



ECE 366.02E – EARLY CHILDHOOD LEARNING ENVIRONMENTS COURSE SYLLABUS: SPRING 2016

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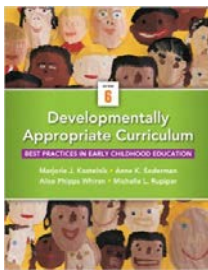
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COURSE INFORMATION

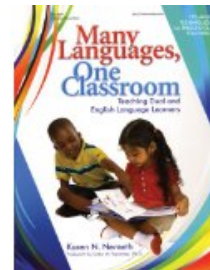
Materials – Text, Readings, Supplementary Readings

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



(Required)

ISBN: 0-13-335177-7



(Recommended)

ISBN: 978-0-87659-087-4

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

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
 2. To identify behavioral characteristics of young children to meet individual, developmental, ELL and diversity needs
 3. To equip and supply an early childhood classroom
 4. To plan and organize a child centered environment
 5. To build communication skills with parents and paraprofessionals
 6. To associate ECE TExES competencies with course content
- 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)
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 - 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.

Class Discussions participation during class discussions– Total 100 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 discussion topics will be determined by chapter assignments for each week. Students will be complete a 75-100 word response to assigned chapter readings each week. The responses must provide insight and understanding to meeting the needs of young children. These responses are due the week following the class discussion and will not be accepted after the due date. Responses may be submitted by email. 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.

Midterm Exam. 100 points. This is a multiple choice exam that will be given in class or as a take home exam to be decided on by the students in the class as a whole

Final: 200 points. This is a synthesis project. The students will create **4** questions from every chapter (100) during the course of the semester and turned in at the end of the semester. These questions will

be used to create an activity that can be used to assess student learning (100) and presented at the end of the semester.

Course Objectives/Learning Outcomes # 3-6: (TEA 2.19k, 2.6s, 4.1s, 1.6s) The learner will create a poster that enables classmates to visualize how to developmentally 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.

Assessment Method: Project

Domain Project (5): (TEA 2.6s & 4.1s): 20 points each – Total 100 points

Course Objective/Learning Outcome #4 & # 5: 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 select children's 5 pieces of quality 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 and submit them in a lesson plan format with all areas of the lesson plan template complete along with the [rubric provided](#).

Assessment Method: Domain Project template

Classroom design: 100 points total

Course Objectives/Learning Outcomes # 3-6: The learner will create a poster that illustrates how to developmentally 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.

Students will create a poster sized blueprint design of an early childhood classroom of a chosen grade level. This blueprint will include the major areas that are appropriate at that grade level. On the back of the poster the student will list the supplies and equipment needed in their classroom.

Assessment Method: Presentation in Class.

DAP Book: 100 points total

Course Objective/Learning Outcome #1: (TEA 2.1k) 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 the terminology and vocabulary of **developmentally appropriate practices** in early childhood education discussed in Chapters 1 and 2 of the Kostelnik textbook. This outside activity is due on the date listed in the course syllabus.

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

Absences:

In the event that a class is missed, it is expected that a paragraph will be written over the chapters covered that include the major ideas and the impact on the classroom and turned in at the beginning of the next class period.

Grading

Grading in this class will include only points so that students can determine at any time in the class where they stand

Grades will be determined as follows:

Course Evaluation	
Discussions	100 points
Mid term.	100 points
Classroom poster	100 points
Domain Project	100 points
DAP Book	100 points
Final and chapter questions	200 points

Grading Scale	
A = 90 – 100%	630-700 points
B = 80 - 89%	560-629 points
C = 70 - 79%	490-559 points
D = 60 - 69%	420-489 points
F = below 60%	below 410points

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Policies

Attendance & Participation:

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. **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.**

Students are required to attend all class meetings or participate in distance 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 or online study. 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. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class. Ineffective participation on a consistent basis may result in instructor's use of alternative instructional methods, such as pop-quizzes and reading reports, among others.

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

Lecture and readings:

Material from course lectures will not always be found in your text. Use of class 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 classroom lectures, videos, and discussions. Typically, you will be expected to read 1 chapter per week. 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.

If you would like to review an exam, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to 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. Assignments will be accepted after the due date **discussion responses, 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 class day and is not turned in until the following day, there will be a 10 % deduction; if the paper is turned in the day after that the paper will start to be graded with a grade of 80%.

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.

Non Discrimination policy

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.

Plagiarism

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:

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](#)