EDU2142 Early Childhood Education II
Course Syllabus

COURSE REQUIREMENTS
Early Childhood Education II is an introductory course. All students may take this course.

COURSE DESCRIPTION
This course inspects how the education of young children boosts their outcomes later in life. Children need to have instruction in social skill development and early childhood education presents them this occasion to groom those skills. This course will probe the physical and psychological growth of young children. Improvement of prosocial performance and adjustment of such undesirable behaviors as aggression is concentrated on in this class.

You will be capable to recognize the diverse areas customary to early childhood classrooms. Developing activities that are absorbing and suitable for the age and stage of the group will be tackled. Studying the necessity of supporting young children in social skill development will be scrutinized. You will also learn techniques to evaluate the advancement of the children in your care.

LEARNING OBJECTIVES
This course aims to display to the student the significance of early childhood education and how teachers in the field assist the students in their classrooms. You will come to understand that there is a sundry amount of subject matter that can be imparted to even the very young children. The student will also begin to form his/her own philosophy about early childhood education. The worth of building a solid and enduring relationship is reviewed and techniques to do so will be examined. By the end of this course, all students should:
- Recount the growth and development of a child from birth through the age of eight
- Understand the standards of developmentally appropriate practice for children
- Institute an educational philosophy
- Comprehend methods to guide a child's social development
- Heighten interactions with parents through a multiplicity of techniques
- Follow various systems of curriculum directed at child learning
- Grasp what role technology plays in the field of early childhood education

ATTENDANCE
Attendance is mandatory for all students. Excellent attendance is imperative for mastery and application of the information dispensed. Whether you are sitting at a desk in a classroom or attending via Skype, your attendance is vital to your success. Late arrivals are distracting and disrespectful. Please refrain from being tardy.
Grades will be affected by absences and tardiness. Participation in class is a prerequisite. You learn from lectures, discussions and presentations.

CLASSROOM BEHAVIOR

Students are expected to treat all persons with respect. We should all conduct ourselves in a courteous and responsible manner. Be considerate, you can disagree, don't insult.

Please set all your electronic devices to silent during class so as not to be a disturbance to others in the class
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TUTORIAL ASSISTANCE

We maintain an open-door policy for our students. We are absolutely willing to discuss any matter that may arise during the course. If you have any questions, problems, or need help with the course material, we urge you to reach out as soon as the issue arises. If you want to contest a grade, you must do so within 48 hours and put it in writing. Please ask your student advocate for help. If you do not have a student advocate send an email to: tutordept@usilacs.org.

NON-DISCRIMINATORY STATEMENT

All students regardless of age, race, gender, religion, physical disability, class, etc., shall have equal opportunity without harassment in this course. Any problems with or questions about harassment can be discussed confidentially via email at: hr@usilacs.org.

DRESS CODE

For students enrolled who are attending in a classroom or via Skype, please be sure you are dressed modestly and respectfully. Please refer to www.merriam-webster.com/dictionary/business%20casual. NO short shorts or skirts. Avoid low-cut tops. We want to present ourselves in a dignified manner at all times.

NETIQUETTE

- Always read through all the comments of the class before responding. This will avoid duplicating comments or questions asked.
- Avoid language that could be offensive. All profanity is strictly prohibited. Remember that using all caps when replying online signifies shouting. This would be rude and combative.
- Be sensitive to the fact that there will be fellow students from all parts of the world with many differing backgrounds and languages. Remember that slang and idioms will most likely be misconceived and/or misinterpreted. These should be avoided.
- Respect others views or opinions.
- Be thoughtful of the privacy of others. Ask permission before sharing email addresses or other personal information.
- Do not forward inappropriate material such as: virus warnings, chain letters, jokes, etc. The sharing of pornographic material is strictly prohibited.
- Use good spelling and grammar. Avoid using texting shortcuts.

- Strive to compose your comments in a positive, supportive and constructive manner at all times.

Any of these offenses will be dealt with by the school disciplinary committee.

