ECE 366.71B – EARLY CHILDHOOD LEARNING ENVIRONMENTS
COURSE SYLLABUS: Spring 2016

Instructor: Michele Anderson
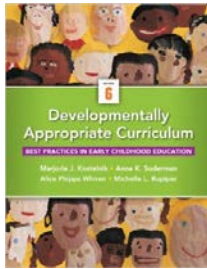**Office Hours**: Wednesdays (before class hours by appointment)
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Alternate eCollege Logon: http://online.tamuc.org

COURSE INFORMATION

Materials – Text, Readings, Supplementary Readings

Kostelnik, M.J., et al. *Developmentally Appropriate Curriculum, 6*th edition. Pearson, 2015.

(Required)   ISBN: 0-13-335177-7
Additional readings will be provided throughout the course.

Course Description
This course explores early childhood organizational plans, procedures, physical facilities and surveys appropriate materials and equipment. Emphasis is placed on the process of designing appropriate learning environments for young children. 3 semester hours

Course Goal:

To help students recognize appropriate ECE environments that promote active hands-on learning, respect children as individuals, and allow for the development of the whole child

Course Supplies: Notebook /paper/folder

Student Learning Outcomes/Objectives

This class is listed by the University as an early childhood education course and will enable students:

1. To clarify developmentally appropriate principles and practices of early childhood education (TEA Competency 2.1k the importance of creating a learning environment in which diversity and individual differences are respected)
2. To identify behavioral characteristics of young children to meet individual, developmental, ELL and diversity needs (TEA Competency 1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups)
3. To equip and supply an early childhood classroom (TEA Competency 2.19k features and characteristics of physical spaces that are safe and productive for learning)
4. To plan and organize a child centered environment (TEA Competency 2.6s establish classroom rules and procedures to promote an organized and productive learning environment)
5. **To build communication skills with parents and paraprofessionals (TEA Competency 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs)**
6. **To associate ECE TExES competencies with course content (TEA Competency 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction)**

- The learner will be an active and engaged participant in discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student research, and class activities.
- The learner will demonstrate an understanding of the methods used in education by creating a DAP Book, highlighting the technology employed, and the appropriateness and effectiveness in the study of early childhood education.
- The learner will also demonstrate understanding of the course materials through objective examinations.

TEA Standards I-IV. Domains I-IV. Competencies: (Primary competencies in bold type)

Standard I. Domain I. & Domain III. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
TEA Competencies: (23)
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 backgrounds, skills, interests, and learning needs
1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate
1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs
1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction
Standard II. Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
2.1k the importance of creating a learning environment in which diversity and individual differences are respected
2.3k establishes a positive classroom climate that fosters active engagement in learning among students
2.6k how classroom routines and procedures affect student learning and achievement
2.7k how to organize student groups to facilitate cooperation and productivity
2.9k procedures for managing transitions
2.10k routines and procedures for managing and using materials, supplies, and technology
2.21k procedures for ensuring safety in the classroom
2.19k features and characteristics of physical spaces that are safe and productive for learning
2.6s establish classroom rules and procedures to promote an organized and productive learning environment
2.7s organize and manage groups to ensure that students work together cooperatively and productively
Standard III. Domain III. 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.
TEA Competencies:
3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs
4.2s apply procedures for conducting effective parent-teacher conferences
4.5s maintain supportive and cooperative relationships with colleagues

Standard IV. Domain IV. The teacher fulfills professional roles and responsibilities and adheres to legal and *ethical* requirements of the profession
4.1k the importance of families' involvement in their children's education

COURSE REQUIREMENTS

Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each week you will work on various combinations of assignments, activities, discussions, readings, research, and projects.

Online Class Discussions (3): 15 points each – Total 45 points

Course Objective/Learning Outcome # 2 (TEA 1.1k): The learner will identify behavioral characteristics of young children to meet individual, developmental and diversity needs.

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.

