



**Early Childhood Education 460-71E
Spring 2016
TAMU-Commerce-Navarro Partnership**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

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

Optional Materials: Obtain a free account to www.learner.org
Sign up for a free account at <http://www.learner.org/vod/form.html>

Course Description:

This course is a comprehensive study of the early childhood pedagogy, research and curriculum, including the area of instruction, experience, and list of materials. A special emphasis will be given to planning curriculum that will help make learning meaningful for young children. The focus will be on integrated curriculum, child-centered philosophy, the role of play, and attention to the individual child's needs and interest. Reflecting and supporting diversity in addition to utilizing assessment tools and processes will also be emphasized.

Student Learning Outcomes:

1. To investigate theories and practices associated with the ECE curriculum.
2. To examine techniques used in the authentic assessment and evaluation of young children.
3. To create instructional materials, activities, and experiences used to teach the curriculum in all areas.
4. To plan activities for an active hands-on approach to the curriculum where children can learn specific skills and concepts.
5. To demonstrate methodology for teaching an integrated curriculum to young children.
6. To develop curriculum sensitive to cultural pluralism and children with special needs.

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.

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- 1.28k the role of technology in assessing student learning;
- 1.29k the benefits of and strategies for promoting student self-assessment;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

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.

- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s develop instructional goals and objectives that are able to be assessed;
- 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives.

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.

- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

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.

- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways

- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
- 3.7s create lessons with a clearly defined structure around which activities are organized;
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s encourage students' self-motivation and active engagement in learning.
- 4.1k the importance of families' involvement in their children's education

COURSE REQUIREMENTS

Course Requirements:

Professionalism and class work: 100 points

Student Learning Outcomes: 1 and 6

Assessment Method: The professionalism grade will be based on the students preparedness and participation in all discussions (class and online) through readings. This grade will also be determined by the student's attendance and group work in class and lesson plan draft review with peers.

Response to Learning Video: 25 points

Learning Outcomes: 5-6

PPR Standards/Competencies: 1.3s, 1.16k, 1.21s, 1.20s, 3.4s, 3.5s, 3.8s, 3.9s depending on student's choice of topic

Assessment Method: Rubric(in Ecollege)

Select a video that interests you on www.learner.org. It should be a video that relates to teaching strategies for a certain discipline (math, science, or social studies). Write a review of the content and describe in detail how you will use those strategies or information presented in your future classroom. Demonstrate you viewed the video and made applications to your future teaching. Grammar, punctuation, and spelling need to be correct – so edit first.

ELL Reading Experience: 25 points

Learning Outcomes: 3

PPR Standards/Competencies: 1.22k, 1.3s, 1.16s, 1.20s, 3.5k

Assessment Method: Cultural Relevance Rubric

Each student will identify a multicultural book (a culturally relevant book that you believe matches this child's culture) and read the book to a single ELL child who is between the ages of 5-12. You are responsible for finding the child. After the read-aloud, you will ask questions using the Cultural Relevance Rubric. The rubric can be found in the Doc Sharing. Don't forget to mark their responses. You will then write up a summary of what was found in your reading the text (about the child and the relevance to the story-using the rubric) and what you learned by doing this experience.

Lesson Plan Analysis: 50 points started in class (WEEK 2 in class- last 30 minutes)

Learning Outcomes: 1-6

PPR Standards/Competencies: 1.7K, 1.12k-1.14k, 1.16k, 1.19k, 1.20k, 1.1s-1.5s

Assessment Method: Outlined in Activity Below/Blooms Taxonomy

Analyze a pre-written lesson plan from an educational website to:

- a) Determine if the activities are appropriate for all learners, especially English Language Learners, Special Education Students, and Gifted Students or if scaffolding is needed;
- b) Identify the levels of Bloom's Taxonomy (located in Doc Sharing) evident in the activities.

The student will submit their analysis to the dropbox in eCollege on the assigned date. The submission will include the following information per the guidelines for written assignments in the syllabus:

1. The URL where the lesson plan was located.
2. A summary of the strengths of the lesson. Is the lesson appropriate for the age level? Does it meet curriculum standards (TEKS) for the grade level? Is it challenging enough for the grade level?
3. The levels of Bloom's Taxonomy covered in the activity; specifically addressing the activities by name and the Bloom's category they go with.
4. A critique of how the lesson addressed ELL, Special Needs, and Gifted Learners
5. Does the lesson appropriately assess the learner for understanding of the objectives?

