



ECE 313 01W

Survey of Theories Influencing Childhood Development
Summer 1 2022

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COURSE INFORMATION

Textbook: Trawick-Smith, Jeffrey. (2010). *Early Childhood Development: A Multicultural Perspective (7th edition)*. Boston: Prentice Hall. www.prenhall.com/trawick
eText ISBN-10: 0-13-501652-5 (CourseSmart.com is one source for eTextbooks <http://www.coursesmart.com/IR/1229200/9780135016527>)

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 the implications for curriculum design and learning environments are drawn. 3 semester credit hours

Course Goal: To provide students with an understanding of the interaction of the major areas of development in early childhood and the influence of the broader cultural milieu.

Course Objectives:

1. To identify developmental milestones and their implications during the early years
2. To explore the variations among young children's development
3. To apply developmental principles and theories to programs for young children
4. To observe and record the developmental behavior of young children
5. To examine the environmental effects on children of diverse cultural backgrounds
6. To associate ECE TExES competencies with course content

***Although all students in this course may not become teachers we are learning about the following:**

TEA Standards from the ECE 3 Content:

(b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy,

respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) know and understand young children's characteristics and needs, from birth through age 8;
- (2) know and understand the multiple influences on early development and learning; and
- (3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

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

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

Technology Application standards:

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

1.1k how to use innovative technology and electronic communication to create new knowledge;

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

2.2s participate in electronic communities as a learner, initiator, and contributor;

2.3s employ technological collaboration such as sharing information through online communications to complete tasks;

2.4s use groupware, collaborative software, and productivity tools to create products;

2.5s use technology in self-directed activities to create products for and share products with defined audiences;

2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences;

2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences;

Standard III: All teachers acquire, analyze, and manage content from digital resources.

3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;

Standard V: All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

5.3k how to practice and explain safe and appropriate online behavior, personal security guidelines, digital etiquette, and acceptable use of technology.

5.3s demonstrate proper etiquette and knowledge of acceptable use of electronic information and products while in an individual classroom, a lab, or on the Internet or an intranet;

Standard VI: All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

6.1k the correct use of hardware components, software programs and various systems and their connections;

6.2k how to use software applications, including selecting and using software for a defined task;

6.3k how to compare and contrast various network systems; and

6.4k how to apply basic design principles.

6.1s demonstrate knowledge and appropriate use of operating systems, hardware systems, network systems, virtual systems, learning systems, software applications, and communication and networking components;

6.2s manipulate files by using appropriate naming conventions, file management (including folder structures and tagging), file conversions, and emerging digital organizational strategies;

6.5s select and use software and Internet tools for a defined task according to quality, appropriateness, effectiveness, and efficiency;

6.6s delineate and make necessary adjustments regarding compatibility issues, including but not limited to digital file formats and cross-platform connectivity;

6.7s use and understand technology terminology appropriate to the task;

6.8s perform basic software application functions, including but not limited to opening an application program and creating, modifying, printing, and saving documents;

6.9s apply techniques and available resources (such as online help and knowledge bases) to troubleshoot minor technical problems with hardware and software;

6.12s use a variety of input and storage devices such as mouse/track pad, keyboard, microphone, digital camera, digital voice recorder, scanner, disk/disc, modem, and controller;

6.13s demonstrate keyboarding proficiency in technique and posture while building speed and accuracy;

6.15s identify, create, and use files in various appropriate formats such as text, bitmapped/vector and raster graphics, image, video, and audio files;

6.17s use digital typography standards such as readable fonts, alignment, page setup, tabs, table properties, and ruler settings to plan, create, and edit word processing documents;

6.21s demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects that incorporate text, audio, video, and graphics;

COURSE REQUIREMENTS

1. Chapter Quizzes
2. Chapter Application Exercises
3. Class Discussions

All quizzes, application exercises and discussions are included on D2L.

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. 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. Zoom and Google Meets will be options for virtual face-face discussions and will count for grading.

Grading

A = 90 - 100 %

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = below 60

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

The following technology is required to be successful in this course.

Internet connection – high speed recommended (not dial-up)

Word Processor (Microsoft Office Word – 2003 or 2007)

Access to University Library site

Access to an Email

Additionally, the following hardware and software are necessary to use D2L:

Browser support

D2L (our online class platform) 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
- 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](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.
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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 D2L Support Need Help?

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Policies:

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 the date listed on the course outline.

Deduction or acceptance of late work are at the instructor's discretion.

2. Written Assignments

All assignments must be typed in Times Roman 12 pt font, APA format (1 inch margins, and double spaced with a heading). 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.

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.

University Specific Policies:

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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.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 Guide Handbook*).

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.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources

for students. Students have 24/7 access to the Counseling Center's crisis assessment services by

calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

SEMESTER SCHEDULE – IN D2L BY FIRST DAY OF CLASSES. EMAIL WILL BE SENT A WEEK IN ADVANCE TO REMIND YOU TO GET AND START READING YOUR TEXTBOOK. ☺