



ECE 460: Early Childhood Curriculum **COURSE SYLLABUS: Fall, 2015**

Instructor: Mrs. Julie Whittle, M.Ed.

Office Hours: Tuesday (before & after class hours or by appointment)
Available online throughout the week

E-mail: Julie.whittle@tamuc.edu

COURSE INFORMATION

Textbook Required: Brewer, J.A. (2001). Early Childhood Education: Preschool Through Primary Grades (6th ed.). Boston, MA: Allyn and Bacon.

Course Description:

The Early Childhood Curriculum course emphasizes an integrated approach to early childhood curriculum development for young children. Relates early childhood pedagogy, research, and content area knowledge to thematic and inquiry curriculum design. (3 semester hours)

Student Learning Outcomes:

1. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.
2. The student will be able to design appropriate activities and experiences in each of the five curriculum areas through lessons that meet the state mandated Texas Essential Knowledge and Skills and addresses accommodations for ELL students through the English Language Proficiency Standards (ELPS).
3. The Student will be able to assess and evaluate the ELL child's stage of English language acquisition (i.e, beginning stage, early production stage, speech emergent stage, intermediate fluency stage, fluency stage).
4. The student will recognize and utilize technology in planning, appropriately implementing, assessing learning activities with children and communicating with parents.
5. The student will be able to identify and apply a variety of teaching strategies to meet the individual, developmental, and diverse needs of young children.
6. The student will examine techniques used in assessing diverse groups of young children and the appropriate application of results to guide student learning in both whole and small group experiences.
7. The students will associate Early Childhood Education-6 and PPRTEExES competencies with the course content.

TEA Standards I-IV. Domains I-IV. Competencies:

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. Domain II. Competencies 005-006

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. Domain III. Competency 007-010

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

Online Class Discussions (4): 10 points each – Total 40 points

Course Objective/Learning Outcome # 1 & # 6: The learner will clarify rationale and investigate theories & practices associated with early childhood curriculum and associate early childhood education TExES competencies with course content.

These online discussion topics will be available in the eCollege course shell until the assigned due date. In order to encourage full class participation, students will be required to post an initial discussion of at least 75 to 100+ words to the assigned chapter topic and respond to another student's initial posting with at least 50 to 75+ word response by the indicated due date. Discussion postings must be substantive or the student will not be given full credit, if it is apparent to the professor that students have not spent enough time or effort in writing the responses. For example, "I agree. You are absolutely right" does not constitute a substantive response.

Online Mid-Term & Final Exams: 50 points each – Total 100 points

Course Objective/Learning Outcome # 1 & # 6: The learner will clarify rationale and investigate theories & practices associated with early childhood curriculum and associate early childhood education TExES competencies with course content.

Final Exam will be given during the final week of the course. The exam will be completed online during the dates posted and announced in the syllabus and class. Each exam is created from a question pool and each student will get a different set of 25 questions for each exam. The exams will be timed for 45 minutes and grades are made available to students following the submission of the exam. If you wish to review your answers, please make an appointment with the instructor to do so. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Assessment Method: Multiple -Choice

Cooperative Learning Activities: (10) 10 pts. each- Total 100 points

Course Objectives/Learning Outcomes # 2-4: The learner will create instructional materials used to teach the early childhood curriculum, plan for an active hands-on approach to the early childhood curriculum and design appropriate experiences in each area of the curriculum to meet TEKS and ELPS standards.

Cooperative class learning activities are designed to engage the students in a variety of experiences to help clarify and demonstrate specific early childhood knowledge necessary to examine and evaluate learning environments for young children. These activities will be included throughout the in class portion of the course.

Assessment Method: Active class participation

Story Analysis: 25 points

Course Objective/Learning Outcome #2: The learner will create instructional materials used to teach the early childhood curriculum.

An appropriate children's literature book for each team Project will be chosen and analyzed according to Bloom Taxonomy.

Assessment Method: Bloom's Taxonomy

Project Plan: 25 points

Course Objective/Learning Outcome #2 & #3: The learner will create instructional materials used to teach the early childhood curriculum and plan for an active hands-on approach to the early childhood curriculum.

