



**ECE 313.01W**  
**Child Development: Early Years**  
**COURSE SYLLABUS: Fall 2016**

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<b>COURSE INFORMATION</b>
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**Materials:**

*Required:*

Trawick-Smith, J. (2014). Early Childhood Development: A Multicultural Perspective (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

*Optional:*

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.

**Student Learning Outcomes:**

1. To identify developmental milestones and their implications during the early years
2. To explore the variations among young children's development
3. To apply developmental principles and theories to programs for young children
4. To observe and record the developmental behavior of young children
5. To examine the environmental effects on children of diverse cultural backgrounds
6. To associate ECE TExES competencies with course content

**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;

<b>COURSE REQUIREMENTS</b>
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1. Complete the Midterm Exam and Final Exam. Exam will consist of multiple-choice, true/false and/or short answer questions. Students will demonstrate an understanding of the topics presented. (100 points each)
2. **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 3 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal. (100 points)
  - **Read** textbook assignments, supplemental reading assignments, lecture notes and possible 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**.
3. Reaction Paper on Children's Media: Write a typewritten reaction paper after you have watched 2 hours of media produced for young children (i.e., cartoons, video games, or computer games). You should summarize and evaluate what you have observed. Include implications for the developing child and whether or not the media has any educational value for the young child. Using higher-level thinking skills (analysis, synthesis, and evaluation), your paper should be a minimum of 3 double-spaced typewritten pages. Be sure to submit your completed reaction paper to the appropriate dropbox by 11:59 PM on the due date on the syllabus. (100 points)
4. Complete **three observations** of children and write a case study on each one:
  - a. First, one child from the ages of **birth to 3 year of age**
  - b. Second, a child from **3 years old to 6 years old** (10% of final grade)
  - c. Finally, a kindergarten or primary grade student, from age **6 to 9 years old** (10% of final grade)

Explicit details for these three observations are available online in eCollege: DocSharing: **ObservationGuidelines.pdf**. **These must be done in order (Infant/Toddler, Pre-K/Kinder, Primary), to align with our readings.** It is better to do them with the children that are not your own. 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. (100 points)

## Grading

All assignments must be in the drop box on eCollege by Friday night at 11:59 PM. I will be grading each weekend. Any assignments not in the drop box on time will have points deducted for being late.

Your final grade will be determined by the number of points you earn for the semester.

A	450-500 points
B	400-449 points
C	350-399 points
D	300-349 points
F	348 points or less

## 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)
- 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](mailto:helpdesk@tamuc.edu).

## COMMUNICATION AND SUPPORT

The most effective way of reaching me during the week is through email. I will check the email address listed on this syllabus daily. I will do my best to respond to you in a timely manner, within 24-48 hours. Please feel free in the event of an emergency to call me on my cell phone which is listed on this syllabus.

### **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:**

**Citizenship:** 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).

**Late Work:** Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus. Also, make sure you read the note from me regarding assignment due dates at the end of this syllabus.

**Plagiarism:** Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. Please cite your references in APA format.

**Attendance:** Attendance at all class meetings is **required and is essential** to your success in this course. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. Your attendance in this course will be taken by completing the weekly discussions on time. If you do not complete a week you will be marked absent for that week and this will result in a deduction on your attendance grade for the semester.

**Written Assignments:** All assignments must be **typed, double space, in legible 12 pt font.** College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the department of literature and languages. They will not assist with spelling. Please make sure someone proofs your paper. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

## University Specific Procedures:

### *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](mailto:StudentDisabilityServices@tamuc.edu)

[Student Disability Resources & Services](#)

**Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at [903-886-5868](tel:903-886-5868) or 9-1-1.**

## COURSE OUTLINE / CALENDAR

Date	Topics	Assignments/Chapters Due
Week 1 8/29	Introduction	Read the syllabus and post any questions to the discussion thread.
Week 2 9/5	Child Development History and Families	Read Chapter 1 Chapters 2 & 18
Week 3 9/12	Theories of Development	Chapter 3
Week 4 9/19	Genetics, Prenatal Development and Newborns	Chapters 4 & 5
Week 5 9/26	Physical and Cognitive Development in Infants	Chapters 6 & 7 <b>Reaction to Media Paper Due</b>
Week 6 10/3	Language and Social Development in Infants	Chapters 8 & 9
Week 7 10/10	Physical and Motor Development in Preschoolers	Chapter 10 <b>Infant Case Study Due</b>
Week 8 10/17	Midterm	<b>Midterm exam</b> (Chapters 1-10 and 18)
Week 9 10/24	Cognitive Development in Preschoolers	Chapter 11
Week 10 10/31	Play, Thought , Language and Literacy in Preschoolers	Chapter 12
Week 11 11/7	Social/Emotional Development in Preschoolers	Chapter 13
Week 12 11/14	Physical Development in Primary Years	Chapter 14 <b>Preschool Case Study Due</b>
Week 13 11/28	Cognition and Schooling	Chapter 15 <b>School Age Case Study Due</b>
Week 14 12/5	Language, Literacy, and Schooling Social/Emotional Development in Primary Years	Chapter 16 Chapter 17

Week 15 12/12	Final Exam	<b>Final exam</b> (Chapters 11-17)

**\*\*\*\*IMPORTANT NOTE FOR DUE DATES\*\*\*\***

All weeks on the syllabus are listed as the Monday of that week. All assignments will be due by Friday of that week at 11:59PM. I usually grade on the weekend so I need everything in by Friday night.

So for example: Week 2 is September 5, the reading assignment and your responses to the discussion threads for the week will be due by Friday, September 9 at 11:59PM.

Have a great semester,  
Prof. Jeffus