Instructor: Sheila Kerwin Maloney
Office: Room 2528 DP
Phone: 847/635-1752
Email: keelawee@oakton.edu
Web Page:

Office Hours: Monday, Tuesday, Wednesday 1-2:30pm Des Plaines 2528
Thursday 5-6pm Skokie B200
Friday by appointment Des Plaines 2528

I. Course Prefix Course Number Course Name Credit Lecture Lab

ECE 227 Math and Science for the Young Child 3 3 0

II. Course Prerequisite: ECE 102, ECE 104, and ECE 125, all with minimum grade of C or consent of instructor.

III. Course Description: Course introduces theory and practice related to the curricular areas of mathematics and science for young children. Content includes design and evaluation of developmentally appropriate, anti-bias activities and instructional materials. Students will conduct math assessment on a young child.

IV. Learning Objectives: at the conclusion of the course, students who satisfactorily complete all work will be able to:

A. demonstrate an understanding of the cognitive development of young children
B. identify appropriate math and science learning objectives for early childhood programs
C. develop appropriate learning opportunities and instructional materials for young children in math and science (structured, individual, small and large groups)
D. create, present, and evaluate math and science lesson plans
E. assess the mathematical development of a preschooler; describe how the child fits into the sequence of development, and plan corresponding experiences
F. plan for and recognize opportunities for science and mathematical experiences during “free choice” activity time in a preschool
G. plan developmentally appropriate formal and informal science activities for preschool classrooms
H. identify appropriate software and the use and misuse of computers in a preschool environment
I. select and evaluate commercially-made materials.
In addition to the objectives listed above, this course also meets the following Illinois Professional Teaching Standards and the Early Childhood Content Standards as put forth by the Illinois State Board of Education.

**Illinois Professional Teaching Standards**

**STANDARD 1 – Content Knowledge**
The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

**Knowledge indicators – The competent teacher:**
1A. understands major concepts, assumptions, debates, principles, and theories that are central to the discipline(s) in which certification is sought.
1B. understands the process of inquiry central to the discipline.
1C. understands how students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
1D. understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

**STANDARD 2 – Human Development and Learning**
The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal developments of all students.

**Knowledge indicators – The competent teacher:**
2A. understands how students construct knowledge, acquire skills, and develop habits of mind.
2B. understands that students’ physical, social, emotional, ethical, and cognitive development influences learning.
2C. understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
2D. understands that differences in approaches to learning and performance interact with development.
2E. understands how to include student development factors when making instructional decisions.

**STANDARD 3 – Diversity**
The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Knowledge indicators – The competent teacher**
3C. understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

**STANDARD 4 – Planning for instruction**
The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

**Knowledge indicators – The competent teacher**
4B. understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
4C. understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between students’ experiences and career and educational goals.
4D. understands when and how to adjust plans based on students’ responses and other contingencies.
STANDARD 6 – Instructional Delivery
The competent teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.

Knowledge indicators – The competent teacher:
6A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
6B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
6C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
6D. understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

STANDARD 7 – Communication
The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster activity inquiry, collaboration, and supportive interaction in the classroom.

Knowledge indicators – The competent teacher:
7D. understands the importance of audience and purpose when selecting ways to communicate ideas.

STANDARD 8 – Assessment
The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge indicators – The competent teacher:
8B. understands the purposes, characteristics, and limitations of different kinds of assessments.
8D. understands how to use the results of assessment to reflect on and modify teaching.

Early Childhood Content Standards

STANDARD 1 – Curriculum
The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children’s competence across all developmental areas and content areas.

Knowledge indicators – The competent early childhood teacher
1A. Demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: Language and Literacy (English Language Arts); Mathematics; Science; Health, Safety, Nutrition, and Movement (Physical Development and Health); Art, Music, Drama (Fine Arts); and Social Science.
1B. Understands conceptually sound and meaningful curriculum for children from birth through grade three.
1C. Demonstrates an understanding of current research, best practice and professional standards.

STANDARD 3 – Curriculum: Mathematics
The competent early childhood teacher demonstrates proficiency in the use of mathematics; understands and communicates the major concepts, procedures, and reasoning processes of mathematics, which include number systems, number sense, geometry, measurement, statistic, probability, and algebra; and promotes
the abilities of children from birth to grade three as they apply, interpret, and construct mathematical thinking skills in a variety of situations.

