Course Description: This course explores the development of the young child (with and without disabilities, as well as those at environmental risk) in the context of the family and community, with particular emphasis on the impact of state, federal and school system policy on the child’s world. Based on the foundation of the Bioecological Theory of development and current research, the course will consider issues within the family, and the wider socio-cultural ecology that relate to the child’s ability to develop and learn. In addition, students will develop strategies for respectful and culturally responses approaches to actively engage families in their children’s development and learning. Includes field experience

Course Objectives:
Upon successful completion of the course the student will:
1. Have participated in opportunities for self-exploration and growth in order to understand how one’s personal experiences, self-concept, values and attitudes affect one’s teaching style and interactions with children and families.
2. Be aware of and sensitive to familial issues that influence development, learning, and social interactions including family variables (ethnicity, religion, family composition, culture, disabilities, home language, and socio-economic status) and socio-cultural variables (poverty, child care, violence, and parenting).
3. Have explored the role and impact of community on the child’s ability to develop and learn (community schools, supports and activities)
4. Have examined the impact of federal, state (to include child care licensing), and school system policies on children, families, childcare and schools.

Required Readings:


National Conference of State Legislatures. (December 2015). Summary of Every Student Succeeds Act,
Legislation Reauthorizing the Elementary and Secondary Education Act.

Readings for Kozol assignment


Course Requirements:
Each student is expected to:

1. Be an active participant in class discussions and activities.

2. Adhere to all requirements articulated in the “Course Expectations” section of this document.

3. Utilize Bloom’s Taxonomy to engage in and demonstrate critical thinking in the writing of all course assignments to include incorporation of prior knowledge from other EDHD courses taken prior to and during this semester.

4. Subscribe to Spark Action Newsletter at www.sparkaction.org/newsletter/update Enter your email address in the yellow box on the right side of the page.

5. Subscribe to the free edition of Education Week (enter your email address in the yellow box on the right).

6. Complete all reading assignments as per course schedule and read at least one current news article (related to children, families, child care or education) EACH week. Students are expected to bring articles to class to share with their peers.

7. Explore the impact of growing up in one’s Family of Origin—directions attached. NAEYC 1, 2, 6, CEC 1, 2, 6, 7

8. Attend a local Board of Education Meeting (with prior approval students may choose to attend a Maryland Legislative session/hearing OR a Congressional hearing instead). CEC 6, 7, NAEYC 2, 6

9. Read, discuss and critique Fire in the Ashes: Twenty-Five Years Among the Poorest Children in America—directions attached. NAEYC 1-5, CEC 1-4, 6, 7

10. Complete a Family Interview —directions attached. CEC 1, 2, 6, 7, NAEYC 1-3, 6
11. **Final Project/Exam**—directions attached. NAEYC 1, 2, 4, 6, CEC 1, 6, 7

12. **Completion of Field Placement Requirements (5%)**

   The field placement is connected to your learning in every course and critical to your development as a teacher. You will be evaluated on the following components of the field placement:
   - **Attendance** (as recorded on the attendance log signed by your mentor and submitted at the end of the semester)
   - **Record-Keeping** (timely submission of all required paperwork related to field placements, including field placement agreement, attendance log, placement information form, student evaluations of placement, etc.)
   - **Mentor Evaluations** (scores on final evaluation completed by Mentor)
   - **Reflections** (3-5 reflections assigned by and submitted to seminar professor)
   - **Field Placement Seminar** (attendance and participation in two seminars throughout the semester).

**Grading Standards**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Field Placement Requirements</td>
<td>5%</td>
</tr>
<tr>
<td>Exploration of family of origin</td>
<td>10%</td>
</tr>
<tr>
<td>Family Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Critique of Kozol book</td>
<td>20%</td>
</tr>
<tr>
<td>Summary of School Board Meeting</td>
<td>15%</td>
</tr>
<tr>
<td>Final Group Research Project/Exam</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Final Letter Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>
Course Expectations

**Participation:** Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

**Mobile Phones:** Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones (Android, IPhones, etc.) to talk, text, message, etc. during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

**Laptops:** Laptop/tablet use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the student’s ability to fully participate in class activities/discussion and thus ultimately has a negative impact on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

**Late Papers:** All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes." If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

**Extra Credit:** All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

**Requirements for all Assignments**

Papers failing to adhere to the criterion articulated as follows will be returned with a grade of “0” (zero).

1. All papers **must** be typewritten, double spaced, with **1-inch standard margins**, **12-point font size**, include **headings and sub-headings** and be written according to **APA format**, including references, **without exception**.
2. When a student’s writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.

3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students’ papers.


5. The weight (percentage of the total grade) allocated for each component of an assignment is to be viewed as an indicator of the depth expected for each section. Hence, the section(s) with the most points should be the sections, which receive the most attention.

6. Students are expected to include course content (lectures, discussions, readings, etc.) into every paper/analysis.

7. Any paper that requires identifying information should have the child’s (children’s) name replaced with a pseudonym to guarantee confidentiality and anonymity.

