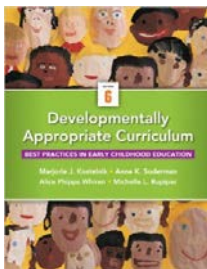**ECE 366.071B**
Learning Environments
COURSE SYLLABUS: Fall 2016

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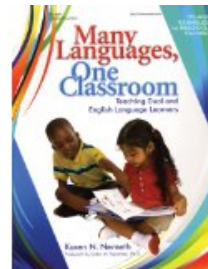**Email Address: Jennifer.Jeffus@tamuc.edu**

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

(Recommended)
ISBN: 978-0-87659-087-4

Nemeth, Karen. *Many Languages, One Classroom.* Gryphon House, Inc., 2009.

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 (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

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)
   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

2. **Attendance and participation** in class discussions and discussions on eCollege. (100 points)

3. **Thematic Unit** 1. Using what you learned in chapters 15 & 16 Design a daily schedule for you classroom (25 points). 2. Design a thematic unit using all domains this can include whole group lessons as well as learning stations that will align with the TEKS for a chosen grade level. **Course Objectives/Learning Outcomes # 1-6** (75 points)

4. **Learning environment/classroom design project**. (100 points)
   Course Objectives/Learning Outcomes # 3-6: 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.

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

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

This course will be facilitated using eCollege, the Learning Management System use by Texas A&M University-Commerce. To get started with the course, go to:
    https://leo.tamu-commerce.edu/login.aspx.
You will need you 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.

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.

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.

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. It is a requirement of this class to sign your name tent upon arrival to document your participation each class meeting. For each absence a written letter is required to be placed in your file. No excuses will be given without written documentation. If you miss three or more classes you may be asked to drop the 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. If you choose to be late or leave early points will be deducted from your professionalism grade. If you miss class it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a buddy who will be willing to collect any material and take notes for you when you are out.

Written Assignments: All assignments must be typed, double space, in legible (preferably times roman) 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@tamu-commerce.edu
Student Disability Resources & Services

COURSE OUTLINE / CALENDAR

Date	Topics	Assignments/Chapters Due
9/1	Textbook and Introduction	Introduction to the course and assignments
9/8	DAP/Teaching and Learning in Developmentally Appropriate Programs	Chapters 1 and 2
9/15	Physical Domain	Chapter 13
9/22	Cognitive Domain	Chapter 11
9/29	Aesthetic Domain	Chapter 9
10/6	Affective Domain	Chapter 10
10/13	Social Domain	Chapter 14
10/20	Midterm Online	**Midterm exam** (Chapters 1, 2, 9,10,11, 13, 14)
10/27		Chapters 15 & 16
11/3	Organizing Space and Materials	Chapter 5
11/10	Child Guidance in ECE Classrooms	Chapter 6
11/17	Assessments Family Engagement in DAP	Chapters 7 & 8
12/1	Online Meeting Only Submit assignment	**Daily Schedule and Thematic Unit Due**
12/8	Classroom Design Projects Review for Final	**Classroom Design Projects Due**
12/15	Finals Week Online	**Final Exam** (Chapters 5, 6, 7, 8)