Knowledge indicators: The competent early childhood teacher
3A. understands problem-solving approaches to investigate and understand mathematical content.
3B. understands various approaches (estimation, mental math, manipulative modeling, pattern recognition, and technology) to explore and communicate mathematical ideas, solve problems, and investigate everyday situations.
3C. understands concepts, skills, and procedures related to number, number sense, computation and numeration.
3D. understands concepts, skills, and procedures related to geometry and spatial relationships.
3E. understands concepts, skills, and procedures related to measurement attributes such as length, weight, volume, and temperature.

STANDARD 4 – Curriculum: Science
The competent early childhood teacher understands the interrelationships among science, technology, and society; understands and applies fundamental concepts related to earth science (including space), life science (including the environment), and physical science; and promotes the scientific abilities of children from birth through grade three as they discover new knowledge through the use of scientific thinking, reasoning, and inquiry.

Knowledge indicators: The competent early childhood teacher
4A. understands the process of scientific inquiry and the interrelationships among science, technology, and society.
4B. understands the principles of earth/space, life, and the physical sciences and their interconnectedness in everyday environments.

STANDARD 8 – Human Development and Learning
The competent early childhood teacher understands how individuals grow, develop, and learn provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three.

Knowledge indicators: The competent early childhood teacher
8A. understands how children from birth through grade three develop physically, socially, emotionally, cognitively, linguistically, and aesthetically.
8B. understands how to provide learning opportunities, which support and enhance each area of development-physical, social, emotional, cognitive, linguistic, and aesthetic.

STANDARD 10 – Planning for Instruction
The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals.

Knowledge indicators: The competent early childhood teacher
10A. understands how to plan developmentally and culturally appropriate curriculum.
10B. understands the rationale for developmentally and culturally appropriate practice.
10C. understands how to develop short and long-range instructional plans, which are based on play, open-ended inquiry, and long-term investigation.
10D. understands how to use and integrate appropriate technology resources into classroom instructions.

STANDARD 11 – Learning Environment
The competent early childhood teacher uses an understanding of individuals and group motivation and behavior as well as of children’s developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning intrinsic motivation, and self-esteem.
Knowledge indicators: The competent early childhood teacher
11A. understands how to create, select, and evaluate developmentally appropriate materials, equipment and technology for inclusion in the learning environment.
11C. understands how to design learning environments that support the educational needs and interests of all children from birth through grade three.

STANDARD 12 – Instructional Delivery
The competent early childhood teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
Knowledge indicators: The competent early childhood teacher
12A. understands the rationale for a variety of instructional strategies, including play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences
12B. understands how to enhance the intellectual curiosity, problem solving, and decision making of children from birth through grade three.

STANDARD 14 – Assessment
The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children.
Knowledge indicators: The competent early childhood teacher
14A. understands assessment as a means of evaluating how children learn, what they know and are able to do in meeting national, state, and local standards, and what kinds of experiences will support their further growth and development.
14B. understands the purposes, characteristics and limitation of different kinds of assessments.

V. Academic Integrity: Students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton’s Academic Conduct. This code prohibits:
- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documentation.
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton’s policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the Office of the Vice President for Student Affairs for a period of 3 years. Details of the Code of Academic Conduct can be found in the Student Handbook.

VI. Outline of Topics:
A. Types of Knowledge
B. Concept Development
C. Overview of Science
D. The Scientific Method
E. Formal, Informal, and Incidental Science
F. Theoretical Perspectives
G. Science in the Early Childhood Setting
H. Lesson Plans and Activities
I. Overview of Math
J. Formal, Informal, and Incidental Math
K. Mathematical Concepts
L. Theoretical Perspectives
M. Math in the Early Childhood Setting
N. Math Assessment of a Preschool Child
O. Lesson Plans and Activities

VII. Methods of Instruction: active class discussion, hands-on activities, small group projects, reading assignments, written assignments, exams, and student presentations.

VIII. Course Practices Required:
Regular attendance and class participation are mandatory for this course. All Activities, including large group discussion and small group projects or presentations are a necessary part of the student’s understanding of the course material. The most appropriate opportunities for learning the course content come through participating in weekly classroom activities. It is impossible to capture or recreate these learning opportunities through reading or lecture notes alone.

Students are expected to call the instructor at 847/635-1435 if unable to attend class. Email messages regarding absences or tardy arrivals are neither recommended nor advised.

A maximum of 25 points can be earned for attendance and participation, if the student has attended the entire class and has participated in discussion and classroom activities. Students may miss one class with no penalty – after that, five (5) points will be deducted for each absence. Note: ten(10) points will be deducted for any absences occurring for sessions when student presentations are scheduled.

