



**ECE 366 Learning Environments  
Course Syllabus Fall 2017  
Preliminary Version 08/10/2017**

**Course Description:** This course assists students in planning, designing, and evaluating environments for young children. Early childhood organization, management, procedures, and physical facilities are explored along with a survey of materials and equipment.

**Professor's Name:** Josh Thompson, PhD  
**Office Location:** EdSouth 248J  
**Office Hours:** by appointment  
**Contact Information:** [Josh.Thompson@tamuc.edu](mailto:Josh.Thompson@tamuc.edu)  
Office: 903-886-5537  
Office fax: 903-886-5581  
**Cell: 214-663-6102 Preferred**  
**Professor's Webpage:** <http://faculty.tamuc.edu/jthompson>  
**Course Webpage:** <http://faculty.tamuc.edu/jthompson/366>

**Preferred Form of Communication:** For general questions, I prefer you to post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

**Communication Response Time:** Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

**Goals of the Course:** Students will recognize appropriate ECE environments that 1) promote active hands-on learning, 2) respect children as individuals, and 3) allow for the development of the whole child.

**Required Textbook:**

Copple, C. & Bredekamp, S. (2009). *Developmentally Appropriate Practice*. Washington, DC: National Association for the Education of Young Children. Available online:  
<http://naeyc.org/positionstatements/dap>

Kostelnik, M., Soderman, A. K., Whiren, A. P., & Rupiper, M. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education (6<sup>th</sup> ed.)*. London, UK: Pearson. (previous editions are welcome, digital subscription for \$32.99 ISBN-13: 978-0-13-352166-5  
[www.mypearsonstore.com/bookstore/developmentally-appropriate-curriculum-best-practices-9780133521665?xid=PSED](http://www.mypearsonstore.com/bookstore/developmentally-appropriate-curriculum-best-practices-9780133521665?xid=PSED)

**Required eTexts:**

CCIE. (2016). *Exchange Everyday*. Redmond, WA: Childcare Information Exchange. Delivered five days a week containing news, success stories, solutions, trend reports, and much more. Enroll in *ExchangeEveryDay*, a daily electronic newsletter all about early childhood education. This will help you keep up-to-date with all things topical and pertinent in early childhood education. *ExchangeEveryDay* is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to [www.ccie.com/eed](http://www.ccie.com/eed).

Texas Education Agency. (2009). *English Language Proficiency Standards (ELPS)*.  
[www.englishspanishteks.net/teachers](http://www.englishspanishteks.net/teachers)

Texas Education Agency. (2009). *Texas Essential Knowledge and Skills (TEKS)*.  
[www.englishspanishteks.net/teachers](http://www.englishspanishteks.net/teachers)  
<http://lead4ward.com/>  
[www.masteryconnect.com/](http://www.masteryconnect.com/)

**Required Readings, as provided by the professor. For example:**

Duncan, S. (2011). *Breaking the Code: Changing Our Thinking about Children's Environments*.  
*ChildCareExchange*. by Sandra Duncan

**Online Digital Resource**

Join Edmodo.com [www.edmodo.com/home#/join/39k3pz](http://www.edmodo.com/home#/join/39k3pz). Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential.  
[www.edmodo.com/about](http://www.edmodo.com/about). Join our class in Edmodo [www.edmodo.com/home#/join/39k3pz](http://www.edmodo.com/home#/join/39k3pz).

**Recommended Resources:**

Curtis, D. & Carter, M. (2014). *Designs for Living and Learning: Transforming Early Childhood Environments (2<sup>nd</sup> ed.)*. St. Paul, MN: Redleaf Press.

DeVinney, J., Duncan, S., Harris, S., Rody, M.A., & Rosenberry, L. (2010). *Inspiring Spaces for Young Children*. Lewisville, NC: Gryphon House.

DeVinney, J., Duncan, S., & Rosenberry, L. (2010). *Rating Observation Scale for Inspiring Environments: A Common Observation Guide for Inspiring Spaces for Young Children*. Lewisville, NC: Gryphon House.

**Student Learning Outcomes**

The learner who successfully completes this course will be able

- A. To clarify developmentally appropriate principles and practices of early childhood education
- B. To identify behavioral characteristics of young children to meet individual, developmental, and diverse needs
- C. To equip and supply an early childhood classroom
- D. To plan and organize a child centered environment
- E. To build communication skills with parents & paraprofessionals
- F. To associate ECE PPR TExES competencies with course content

## Course Requirements

---

### Technical Skills Needed

Check LeoMail frequently, at least twice a week.

