

COURSE SYLLABUS

Course Designation

FCS 378: Principles and Procedures for Preschool Programs. Study of appropriate curriculum structure and classroom management techniques necessary to plan and implement programs for children under five. Lecture 2 hours, laboratory 2 hours. (3 hours)

Prerequisite: FCS 326 (required)
FCS 377 (helpful)

Course Objectives

1. Discuss historical influences on early childhood education.
2. Identify the components of appropriate learning environments for young children.
3. Evaluate commercial materials.
4. Plan and implement activities designed to enhance the young child's physical, cognitive, social, and emotional development.
5. Write lesson plans with appropriate behavioral objectives for the activities for young children emphasizing cultural diversity in all curriculum areas. Implement these in a lab setting.
6. Organize and plan a unit of study based on thematic learning, involving areas of learning including fine motor, music and movement, literature and storytelling, language arts, mathematics, science and discovery, social studies, and sensory.
7. Explain and demonstrate the use of basic techniques of child guidance and discipline.
8. Explain the role of families in early childhood education.
9. Identify professional organizations concerned with children and families.
10. Identify methods which establish and encourage parent/teacher relationships.
11. Identify ethical issues affecting teachers, and support staff serving preschool programs.
12. Discuss cultural issues that affect children.
13. Use technology to identify resources and materials that are appropriate for young children.

Text

Gordon, A. & Browne, K. (2004). Beginnings and Beyond (6th edition). New York: Delmar Publishers, Inc.

Requirements and Evaluation

Lecture and attendance in service learning projects as specified by instructor. Service learning attendance is expected at the time arranged by the student and instructor.

Students are expected to read the chapters assigned in the text as well as any outside readings. Knowledge of the test material coming from the text is the responsibility of the student.

Laboratory Participation

Each student will participate in 2 hours per week of service learning that will include observation and participation in one of the Child Development Center rooms. Each student will be observed and evaluated by the instructor and supervising teacher during the semester. Each student's lab grade will be based on attendance and performance (attitude and improvement).

A missed lab of service learning will be considered as unexcused except in the event of illness or university representation by a student. If a lab time falls on a holiday that lab must be completed at a different time with prior approval from the teacher. Labs **cannot be** made up for any other reason unless permission is given by the Director of Preschool Programs. **Excessive lateness or absence from lab will result in a failing grade.** Five points will be deducted from the lab grade for each unexcused absence.

A total of **26** lab hours is required for FCS 378.

CELL PHONES ARE STRICTLY PROHIBITED WHILE IN LAB!!!

Attendance Policy

A maximum of seven absences is allowed for this class, which includes both excused and unexcused absences. A student is required to attend 75% of classes scheduled for the semester. If the student misses more than seven of the scheduled classes, he/she has "cut out" and will receive an "F" for the semester. Tardiness is not a sign of responsible or mature behavior. Three tardies or early departures constitute one absence. Sleeping through class constitutes an absence. Cell phones will not be used to talk on or text while in class for any reason.

Guidelines for Tardy Work

1. Points will be deducted for late work. Late is defined as being turned in after the class period on the due date. Work turned in after the due date may drop a letter grade for EACH day turned in late.
2. No tests will be given early or late except in cases involving illness. A student must call the division office before the test is given if there is an illness. A doctor's excuse is required for an excused absence. Cases involving long term illness will be considered on an individual basis.
3. Make-up tests will be arranged with the division secretary. Tests must be made up within 3 days of the test date or an "F" will be given. A student with an extended illness will be given more time if needed. Students must present a doctor's excuse for illness.

Assigned Requirements

All written assignments are to be completed by word processing. Computer labs are available on campus in Kethley, Jobe, and Ewing. Any students needing assistance with writing skills should visit the Writing Center on campus.

University Policy on Cheating and plagiarism

Cheating and plagiarism are not to be tolerated. If it is established beyond a reasonable

doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and the dean of the school. The usual penalty involves a grade of zero on the test, examination, or paper in question. If cheating or plagiarism is suspected, but not established beyond a reasonable doubt, the instructor may require the student to take another test or submit another paper. A second offense by any student should be reported immediately for more stringent action.