Three (3) points will be deducted for each late arrival (more than 15 minutes late) and each early departure (more than 15 minutes early). Students may also lose varying points for not participating during class, engaging in non-class activities, not contributing to in-class group activities, inattention during classmates’ presentations, or disruptive behavior (e.g. cell phone use, excessive talking). Cell phones and page must be turned off during class.

Special circumstances for emergencies, such as hospitalization, when documented, may be taken into account, on a case-by-case basis, with regard to assignment deadlines. These decisions are made at the discretion of the instructor.
Students are responsible for all reading assigned, and can expect to read an average of two chapters from the textbook on a weekly basis, and/or 1-2 articles as well. It is essential that students purchase the required text for this course and complete all required readings, since all assignments and exams are developed in conjunction with these materials.

Class participation is defined as:

- alertness during class
- contributions to class discussion and to small group projects
- respectful listening and responding to fellow students and to the instructor
- preparedness: completing all assigned reading, making use of a notebook and the textbook/readings during class, bringing in assigned materials for projects, activities, or sharing.

Students must be present for exams. No more than one exam may be missed during the semester, and must be made up within 48 hours of the original exam date. Make-up exams may be made up entirely of essay questions. Regular exams will involve both convergent and divergent questions.

Written assignments must be typed. Students are encouraged to make a copy of all assignments and to keep drafts and notes. (The instructor may request these to be submitted with a completed assignment.) Assignments must be turned in on time and will be accepted only one class session following the due date – therefore, assignments will not be accepted after this date. Late assignments will automatically be graded down one letter grade.

Emailed assignments will only be accepted with prior instructor consent. Emailed assignments must be sent as a Word document, via email attachment.

Neatness, writing level, understanding of required concepts, and adherence to assignment requirements will be considered in grading. Broad evaluation criteria are listed at the end of each assignment sheet, and more specific criteria are outlined on each assignment rubric. Students are expected to proofread assignments prior to submittal. All assignments must be original, with credit given to any ideas that are not the student’s own (authors, researchers, etc.). Sources must be cited in bibliographic form. (Refer to Academic Integrity section for additional information.)

Students have the option to revise most graded assignments, but must clear this with the instructor the day the assignment is returned to the student. Revised or re-written assignments must be turned in, with the originally graded assignment, within one week of receiving the graded assignment. The only exception in this case is the last assignment of the semester, which may not be re-submitted. Exams may not be re-taken.

Many academic support services are available to students at the college. For academic
assistance with writing skills, tutorial support, on line support with paper writing, and other work, students may contact the Learning Center at either campus. For research assistance, students may visit the library at either campus. For general academic advising, students may visit the Advising and Counseling Center at either campus. For specific Early Childhood Education advising, students should speak with the ECE Program Chair or any ECE faculty.

Students are reminded that grades are based upon meeting certain criteria. They are not given – they are earned.

IX. Instructional Materials


Additional readings will be assigned throughout the semester.

X. Methods of Evaluating Student Progress:

Evaluation will be based on the student’s performance on written assignments, in-class presentations, exams, and attendance/participation as explained in Section VIII.

OAKTON COMMUNITY COLLEGE – EARLY CHILDHOOD EDUCATION PROGRAM

Departmental Grading Guide

This guide is intended to be used for written assignments and essay questions, as they apply, on exams.

Grading Scale: Based on Percentage Points

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<tr>
<td>Careful, thoughtful, often original consideration of issues.</td>
<td>Organized presentation and discussion of material. Ideas appear clearly understood in</td>
<td>Meets all requirements at a basic level of understanding. Work may be somewhat sketchy in some</td>
<td>The assignment/answer partially meets the requirements. The student demonstrates</td>
<td>The assignment/answer fails to meet minimal requirements. The student demonstrates a</td>
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90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
Below 60 = F
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<tr>
<td>1. All of the appropriate material is included.</td>
<td>2. No unrelated or irrelevant material is included.</td>
<td>3. The organization of the paper or essay answer reflects a clear understanding of the material and the interrelationship of the various parts of the assignment/answer.</td>
<td>4. The paper is typed. The paper is also grammatically and typographically correct (does not apply to in-class exam answers, which are handwritten).</td>
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<tr>
<td>student’s own terms. Shows high academic standards of work.</td>
<td>Additionally: 1. Some of the appropriate material is missing; or 2. some unrelated or irrelevant material is included; or 3. the organization of the assignment/answer does not reflect a clear understanding of the material and/or the interrelationship of the various parts of the paper/answer.</td>
<td>Additionally: 1. Some of the appropriate material is missing; or 2. some unrelated or irrelevant material is included; or 3. the organization of the assignment/answer does not reflect a clear understanding of the material and/or the interrelationship of the various parts of the paper/answer.</td>
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<td>areas and not thoroughly thought out. There is little evidence of involvement at the personal or intellectual level.</td>
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<td>little understanding and/or effort to understand the material.</td>
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<td>So much appropriate material is missing that the assignment/answer reflects no real understanding of the material.</td>
<td>Additionally: 1. Some of the appropriate material is missing; or 2. some unrelated or irrelevant material is included; or 3. the organization of the assignment/answer reflects a misunderstanding of the material and the interrelationship of the various parts of the assignment/answer.</td>
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errors (does not apply to in-class exam answers, which are handwritten).

