



ECE 460 EARLY CHILDHOOD

CURRICULUM

COURSE SYLLABUS: Spring 2020

Professor: Josh Thompson, Ph.D.

Office Location: Ed South 217

Office Hours: by appointment, before and after class

Office Phone: 903-886-5537

Cell Phone: 214-663-6102

Office Fax: 903-886-5581

University Email Address: Josh.Thompson@tamuc.edu

Professor's Webpage: <http://faculty.tamuc.edu/jthompson>

Course Webpage: <http://faculty.tamuc.edu/jthompson/460>

Preferred Form of Communication: For general questions, I prefer you to post questions 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. Always type 460 in the subject line so we know which class you are writing about. 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.

COURSE INFORMATION

Textbook Required:

Krogh, S., & Morehouse, P. (2014). *The early childhood curriculum: Inquiry learning through integration (2nd ed.)*. Taylor & Francis, Publishers. ISBN 9780415828222

Required TExES Core Subjects EC-6 Test Prep:

1. TEA. (2018). *Preparation Manual for Core Subjects EC-6 (291)*. Available online: http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX291_PrepMaterials.html
2. T-CERT from <https://pact.tarleton.edu/tcert/index.cfm>. This free resource will be provided for you. Look for an email from @pact.tarleton.edu.
3. Certify Teacher: Core Subjects 291. You must pay \$25 for this resource, and you will use it through Internship. Passing scores on each module will be required before you will be permitted to take the official TExES Core Subjects EC-6 291.

Recommended Resources: NAEYC Spotlight on Curriculum Series

Koralek, Derry. (2005). *Spotlight on Young Children and the Creative Arts*. Washington, DC: National Association for the Education of Young Children.

Koralek, Derry, & Mindes, Gayle. (2006). *Spotlight on Young Children and Social Studies*. Washington, DC: National Association for the Education of Young Children.

Shillady, Amy. (2012). *Spotlight on Young Children: Exploring Math*. Washington, DC: National Association for the Education of Young Children.

Shillady, Amy. (2013). *Spotlight on Young Children: Exploring Science*. Washington, DC: National Association for the Education of Young Children.

Shillady, Amy. (2014). *Spotlight on Young Children: Exploring Language and Literacy*. Washington, DC: National Association for the Education of Young Children.

COURSE DESCRIPTION

The focus of this course is early childhood pedagogy within the context of inquiry-based, integrated curriculum. The influences on the field of early childhood education including history, theory, and research will be explored. Specific attention will be given to topics relating to planning and instruction such as child-centered, standards, play, technology, assessment and diversity.

Student Learning Outcomes. Successful completion of this course will enable students:

1. To investigate theories and practices associated with the ECE curriculum.
2. To examine techniques used in the authentic assessment and evaluation of young children.
3. To create instructional material used to teach the curriculum.
4. To plan activities for an active hands-on approach to the curriculum.
5. To demonstrate methodology for teaching an integrated curriculum to young children.
6. To develop curriculum sensitive to cultural pluralism and children with special needs.

The successful 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 successful learner will demonstrate an understanding of the methods used in education by creating appropriate curriculum, highlighting the technology employed, and the appropriateness and effectiveness in the study of early childhood education.

The successful learner will also demonstrate understanding of the course materials through a mid-term and a final.

TEA Standards I-IV. Domains I-IV. Competencies.

Standard I: Domain I. Competencies 001-004 & Domain III. Competencies 007-010:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS)
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate

The syllabus/schedule are subject to change.

- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning
- 1.17k the importance of knowing when to integrate technology into instruction and assessment
- 1.19k the importance of designing instruction that reflects the TEKS
- 1.20k features of instruction that maximize students' thinking skills
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning
- 1.23k the benefits of designing instruction that integrates content across disciplines
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness
- 1.25k the role of assessment in guiding instructional planning
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies
- 1.28k the role of technology in assessing student learning
- 1.29k the benefits of and strategies for promoting student self-assessment

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010:

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction
- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.4s plan instruction that motivates students to want to learn and achieve
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate
- 1.13s develop instructional goals and objectives that are able to be assessed
- 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills

The syllabus/schedule are subject to change.

- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction
- 1.17s use technological tools to promote learning and expand instructional options
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure
- 1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II. Competencies 005-006:

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors

Standard III. Domain III. Competency 007-01:

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.

- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs
- 3.6k how to present content to students in relevant and meaningful ways
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge
- 3.7s create lessons with a clearly defined structure around which activities are organized
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience
- 3.11s use flexible grouping to promote productive student interactions and enhance learning

The syllabus/schedule are subject to change.

- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process
- 3.14s encourage students' self-motivation and active engagement in learning
- 4.1k the importance of families' involvement in their children's education

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.

Complete TExES study modules and practice exams online.

Instructional Methods:

Class meets face to face f2f regularly in Corsicana/McKinney. Assigned readings must be completed before class. Lectures include powerpoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in class discussion is expected from everyone. Class leadership is welcomed and encouraged; bring a song, a book or story, a game to play, or insights from the readings or experience in the field. Let's keep this course real, about real teachers in classrooms with real Texas children. Online work in D2L is frequent, such as powerpoints, videos, web-quests, sorting through activities to choose appropriate ones for your tutoring project. Regular quizzes over the chapters in the textbook help deepen your knowledge of the course content. Timely completion of online discussions is required.

Student Responsibilities or Tips for Success in the Course

Successful students come to class prepared, on-time, and ready to engage and participate in active learning. Online work frequently requires extensive reading beyond the textbook. Plan to read about one-hour every week.

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.

ASSESSMENTS

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 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.

* Complete a lesson plan analysis.

The syllabus/schedule are subject to change.

- * Complete 5 modules in T-Cert and 5 practice exams in CertifyTeacher.com.
- * Participate in online and in-class assignments, activities, discussions, readings, research, etc.
- * Complete Unit Quizzes, Mid-Term and Final.
- * Work together in a small group to prepare materials to present to the class on one domain.
- * Work together in a small group to create an integrated unit plan.

TECHNOLOGY REQUIREMENTS

The Learning Management System (LMS) for all Texas A&M University-Commerce courses is Design2Learn (D2L) by Brightspace.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

Use 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.

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.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor, josh.thompson@tamuc.edu anytime, 214-663-6102 anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

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

The syllabus/schedule are subject to change.

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 or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred) .

Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all objects uploaded in assignments or online Gallery Walks. Generally, I catch up reviewing your work around the end of the month – please permit me two to three weeks to respond to your work with my feedback. If you don't hear from me within a month, please ask me to review your work again.

COURSE AND UNIVERSITY 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 3 hours a week logged in to D2L, or 10 days without logging into D2L, 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, discussions, 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 Specific Procedures

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](#).

The syllabus/schedule are subject to change.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

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>

Students with Disabilities-- 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- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

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

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

The syllabus/schedule are subject to change.

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

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.