



**ECE 313.71W CRN 81095
CHILD DEVELOPMENT: EARLY YEARS (3 HRS)
COURSE SYLLABUS
FALL 2017 ONLINE**

Instructor: Nicola Montelongo, MEd
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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

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.

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 Participation and Expectations

1. **Professional Behaviors (10% of final grade):** Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Everyone will begin the course with full 10% credit.....points will be taken off if student is not adhering to course expectations. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.

Aligns with Student Learning Outcomes: A-E

2. **Exam**

Final Exam (10% of final grade): Exam will consist of multiple-choice, true/false and/or short answer questions. Students will demonstrate an understanding of the topics presented.

Aligns with Student Learning Outcomes: A-E

3. **Media Reaction Paper (10% of final grade):** Write a 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 two double spaced typed pages. Use higher level thinking (analysis, synthesis & evaluation) in your writing.

Aligns with Student Learning Outcomes: B

4. **Action Response Paper (20% of final grade):** 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.

Aligns with Student Learning Outcomes: C

5. **Three Childhood Observations (30% of final grade) :** Write a two page observation summary. The first page should be detailed notes about your observation visit, and the second page should be your summary about what YOU can take away from the visit compared to your chapter readings and what is considered developmentally appropriate.

- First, one child from the ages of **birth to 3 year of age** (10% of final grade)
- Second, a child from **3 years old to 6 years old** (10% of final grade)
- Third, a kindergarten or primary grade student, from age **6 to 9 years old** (10% of final grade)

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

6. Discussions (10% of final grade): Actively engage in discussions. To receive full credit for discussions, you must respond to the prompt AND respond to another classmate's response.

Aligns with Student Learning Outcomes: B, C, & E

7. Chapter Summaries (10% of final grade): Submit weekly 1/2 page summaries over what you took away from the assigned readings for the week. Only ONE summary is due per week over all assigned readings for the week (whether there is one chapter or three).

Aligns with Student Learning Outcomes: A-E

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

Please feel free to work ahead at any time and please communicate with me at any point if you are struggling to meet requirements.

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.

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| COMMUNICATION AND SUPPORT |
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Interaction with Instructor Statement:

Communicate with me as needed. Use nsubler@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...)

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| COURSE AND UNIVERSITY PROCEDURES/POLICIES |
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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
Gege Library 162
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](#)).

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.

COURSE OUTLINE / CALENDAR
ECE 313.71W
Fall 2017

| Week#/Date | Chapter | Topic | Assignments Due All weekly assignments due Sunday by 12:00am CT |
|---|-----------------|---|--|
| Week #1- August 28 th - September 3 rd | Ch. 1 and Ch. 2 | Studying Early Childhood Development and Research Assessment in Early Childhood Development | Make arrangements to complete your observations. |
| Week #2- September 4 th - 10 th | Ch. 3 | Theories of Child development | Weekly Discussion Chapter Summary |
| Week #3- September 11 th - 17 th | Ch. 4 and Ch. 5 | Genetics, Prenatal Development, and Birth The Newborn | Weekly Discussion Chapter Summary |
| Week #4- September 18 th - 24 th | Ch. 6 and Ch. 7 | Physical Growth of Infants and Toddlers Cognitive Development of Infants and Toddlers | Weekly Discussion Chapter Summary |
| Week #5- September 25 th - October 1 st | Ch. 8 | Infant and Toddler Language and Literacy | |
| Week #6- October 2 nd -8 th | Ch. 9 | Infant and Toddler Social and Emotional Development | 1st Observation Due |
| Week #7- October 9 th - 15 th | Ch. 10 | Preschool Physical and Motor Development Cognitive | Media Reaction Paper Due Weekly Discussion Chapter Summary |
| Week #8- October 16 th - 22 nd | Ch. 11 | Development in the Preschool Years | Weekly Discussion Chapter Summary |
| Week #9- October 23 rd - 29 th | Ch. 12 | Symbolic Thought: Play, Language, and Literacy in the Preschool Years | Weekly Discussion Chapter Summary |
| Week #10- October 30 th - November 5 th | Ch. 13 | Social and Emotional Development of Preschoolers | 2nd Observation Due |

| Week # and Date | Chapter | Topic | Assignments Due All weekly assignments due Sunday by 12:00am CT |
|--|----------------|--|--|
| Week #11- November 6 th - 12 th | Ch. 14 | Physical Growth and Motor Development in the Primary Years Cognitive Development in the Primary Years | Weekly Discussion Chapter Summary |
| Week #12- November 13 th -19 th | Ch. 15 | Language and Literacy in the Primary Years | Weekly Discussion Chapter Summary |
| Week #13- November 20 th -26 th | Ch. 16 | Social and Emotional Development in the Primary Years | 3rd Observation Due |
| Week #14- November 27 th - December 3 rd | Ch. 17 | Parents, Families, and Children: A Multicultural Perspective | Weekly Discussion Chapter Summary |
| Week #15- December 4 th - 10 th | Ch. 18 | Work on Action Response Paper | Action Response Paper Due Weekly Discussion Chapter Summary |
| Week #16- December 11 th -13 th | Final Open | Study for Final Exam | Final Open |
| December 13 th | Course Closed | Final Exam | Final Exam Due December 15 th at 12:00pm CT (NOON) |

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| IMPORTANT DUE DATES |
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September 3rd-Make arrangements for all three observations

September 10th- Ch. 3 Chapter Summary and Discussion Due

September 17th- Ch. 4 and Ch. 5 Chapter Summary and Discussion Due

September 24th- Ch. 6 and Ch. 7 Chapter Summary and Discussion Due

October 8th- 1st Observation Due

October 15th- Media Reaction Paper and Ch. 10 Chapter Summary and Discussion Due

October 22nd- Ch. 11 Chapter Summary and Discussion Due

October 29th- Ch. 12 Chapter Summary and Discussion Due

November 5th- 2nd Observation Due

November 12th- Ch. 14 Chapter Summary and Discussion Due

November 19th- Ch. 15 Chapter Summary and Discussion Due

November 26th - 3rd Observation Due

December 3rd - Ch. 17 Chapter Summary and Discussion Due

December 10th- Ch. 18 Chapter Summary and Discussion Due Action Response Paper Due/Final Open

December 13th- Final Due Noon CT

“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*.