ECE 313.04W CHILD DEVELOPMENT: EARLY YEARS (3 HRS)
FALL 2015 ONLINE

Instructor: Janice LaMendola, Adjunct Instructor
Cell Phone: 469-878-6129
University Email Address: janice.lamendola@tamuc.edu

COURSE INFORMATION
Textbooks, Readings, & Supplementary Readings:

Trawick-Smith, Jeffrey. (2014). *Early Childhood Development: A Multicultural Perspective (6th edition)*. Boston: Prentice Hall. ISBN: 0-13-286859-8. [Note: the earlier 5th edition is suitable ISBN: 0-13-501646-0].
   http://www.coursesmart.com/IR/1213696/9780132869355?_hdv=6.8

National Association for the Education of Young Children. (2009). *Developmentally Appropriate Practice*. Washington, DC: NAEYC. Available
   online: http://www.naeyc.org/positionstatements/dap

Course Description:
    This course examines theoretical and empirical research along with practical experience relating to young children. Cognitive, physical, social, and affective developmental domains are explored and implications for curriculum design and learning environments are drawn.

    Goals of the Course: Early Childhood Educators must utilize an understanding of normal developmental patterns as they serve young children in Texas schools.

Student Learning Outcomes – The successful student will:
   A. identify developmental milestones and their implications during the early years
   B. recognize the effect of environmental factors which affect development and learning
   C. apply developmental principles and theories to programs for young children
   D. observe and record the developmental behavior of young children
   E. explore the variations of development that may occur

Pedagogy and Professional Responsibilities:

Standard I. Domain I

1.1k   the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2k the implications of students' developmental characteristics for planning appropriate instruction;

1.3k characteristics and instructional needs of students with varied background, skills, interests, and learning needs;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;

Standard II. Domain II

2.1k the importance of creating a learning environment in which diversity and individual differences are respected;

2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior;

2.23k students' emotional needs and ways to address needs;

Standard III. Domain III

4.13k legal requirements for educators (e.g., those related to special education students' and families' right, student discipline equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.5s maintain supportive and cooperative relationships with colleagues;

4.6s engage in collaborative decision-making and problem solving with other educators to support students' learning and well-being;

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
Overview :

1. **Professional Behaviors**: Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.
   ○ **Read** textbook assignments, supplemental reading assignments, lecture notes, videos and PowerPoint presentations.
   ○ **Check Leo eMail** frequently, at least twice a week.
   ○ **Discussions:** Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**. Occasional synchronous (real-time, live) ADOBECONNECT, CHAT or CLASSLIVE sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.
   ○ **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.

Aligns with Student Learning Outcomes: A-E

2. **Exams**
   ○ **Mid-Term Exam:** Exam will consist of multiple-choice, true/false and/or short answer questions. Students will demonstrate an understanding of the topics presented.
   ○ **Final Exam:** Exam will consist of multiple-choice, true/false and/or short answer questions. Students will demonstrate an understanding of the topics presented.
Aligns with Student Learning Outcomes: A-E

3. Write a **Media Reaction Paper** after you watch two (2) hours of mass media produced for young children (cartoons, video games, computer games, or online explorations). Evaluate and summarize what you have viewed in a reaction paper. Include the implications for the developing child. The minimum length of the paper should be three double spaced typed

pages. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Demonstrate evidence of peer review and editing.
Aligns with Student Learning Outcomes: B

4. Write an **Action Response Paper** after you conduct a Literature Review over a topic of interest in current trends and issues of ECE. Read widely about child development. Then select one topic that concerns you. Read deeply; select three (3) scholarly, peer-reviewed journal articles to read deeply. Evaluate and summarize what you have read in an action response paper. Include the implications for the developing child. Cite your sources in a reference page, using APA format for bibliographic citation. The minimum length of the paper should be three double spaced typed pages. Use higher level thinking (analysis, synthesis & evaluation) in your writing. Demonstrate evidence of peer review and editing.
Aligns with Student Learning Outcomes: C