**Email Communication:** Students are reminded to conduct themselves in a professional manner when writing emails to faculty/staff members. Remember to include a professional greeting (e.g. Dear Dr. ___) and your full name at the end of the email. Be sure to include a brief description of the problem/topic about which you are writing. It is also helpful to include a subject heading. Avoid using shorthand abbreviations (e.g. OMG, LOL, TTYL, etc.). Remember to proofread and spell check, so that your email reflects you in a professional manner.

**Group Work:** At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified IF there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

**UNIVERSITY CLASS POLICIES**

Students are responsible for reviewing all course related policies found at the link below.

http://www.ugst.umd.edu/courserelatedpolicies.html
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>Introductions and course overview</td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td>Overview of Ecological Systems Model</td>
<td><strong>Read:</strong> Amatea—Chapter 4 and Kozol 1-5</td>
</tr>
<tr>
<td></td>
<td>Microsystem: Defining family</td>
<td><strong>Kozol group</strong> -1st meeting with Kozol group members-discuss chapters 1-5 and record your answers to the required questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Submit:</strong> Groupings for final project AND topic request</td>
</tr>
<tr>
<td>February 7</td>
<td>Gathering Information: Communication and Interviewing Families</td>
<td><strong>Read:</strong> Amatea—Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Submit:</strong>- Family of Origin paper (*MSGE)</td>
</tr>
<tr>
<td>February 14</td>
<td>Joint sessions for Tracks I &amp; II</td>
<td><strong>Read:</strong> Amatea—Chapter 6 and Kozol 6-9</td>
</tr>
<tr>
<td></td>
<td>Guest Speaker: Jennifer Stepanek</td>
<td><strong>Kozol group</strong> -2nd meeting with Kozol group members-discuss chapters 6-9 and record your answers to the required questions.</td>
</tr>
<tr>
<td>February 21</td>
<td>Mesosystem: Supporting the child in the family context (e.g., family engagement, formal/informal communication strategies, etc.)</td>
<td><strong>Read:</strong> Amatea—Chapter 13</td>
</tr>
<tr>
<td>February 28</td>
<td>Mesosystem: Supporting the child in the family context (e.g., family engagement, formal/informal communication strategies, etc.)</td>
<td><strong>Read:</strong> Amatea—Chapter 7 and Kozol</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Kozol Group</strong>--Final meeting with Kozol group-discuss remaining chapters/section of the book</td>
</tr>
<tr>
<td>March 5</td>
<td>Upload Research Paper as Google Document and send link to Dr. Tirrell-Corbin and your assigned group by 5:00 PM</td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>Exosystem: Community support systems</td>
<td><strong>Submit:</strong> Kozol paper with all required components (*MSGE)</td>
</tr>
<tr>
<td>March 9</td>
<td>Complete assigned peer edits using the Google Doc and send completed rubric to your assigned group by 7:00 PM</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>Joint session for Tracks I &amp; II: Ellen Moore</td>
<td><strong>Submit:</strong> Part I of Final Project (in hard copy): Group Research Paper to Course Instructor by 4:00. (*MSGE)</td>
</tr>
<tr>
<td>March 21</td>
<td>No Class--Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>Macrosystem: Racism in America</td>
<td><strong>Read:</strong> ESSA summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Submit:</strong>—Reading List of Children’s books and Draft of children’s book</td>
</tr>
<tr>
<td>April 4</td>
<td>Macrosystem: Racism in America</td>
<td><strong>Read:</strong> ESSA and IDEA summaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Submit:</strong>—Family Interview Paper and be prepared for small group, in-class presentations. (*MSGE)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings and Assignment Due Dates</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>April 11</td>
<td>Macrosystem: Federal, State and Local Education Policies</td>
<td>Read: ESSA and IDEA summaries</td>
</tr>
<tr>
<td>April 18</td>
<td>Macrosystem: Federal, State and Local Education Policies</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Macrosystem: Federal, State and Local Education Policies</td>
<td>Read: Race to the Top-Early Learning Challenge overview Submit- Board of Ed paper (*MSGE)</td>
</tr>
<tr>
<td>May 2</td>
<td>No Class—full week in placements</td>
<td></td>
</tr>
<tr>
<td>May 9</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Final exam/project submissions</td>
<td></td>
</tr>
</tbody>
</table>

*MSGE- Major Scheduled Grading Events

**Professional Standards and the College of Education Conceptual Framework**

**National Association for the Education of Young Children (NAEYC)** (See Appendix A)
- NAEYC Standard 1: Promoting Child Development and Learning
- NAEYC Standard 2: Building Family and Community Relationships
- NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
- NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
- NAEYC Standard 6: Becoming a Professional

**Council for Exceptional Children**

CEC Standard 1: Learner Development & Individual Learning Differences
CEC Standard 2: Learning Environments
CEC Standard 3: Curricular Content Knowledge
CEC Standard 4: Assessment
CEC Standard 5: Instructional Planning and Strategies
CEC Standard 6: Professional Learning & Ethical Practices
CEC Standard 7: Collaboration
The Interstate Teacher Assessment and Support Consortium (INTASC) (See Appendix B)

THE LEARNER AND LEARNING
1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT
4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE
6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY
9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

College of Education Conceptual Framework
(See Appendix C)
Knowledge of:
- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology
Is with exceptionalities across a range of learning experiences.