



**ECE 313.71W CRN 20464
CHILD DEVELOPMENT: EARLY YEARS (3 HRS)
COURSE SYLLABUS
SPRING 2016 ONLINE**

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COURSE INFORMATION

Textbooks, Readings, & Supplementary Readings: *I will be using these textbooks and resources listed below. All units in eCollege are based on these resources. Can you make an 'A' in this course without these textbooks? Probably not. Can you learn much about the topics in this course without reading the texts? It's possible, and some have done so before (trust me, I know). Find a copy of these texts, and read deeply to get optimal insight into the topics for this course; who knows, you may end up keeping them for future reference as a teacher!*

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

Optional Texts

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

Petty, Karen. (2010). *Developmental Milestones*. Minneapolis: Redleaf Press. ISBN 9781605540054

Texans Care for Children. (2009). *A Parent's Guide to Raising Happy Children*. Available online: <http://www.raisingtexas.com/resources-2/early-child-guide/>.

Texas Early Learning Council. (2013). *Little Texans, Big Futures: Your Early Learning Guide for Infants, Toddlers, and Three-Year-Olds*. Available online: <http://earlylearningtexas.org/itelg.aspx>.

Enroll in *ExchangeEveryDay*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *ExchangeEveryDay* is the official electronic newsletter for

ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed.

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

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Overview (each worth 10%):

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, PowerPoint presentations, and ExchangeEveryDay.
 - **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.

You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation, up to 10 points, 10% of your final grade.

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. (5% of final grade)

- **Final Exam:** Exam will consist of multiple-choice, true/false and/or short answer questions. Students will demonstrate an understanding of the topics presented. (5% of final grade)

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. (10% of final grade)

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. (10% of final grade)

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**. (10% of final grade)

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** (10% of final grade)
7. Second, a child from **3 years old to 6 years old** (10% of final grade)
8. Finally, a kindergarten or primary grade student, from age **6 to 9 years old** (10% of final grade)
 - 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**. (10% of final grade)

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**. (10% of final grade)

Aligns with Student Learning Outcomes: A-E

Grading Scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

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/login.aspx>. 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 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT**Interaction with Instructor Statement:**

Communicate with me as needed. Use nsumbler@leomail.tamuc.edu, or my cell phone 817-821-7578. 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> or <http://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

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](#)

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](#)).

COURSE OUTLINE / CALENDAR**ECE 313.71W****Spring 2016**

Tentative Course Schedule (as of 12/10/2015)

Unit # & Title	Topic	Reading Trawick-Smith = T-S Petty = P	Discussions and Quizzes Due: Thursday Assignments Due: Monday
1: Mon. 1/18: Ch 1	Observing children	T-S, chapter 1 P, chapters 1 & 2	Course Home: Introduction – due Tues. 1/19 Unit 1: Discussion & Quiz – due Thurs 1/21
2: Mon. 1/25: Ch 2	Research & Assessment	T-S, chapter 2	Discussion & Quiz – due Thurs. 1/28
3: Mon. 2/1: Ch 3	Theories	T-S, chapter 3	Discussion & Quiz – due Thurs. 2/4
4: Mon. 2/8: Ch 4 & 5	Pre-natal, Delivery, & the Newborn Child	T-S, chapters 4 & 5	Discussion & Quiz – due Thurs. 2/11
5: Mon. 2/15: Ch 6, 7, 8, & 9	Infant & Toddler Development	T-S, chapters 6, 7, 8, & 9 P, chapter 4, 5, & 6	Discussion & Quiz – due Thurs. 2/18
6: Mon. 2/22: Ch 10	Pre K Physical Development	T-S, chapter 10 P, chapters 7, 8, & 9	* First Observation 2/26 Discussion & Quiz due Thurs. 2/25
7: Mon. 2/29: Ch 11	Pre K Cognitive Development	T-S, chapter 11	Quiz due Thurs. 3/3
8: Mon. 3/7: Ch 12	Pre K Symbolic Thought	T-S, chapter 12	Discussion & Quiz due Thurs 3/10
9: Mon. 3/21: Ch 13	Pre K Social & Emotional	T-S, chapter 13	Discussion & Quiz due Thurs. 3/24 Mid-Term 3/25

Unit # & Title	Topic	Reading Trawick-Smith = T-S Petty = P	Discussions and Quizzes Due: Thursday Assignments Due: Monday
10: Mon. 3/28: Ch 14	Primary Physical Development	T-S, chapter 14	Media Paper 4/4 2nd Observation 4/4 Discussion & Quiz due Thurs. 3/31
11: Mon. 4/4: Ch 15	Primary Cognitive Development	T-S, chapter 15	Discussion & Quiz due Thurs. 4/7
12: Mon. 4/11: Ch 16	Primary Language & Literacy Development	T-S, chapter 16	Discussion & Quiz due Thurs. 4/14 Action Response Paper 4/18
13: Mon. 4/18: Ch 17	Primary Social & Emotional Development	T-S, chapter 17	Discussion & Quiz due Thurs. 4/21
14: Mon. 4/25: Ch 18	The Child & Her Family	T-S, chapter 18	Third Observation 4/25 Discussion & Quiz due Thurs. 4/28
15: Mon. 5/2-5/13: Review/Final Opens			Case Study 5/2 Discuss Case Studies 5/5 Final Opens 5/2, 1:00pm Final Closes 5/12 10:00am
5/13	Course closes		All work MUST be submitted by this date

“The movement for standards-based education has had a powerful impact on policy and practice. But it has done little to address the primary mission of schools — the preparation of the young for success in childhood, adolescence, and adult life. To function adequately across the life span, children and youth need formative experiences that aid their growth and development along the physical, social-interactive, social-emotional, moral-ethical, linguistic, and cognitive pathways. Indeed, academic learning is not an isolated capacity, but an aspect of *development* [emphasis added]. The two are inextricably linked and mutually facilitative.” James Comer (2006) *Quality Counts*.