



# **ECE 634/EDCI 690**

## **History & Philosophy of Early Childhood Education**

### **COURSE SYLLABUS: FALL 2014**

**Instructor:** David L. Brown, Ph.D.  
**Office Location:** Education South, 229  
**Office Hours:** By Appointment  
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## **COURSE INFORMATION**

### **Class Meetings:**

<b>Sep 03</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Sep 17</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Oct 01</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Oct 15</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Oct 29</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Nov 12</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Nov 26</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>
<b>Dec 10</b>	<b>Wednesday</b>	<b>4:30 PM – 10:00 PM</b>

Materials – Textbooks, Readings, Supplementary Readings:

### **Textbook(s) Required:**

Lascares, V. Celia & Hinitz, Blythe F. (2011). History of Early Childhood Education (Reprint Edition), Routledge (ISBN: 978-0415893534)

### **Course Description:**

This course will provide students with an overview of historical, philosophical, psychological, educational, and contemporary influences in the field of early childhood education. Further, students will examine notable theorists, trends, theories influencing child development, and curriculum models that are embedded in current evidence-based early childhood education programs.

## Student Learning Outcomes:

1. The student will examine the historical and philosophical origins of early childhood education and its relevance to current practices.
2. The student will compare/contrast different theoretical approaches in ECE programs that promote learning in early childhood education.
3. The student will evaluate theories of childhood education in light of child development programs and current research.
4. The student will develop and refine a personal philosophy of educating young children that reflects current research and educational practice.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

#### **Methods of Instruction:**

Multiple methods of instruction will be used. They include lecture/discussions, cooperative groups, and web-assisted instruction. Additionally, students will take an active role as peer instructors in the class.

#### **Course Topics:**

- 1. Views of childhood education**
- 2. Roots of Early Childhood Education**
  - a. John Comenius
  - b. John Locke
  - c. Jean-Jacques Rousseau
  - d. Johann Pestalozzi
- 3. Kindergarten Movement**
  - a. Friedrich Fröebel
  - b. Susan Blow
- 4. Program for Children of Poverty**
  - a. Maria Montessori
- 5. Child Study Movement**
  - a. Granville Stanley Hall
  - b. Arnold Gesell
  - c. Patty Hill Smith
  - d. Caroline Pratt
- 6. Impact of the Measurement Movement**
  - a. Edward Thorndike
  - b. John B. Watson

7. **Psychoanalytic Movement**
  - a. Sigmund Freud
  - b. Erik Erikson
  
8. **Movement of Cognition**
  - a. John Piaget
  - b. Benjamin Bloom
  - c. Joseph McVicker Hunt
  - d. Lev Vygotsky

**Course Requirements/Assignments:**

1. **Class Participation (25 points):** Attend every class and be prepared to discuss, question, analyze, critique, and debate assigned readings, special topic readings, and other class assignments. Each student will attend and participate in discussions, readings, and collaborative activities during each class session.

Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance of class, coming to class prepared by having read the assigned readings, formulating questions for class discussions, active participation during in-class activities and discussions, and displaying professional conduct during class.

2. **Historical/Notable Scholar Presentation (100 points):** Each student will select a notable historical scholar whose theory, curriculum, and beliefs have influenced evidence-based curriculum programs and practice today. Students will research the scholar to determine the following:
  - 1) How has this individual contributed to the design and implementation of pedagogy and curriculum in early childhood education?
  - 2) How did this individual engage in inquiry?
  - 3) How is his/her work applied in classroom practice or policy development?
  - 4) What was his/her legacy to early childhood education?

Also, please include a description of the following information:

- 1) Personal Information
  - 2) Beliefs about Teaching & Learning
  - 3) Texts written by Theorist
  - 4) References
3. **Philosophy of Early Childhood Education (100 points):** Develop a 3-5 page (typed) paper stating your philosophy of early childhood education. Why do you believe what you believe? Which theorists inform your views of learning and teaching in early childhood education?

Why? Describe classroom practices or program policies that you would create to support quality programs for young children and their families.

4. **Historical Time Period/Timeline (100 points):** Select one of the time periods or movements in early childhood education. Research this time period. Who made the most significant contribution to our understanding of child development? Were there dauntless women during the time period? What significant events occurred during this period? Creatively present your time period/movement to your peers in a way that helps them retain information during this period.

Additionally, prepare a written timeline to be shared with your peers. During the presentation, you should describe the “theme” of this movement or time period; describe the evolution of this movement, the major theorists and their contributions to this movement.

Also, you should trace the forces, ideas, and concepts that have influenced early childhood practice or policy today.

### Movements in Early Childhood Education

1	Child Study Movement	Arnold Gesell, Granville Stanley Hall
2	Progressive Education Movement	John Dewey
3	Testing Movement	Edward Thorndike
4	Kindergarten Movement	Friedrich Froebel, Susan Blow
5	Standards Movement	NCTM, NAEYC, IRA
6	War on Poverty Movement	Head Start
7	Psychoanalytic Movement	Sigmund Freud
8	Movement of Cognition	Jean Piaget, Benjamin Bloom, Joseph McVicker Hunt, David Elkind, Constance Kamii

Please use the following format when developing the research report for your timeline/movement:

- Educators of the time period
- Philosophies and theories practiced or developed during that time
- Factors influencing the philosophies or theories
- Impact on practice: then and now
- Major research conducted during this time
- Cultural aspects and social/economic factors of this period
- Types of educational programs in place/curriculum
- Evaluation of the period/movement based on current principles of child development research

5. **Chapter Presentations (75 points):** You will have the opportunity to lead a discussion of key theorists who have contributed to current evidence-based programs and practices today. Each student will select a chapter from the textbook and develop a 3-5 page (typed) PowerPoint presentation which summarizes the key ideas in each chapter. The student will provide copies of the PowerPoint handout for each class member during the time of their presentation. Please do not send electronic copies to students or professor unless permission is granted by the instructor of record.

