

Child Development: Early Years

ECE 313 Course Syllabus

Instructor Information

Instructor: Janice LaMendola, MS-ECE.

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Office Hours: M-F online

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Textbook

Textbook(s) Required: Textbook: Trawick-Smith, Jeffrey. (2010). *Early Childhood Development: A Multicultural Perspective*. Boston: Prentice Hall.

Course Description

Early Childhood Education is examined through historical and philosophical roots. Attention is given to selected theories and practices that create learning environments that meet the needs of young children today. Special emphasis will be given to understanding Developmentally Appropriate Practices, how early childhood programs were developed, and ways in which educators meet the special needs of young children.

Course Objectives

Participation in this class will enable students to:

1. Identify developmental milestones and their implications during the early years.
 2. Examine the effect of environmental factors which affect development and learning.
 3. Apply developmental principles and theories to programs for young children.
 4. Observe and record the developmental behavior of young children.
 5. Explore the variations of development that may occur.
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Pedagogy and Professional Responsibilities

Standard I. Domain I

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2k the implications of students' developmental characteristics for planning appropriate instruction;

1.3k characteristics and instructional needs of students with varied background, skills, interests, and learning needs;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;

Standard II. Domain II

2.1k the importance of creating a learning environment in which diversity and individual differences are respected;

2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior;

2.23k students' emotional needs and ways to address needs;

Standard III. Domain III

4.13k legal requirements for educators (e.g., those related to special education students' and families' right, student discipline equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.5s maintain supportive and cooperative relationships with colleagues;

4.6s engage in collaborative decision-making and problem solving with other educators to support students' learning and well-being;

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

Grading Criteria

Criteria for each requirement will be generated by the participants and supplemented by the instructor. The following holistic scoring format will be adapted for each course requirement:
4=Highly impressive—well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.
3=Commendable—in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.

Course Requirements

2=Developing-probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.

1=Minimal-somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

Note: Instructions for completing each assignment is included on eCollege.

1. Chapter Quizzes (Chapters 1-17)

1.1k; 1.2k; 1.3k; 1.5k; 2.1k; 2.17k; 2.23k; 4.13k; 4.14k; 4.1s; 4.5s; 4.6s4.16s; 4.17s;

2. Class Discussions

1.1k; 1.2k; 1.3k; 1.5k; 2.1k; 2.17k; 2.23k; 4.13k; 4.14k; 4.1s; 4.5s; 4.6s4.16s; 4.17s;

3. Chapter Assessments/Application Exercises:

- a. Clarify the purposes of studying child development through focus questions. 1.5k;4.17s
- b. Complete a reaction paper on the NAEYC Code of Ethics 2.17k; 4.13k; 4.5s; 4.16s
- c. Write a research paper on a major theoretical perspective in child development.
- d. Watch "Life's Greatest Miracle" and describe effects of genetics, environment on development. 1.1k; 4.1s
- e. Reflection of observation of newborn reflexes. 1.1k
- f. Explain a child's demonstration of object permanence. 1.1k
- g. Analyze the development of language samples. 1.1k
- h. Create a communication pamphlet for parents that explain social and emotional 4 growth for young children. 1.1k; 2.23k
- i. Observe the cultural differences in children's play. 1.2kl 1.3k; 1.5k; 4.1s
- j. Analyze teacher talk in terms of Piaget's cognitive orientation. 1.1k
- k. List the advantages of symbolic play. 1.2k
- l. Examine the sociometric status of a classroom. 1.2k; 2.1k;4.6s
- m. Analyze the physical development of children at play. 1.1k
- n. Describe the ways that primary children are different from preschool children in their thinking through creation of a PowerPoint presentation. 1.1k
- o. Analyze ways that children with disabilities access language and literacy within a classroom. 1.2k; 1.3k;2.1k; 4.13k
- p. Creation of a summary statement of knowledge built during the course of the class. 1.1k; 1.2k; 1.3k; 1.5k; 2.1k; 2.17k; 2.23k; 4.13k; 4.14k; 4.1s; 4.5s; 4.6s4.16s; 4.17s;

Quizzes are designed as a study guide for each chapter. Quizzes may be retaken to achieve the grade desired by the students.

Application exercises are designed to as ways to apply the information that has been mastered in the quizzes and assess understanding of the topic. Students are encouraged to review the application exercises at the beginning of the semester. Several exercises require observations in the community.

Class Discussions will be used to summarize major units of study. Students must respond to the discussion and to others in the discussion group. The class participation grade will be based on the amount and level of discussion.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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
- **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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: [JAVA web site](http://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.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- 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 \(version 17 or later\)](https://get.adobe.com/flashplayer/) <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.

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

Brightspace Support

Need Help?

Student 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 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST

If you decide not to take the course, you are responsible for dropping the course. Failure to do so will result in an F in the course.

1. Assignment Due Dates

All assignments are due by 10 pm on the day they are due. Assignments will be accepted after the due date, however, a 20 point deduction will be applied to assignments 1 day late.

2. Written Assignments

All assignments must be typed in legible (preferably Times Roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the department of literature and languages. They will not assist with spelling. Please make sure someone proofs your paper. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

3. Plagiarism of writings

Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else's work and claiming it as your own. Please cite your references in APA format. See handout for examples.

If you are unsure what constitutes plagiarism and how to avoid it you may 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>

4. Professionalism component

You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening, turning in high quality work, and understanding that this is a growth experience. Students who come into class expecting an A need to rethink their reason for being here. If you want an A, then you will work to earn the A. **The Professional Behavioral Standards Evaluation Form** will be used at such a time as it is warranted due to non-compliance with these expectations. "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).

5. 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 to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered; I will not be able to change it.

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.

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: [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

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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: 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 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.

CoVid-19 Response

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.”