Integrated Unit of Study: 200 points

Learning Outcomes: 1-6

PPR Standards/Competencies: 1.7k, 1.9k, 1.12k-1.29k, 3.4k-3.6k, 3.6s-3.11s, 3.13s, 3.14s

Assessment Method: Rubric Provided (Doc Shared in eCollege)

Develop and present an integrated unit of study appropriate for the grade level you are most interested in teaching (based on the TEKS for that subject/grade level). You will present this to the class. **You will need to upload final unit in discussion (week 15) and give a hard copy an organized folder to the professor.** This should be a partner activity grade but can be an assignment you do alone. If the partner option is picked, remember both of you will get the same grade.

The Integrated Unit of Study Guidelines:

Literature Content (part 1) Bib=20 pts. Lessons= 20 pts. each

Choose 8-10 books to use during your unit of study. Create a bibliographic reference for each book. (author, date of publication, title, city and state of publisher, and publishing company. Include a brief synopsis of each story.)

Choose two books that will be used in language arts. Design a **lesson** for each book. (One of these must focus on language [grammar, types of language, rhyming, phonics] the other could be focused on writing or reading.

Math Content (part 2) lessons=40 pts. Each (20 for each)

Create two math lessons that are based on the literature (list the book(s) you are using). Be sure that you include directions for creating manipulatives or list any materials (items that connect students to the story) that would be needed. One lesson should be whole group lesson/activity. The other should be appropriate for a small group of children. (They may be based on the same book.)

Art Content (part 3) activity=10 pts. Example of product=5 pts.

Create an art activity that is based on the literature (list the book you are using). This should be an extension activity from the science, or math lesson. List the materials needed and give specific directions on how to lead the activity. The student product cannot be a craft, coloring a worksheet, or cut and paste. The product must allow student to be creative. Present an example of the finished product with your presentation. (So you must do this yourself to see how it works- no cut and paste photos from internet.)

Science Content (part 4) 40 pts. (20 for each)

Create two science lessons that are based on the literature (list the book you are using). One must be a hands-on activity or experiment that relates to the story/and topic. The other could be exploratory, research or product driven (the student create a model or example).

Social Studies Content (part 5) 20pts. *description of how inclusiveness added=5 pts.

Create a lesson that includes a developmentally appropriate hands-on activity for inclusiveness in your classroom based on the theme and stemming from the literature (use the TEKS for cultural or social skills at your grade level). This can be a poem, song, game, or activity, etc., that supports multiculturalism, inclusion of disabled, or community and still connects to

the literature. Be sure to describe in your lesson how this activity encourages inclusion of all cultures and/or builds community in your classroom.

Independent Center (part 6) 20pts.

Design an independent center that relates to your unit. Include a list of materials to be included in it. This could also be a game or activity with a rebus for following directions or a learning game with instructions on how students are to use it. The activity must have a way for students to self-assess and work independently.

Reflection of learning: 100 points

Learning Outcomes:2,4,5,6

PPRStandards/Competencies:1.7k-1.30k, 1.1s-1.23s, 3.4s-3.14s

Assessment Method: Self-assessment by looking at the competencies

Complete the self-assessment of learning for the competencies of this course.

Have you gained any new insights or perspectives? What would you change about this course?

Midterm and Final: 50 points each

Learning Outcomes:1,5

Assessment Method: Formal assessment

Grading:

A= 90-100%

B= 80-89%

C= 70-79%

D=60-69%

F= below 60%

TECHNOLOGY REQUIREMENTS

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

- High speed internet connection (Not dial-up)
- Microsoft Office Word 2003, 2007, or 2010
- Access to myeducationlab.com
- Access to ecollege
- Access to the university library site (online)
- Access to university email

A computer lab is located in the Bain Center and is available to students Monday-Friday between the hours of 8 am and 5 pm. The lab provides computers, internet access, and printers for student use.

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.tamu-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@tamu-commerce.edu.

Texas A&M University Commerce offers an online library. To access available materials and databases, go to <http://web.tamu-commerce.edu> and click on "Current Students" at the top of the page. Then, click on the "Library" in the middle of the page.

