ECH 380 Fall, 2010
Field Work in Early Childhood Education, I
1 semester hour

Instructor
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Office Hours: Monday & Wednesday 12:00 – 2:00 pm, TU: 4:00 – 5:00 pm

Our Vision
Our graduates will be empowered educational professionals deeply committed to continuous learning and the empowerment of all learners.

Our Mission
The WIU Teacher Education Program empowers candidates to become educational practitioners who engage in informed action that is grounded in knowledge and reflection; who are deeply committed to the highest standards of professional practice; who are able to adapt to emerging social, economic, and cultural landscapes; who are skilled in the use of technological tools that promote teaching and learning; and who are committed to empowering all learners.

 Required Texts: None

Catalog Description:
Clinical experience in pre-primary early childhood settings. Students explore and apply learning theories and practices as they observe and participate in daily classroom activities/instruction. Prerequisites: ECH 271, 273, 274, departmental permission, fully accepted into Teacher Education Program. Co-requisites: ECH 351 and 353. Graded S/U

Course Objectives:
The competent early childhood teacher uses an understanding of individual and group motivation and behavior, as well as children’s developmental levels and needs, to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem. [Standard 5: Learning Environment]

➢ Understand how to design learning environments that support the educational needs and interests of all children from birth through age 5. [5C]
➢ Understand how to design and maintain physically and psychologically safe, healthy, and productive learning environments. [5D]
➢ Understand the influence of physical setting, schedule, routines, and transitions on children from birth through age 5. [5E]

The competent early childhood teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and community service agencies to support children’s learning and well-being. [Standard 9: Collaborative Relationships]

➢ Understand schools as organizations within the larger community context. [9C]

Course Expectations:
Attendance:
Attendance at all scheduled class meetings and program visits is the professional obligation of the student. Since arriving late and leaving early detracts from the continuity of class discussion and activity, each student is expected to be on time and not leave before the end of the class period. Additionally, it is essential that each student be on time for departure for program visits.

Professional behaviors:
Students are expected to show continued growth in their professional behaviors, based on the WIU Teacher Candidate Dispositions. Specific dispositions and indicators that will be documented this semester are listed on the back page of the syllabus. A checklist will be used to document the degree to which each student does or does not exhibit these behaviors throughout the semester. It is expected, however, that students will be cognizant of all of the dispositions and indicators at all times. This includes appropriate, professional dress* and behaviors during all program and classroom visits.

Class Participation and Preparation
Your membership in this class is valued. You are expected to come prepared for both class meetings and program visits. During program visits, you are expected to ask question and participate in discussions.
Course Assignments

Program Visit Report
You will visit 1 early childhood programs this semester and write a program report following the visit. During this visit, you will learn about the program and take a tour of the building. Guidelines for completing the program reports will be posted on Western On-line (ECH 380) prior to the visits.
DUE: Each program report --- the week following the visit

Classroom Observation Reports
You will observe 4 classrooms and write a classroom report for each visit. During your observations, you will learn about how the classroom is arranged, how the teachers and children interact, and how the curriculum is organized and implemented. Guidelines for completing the observation reports will be posted on Western On-line (ECH 380) prior to the visits.
DUE: Each classroom report --- the week following the visit

Discussion: Western On-line
Prior to each program and each classroom visit, you are to post a question on the ECH 380 site, discussion link, that reflects your developing knowledge about best practices in early childhood settings board. After the program/classroom visit, you are to respond to one of your classmate’s previously posted questions. In order for credit to be received, postings must be made not later than midnight, the day before and by midnight the day after program/classroom visits and the answers must provide evidence of knowledge gained during the visits. A new forum will be started for each visit.

Resources—EC Programs in IL
You will access the website for Illinois Early Learning in Illinois. As you review the website you will gather information about the resources this site has to offer for teachers in birth to 5 programs. The report is to include: a print out of the home page, a description of at least 3 resources available, and an overall review of the site (user-friendly, accessibility, observations).
DUE: September 30

Professional Resources – EC Listserv
You will sign up to receive daily messages from the List serve for Child Care Information Exchange – Exchange Every Day (http://www.childcareexchange.com/eed/subscribe/). As you read the daily messages, you will choose 4 that you wish to pursue in further detail. You will write a 1-3 page report, to include, for each message: a brief description of the contents of the message, the additional information you pursued, and your responses to the information.
DUE: November 2

Response to Article – Final Reflection
You will read an article about teaching and write a response to the ideas based on your experiences this semester and in a classroom setting. This reflection is in place of a final for this course.
DUE: by December 14

Course Evaluation:

Online Interactions
Each student is expected to access information on Western Online and to engage in interactions, when assigned in a professional manner.
* use correct grammar, punctuation, capitalization, word choice, and spelling.
* carefully edit all responses prior to submission.
* use language you would in face-to-face interactions.
* respond to others’ comments or entries in a respect manner.
* remember interactions on the Web are public.
* respond to the prompt, limit private or intimate feelings and avoid gossip or rumors.
Assignments
All assignments must be typed, stapled together, and clearly organized as required. Points will be assigned to completed assignments based on the degree to which each one meets the following criteria:
*completeness and thoroughness of the assignment.
*attention to and submission of required information.
*thoughtfulness given to the task (absence of judgments, interpretations, opinions).
*connections made to course content and application of knowledge of best practices.
*clarity, originality, and expression of ideas.
*professional quality of the completed assignment (See p. 6.)

Late Assignments
In order to receive full credit for late assignments, one of the following conditions must be met: 1) a written medical excuse, 2) proof from Student Development & Orientation of a family emergency, or 3) prior arrangement made with the instructor. Assignments that do meet this criteria will receive partial credit.

All course requirements must be completed and must meet expectations (at the 85% level) to receive a grade of satisfactory.

Grading
Program visit report -- 1 25
Classroom observation reports -- 5 x 15 75
Blackboard web site participation: -- 5 postings x 5 pts 25
EC Programs Research 15
Professional Resources 15
Response to article 15

170

A minimum of 144.5 points is necessary to receive a grade of satisfactory. There is no opportunity to earn extra credit. Failure to complete an assignment on time or to make a program/classroom visit will require the student to complete assignments aligned with the course content.

University Policies  http://www.wiu.edu/provost/student/
Accommodations.
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

Academic Dishonesty.
Dishonesty of any kind with respect to course assignments or alterations of records will be considered cheating. It is the responsibility of the student not only to abstain from cheating, but also avoid making it possible for others to cheat. The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas taken from another source for use in a course paper or project be fully acknowledged. Students are expected to submit work in each course based upon original thinking for that course. Work submitted in one course which is submitted in another course may constitute academic dishonesty in one, both, or neither courses. Work submitted in this course may build on work in another course, but must be created specifically for this course.

Dispositions.
A letter of concern may be submitted if a student fails to demonstrate Teacher Candidate Dispositions put forth by the University Teacher Education Committee (honesty/integrity, responsibility, commitment to learning, respect, collaboration, emotional maturity, fairness, and belief that all students can learn). The disposition checklist can be found at:  http://www.wiu.edu/CPEP/PDF/DispositionCheck%207-2010.pdf
Class Meetings

Tuesday, August 24, 2010: Overview

Tuesday, September 30, 2010: EC in Illinois

Tuesday, November 16, 2010

Tuesday, November 30, 2010

Tuesday, December 7, 2010

Due Dates – Assignments

Research—EC Programs in IL
DUE: September 30

Professional Resources – EC Listserv
DUE: October 19

Response to Article – Final Reflection
DUE: by December 14
Professional Expectation:

**Ability to present ideas in a professional manner**
The expectation is that all completed assignments are to be typed, stapled together, clearly organized, and professionally presented. Points will be assigned to completed assignments based on the degree to which the criteria are met.

- **Attention to and submission of all required material and information.**
- **Thoughtfulness given to the assignment**
- **Connections between assignment and course content (absence of interpretations, opinions, judgments)**
- **Original thoughts and clarity of expression of ideas**
- **Professional written quality (form, structure, spelling, grammar)**

**Common Mistakes – No Excuse Errors!!!**

**WRITING**

- Appropriately place apostrophes when using possessives and contractions.
- Use periods, commas and question marks correctly.
- Write descriptions of PAST events in PAST TENSE ("I asked the child…. The child responded…. "). It is NOT appropriate to insert the word "would" ("I would ask the child…. The child would say…. "). Also, there MUST be consistent use of verb tense.
- Use agreement between nouns and pronouns (child … he/she; children…their).
- Use agreement between nouns and verbs (single/plural nouns with correct verb form).
- Use first person (I) when writing a reflection. Avoid using “you” as the subject.
- Use parallel phrasing when making a list of items.
- Refer to parents as mother/father instead of mom/dad.

Each student is expected to carefully edit work prior to submitting it for evaluation. For each of the errors listed, up to 1 point will be deducted for each occurrence of that error.

**WORD CHOICE**

to, too, two
there, their, they're
whether, weather
then, than
definitely, defiantly
patience, patients
principal, principle
where, we're, were
right, write
aid, aide
people first language (children with ….. )
children, not kids
chose, choose, choice