Assessment Method: Discussion Rubric

Online Quizzes (2): 25 points each – Total 50 points

Course Objective/Learning Outcome # 2 (TEA 1.1k): The learner will identify behavioral characteristics of young children to meet individual, developmental and diversity needs.

There will be a total of 2 chapter quizzes which will cover the required textbook readings and the content of the lectures. Chapter quizzes are to be completed online during the dates posted and announced in the syllabus. Each *quiz* is created from a question pool and each student will get a different set of 5 questions on each quiz. The quizzes will be timed for *15 minutes* each and grades are made available to students following the submission of the quiz. If you wish to review your answers, please make an appointment with the instructor to do so. If you lose Internet connectivity during the quiz, log back in immediately and continue on with the exam. Save your answers often (after each answer). 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 quiz issues will be made by the instructor on an individual basis based on the documentation.

Online Final: 50 points

Course Objectives/Learning Outcomes # 3-6 (TEA 2.19k, 2.6s, 4.1s, 1.6s) : The learner will equip and supply an early childhood classroom, plan and organize a child centered environment, build

communication skills with parents and paraprofessionals and associate ECE 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

Domain Project : Total 55 points

Course Objective/Learning Outcome #4 & # 5 (TEA 2.6s & 4.1s): The learner will plan and organize a child-centered environment and build communication skills with parents and paraprofessionals.

The purpose of the domain project is for students to underline select children's literature that teaches developmental domain concepts. For this assignment students will develop concept activities to support each of the following areas: *physical/motor, cognitive, aesthetic, affective and social* domains appropriate for use in early childhood settings.   Students will share literature selected and several activities that will support teaching the concept. Students will present the material in class and submit a written description of the project. (Due February 24, 2016).

Assessment Method: Domain Project template

Cooperative Learning Activities: 50 points total

Course Objectives/Learning Outcomes # 3-6 (TEA 2.19k, 2.6s, 4.1s, 1.6s): The learner will equip and supply an early childhood classroom, plan and organize a child centered environment, build communication skills with parents and paraprofessionals and associate ECE TExES competencies with course content.

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 theportion of the course.

Assessment Method: Active in-class participation

DAP Book: 75 points total

Course Objective/Learning Outcome #1 (TEA 2.lk): The learner will clarify developmentally appropriate principles and practices of early childhood education.

The purpose of the DAP book is to create, write and illustrate a book based on developmentally **a**ppropriate **p**ractices in early childhood education discussed in Chapters 1 and 2 of the Kostelnik textbook. This outside activity is due February 17, 2016. In order to receive full credit, the student will include all the required elements listed on the project rubric and present the book in class on the due date.

Assessment Method: Project Rubric

Attendance & Participation:
Class attendance **– *Required***
Class participation – Asking questions, making comments, participating in cooperative activities
Online participation – Reading discussions, giving other students feedback and opinion

Extra Credit Opportunities:

There will be an opportunity to earn extra credit during the semester. Once the opportunity has 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.
Grades will be determined as follows:

Course Evaluation	
Discussions (3)	45 points
Quizzes (2)	50 points
Cooperative Activities	50 points
Domain Project	55 points
DAP Book	75 points
Final	50 points

Grading Scale	
A = 90 – 100%	293 – 325 points
B = 80 - 89%	260 – 292 points
C = 70 - 79%	228 – 259 points
D = 60 - 69%	195 – 227 points
F = below 60%	below 195 points

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

• To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

> 512 MB of RAM, 1 GB or more preferred
>
> Broadband connection required courses are heavily video intensive
>
> Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

• You must have a:

> sound card, which is usually integrated into your desktop or laptop computer
>
> speakers or headphones.

• Depending on your course, you might also need a:

> microphone
>
> webcam
>
> (For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.)

• Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

• Current anti-virus software must be installed and kept up to date.

• You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:

> Adobe Reader
>
> Adobe Flash Player

• At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

• For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

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

Access and Log in Information

This course will be facilitated using Pearson LearningStudio (eCollege) to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.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

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.).