ADA ACCOMMODATIONS

All reasonable accommodations will be provided for students with disabilities. Any student attending USILACS who needs an accommodation due to a chronic challenge (i.e. blindness, deaf or hard of hearing, mobility issues, psychological, or learning disability), register with:

USILACS Registrar's Office
1221 Brickell Ave.
Miami, FL 33131
1-305-330-2202
registrarsoffice@usilacs.org

ACADEMIC DISHONESTY/CHEATING

We encourage collaborating with others, either in person or online, to study and learn. When you complete your assignments or your exams, however, the wording has to be your own.

Plagiarism is the theft of someone else's work and ideas. You are permitted to cite or even quote someone else, however, you must properly cite them. There are two accepted ways of doing this. They are known as Modern Language Association (MLA) or American Psychological Association (APA). You can visit www.citationmachine.net for help in correctly citing information.

As a school that strives to maintain high moral standards, we strongly caution our students to be ethical and honest. Endeavor to be honest in conducting yourself in regard to any coursework you accomplish or exams you may take. Cheating is a dishonest practice.

REFERENCE MATERIALS

The vast majority of textbooks are outdated by the time they are published. USILACS education programs are not based upon outdated printed textbooks. USILACS programs are based on the most accurate and reliable knowledge available; specifically, up-to-date vetted internet-based information.

For those who would like some reference or Internet search recommendations, we would recommend the following.

(2016) Montessori School Education. Sprouts.
(2015) The 13 Key Benefits of Early Childhood Education: Vicki Palmer.
(2014) Nurturing the Love of Learning: Montessori Education for the Preschool Years. Educational Video Publishing.

(2013) Kindergarten Classroom Management Tips for Positive Consequences :
Early Education. ehow Education
(2012) What Kindergarten should be: Doris Fromberg at TEDxMiamiUniversity.
TEDxTalks.
(2009) Early Childhood Development. UNICEF.
(2007) Academic and Educational Outcomes of Children with ADHD. Irene M.
Loe, MD, Heidi M. Feldman, MD, D.

MINIMUM REQUIRED SUPPLIES
All students will need all of the following:
- Computer with camera, microphone, and speakers.
- Skype installed on the computer with an active Skype account.
- Internet
- Printer
- Notebook paper
- Pens/pencils

If the student does not have a computer or internet, there will be some available for use at the school in the computer lab.

GRADING SYSTEM
There will be three tests throughout the course. Each test will count for 33.3% of the final grade.

Grade	Percentage	Grade Point
A+	99	4.0
A	97	3.8
A-	94	3.7
B+	89	3.3
B	85	3.0
B-	81	2.7
C+	77	2.3
C	73	2.0
C-	69	1.7
D	66	1.0
F	59	0.0

All students must earn at least a "D" in order to pass the class.

ASSIGNMENTS
Report on Developmentally Appropriate Practices-
Why are developmentally appropriate practices important in early childhood education? How does this aid the child? How can teachers make sure that their activities are appropriate for the students? This paper should be at least 1,000 words in length.

Journal Article Report-
Select an article from an early childhood journal, i.e. Child Care Quarterly, Young Child, Journal of Research in Childhood Education.
A copy of the article should be attached to your report. You should include:
- Title and date of the article
- Title and author of article
- Summary of the article
- Your reactions to the article
This should be 2-3 pages typed (double-spaced).

Classroom Activity-
Pick one of the interest areas of the classroom and come up with an activity to keep 4-5 three year olds occupied for about 15 minutes. Explain what they will learn and show how you will go about grabbing their attention initially and then keeping their attention throughout. What questions can you ask to enhance their learning? How will you follow up with them later for review?

WEEKLY ASSIGNMENTS

Week 1	Overview of course and coursework
	Child development and brain development
Week 2	Developmentally Appropriate Practices
Week 3	The Importance of Preschool
Week 4	Social Skill/Play Importance
	Report on developmentally appropriate practices due
Week 5	Video review and Exam
Week 6	High Scope
Week 7	Montessori and founder
Week 8	Building relationships with the families
	Journal Article report due
Week 9	Video review and Exam
Week 10	Learning Centers
Week 11	Classroom Arrangement
Week 12	Daily schedules and activities
	Classroom activity due
Week 13	Video review and Final exam