
HDFS 460: Intellectual Development in Early Childhood and Its
Relationship to Practice in Preschool Education

University of Wisconsin-Madison

Spring 2008 (3 credits)

M 5:30-8:00 PM

118 Human Ecology

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by appointment

Course Overview

This course is designed to examine the different practices of teaching at the preschool level and how those practices relate to the intellectual development of children. Specifically, we will examine different theoretical approaches to preschool education and the benefits and downfalls of each. It includes an examination of curriculum models of early education with an emphasis on how teachers' functioning within these models may promote children's intellectual development. We will use a combination of lecture, discussions, in class assignments, student presentations and videos to examine the different approaches. (Pre-requisite: HDFS 362)

Course Requirements

Students are expected to read all assigned readings before class. Discussions during class will require an understanding of the readings assigned for the week. Additionally, we will not be able to cover all aspects of each reading in class due to time constraints, therefore, it is important to complete the readings as well as attend class regularly.

This course will include class discussions and in-class activities. These discussions and in-class activities are essential to your understanding of the concepts, as well as your grade for the course. Therefore, **attendance is required**. Everyone is encouraged to speak up and ask questions during class. If you do not feel comfortable talking in class, please see me before or after class or send me an e-mail. Finally, because class discussions will be a part of the class it is important to respect the opinions and feelings of other individuals in the class. Please listen to others' opinions and reply respectfully.

All written and presented work will be evaluated based on evidence of your understanding of developmental ideas, demonstration of critical thinking skills, thoroughness, and connection of ideas from class to various contexts.

Required Readings

Roopnarine, J., & Johnson, J. (2005). Approaches to Early Childhood Education, 4 Ed. Pearson: Merrill Prentice Hall: Upper Saddle River, New Jersey.

Additional Readings Available on learn@UW:

Follari, L. (2007). Foundations and Best Practices in Early Childhood Education: Histories, Theories, and Approaches to Learning. Pearson: Merrill Prentice Hall: Upper Saddle River, New Jersey.

Presentations, Assignments & Activities

Student Presentation: Working with colleagues and presenting in a professional manner are important professional development skills. Therefore, each student will be required to develop and present once during the semester with one to two other students. During the first or second class meeting everyone will sign up for a topic and week to present. Each presentation will last approximately one hour. The presentations will include a demonstration of the given approach as well as additional research on a topic of the groups choosing related to the approach being presented. More details are located in the handout.

Final Paper: There will be a final paper due the last week of class. The paper is designed to help you demonstrate your knowledge of the course material and relate it to practice. Additionally, it is important that you demonstrate critical thinking skills. The paper should be typed in size 12 font, double spaced, and no more than five pages long. Additional details are located in the handout.

Participation: Participation will take two parts:

- (40 points) First, there will be some in class assignments and activities throughout the semester. In order to complete these activities and get credit for them, students have to be in class. They must be turned in by the end of class.
- (60 points) Second, completing the readings before class is essential for productive class discussions and adequate learning. Therefore, at the beginning of class, a typed one page paper must be turned in **twelve times** over the course of the semester. This paper should briefly describe what you learned from the week's reading, how what you learned could help to further a child's intellectual development, and what downfalls/criticisms you have of the theory/program. These papers **must be typed and turned in at the beginning of class**. There will be **one paper due each week** with the exception of the first week of class, the week of spring break, and the week that you present.

Grading

Point Breakdown		Grade Percentage	
Presentation	100 points	100 points	A 93-100
Paper	100 points	100 points	AB 88-92
Participation	100 points	<u>100 points</u>	B 83-87
		Total 300 points	BC 78-82
			C 70-77
			D 60-70
			F 59 or below

Class Policies and Other Hints

Assignments are due at the start of class on the assigned day. Late assignments will lose five points for each it is late (including weekends). Late penalties accrue each day at 5:30 PM. Computer/printer problems are not an excuse for late papers. Please plan ahead. If you are not able to turn in the paper the day it is due, please contact me before that class and arrange a time for the assignment to be turned in. Do NOT email papers unless you obtain prior permission to do so. Make up assignments (for in and out of class assignments) are up to the discretion of the instructor. Please contact me as soon as possible if you miss a class or assignment. Written proof of an absence will be required in order to make up assignments.

Academic dishonesty will not be tolerated. Please see the guidelines outlined in the Student Handbook for more information (<http://www.wisc.edu/students/amsum.htm>). It is expected that, for all ideas, paraphrased passages, and verbatim passages, appropriate citations/references will be given.

I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me. It is the responsibility of the student to inform us early enough so that proper accommodations can be made.

The Writing Center is a great resource. Grades on written assignments will include grammar, so it may be beneficial to visit the Writing Center before the paper is due. Please see <http://www.wisc.edu/writing/index.html> for more details.

Disclaimer: It may not be possible to completely adhere to the course calendar. I reserve the right to change due dates and dates for discussions. Any changes will be done with advance notice, for good reason and in consultation with the class.

Course Schedule

<i>Date</i>	<i>Topic</i>	<i>Reading/Due Dates</i>
Jan. 28	Introduction/Basic Theoretical Foundations	Chapter 7 & p. 21-23 & Follari p. 46-72
Feb. 4*	Broad Theoretical Approaches	Chapters 8 & 9
Feb. 11*	Teaching to Multiple Intelligences	Follari p. 73-103
Feb. 18*	Inclusion/Diversity	Chapters 5 & 6
Feb. 25*	Head Start	Chapter 3
March 3*	Portage Model	Chapter 4
March 10*	High/Scope	Chapter 10
March 17	Spring Break	
March 24*	Project Spectrum Approach	Chapter 11
March 31*	Developmental-Interaction (Bank Street)	Chapter 12
April 7*	Project Approach	Chapter 13
April 14*	Reggio Emilia Approach	Chapter 14
April 21*	Waldorf Approach	Chapter 15
April 28*	Montessori Education	Chapter 16
May 5*	Pyramid Method	Chapter 17 <i>Final Paper Due</i>

Shaded weeks will include student presentations.

* Participation papers are due.