#### Guidelines for Chapter Presentations

- 1) Please remember to bring copies of your handout materials during the time of the chapter presentation.
- 2) If you choose to use the projector for your PowerPoint, please arrive early and check to see if you are able to open the file.
- 3) Please plan to share key ideas and concepts orally but do not read the information from the slides. Also, please use graphic organizers and YouTube videos to display and share pertinent information from the chapter.
- 4) Try to keep your presentation between 30-45 minutes and try to actively engage your audience in understanding the key ideas within the chapter.

<b>Grading</b>	<b>Point Value</b>
<u>Assignments</u>	
Class Participation	25
Notable Scholar Presentation	100
Presentation of Historical Time Period	100
Philosophy of Education	100
Chapter Presentations	75
<b>Total Points</b>	<b>400</b>

## **TECHNOLOGY REQUIREMENTS**

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

## ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

## COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

*Participation & Communication:* Each of you are expected to participate fully in assigned readings related to course topics, chapter presentations, discussions of current articles, and presentations of math science lessons. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email ([David.Brown@tamuc.edu](mailto:David.Brown@tamuc.edu)) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on the class website (<http://drbrownec634.weebly.com>) for individual assignments.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

**Lecture and readings:** Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

**Citizenship:** All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Student Conduct:** All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

**Late Work:** Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10 point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

**Attendance:** Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 4:30 PM until 10:00 PM every other Wednesday unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. Each unexcused absence will lower your final average score by 10 points. For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

**Cell Phones/Computers:** Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

## **ADA Statement**

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).



## References

- Rusk, R. R. (2013). *Doctrines of the great educators*. HardPress Publishing.
- Paciorek, K. M., & Munro, J. H. (1998). *Sources: notable selections in early childhood education (2nd ed.)*. Guilford, Conn.: Dushkin/McGraw Hill.
- Braun, S. J., & Edwards, E. P. (1972). *History and theory of early childhood education*. Worthington, Ohio: C.A. Jones Publishing Company.
- Roopnarine, J. L., & Johnson, J. E. (2012). *Approaches to early childhood education (6<sup>th</sup> ed.)*. Pearson Publishing.
- Osborn, D. K. (1991). *Early childhood education in historical perspective (3<sup>rd</sup> ed.)*. Daye Press, Incorporated.
- Hymes, J. L. (1991). *Early childhood education: twenty years in review, a look at 1971-1990*. Washington, D.C.: National Association for the Education of Young Children.
- Isenberg, J. P., & Jalongo, M. R. (2003). *Major trends and issues in early childhood education: challenges, controversies, and insights (2<sup>nd</sup> ed.)*. New York: Teachers College Press.
- Bronfenbrenner, U. (1981). *The ecology of human development: experiments by nature and design*. Cambridge, Mass.: Harvard University Press.
- Montessori, M. (2014). *The Montessori method*. CreateSpace Publishing.
- Vygotsky, L. S., Kozulin, A., & Vakar, G. (2012). *Thought and language (2<sup>nd</sup> ed.)*. Cambridge: M.I.T. Press, Massachusetts Institute of Technology.
- Piaget, J., & Inhelder, B. (1972). *The psychology of the child*. New York: Basic Books.
- Abbott, L., & Nutbrown, C. (2001). *Experiencing Reggio Emilia: implications for pre-school provision*. Buckingham: Open University Press.
- DeVries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2002). *Developing constructivist early childhood curriculum: practical principles and activities*. New York: Teachers College Press.
- Helm, J. H., & Katz, L. G. (2010). *Young investigators: the project approach in the early years (2<sup>nd</sup> ed.)*. New York: Teachers College Press.
- Katz, L. G., Chard, S. C., & Kogan, Y. (2014). *Engaging children's minds: the project approach (3<sup>rd</sup> ed.)*. Westport, CT: Praeger.
- Wurm, J. (2005). *Working in the Reggio way: a beginner's guide for American teachers*. New York: Redleaf Press.
- Goffin, S. G., & Wilson, C. (2000). *Curriculum models and early childhood education: appraising the relationship (2<sup>nd</sup> ed.)*. Upper Saddle River, N.J.: Pearson.
- Essa, E. (2013). *Introduction to early childhood education (7<sup>th</sup> ed.)*. Stamford, CT: Cengage Learning.
- Bredenkamp, S. (2013). *Effective practices in early childhood education: building a foundation (2<sup>nd</sup> ed.)*. Upper Saddle River, N.J.: Pearson.
- Morrison, G. S. (2014). *Early childhood education today (13<sup>th</sup> ed.)*. Upper Saddle River, N.J.: Pearson.

## **COURSE OUTLINE / CALENDAR**