Syllabus – Fall 2018

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title:  Introduction to Early Childhood Programs  
Credits:  3  
Format:  Online  
Prerequisites:  Instructor consent  
Professor:  Kim Larrabee

Email: Please use the General Course Questions forum in Class Discussions for questions about the course.  
Email me for personal and other issues at kim.larrabee@uconn.edu  
Office Hours/Availability: By appointment only.

Course Materials

Required course materials should be obtained before the first day of class.

The UConn Bookstore carries the required text(s), which can be shipped (fees apply). For more information, see Textbooks and Materials on our Enrolled Students page.

Required Materials:  
Text:  Programs for Young Children HDFS 3120 (Custom Text)  *note that this is a custom text and only available at the UConn Bookstore.  

Reading the text is mandatory; your success in this course is dependent on your reading the assigned text material.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

Course Description

Components of early care and education programs. Guided observations are integrated with lecture material. Designed for students who intend to work with infants and young children.

Course Objectives

By the end of the semester, students should be able to:

2. Distinguish between different types of early childhood programs and the delivery models.  
3. Discuss the historical perspective of care for young children and apply that perspective to the current social and political climate.  
4. Define the role and responsibilities of the early childhood classroom teacher in a child-centered, play-based classroom.  
5. Explain the significance of an Intentional/ Reflective teaching model when interacting with children.  
6. Define Developmentally Appropriate Practices and reflect on how they support children’s growth and development.  
7. Recognize the attributes of quality early child-care programs and the impact of a trained, qualified and
equitably compensated workforce.
8. Develop a glossary of shared terminology endemic to early care environments.
9. Apply the professionally shared vocabulary and terminology endemic to early care environments.
10. Reflect on the experience of using an intentional/reflective approach to working with young children.
11. Identify the role and purpose of The National Association of Young Children (NAEYC)
12. Use technology to create mixed media presentations on early childhood development and education.

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction Module &amp; Orientation to HuskyCT</td>
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<tr>
<td>Week 2</td>
<td>Module 1: Why We Care about Young Children</td>
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<tr>
<td>Week 3</td>
<td>Module 2: Models of Care and Education for Young Children</td>
</tr>
<tr>
<td>Weeks 4 - 5</td>
<td>Module 3: Quality Programs and Effective Practices in Early Childhood Education</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 4: Relationships and Guidance: Intentional Interactions: Teaching Children to Care</td>
</tr>
<tr>
<td>Weeks 7 - 8</td>
<td>Module 5: Understanding Developmentally Appropriate Practice -</td>
</tr>
<tr>
<td>Week 9-10</td>
<td>Module 6: Understanding and Supporting Play-Midterm Project Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Module 7: Intentional Reflective Teaching Strategies; teaching to enhance learning</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 8: Creating a Caring Community of Learners</td>
</tr>
<tr>
<td>Week 13</td>
<td>Thanksgiving Break ☺</td>
</tr>
<tr>
<td>Week 14</td>
<td>Module 9: Including all children; what's so special about special ed?</td>
</tr>
<tr>
<td>Week 15</td>
<td>Module 10: History of ECE; Building on a Tradition of Excellence</td>
</tr>
<tr>
<td>Week 16</td>
<td>Final</td>
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Course Requirements and Grading

Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Group Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Glossary</td>
<td>10%</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term Project</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
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Group Discussions
Throughout this course you will participate in weekly small group discussions. The purpose of the small group discussions is to allow you to apply your understanding of content and to bring varying perspectives to each topic. The small group discussions should be similar to a small group discussion you might have in a classroom setting. However, online small group discussions allow you to find and use additional resources (i.e. articles, websites, YouTube videos) to add depth to your discussion.
You will be randomly assigned to a small group that will be your group for the duration of the course. Each member is expected to participate equally in the group. Small Group Discussions will begin Wednesday and end by 11:59 on Sunday for each week. Each student will begin by submitting an initial post in response to the thread question posed by the instructor. After the initial post, you will respond to your peers’ posts throughout the remainder of the week. These posts should include evidence of understanding from your readings and lecture content as well relevant personal reflections or connections to current events. To support a small group discussion, students should share information in way that might pose questions, provide additional resources that might be thought provoking or bring a different perspective.

Assignments
Module assignments will allow students to apply what they are learning throughout the semester. Many of these assignments will be quick and creative small projects that integrate instructional material and must be completed by the end of the module. Each assignment is worth 100 points.

Weekly Glossary
In each module, you will be asked to define a professionally shared vocabulary and terminology endemic to early care environments. The intention of this glossary is to apply this terminology to weekly discussions and assignments. By the end of the semester, you will have a completed glossary document that can be referenced while participating in the Early Childhood Development and Education concentration. Each glossary is worth 30 points.

Module Quizzes
Each module contains a 10 question multiple choice quiz worth 10 points. The quiz pulls random questions from a set and three attempts are allowed. These questions are designed to assess basic knowledge of instructional material and reinforce understanding.

Mid-Term Project
The midterm project will be due the end of week 10. This is worth 100 points. Further details will be provided in the course.

Final
The Final will be due in week 16 and is worth 100 points. Further details will be provided in the course.

Final Grade
The letter grade you receive will be the grade you earned. I do not ‘round-up’ (or down). I rely on the conversion that the University provides within the HuskyCT system. There are an extraordinary amount of opportunities to do well in this course. The path to earning a good grade is to be conscientious and do well on weekly assignments.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
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Due Dates and Late Policy
All course due dates are identified in the Course Schedule. The deadline for submission of all assessments,
assignments, and activities is 11:59PM unless indicated otherwise in the Course Calendar. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. In the rare event, the instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate and timely manner.

Students are expected to complete and submit all assignment on the scheduled due dates. Late submissions are not accepted, unless arrangements have been made with the course instructor, in which case they will lose 10% per day of the total points. In case of emergency, contact the professor— if possible, prior to the due date to make arrangements.

Instructor Responsiveness, Feedback and Grades

Questions or concerns will typically be provided within 24 hours, except on weekends, in which case I will respond by 4PM on Monday. My intention is to grade by the Thursday after each module is completed. Modules close on Sunday’s at 11:59; you can anticipate a grade by 11:59 on the following Thursday. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Additional Information:
- Academic Regulations
- Credit Hour

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special appropriate accommodations and arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

Software Requirements

The technical requirements for this course include:

- Microsoft PowerPoint
- Word processing software
- Adobe Acrobat Reader
- Reliable internet access

Larrabee HDFS 3120 Syllabus Fall 2018
Help
The first suggestion for support in Husky CT is to go to the Tool Bar at the top of the Course page/Student Help tab. Here is a quick view:

Support Options
**Blackboard Support (Students) (24/7)**
☎ **1-855-308-5616**
➤ Chat with a Support Representative
➤ Open a Bb Service Ticket
★ [http://helpcenter.uconn.edu](http://helpcenter.uconn.edu)

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through UITS Help Center.

If you find that there is a technical issue with the course, not your personal computer settings, please post your issue to the **General Course Questions** forum.

**Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the **Computer Technology Competencies** page for more information.

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the **Office of Institutional Research and Effectiveness** (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.