5. In a **Small Group Discussion**, share with us about the topic of your **Action Response Paper**. Actively engage your small group in a discussion of their topics. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**.
Aligns with Student Learning Outcomes: B, C, & E

Complete **three observations** of children:
6. First, one child from the ages of **birth to 3 year of age**
7. Second, a child from **3 years old to 6 years old**
8. Finally, a kindergarten or primary grade student, from age **6 to 9 years old**
   ○ Suggestion: also find a child between the ages of **9 to 12 years old**, and complete a fourth observation
Explicit details for these three observations are available online in eCollege: DocSharing:**ObservationGuidelines.pdf.** It is best to do these in order (Infant/Toddler, Pre-K/Kinder, Primary), to align with our readings. But it is better to do them with the children you have available, so complete the first observation with whatever age child you have most immediately available. It is required that you READ THE TEXTBOOK, all the chapters related to the age of the child in your observation BEFORE you conduct the observation. You must have context and background to understand what you are observing.
Aligns with Student Learning Outcomes: A & D

9. Write an in-depth **Case Study** of one of the children you observed in the previous assignment, a child between the ages of **birth and 12 years old**.
   Explicit details for this case study are available online in eCollege:
   DocSharing: **ChildCaseStudy.pdf.**
Aligns with Student Learning Outcomes: A & D

10. In a **Small Group Discussion**, share with us about your case study. Actively engage your small group members in a discussion about the similarities and contrasts of each other's case studies. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**.
Aligns with Student Learning Outcomes: A-E

GRADING
1. Professional Behavior
2. Class Discussions
3. Written Assignments
4. Chapter Quizzes

5.   Exams, Mid-term and Final

Written Assignments are designed as ways to apply the information that has been mastered in the course. Much of teaching is dependent on how well we are able to communicate both verbally and in written form. <u>Remember you are responsible for editing assignments for content, spelling, punctuation, grammar and capitalization before submitting it for grading</u>. Taking pride in your work shows in the quality of your assignments and is good practice for professional life.

Class Discussions will be used to summarize major units of study. Students must respond to the discussion and to others in the discussion group. The class participation grade will be based on the amount and level of discussion.

Quizzes are designed as a study guide for each chapter.

Grading

A = 90 - 100 %
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
        F = below 60

Grading Criteria

The following holistic scoring format will be adapted for each course requirement:

100-90=Highly impressive-well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.

89-80=Commendable-in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.

79-70=Developing-probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction; Evidences some control of own decision-making and learning processes.

69-60=Minimal-somewhat lacking in thought, organization, and responsibility; lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

TECHNOLOGY REQUIREMENTS

The following technology is required for success in this course.
- *Internet access/connection – high speed recommended (not dial-up)*
- *Speakers or Headset/Microphone*
- *Webcam for AdobeConnect or ClassLive synchronous sessions)*
- *Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft*
- *Adobe Reader http://get.adobe.com/reader/*

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 (10.x or 11.x).

Your 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.x) 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. Follow the operating system guidelines published here https://secure.ecollege.com/tamuc/index.learn?action=technical.

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.edu. Use 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 orhelpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Communicate with me as needed. Use janice.lamendola@tamuc.edu, or cell phone 469-878-6129. I typically respond within the next business day.

eCollege Student Technical Support (*QM 6.6, 7.1*)

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.

> **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

Course Specific Procedures:
Attendance
Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less

than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.

University Specific Procedures:
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.
We suggest these web resources to students 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 orhttp://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
Disciplinary action for these offenses may include any combination of the following:
    1. Point deduction on an assignment.
    2. Failure for an assignment.
    3. A grade of zero for an assignment.
    4. Failure for the course.
    5. Referral to the Academic Integrity Committee or department head for further action.
    6. Referral to the Dean of the College of Education and Human Services as appropriate.
    7. Referral to the University Discipline Committee.
    8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Drop a Course https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx
Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

Administrative Withdrawal https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx
It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases,

faculty members recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

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
Student Disability Resources & Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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 Guidebook*).