Accommodation of Disabilities

It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Exams and Assignments

Tests 3 @ 100 points each	300
Final/Ethics Paper	100
Lab participation (CDC)	200
Attendance	100
Performance	100
Resource Unit	200
Creating Environments Assignment	100
Picture File	50
Lesson Assignment	50
Homework Assignments	50
Observation Assignment	50
Article Assignment	<u>50</u>
TOTAL POSSIBLE POINTS	1150

Presentation Methods

Lecture (40%); Audio-visual (15%); Discussion (25%); Projects (20%).

Grading Scale

To determine a percentage grade, divide the number of points earned by 1300. This percentage will be converted to a letter grade using the scale below.

A = 94-100

B = 84-93

C = 74-83

D = 65-73

F = below 65

COLLATERAL READINGS - FCS 378

Books

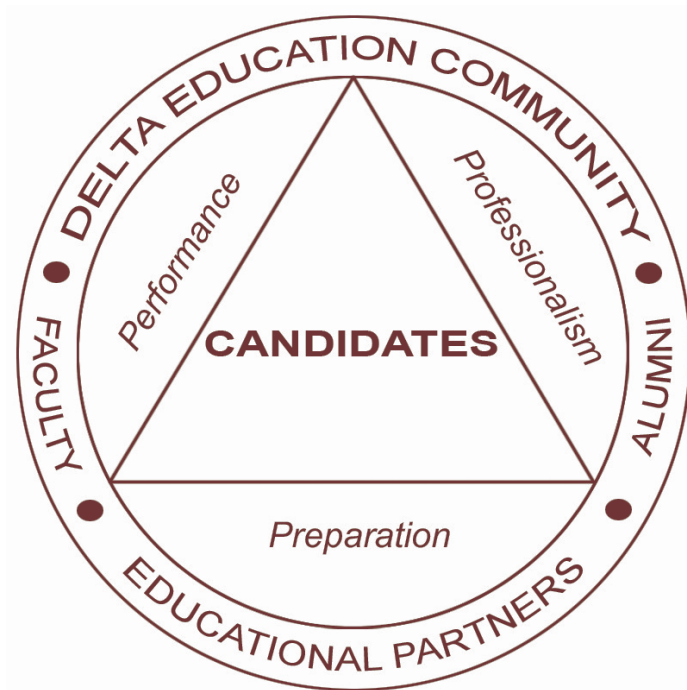
- Brosterman, Norman. (1997). *Inventing kindergarten*. New York, NY: Harry N. Abrams, Inc., Publishers.
- Dodge, D., Colker, L. J., & Heroman C. (2002). *The creative curriculum for preschool*. (4th edition) Washington, DC: Teaching Strategies.
- Driscoll, Amy. (2002). *Early childhood education*. Boston, MA: Allyn Bacon.
- Fabes, Richard. (2001). *Exploring development through childhood*. Boston, MA: Allyn and Bacon Publishers.
- Gonzalez-Mena, Janet. (2001). *Foundations: early childhood education in a diverse society*. (2nd ed.) Mountain View, CA: Mayfield Publishing Co.
- Jackman, Hilda. (2001). *Early education curriculum*. (2nd ed.) Albany, NY: Delmar Publishers Inc.
- Marzollo, Jean. (1998). *How kids grow*. New York, NY: Scholastic.
- Mayesky, Mary. (2002). *Creative activities for young children*. (7th ed.) Albany, NY: Delmar Publishers, Inc.
- Mooney, Carol G. (2000). *Theories of childhood: an introduction to Dewey, Montessori, Piaget, and Vygotsky*. St. Paul, MN: Redleaf Press.
- Nelsen, Jane. (1998). *Positive discipline for preschoolers*. (2nd ed.) Rocklin, CA: Prima Publishers.
- Nilsen, Barbara. (2002). *Introduction to learning and teaching infants through elementary school*. Albany, NY: Delmar Publishers, Inc.
- Olds, Anita R. (2001). *Child care design*. New York, NY: McGraw-Hill.
- Reynolds, Eleanor. (2001). *Guiding young children: a problem solving approach*. (3rd ed.) Mountain View, CA: Mayfield Publishing Co.
- Thomas, Rosalind. (1995). *How to manage your kindergarten classroom*. Huntington Beach, CA: Teacher Created Materials.

Periodicals

- Young Children* (NAEYC)
Child Care Information Exchange
Dimensions
Childhood Education (ACEI)

College of Education Conceptual Framework

DELTA EDUCATION MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)