

## ECE 366.61E – EARLY CHILDHOOD LEARNING ENVIRONMENTS COURSE SYLLABUS: Spring, 2016

**Instructor:** Julie Whittle, M.Ed.

**Class Location & time:** TBD (posted outside of TAMUC office)

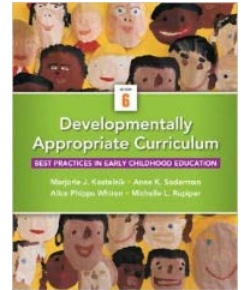
**Office Hours:** Tuesday (before & after class hours or by appointment)  
Available online throughout the week

**E-mail:** [Julie.whittle@tamuc.edu](mailto:Julie.whittle@tamuc.edu)

### COURSE INFORMATION

**Text (Required)**

Kostelnik, M., Soderman, A., Whiren, A. & Rupiper, M. (2014). *Developmentally appropriate curriculum: best practices in early childhood education*. Boston: Pearson.  
ISBN: 0133351777



**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.

### 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.

**Cooperative Learning Activities: 50 points total**

*Learning Outcomes # 3-6*

Cooperative class learning activities are designed to engage the students in a variety of experiences to help clarify and demonstrate specific early childhood knowledge necessary to examine and evaluate learning environments for young children. These activities will be included throughout the in class portion of the course.

**Assessment Method:** Active class participation

**Online Class Discussions (5): 10 points each – Total 50 points**

*Learning Outcome # 2*

These online discussion topics will be available in the eCollege course shell until the assigned due date. In order to encourage full class participation, students will be required to post an initial discussion of at least 75 to 100 words to the assigned chapter topic and respond to another student's initial posting with at least 50 to 75 word response by the indicated due date. 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.

### **Online Quizzes (5) 10 points each – Total 50 points**

#### *Learning Outcome # 2*

There will be a total of 5 quizzes which will cover the required textbook readings and the content of the lectures. Quizzes are to be completed online during the dates posted and announced in class. Each quiz is created from a question pool and each student will get a different set of 5 questions on each quiz. These quizzes are meant to check for understanding so you are given two chances to take the quiz. The quizzes will be timed for 10 minutes each and grades are made available to students following the submission of the quiz. If you wish to review your answers, please make an appointment with the instructor to do so. If you lose Internet connectivity during the quiz, log back in immediately and continue on with the quiz. Save your answers often (after each answer). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding quiz issues will be made by the instructor on an individual basis based on the documentation.

### **Chapter Presentations: 75 points**

#### *Learning Outcomes: #1-6*

Assigned student groups will present the information on a chosen developmental domain through the reading, analysis, and evaluation of the developmental domain chapter selected. The students will present the chapter utilizing technology, distribute notes, have classmates participate in an activity(s) to aide and enhance the understanding of the domain being presented.

**Assessment Method:** Rubric provided

### **DAP Book: 50 points total**

#### *Learning Outcome #1*

The purpose of the DAP book is to create, write, illustrate and present a book based on developmentally appropriate practices in early childhood education discussed in Chapters 1 and 2 of the Kostelnik textbook. This outside activity may be turned in anytime throughout the semester with a final due date indicated on the course outline. 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. THIS BOOK MUST BE NEW FOR THIS CLASS & be applicable to the classroom.

**Assessment Method:** Project Rubric

### **Parent Activity Pack- 50 Points**

#### *Learning outcomes #2 and #4-6*

The student will create an Activity Pack for sending activities home to foster parent/child interactions. Choose a children's book and create a hands-on activity or game to extend the concepts introduced in the book. The student will keep in mind the variety of students learning styles, home environment, and English Language Learners. This outside activity may be turned in anytime throughout the semester with a final due date indicated on the course outline. Include in the backpack the following:

- A letter of instructions to the family explaining the activity, the steps to implement.
- The process and the materials of the activity that are covered with TEKS
- Selected children's book
- Creatively created activity or game
- Share three additional activities or games that could extend concepts in the selected book.
- A log sheet for parents to communicate with you regarding the activity

**Assessment method:** rubric provided

### **Online Midterm & Online Final: 75 points each**

#### *Learning Outcomes # 3-6*

The exams will be completed online during the dates posted and announced in the syllabus and class. Each exam is created from a question pool and each student will get a different set of 25 questions for each exam. The exams will be timed for 45 minutes and grades are made available to students following the submission of the exam. If you wish to review your answers, please make an appointment with the instructor to do so. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

**Assessment Method:** Multiple Choice

### **Extra Credit Opportunities:**

There MAY be a few opportunities to earn extra credit during the semester. Every person in class has the same opportunities to earn extra credit. They are not assigned to only 1 person, so that s/he may pass the class.

## Grading

Grading in this class will include only points so that students can determine at any time in the class where they stand. The grade book will be available through eCollege and students may access it at any time they wish.

Grades will be determined as follows:

Course Evaluation	
Discussions (5)	50 points
Quizzes (5)	50 points
Cooperative Activities	50 points
Chapter Presentations	75 points
Parent Activity Pack	50 points
DAP Book	50 points
Midterm	75 points
Final	75 points

## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

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

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to University Library site
- Access to an Email

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 (6.0, 7.0, or 8.0).
- 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 (3.0) 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.

## ACCESS AND NAVIGATION

### Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, **eCollege** is 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](mailto:helpdesk@tamu-commerce.edu).

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

The students will be able to communicate with instructor through:

E-mail: Checked frequently throughout the day.

The instructor will communicate to the student through:

In class, e-mail, eCollege Announcements, & Bloomz app

**Technical support:** 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. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **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](mailto: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

### **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. The student is expected to be respectful and not speak while the instructor is speaking. Private conversations in class will result in a zero in participation for the day.
7. **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 and receive a zero for the day.
8. No headphones in class.

**Remember you are with possible future coworkers! ☺**

Students are required to attend all class meetings or participate in online 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. 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. The first person to e-mail me that you have read this will receive a candy bar. Specify type of candy bar and what class of mine you are taking in e-mail. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class.

### **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 or texting during class

### **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, set up an appointment with me. 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. I am not in charge of giving you your grade in this class. I do not "give" grades, in other words, you receive the grade you earn.

### **Late Assignments:**

Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date **with the exception of online discussion boards, quizzes 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 Sunday in the drop box of eCollege and is not

placed in the drop box until 6:15 PM on Sunday, there will be a 10 % deduction; if the paper is turned in on Wednesday the paper will start to be graded with a grade of 80%.

### **Written Assignments:**

All written assignments are to be **typed double-spaced in a legible 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. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

## **University Policies**

### **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. (See *Code of Student Conduct from Student Guide Handbook* <http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf>).

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.

### **Academic Integrity:**

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

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>

### **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-commerce.edu](mailto:StudentDisabilityServices@tamuc-commerce.edu)  
[Student Disability Resources & Services](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf)

**THIS BELOW BILL ONLY APLIES TO TAMUC CAMPUS. CAMPUS CARRY IS NOT IN EFFECT FOR THIS NAVARRO COLLEGE CAMPUS.**

**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 or 9-1-1

**Remember:**

Always keep the syllabus & course outline for reference ALL semester.

SPELLCHECK & Read before you submit anything

Poor planning on your part does not constitute an emergency on someone else's part. You are in a classroom full of potentially many future colleagues and maybe future bosses so respect each other, learn from one another, share with each other, & collaborate with each other.