Texas A&M University also offers an online Writing Center that may be beneficial to you when completing writing assignments. The web address is <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/default.aspx>.

COMMUNICATION AND SUPPORT

Good communication is vital in this course. Students may contact me by phone, email, or in person. I will make every effort to check and respond to emails during the week. Weekend contacts may not be returned until the following Monday. Please note that you **MUST** use your university issued email account when contacting me for any issue related to this class. If you must text me, please say ECE460 and your name.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance: Students are required to attend all face to face and online classes. Arrive on time and remain until the class is dismissed. Absences will affect your professionalism points for this class. Please notify me if you anticipate an absence. Participants are expected to be on time and to actively engage in discussions. In the event of an emergency and a missed class, you are responsible for obtaining class materials /assignments/notes from one of your peers. See Texas A&M University Commerce handbook for university policy concerning attendance and excused absences.

Cell Phones: Please respect the instructor and your peers by turning off your cell phones upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Assignment Due Dates: All assignments or presentations are due on the date specified. Late assignments will not be accepted without my prior approval or a documented (medical/school related) excuse. *Approved late assignments may be subject to a 10 point grade deduction and must be turned in the next class session. IF you are absent you cannot make up the group/class work for credit.*

Written Assignments: All written assignments are to be typed double-spaced in a Times New Roman 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.

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. More information about plagiarism may be found on the following sites:

<http://www.plagiarism.org>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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

Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

You are expected to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, attending all classes, participating in and contributing to class activities, accepting responsibility, completing assignments on time and in a quality fashion, and being on your consistent demonstration of professionalism during class and on your assignments, etc. **The Professional Behavioral Standards Evaluation Form (points deducted from final grade)** will be utilized at such time as it is warranted due to non-compliance with these expectations). **"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)

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.

COURSE OUTLINE / CALENDAR

Date	Topic	Assignments Due
Week 1 Jan 19-25	ONLINE cover 2	Read chapter 1 & 2, open an account at learner.org and start video assignment.
*Week 2 Jan. 26	Introduction and begin ch.1	Read over syllabus & highlight calendar due dates. Lesson Plan Evaluation in class Decide if you want to work with a partner on unit project. Video response
Week 3 Feb. 2	ONLINE Chapter 5	Read chapter 5 and work on your first area of the unit project. Theme Selected for Unit
Week 4 Feb. 9	Chapter 3 & 4	Read chapter 3 & 4
Week 5 Feb. 16	ONLINE Chapter 6	Read chapter 6 Commit to theme and work on bibliography
*Week 6 Feb. 23	Chapter 7&8 Review given for midterm	Read chapters 7&8 Plan ELL experience Review for midterm: chapters 1-8
Week 7 Mar. 1	Midterm - online	Finish by Oct. 19th –11:59 Bibliography due
*Week 8 Mar.8	Chapter 9 language	Read chapter 9 Complete ELL experience work on lessons for language arts
Week 9 Mar. 22	ONLINE Chapter 11 Mathematics	Read chapter 11 and take short quiz ELL Reading Experience Due work on math lessons
*Week 10 Mar. 29	Chapter 11 mathematics	Bring draft of language arts section: 2 lessons Be prepared to do and explore math finish lessons for math (whole group & small group)
Week 11 Apr. 5	Online Chapter 13 arts	Read chapter 13 finish math lessons work on art extension- put in your unit for now
*Week12 Apr. 12	Chapter 12 science	Read chapter 12 Be prepared to do inquiry in the classroom Bring draft of math section: 2 lessons
Week 13 Apr. 19	Online Chapter 15 P.E. etc.	Read chapter 15
*Week 14 Apr. 26	Chapter 14 Social Studies Review for final and go over lesson plans	Read chapter 14 Bring draft of science section: 2 lessons
Week 15 May 3	Online (short) Final Exam	Upload SS lesson if you need feedback. *Unit presentations due online. Submit to discussion tab on week 15 to share with classmates. ☺
*Week 16 May 10	Presentations (draw a #)	Be ready to present your unit aloud. Reflection of learning due 5/13.

*** Weeks we meet in person on campus. Additional Assignments may be given throughout the semester, especially during class.**

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who do not attend class or check their email assume responsibility for missing alterations to the course.