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?
1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1.866.656.5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should advise me of the problem via e-mail with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903.468.6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Learner Support
Go to the One Stop Shop created to serve you by attempting to provide as many resources as possible in one location. Go to the Academic Success Center focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course and University Policies

Attendance & Participation
Course attendance and participation is one of the most important, yet underrated elements of a student's education. There are numerous elements that go into course participation:

1. Good attendance
2. Relevant contributions to course discussions
3. Reading assigned work and course material
4. Polite and civil interactions with all members of the course ["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)

Students are required to participate in online instruction. Recovering missed course content or assignment information is the responsibility of the student. Reading assignments must be completed and any other assignments must be submitted prior to the stated date and time. Participation in course activities, including discussion groups and small group assignments, is a component of attendance. Failure to prepare and participate effectively will negatively impact the learning processes devised for the course.

Assignments and readings

Material from course assignments may not always be found in your text. Use of online discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the PowerPoint presentations, and discussions. It is advised that you do not wait until the night before the exam to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class session. If you would like to review an exam, contact me via e-mail to set up an appointment. If you are having problems in class, contact me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Late Assignments

Assignments are due on specific dates, as assigned.   <u>The Domain Project and DAP book must be brought to class on the assigned date.</u>   Electronic copies will not be accepted.   20% of the points will be deducted for these (Domain Project and DAP book) assignments that are submitted late.

Withdrawal Policy

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been submitted, it cannot be changed. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Academic Integrity

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this

class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further 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.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites: *http://www.plagiarism.org/* http://www.unc.edu/depts/wcweb/handouts/plagiarism.html http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

University Policies

Requests for Special Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

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:

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Office of Student Disability Resources and 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 Disability Resources & Services

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ECE 366.71B Early Childhood Learning Environments
Weekly Class Schedule Spring 2016
Wednesdays 7:30-10:00 p.m.

January 20, 2016   Class Overview and Introduction
                       Introduction to Developmentally Appropriate Practice
                       The student will know the concept of developmentally appropriate practice, its
                       historic and research underpinning and its importance in early childhood
                       instruction.

                       Textbook chapter 1 and 2

January 27, 2016   **Planning Effective Activities to Promote Learning**
                       The student will understand the need for effective planning in
                       to foster a developmentally appropriate environment for learning.

                       Textbook chapters 3, 4 and 5

February 3, 2016   **Child Guidance and Assessment in Early Childhood Classrooms**
                       The student will discover appropriate strategies for guiding children's behavior
                       and building a welcoming learning community.
                       The student will be able to identify appropriate methods of assessment that
                       support and communicate learning.

'   Textbook chapters 6 and 7
                       *Additional Online Reading and Discussion #1

February 10, 2016   **Honoring Children and Their Families**
                       The student will understand the importance of family engagement and
                       investigate models of effective engagement.

                       Textbook chapter 8
                       *Additional Online Reading and Discussion #2

                       Online Quiz #1- February 10- 16, 2016

February 17, 2016   **The Curriculum (Curriculum Domains)**
                       The student will understand the components of the Aesthetic, Affective, and
                       Physical Domains of development and how to implement them into classroom
                       planning and instruction.

                       Textbook chapters 9, 10 and 13

                       *Additional Online Reading and Discussion #3
                       *DAP Book Due (Bring to Class)

February 24, 2016   **The Curriculum Part 2 (Curriculum Domains)**
The student will understand the components of the Cognitive, Language and Social Domains of development and how to implement them into classroom planning and instruction

Textbook chapters 11, 12 and 14

*Domain Project Due (Bring to Class)

March 2, 2016   **Integrating Curriculum**
The student will understand the importance of "play" in children's development and learning and identify how meaningful play can be a part of the curriculum. Schedule and thematic planning will be discussed.

Textbook chapters 15 and 16
Online Quiz #2 March 2-March 6, 2016

March 9, 2016   **Meeting the Needs of Diverse Learners**
The student will investigate instructional practices and materials that promote the inclusion of diversity in early childhood programs.

Online Final: March 10-12, 2016