Use AdobeReader to access required digital files.

Create papers and presentations in MS Office, or Open Office, or Pages.

Communicate regularly and robustly with colleagues and peers through Discussion Boards.

### Instructional Methods, Activities, and Assessments

#### Overview

1. **Professional Behaviors:** Attendance both online and at face to face meetings is required; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 2 hours a week logged in to eCollege, or 10 days without logging into eCollege, or missing more than 20% of f2f meetings) may prompt an administrative withdrawal.
  - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and resource links.
  - **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**. Occasional synchronous (real-time, live) CHAT or CLASSLIVE sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.
  - **Quizzes & Exams:** Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.

You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: A, B**

2. Complete and monitor your own progress on an individualized **Learning Contract** (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: A, B, E**

3. Evaluate a specific learning environment, utilizing one of the design criteria discussed in eCollege: Tools: DocSharing: **Evaluating Environments.pdf**

**Aligns with Student Learning Outcomes: B, C, D, E**

4. Design a **learning environment** for young children.

**Aligns with Student Learning Outcomes: B, C, D, E**

#### MATERIALS PRESENTATIONS

5. Create a **Parent Pack** for sending early childhood activities home to encourage parent/child interaction. Choose a children's book and make a game or hands-on activity to extend the concept/s introduced in the book. Write a letter of instructions to the family. Put letter, book and game in a backpack. Share this with class in a Gallery Walk. Further directions and a rubric posted in DocSharing.

**Aligns with Student Learning Outcomes: B, D, E**

6. Design an interactive **bulletin board** on presentation or poster board for use in an early childhood classroom. Provide a statement of goals and children's participation. Share this with class in a Gallery Walk. Further directions and a rubric posted in DocSharing.

**Aligns with Student Learning Outcomes: B, C, D, E, F**

7. Invent a **folder game** that will teach some aspect of the early childhood curriculum and coordinate with the TEKS standards. This manipulative material is to be made for use as a center activity with a small group of children. Share this with class in a Gallery Walk. Further directions and a rubric posted in DocSharing.

**Aligns with Student Learning Outcomes: B, C, D, F**

8. Write a **reflective essay** discussing the merits and critical analysis of at least 5 of your peers Materials Presentations.

**Aligns with Student Learning Outcomes: C, D, E, F**

\* Presentation of **Parent Pack, bulletin board, and folder game** must be videotaped and uploaded to the course YouTube channel, and/or presented at one of the scheduled Gallery Walks. Post photos of your completed materials in Virtual Gallery Walk.

9. Write and illustrate a **DAP book** demonstrating key developmentally appropriate practices in early childhood education as discussed in Chapters 1 & 2 of the Kostelnik textbook, in Cople, and in our eCollege unit on DAP. Share this with our class in Gallery Walk and in Virtual Gallery Walk online in eCollege.

**Aligns with Student Learning Outcomes: A, B, E**

10. Complete unit quizzes and three exams over course content. (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: A-F**

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

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors TWICE**, once at the beginning, and again at the end of the course.

University policies in syllabus template August 2016

### **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- 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
- \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a [Browser Check](#) through the Pearson LearningStudio Technical Requirements website. [http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browse](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse)  
Running the browser check will ensure your internet browser is supported.
  - Pop-ups are allowed.
  - JavaScript is enabled.
  - Cookies are enabled.

To launch a browser test within eCollege, click on the My Courses tab, and then select the Browser Test link under Support Services.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- 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: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

### **ACCESS AND NAVIGATION**

#### ***Pearson LearningStudio (eCollege) Access and Log in Information***

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab.

<http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

#### **Pearson LearningStudio Student Technical Support**

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio. Technical assistance is available 24/7 (24 hours, 7 days a week). If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### ***Policy for Reporting Problems with Pearson LearningStudio***

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

### **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>


### **Learner Support**

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location.

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

### **FREE Mobile APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented. The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses – Phone</b>
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lspnone">https://play.google.com/store/apps/details?id=com.pearson.lspnone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses

- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

**LearningStudio Notifications – no longer functional in eCollege**

## COMMUNICATION AND SUPPORT

### *Interaction with Instructor Statement*

**Preferred Form of Communication:** For general questions, I prefer you to post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

**Communication Response Time:** Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

Communicate with me as needed. Use [Josh.Thompson@tamuc.edu](mailto:Josh.Thompson@tamuc.edu) or my office phone 903-886-5537 or **cell phone 214-663-6102 (preferred)**.