In other words, a “C” assignment/answer is one in which there are problems in two of the above areas.

In other words, a “D” assignment/answer is one in which there are problems in three of the above areas, or serious problems in two of the above areas.

Revised December 2010

XI. Other Course Information:
The Early Childhood Education Department of Oakton Community College is committed to supporting students’ learning about the profession of teaching at the early childhood level. To that end, it is important that students understand the most fundamental skills necessary to their work with young children.

Important Skills for Teaching in Early Childhood Education Programs

Physical Skills
Strength and mobility necessary to move from a sitting position to a standing position quickly; to manage periods of walking, standing, sitting, bending, kneeling or crawling; to easily lift/move young children; to quickly reach an endangered child or injured child.

Visual ability to observe children and consistently scan the physical environment.

Auditory ability to hear activity, interactions, and environmental sounds.

Cognitive Skills
Apply developmental theory and curriculum to daily classroom interactions, activities, planning, and assessment.

Use organizational and time management skills to carry out multiple tasks on a daily basis.

Demonstrate effective written and oral communication skills.

Emotional/Psychological Skills
Demonstrate interpersonal skills for effective interactions with children, families, co-workers and program directors.
Implement guidance and supervision from supervisors.
Demonstrate emotional maturity and professionalism in interactions and communications with children, families, co-workers, and program visitors.

**College Learning Center**
If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the ASSIST Office in the Learning Center. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.

Oakton Community College does not discriminate on the basis of race, color, creed, religion, national origin, disability, age, sex, sexual orientation, or marital status in admission to and participation in its educational programs, college activities and services, or employment practices. The college does not tolerate sexual harassment or sexual assault of its students or employees.

In keeping with this policy of tolerance and non-discrimination, in this class, all of us should strive to:

- demonstrate respectful and responsible behavior toward classmates and the instructor
- listen carefully and openly, and give careful consideration to all ideas expressed in class, especially those that are different from your own, without attacking or demeaning the person(s) who have those views, and
- do not use insulting terms or tell offensive jokes when talking to or about individuals or groups.

### Assignment and Exam Dates

<table>
<thead>
<tr>
<th>Assignment/Exam</th>
<th>Due Date</th>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>Science Exam</td>
<td>March 1</td>
<td>50</td>
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<tr>
<td><em>(IPTS 1B, 1D, 4F; ECCS 1C, 4B, 12B)</em></td>
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<tr>
<td>Science Lesson Plan</td>
<td>March 8</td>
<td>100</td>
</tr>
<tr>
<td><em>(IPTS 4B, 4D, 7D; ECCS 8B, 10A, 10C, 4C)</em></td>
<td></td>
<td></td>
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<tr>
<td>Science Idea File</td>
<td>March 22</td>
<td>100</td>
</tr>
<tr>
<td><em>(IPTS 4B, 4D, 7D; ECCS 8B, 10A, 10C, 4C)</em></td>
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<tr>
<td>Math Assessment</td>
<td>April 19</td>
<td>75</td>
</tr>
<tr>
<td><em>(IPTS 1C, 4D, 8D; ECCS 14A, 14B)</em></td>
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</table>
Math Exam
(IPTS 2A, 2B, 2C; ECCS 1B, 3C, 11A)
April 26
50

Math Lesson Plan
(IPTS 6A, 2E, 4B, 6C; ECCS 3A, 3B, 12A)
May 3
100

Math Idea File
(IPTS 6A, 2E, 4B, 6C; ECCS 3A, 3B, 12A)
May 10
100

Reading Reflections
Varying
100

Attendance/Participation

TOTAL:
700

*All lesson plans due today, regardless of presentation date.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Point Distribution</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>A = 630 – 700</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>B = 560 – 629</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
<td>C = 490 – 559</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>D = 420 – 489</td>
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<tr>
<td>F</td>
<td>below 60%</td>
<td>F = below 420</td>
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Student Notes/Record-Keeping