed by presentations, participatory activities, and discussion.

3. **Assignments**: Students will be expected to read the assigned sections from all books as well as selected articles. Please be sure to have access to assigned readings in class each week. All papers must be handed in on time in hard copy form to the professors. Please notify the professors at least 3 days in advance if you have an emergency and need an extension. Written assignments should be typed (size 12 font and double-spaced), numbered, stapled, and grammar & spell checked. 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.

4. **Peer partners**: Work with and support your peer partner. If your partner is absent, you are responsible to provide him/her with all the handouts, assignments, and all other information discussed in class in a timely manner.

5. **Discussion**: Be part of the class discussion. Be prepared with reading assignments. Bring weekly reading assignments to class.
6. **Communication:** Check NYU Classes and NYU e-mail regularly for assignments and announcements.

7. **Use of Electronic Devices:** 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. Laptops/iPads and other such devices may only be used during designated times. Any other use will result in a reduction of your grade.

**Attendance Policy:**

You are expected to attend all class sessions in full. Students are expected to come to each class except in cases of illness and family emergencies. All absences must be cleared with the professors via email. Two unexcused absences will result in a drop of half a grade. (Ex: an A- would become a B+) Students are expected to arrive on time. Two late arrivals or early exits=one unexcused absence. Students are expected to remain in class for the entire session except in cases of medical or personal emergency. Please do not plan doctor or other appointments that conflict with class time. Travel or vacation plans should not conflict with class time.

**Grading Policy:**

- Related Service Provider Observation 5%
- Observations (3) 20%
- EdTPA 20%
- Case Study 20%
- Curriculum Paper/Presentation 20%
- Other Assignments/Participation 15%

* Please review “Assignments” tab on Classes for specific assignment guidelines.

**Attendance Policy:** Two absences will result in a drop in half-grade. Two late arrivals or early departures=one absence. You are expected to be in attendance from 10:00-2:30 weekly. Plan your weekends accordingly.
**Students with Disabilities:**

Students with physical or learning disabilities are required to register with the [Moses Center for Students with Disabilities](http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php), 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

**Academic Integrity:**

*Please note:* All work turned in for this course must be ORIGINAL. When in doubt, cite a reference. Adherence to the Academic Code of Integrity for All Students is expected. See [http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php](http://steinhardt.nyu.edu/dcc/undergraduate/Statement_On_Academic_Integrity.php). Penalties for lack of adherence to the code will be enforced. Formal proceedings will be filed.
Course Calendar: Topics and Due Dates

*Please see “Resources” tab on Classes for weekly articles assigned.

**Please note all dates are subject to change. In the event any changes are made, you will be notified via email to review specific updates on Classes.

September 5th: Introductions & The Importance of Observation

September 12th: The Importance of Play

Reflection Exercise from Be Present Due

September 19th: Brain Development and Attachment

Visit to Bellevue NNICU--group 1

Observation Assignment #1 Due

In Powerful Interactions read Welcome, Powerful Interactions: A First Look, and Step One: Be Present. (Please complete the reflection exercises in the Be Present chapter. You can think of any interaction you've had with young children, it doesn't have to be in a school setting.)

Articles Assigned

A Second Womb

Attachment and Exploration
September 19th cont’d:
From Neurons to Neighborhood
Want Success in Schools? Start With Babies

September 26th: Motor Development
Visit to Bellevue NNICU–group 2

Book Assignments
In the Early Learning Guidelines read Domain I
In Children With Special Needs read Chapters 3 and 4

Articles Assigned
Sensory Integration Overview (from Sensory Integration Strategies for Parents)

October 3rd: Learning Environments
Visit to Bank Street Head Start

Articles Assigned
The Environment is the Curriculum
Explore Bank Street Head Start website prior to visit

October 10th: Language
Guest Speaker: Reem Khamis-Dakwar, Ph.D

Book Assignments
In the Early Learning Guidelines read Domain V
In Children With Special Needs read Chapters 1 and 8

Articles Assigned
Infants Can Use Language to Learn About People’s Intentions Researchers Find
The Art of Meaning—Full Conversation
October 10th cont’d:

Baby Einsteins: Not So Smart After All

In the Early Learning Guidelines read The Teacher’s View

October 17th:

Social Emotional Development

Visit to Child Mind Institute

Observation Assignment #2 Due

Book Assignments

In the Early Learning Guidelines read Domain II

In Children With Special Needs read Chapters 2, 6, and 7

Articles Assigned

Babies’ Self Regulation

Doing What Doesn’t Come Naturally

Is Tattling a Bad Word

Teaching Young Children Interpersonal Problem-Solving Skills

October 24th:

Curriculum, Lesson Planning and Assessment

Visit to CDC

Related Service Observation Due

Book Assignments

In the Early Learning Guidelines read Domains III and IV

In Powerful Interactions read Step 3: Extend Learning

In Children With Special Needs read Chapter 5

Articles Assigned

Teaching Along With Her

Assessing Children’s Progress
October 31st: Families

Articles Assigned

Family-Centered Practices: Birth Through High School

Cultivating Good Relationships with Families Can Make Hard Times Easier!

November 7th: Visit to P.S. 111

November 14th: IEP/IFSP Process

Visit to YAI

Observation Assignment #3 Due

Book Assignments

In Children With Special Needs read Appendix A and B and Chapter 9

Articles Assigned

Rethinking Denial

Early Signs

November 21st: Trauma, Development, and Advocacy

Book Assignments

In Children With Special Needs read Chapter 10

One Child

Articles Assigned

Helping Parents Cope With Trauma

Supporting Infants Prenatally Exposed to Drugs and Alcohol

The Loneliest Babies

Early Childhood Advocacy Toolkit
November 28th: Thanksgiving Recess—NO CLASS

December 5th: School and Communities

Guest Speaker: Maya Krueger

Final Case Study Due

Book Assignments

In Powerful Interactions read A Day in the Life of Ms. Pat and Powerful Interactions: You Make the Difference!

In Children With Special Needs read Concluding Our Conversations and Reflections

December 12th: Wrapping Up

Curriculum Presentations

December 19th: EdTPA Assignment Due