## COURSE PROCEDURES/POLICIES

### *Course Specific Procedures/Policies*

#### *Attendance*

Attendance online and face to face 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 or missing more than 20% of face to face classes) may prompt an administrative withdrawal.

#### *Participation*

This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, and projects unfold throughout the semester.

#### *Grading*

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

### *Syllabus Change Policy*

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## UNIVERSITY PROCEDURES/POLICIES

### *Student Conduct*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).



<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

### ***TAMUC Attendance***

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### ***Academic Integrity***

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

### ***ADA Statement Students with Disabilities***

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- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### ***Nondiscrimination Notice***

Texas A&M University-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.

### ***Campus Concealed Carry Statement***

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url:

[www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf)

### ***Campus Open Carry Statement***

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.



**ECE 366.71E Corsicana  
Learning Environments  
COURSE SCHEDULE (tentative 8/10/2017)**

<b>DATE</b>	<b>TOPICS</b>	<b>READING (Kostelnik)</b>	<b>ASSIGNMENT</b>
<b>Unit 1 August 31</b>		Duncan (2011) Cople & Bredekamp (2009)	Participate in all Unit 1: Discussions Learning Contract & Professional Behavior Survey
<b>Unit 2 September 7, 14  Online 21, 28</b>	DAP Teaching & Learning Small & Whole Group Organizing Guidance Evaluation	Chapters 1-7	Participate in all Unit 2: Discussions  3. Evaluate environment
<b>Unit 3 October 5, 12  Online 19, 26</b>	Family Aesthetic Domain Affective Domain Cognitive Domain Language Domain	Chapters 8-12	Gallery Walk 1 Materials presentation 10/5  Participate in all Unit 3: Discussions  4. Classroom design
<b>Unit 4 November 2, 9  Online 16, 30</b>	Social Domain Physical Domain Integrating: Pretend & Play	Chapters 13-15	Gallery Walk 2 Materials presentation 11/2  Participate in all Unit 4: Discussions  9. DAP Book
<b>Unit 5 December 7</b>	Integrating: Themes & Projects  Celebration of Learning	Chapter 16	Gallery Walk 3 Materials presentation 12/7  8. Reflective essay on Material Presentations  Post all assignments in Unit 5: Virtual Gallery Walk  Participate in all Unit 5: Discussions  Learning Contract & Professional Behavior Survey



**COURSE OUTLINE / CALENDAR**  
**ECE 366.41B Mesquite Metroplex Center**  
**Fall 2017**

Tentative Course Schedule (8/10/2017)

<b>WEEK</b>	<b>TOPICS</b>	<b>READING (Kostelnik)</b>	<b>ASSIGNMENTS DUE</b>	
1 8/29&31	Prepared Environment	Duncan (2011) Copple & Bredekamp (2009)	Online Discussion due Thursday, 8pm	
2 9/5&7	Teaching & Learning	chapters 1&2	Online Discussion due Thursday, 8pm	
3 9/12&14	Small Group Whole Group	chapters 3&4	Online Discussion due Thursday, 8pm	
4 9/19&21	Organizing	chapter 5	Online Discussion due Thursday, 8pm	
5 9/26&27	Guidance & Evaluation	chapters 6&7	Online Discussion due Thursday, 8pm 3. Evaluate environment	
6 10/3&5	Family	chapter 8	Online Discussion due Thursday, 8pm Gallery Walk 1 Material Presentation	
7 10/10&12	Aesthetic Domain	chapter 9	4. Classroom Design	
8 10/17&19	Affective Domain	chapter 10	Online Discussion due Thursday, 8pm	
9 10/24&26	Cognitive Domain	chapter 11	Online Discussion due Thursday, 8pm	
10 10/31&11/2	Language Domain	chapter 12	Online Discussion due Thursday, 8pm	
11 11/7&9	Social Domain	chapter 13	Gallery Walk 2 Material Presentation	
12 11/14&16	Physical Domain	chapter 14	Online Discussion due Thursday, 8pm	
11/23	Thanksgiving			
13 11/28&30	Integrating: Pretend & Play	chapter 15	Gallery Walk 3 Material Presentation 9. DAP Book	
14 12/5&7	Integrating: Themes & Projects	chapters 16	8. Reflective essay on Material Presentations	
15 12/10			10. Final All due Sunday, 12/10, 8pm	