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## Course Outline for ECD 100

### SUPPORT FOR EARLY CHILDHOOD SUCCESS

Effective: Fall 2010

#### I. CATALOG DESCRIPTION:

ECD 100 — SUPPORT FOR EARLY CHILDHOOD SUCCESS — 1.00 units

This is a one-semester course for students concurrently enrolled in one of four Early Childhood Development (ECD) core courses. The core courses include: ECD 50 Principles and Practice, ECD 51 Prenatal to Early Childhood, ECD 62 Child Family and Community, and ECD 63 Early Childhood Curriculum. The course is designed to assist both English Language Learning students and students needing Basic Skills for academic success including understanding ECD requirements, critical thinking, time management, team building and project management.

1.00 Units Lecture

#### Grading Methods:

Pass/No Pass

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	18.00
<b>Total Hours:</b>	18.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 3

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- Separate complicated field-specific projects into manageable parts;
- Demonstrate ability to follow basic written and oral instructions to complete ECD projects;
- Apply study techniques skills learned in class to create time line for projects
- Identify and utilize technological resources necessary for success in ECD courses and work based learning;
- Collaborate on projects through team work to improve the quality of understanding and the presentation of projects;
- Develop reading comprehension, vocabulary strategies, critical thinking, self-reflection, and documentation techniques.

#### V. CONTENT:

- Review projects using different levels of critical thinking and application to relate course information
  - Explain the relevant parts of ECD assignments and discuss required activities to complete these projects
  - Read and discuss course assignment handout
  - Practice asking for clarification and confirming
  - understanding of clarification
  - Divide course assignments into manageable parts
  - Create a timeline to complete the assignments by the deadline
- Read and discuss sample ECD assignments and grading rubrics
  - Reconcile oral and written instructions about the
  - assignment
  - Investigate discrepancies in instructions and use
  - resources available for clarification
  - Annotate, highlight, or underline important instructions for successful project completion
  - Grade sample assignments using a rubric
  - Analyze time management and project skills for success and completion of class materials
- Develop process for individual and team project completion
- Resources and technological resources in completing ECD projects
  - Use of data bases such as ERIC
  - Online delivery system (such as Blackboard)
- Collaborative activities that lead to successful project completion
  - Strategies for group project
  - Assigning roles based on strength based models
  - Strategies for contribution of all group members
  - Putting project together for presentation
- Developing strategies for successful completion of projects
  - Vocabulary development techniques
  - Reflective practice
  - Analyze discussions, reading, media presentations, class material

4. Techniques for objective observations

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Demonstration** -
- D. Group work
- E. **Audio-visual Activity** -

VII. TYPICAL ASSIGNMENTS:

- A. Comparing notes taking during ECD course lecture
- B. Rewriting of instructor's assignment instructions into manageable parts
- C. Creating a timeline for a project
- D. Reading and discussing sample projects
- E. Creating a draft for an assignment
- F. Providing feedback on other students' assignments

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

- 1. Frequency: weekly

IX. TYPICAL TEXTS:

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Books, syllabi, handouts and notes from other ECD courses