

## **Educating Young Children (TECA 1311)**

**Credit:** 3 semester credit hours (3 hours lecture)

**Prerequisite/Co-requisite:** N/A



### **Course Description:**

An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues.

### **Required Textbook and Materials:**

1. *Beginnings and Beyond: Foundations of Early Childhood Education* by Ed Gordon, Anne and Kathryn Williams Brown, 8<sup>th</sup> edition. Thompson/Delmar Publishers.
  - a. ISBN number is 9780495808176.
2. A package of #882 Scantrons and #2 pencils.

### **Course Objectives:**

Upon completion of this course, the student will be able to:

1. Discuss the contributions of key historical and contemporary theorists to the field of early childhood education.
2. Explain the features of a developmentally appropriate program for young children.
3. Define each of the four basic developmental domains (physical, cognitive, emotional, and social).
4. Examine the types of early childhood programs.
5. Analyze trends and issues of early care and education.
5. Identify the characteristics and developmental stages of a professional in early care and education.

### **Course Outline:**

- A. History of Early Childhood Education
  1. Introduction to the Field
  2. Influences from Abroad
  3. American Influences
- B. Types of Programs
  1. Diversity of Programs
  2. Extending the Age Range

3. Evaluating Programs for Quality
- C. Defining the Young Child
  1. The Whole Child
  2. Common Characteristics
  3. How Children Differ
  4. Children With Special Needs
- D. Developmental & Learning Theories
  1. Psychodynamic Theory

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Course Syllabi

2. Behaviorist Theory
3. Cognitive Theory
4. Sociocultural Theory
5. Ecological Theory
6. Multiple Intelligences Theory
7. Maturation Theory
8. Humanistic Theory
- E. Teaching: A Professional Commitment
  1. The Teacher's Role
  2. Personal & Professional Qualities
  3. Team Teaching
  4. Becoming a Whole Teacher
  5. Evaluating & Components of a
- F. Understanding & Guiding Behavior
  1. The Guidance Triangle
  2. Understanding Behavior
  3. Implications for Teachers
  4. Essential Guidance Practices
  5. Ten Essential Guidance Techniques
  6. Aggressive/Disruptive Behavior
- G. Observation & Assessment
  1. Understanding What We Observe
  2. Recording What We See
  3. Assessment: Evaluating Children
- H. Families & Teachers
  1. Strengthening the Partnership
  2. Today's Families
  3. The Separation Process
  4. Communicating With Families
- I. Creating Environments
  1. What Is the Environment?
  2. Criteria for Creating Environments
  3. Planning the Environment
  4. The Temporal Environment
- J. Curriculum Basics
  1. Effective Curriculum
  2. Considerations for Curriculum Planning
  3. Curriculum Models
- K. Planning for the Body
  1. Learning Through Movement
  2. Physical Growth/Motor Development
  3. Physical/Motor Skills in Early Childhood
  4. Role of the Teacher
- L. Planning for the Mind
  1. Development of Cognition
  2. Cognitive Skills in Early Childhood
  3. Computer in the Classroom
- M. Planning for the Heart & Soul
  1. Emotional Skills in Early Childhood
  2. Social Growth
  3. Creative Growth
- N. Issues & Trends in Early Childhood Ed
  1. Importance of Childhood
  2. Professionalism
  3. Transmitting Values

**Grade Scale:**

900 – 1000	A
899– 800	B
777 – 700	C
699 – 600	D
559 - 0	F

**Course Evaluation:**

Final grades will be calculated according to the following criteria:

1. 3 Tests	30%
2. Introductory Assignment	10%
3. Course Assignments	50%
4. Attendance & Participation	10%

**Course Policies:**

1. No food, drinks, or use of tobacco products in class.
2. Beepers, telephones, headphones, and any other electronic devices must be turned off while in class.
3. Do not bring children to class.
4. No late assignments will be accepted.
5. If you wish to drop a course, the student is responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an 'F' in the course.
6. Additional class policies as defined by the individual course instructor.

**Disabilities Statement:**

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in Student Services, Cecil Beeson Building. You may also visit the online resource at <http://www.lit.edu/depts/stuserv/special/defaults.aspx>

**Student Code of Conduct Statement:**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. *The LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu) or obtained in print upon request at the Student Services Office. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

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