



ECE 366 LEARNIN ENVIRONMENTS

COURSE SYLLABUS: SPRING 2019

PROFESSOR INFORMATION

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

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University Email Address: josh.Thompson@tamuc.edu

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 questions in D2L 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 put 366 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: Kostelnik, M., Soderman, A. K., Whiren, A. P., & Rupiper, M. (2019).

Developmentally appropriate curriculum: Best practices in early childhood education (7th ed.). London, UK: Pearson. (previous editions are welcome, digital subscriptions are fine). ISBN 9780134747675.

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* go to www.ccie.com/eed.

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>

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

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

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

Duncan, S. (2011). Breaking the Code: Changing Our Thinking about Children's Environments. *ChildCareExchange*. www.childcareexchange.com/article/breaking-the-code-changing-our-thinking-about-childrens-environments/5020013/

Recommended Resources:

Curtis, D. & Carter, M. (2014). *Designs for Living and Learning: Transforming Early Childhood Environments (2nd 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.

Duncan, S., Martin, J., & Haughey, S. (2019). *Through a Child's Eyes: How Classroom Design Inspires Learning and Wonder*. Gryphon House.

Greenman, J. (2017). *Caring spaces, learning places: Children's environments that work*. Lincoln, NE: Exchange Press.

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.

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

The syllabus/schedule are subject to change.

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

Class meets face to face f2f regularly, with online resources, activities, and assignments in D2L. 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 field work with your case study participant. 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. Time in the field will vary, but should end up being about 5 to 10 hours total for 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.

Assessments (each worth 10 points, 10% final grade)

1. Evaluate a specific learning environment, utilizing one of the design criteria discussed in D2L.

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

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

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

MATERIALS PRESENTATIONS

3. Design a **Family Communication** feature. It could be an APP-based program, a letter of introduction outlining your family communication procedures, or it could be a **Family Literacy Backpack** for sending early childhood activities home to encourage parent/child interaction.

Aligns with Student Learning Outcomes: B, D, E

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4. Design an interactive **bulletin board** on SmartBoard 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 D2L.

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

5. 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 D2L.

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

6. Compile a **sub-folder** with essential information for you to share with a substitute teacher.

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

7. Share a **playlist of at least 10 songs** appropriate for different times of the school day and transitions.

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

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

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

9. Participate together with the class to 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 Copple, and in our D2L unit on DAP. Share your portion with our class and the final product will be combined in Gallery Walk and in Virtual Gallery Walk online in D2L.

Aligns with Student Learning Outcomes: A, B, E

10. Complete unit quizzes and exams over course content.

Aligns with Student Learning Outcomes: A-F

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

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

LMS Browser Support:

The syllabus/schedule are subject to change.

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

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.

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.

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 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).

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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](#).

<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>

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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/>

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

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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:

<http://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.



ECE 366 McKinney T/Th @ 8.30am

Learning Environments

COURSE OUTLINE (tentative as of 12/11/2019)

| DATE | TOPIC | READING | ASSIGNMENT |
|--|--|--|--|
| Unit 1 January 14 16 21 23 28* online 30 | Intentional Environments | D2L: Unit 1 Duncan article Kostelnik, chaps. 1 & 2 | Post Intro Learning Contract Professional Behavior Survey Unit 1: Discussion & Quiz |
| Unit 2 February 4 6 11* 13 18 20 25* 27 *online | Setting the stage for learning | D2L: Unit 2 T-TESS ECERS CLASS Kostelnik, chaps 3-8 | 1Evaluate environments 2Design environment Unit 2: Discussion & Quiz |
| Unit 3 March 3* 5 Spring Break 17* 19 24 26 31* *online | P.L.A.C.E.S. Domains of Curriculum | D2L: Unit 3 Kostelnik, chaps 9-14 | 1 st Gallery Walk 03/05/2020 Group presentations of chaps 9-14 Unit 3: Discussion & Quiz Mid-Term Exam 3Family communication 4Bulletin board 5Folder game |
| Unit 4 April 2 7 9 14* 16 21 23 28* 30 *online | Integrating Curriculum Designing Learning Observing Learning | D2L: Unit 4 Kostelnik, chaps 15-16 | 2 nd Gallery Walk 4/7/2020 Lesson plans Unit 4: Discussion 6Sub folder 7Playlist 9DAP book |
| Unit 5 May 5 6* Final Exam | Celebration of Learning | D2L: Unit 5 | 3 rd Gallery Walk 5/5/2020 8Reflective essay Post all assignments in U5 Participate in all Unit 5: Discussions Final Exam Learning Contract & Professional Behavior Survey |
| All assignments due Wednesday, May 6, 2020 @ 8pm | | | |

The syllabus/schedule are subject to change.



ECE 366 Corsicana on Mondays @ 7.30pm

Learning Environments

COURSE OUTLINE (tentative as of 12/11/2019)

| DATE | TOPIC | READING | ASSIGNMENT |
|--|--|--|---|
| Unit 1 <i>January</i> 12 20 MLKjr 27 | Intentional Environments | D2L: Unit 1 Duncan article Kostelnik, chaps. 1 & 2 | Post Intro Learning Contract Professional Behavior Survey Unit 1: Discussion & Quiz |
| Unit 2 <i>February</i> 3* 10 17* 24 *online | Setting the stage for learning | D2L: Unit 2 T-TESS ECERS CLASS Kostelnik, chaps 3-8 | 1Evaluate environments 2Design environment Unit 2: Discussion & Quiz |
| Unit 3 <i>March</i> 2 Spring Break 16 23* 30 *online | P.L.A.C.E.S. Domains of Curriculum | D2L: Unit 3 Kostelnik, chaps 9-14 | 1 st Gallery Walk 3/2/2020 Group presentations of chaps 9-14 Unit 3: Discussion & Quiz Mid-Term Exam 3Family communication 4Bulletin board 5Folder game |
| Unit 4 <i>April</i> 6* 13 20* 27 *online | Integrating Curriculum Designing Learning Observing Learning | D2L: Unit 4 Kostelnik, chaps 15-16 | 2 nd Gallery Walk 4/13/2020 Lesson plans Unit 4: Discussion 6Sub folder 7Playlist |
| Unit 5 <i>May</i> 5 6* Final Exam | Celebration of Learning | D2L: Unit 5 | 3 rd Gallery Walk 5/5/2020 8Reflective essay 9DAP book Post all assignments in U5 Participate in all Unit 5: Discussions Final Exam Learning Contract & Professional Behavior Survey |
| All assignments due Wednesday, December 11, 2019 @ 8pm | | | |

The syllabus/schedule are subject to change.