

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EEC 4301
COURSE TITLE:	Cognitive Experiences for Young Children
PREREQUISITE(S):	None
COREQUISITE(S):	None
STUDENT ADVISING NOTES:	Junior Level Status
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other/Field:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

CATALOG COURSE DESCRIPTION: In this course students learn theoretical aspects of cognitive development for children ages birth to eight with emphasis on planning developmentally and culturally appropriate teaching-learning experiences and determining appropriate curriculum content in language arts, science, mathematics, and social studies with emphasis on integrated experiences. Field experience required (minimum of 6 contact hours)

SUGGESTED TEXT(S): (continued)

Charlesworth, R. & Lind, K, (1999) Math and Science for Young Children (3rd ed.), Albany, NY

Seefeldt, C. (1997), Social Studies for the Preschool-Primary Child (5th ed.), Upper Saddle River, NJ: Merrill

MacDonald S. (1996). The Portfolio and Its Use a Road Map for Assessment, Little Rock, Arkansas: Southern Early Childhood Association

Bodrova, E., & Leong, D. (1996). Tools of the Mind the Vygotskian Approach to Early Childhood Education, Upper Saddle River, NJ: Merrill.

Chaille, C. & Britain L, (1996). The Young Child as Scientist a Constructivist Approach to Early Childhood Education (2nd ed).
New York: Longman

IMPLEMENTATION DATE:

Fall Term, 2009 (20101)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Cognitive Development in the Early Years	3
<ul style="list-style-type: none"> A. Review of research on development of young children's thinking B. Understanding the role of early childhood programs in nurturing cognitive development C. Understanding how young children learn D. Understanding cultural variables and providing a learning environment that meets the needs of all children, including children with diverse cultural backgrounds and special needs E. Developing a multicultural classroom environment <ul style="list-style-type: none"> 1. understanding children's awareness of differences 2. representing diversity in the physical setting 3. experiencing diversity through holidays 4. constructing physical knowledge to enhance multicultural understandings 	
II. Development of Mathematical, Science and Social Studies Concepts	7
<ul style="list-style-type: none"> A. Understanding how mathematical concepts are acquired B. Relationship between mathematical, science and social studies concept development C. Understanding teacher-child interactions that nurture problem solving D. Relationship between child development and mathematical, science and social studies concept development E. Goals and objectives of mathematical, science, and social studies experiences 	
III. Assessment	7
<ul style="list-style-type: none"> A. Authentic assessment B. Methods/Techniques <ul style="list-style-type: none"> 1. observations 2. checklists 3. anecdotal notes 4. interviews 5. work samples 6. assessment tasks 7. narrative C. Recording and Reporting 	

COURSE TOPICS

CONTACT HOURS
PER TOPIC

IV. Mathematical Experiences for Young Children

7

- A. Creating a learning environment that stimulates an interest in math
- B. Planning and implementing developmentally appropriate math experiences
- C. Providing opportunities for children to use math in functional ways
- D. Selecting children's books, poems, finger plays, chants, etc. that enhance math awareness
- E. Selecting equipment and materials to nurture math concept development
- F. Assessing of children's progress
- G. Evaluating math program
- H. Communicating with parents and reporting children's progress
- I. Resources for teachers

V. Science Experiences for Young Children

7

- A. Understanding the process skills used in science
- B. Creating a learning environment that stimulates interest in science
- C. Planning and implementing developmentally appropriate science experiences
- D. Selecting children's books, poems, finger plays, chants, etc. that enrich science learning
- E. Selecting equipment and materials to nurture science understandings
- F. Assessing of children's progress
- G. Evaluating science program
- H. Communicating with parents and reporting children's progress
- I. Resources for teachers

VI. Social Studies Experiences Young Children

7

- A. Understanding the difference between content, social skills, and socialization in the social studies program for young children
- B. Identifying the attributes of a good social studies program for young children
- C. Ways to enhance concept development through social studies
 - 1. field trips
 - 2. resource persons
 - 3. artifacts
 - 4. audiovisual materials
 - 5. children's books and poems
 - 6. music and art
 - 7. acting on acquired knowledge
 - 8. mapping

COURSE TOPICS

CONTACT HOURS
PER TOPIC

VII. Promoting Socialization through Social Studies

7

- A. Learning school and community roles
- B. Building self-awareness
- C. Values and young children
- D. Moral thought and young children
- E. Assessing of children's progress
- F. Evaluating social studies program
- G. Communicating with parents and reporting children's progress
- H. Resources for teachers



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EEC 4301</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>3</u>
COURSE TITLE: <u>Cognitive Experiences for Young Children</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
X Other <u>Upper level BS ECE</u>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>PSAV</u>	<u>Apprenticeship</u>
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4

INTELLECTUAL COMPETENCIES:

X Reading	X Speaking	X Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
X Writing	X Listening	X Information Literacy	X Ethical Judgment	X Working Collaboratively

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Demonstrate understanding of cognitive development and how these understandings guide decisions about curriculum planning for young children.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Observe and describe accurately the cognitive skills of young children and their relationship to curriculum planning.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers

Section 5 (Continued)		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Assess the developmental needs of individual children as related to planning for special needs.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Select and prepare appropriate instructional materials and equipment in the areas of science, mathematics, and social studies.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
•	Implement and evaluate appropriate learning experiences in science, mathematics, and social studies.	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation
•	Demonstrate the ability to nurture young children's ability to explore, discover, clarify, extend, and problem solve in an integrated learning environment.	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Examine many cultural variables that influence the development of young children's communication styles learning styles, interactional styles and handicapping conditions.	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Develop and implement an integrated curriculum.	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning

Section 6

Name of Person Completing This Form:

Dr. Carole Byrd

Date: February 20, 2009