Each team will select and generate a Project Plan specifying an early childhood grade (prekindergarten through third grade). This activity is due on the date listed in the course outline. In order to receive full credit, the team will include all the required elements listed on the project plan.

Assessment Method: Project Plan

Content Lessons (2): 50 points

Course Objective/Learning Outcome #4: The learner will design appropriate experiences in several areas of the curriculum to meet TEKS and ELPS standards

Each team will create content area lessons based the Project Plan's specific early childhood grade level. The lessons will be written in approved lesson plan format for each content area required. This activity is due on the date listed in the course outline. These lessons will be shared in class in conjunction with each content area.

Assessment Method: Lesson Plan

Mini-Workshops (2): 50 points

Course Objectives/Learning Outcomes # 2 & # 3: The learner will create instructional materials used to teach the early childhood curriculum and plan for an active hands-on approach to the early childhood curriculum.

The student will create hands-on activities for a specific grade level with the appropriate TEKS and ELPS. All workshops will be based on the Project concept selected. Each workshop will be planned and presented as a team. The first workshop will be an appropriate art experience for young children. The second workshop will be a teacher-constructed math manipulative.

Extra Credit Opportunities:

There will be a few opportunities to earn extra credit during the semester. Once these opportunities have expired, there will not be any other extra credit opportunities given.

Every person in class has the same opportunities to earn extra credit. They are not assigned to only 1 person, so that s/he may pass the class.

Grading

Grading in this class will include only points so that students can determine at any time in the class where they stand. The grade book will be available through eCollege and students may access it at any time they wish.

Course Evaluation	
Online Class Discussions (4)	40 points
Exams	100 points
Cooperative Learning Activities	100 points
Story Analysis	25 points
Project Plan	25 points
Content Lessons (2)	50 points
Mini workshops (2)	50 points

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates, and for online discussions. The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
- Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.]

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The students will be able to communicate with instructor through:

E-mail: Checked frequently throughout the day.

The instructor will communicate to the student through:

In class, e-mail, and eCollege Announcements

Texas A&M University-Commerce provides students technical support in the use of eCollege.

The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Attendance & Participation Policy:

Class attendance and participation is one of the most important, yet underrated elements of a student's education. There are numerous elements that go into class participation:

1. Good attendance (According to University rules, students may be dropped from the class for excessive unexcused absences. For this class that will be considered 3 unexcused absences.)
2. Arrive on time and stay until class is dismissed.
3. Frequent and relevant contributions to class discussion.
4. Reading assigned work and course material.
5. Polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].
6. The student is expected to be respectful and not speak while the instructor is speaking. Private conversations in class will result in a zero in participation for the day.
7. **Turn off** all electric devices, specifically cell phones, pagers, PDA's, and computers. Students who fail to do so may be asked to leave the class and receive a zero for the day. Texting during class is unprofessional and will result in a deduction in your professionalism grade.
8. No headphones in class.

Students are required to attend all class meetings or participate in online instruction, as offered by the instructor. Recovering missed lecture content or assignment information is the responsibility of the student. Office appointments will not be used to substitute for class attendance. Fellow students may provide notes for recovery of missed information. Prior to class time, reading assignments must be completed and any other assignments must be submitted at the **beginning** of the class period. Participation in class activities, including

discussion groups and in-class assignments, is a component of attendance. The first person to e-mail me that you have read this will receive a candy bar. Specify type of candy bar and what class of mine you are taking in e-mail.

Participation Evaluation Scale:

- 100% = full participation in small and large group
- 75% = partial participation in small and large group
- 50% = prompt attendance only or tardy with full participation
- 25% = tardy and some participation
- 0% = tardy no participation or no attendance or texting in class

Assignment Policy:

All assignments that are late will have points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your assignment, then points will be deducted. Assignments will be accepted after the due date *with the exception of online discussion boards, quizzes and exams*. However, a 10 % deduction will be applied to assignments 1 day late, and an additional 5 % for each day thereafter. For example, if an assignment is due by 5:00 PM on Sunday in the drop box of eCollege and is not placed in the drop box until 6:15 PM on Sunday, there will be a 10 % deduction; if the paper is turned in on Wednesday the paper will start to be graded with a grade of 80%. Assignments will be either handed in during class meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments: All written assignments are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for

reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gees Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook* <http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf>).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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