



Developing Early Childhood Educators to be Leaders, Critical Thinkers, and Team Builders for Today's Children

ECE 460 Teaching STEAM in ECE

COURSE SYLLABUS: FALL 2022

PROFESSOR INFORMATION

Professor: Michele Anderson

Office Hours: by appointment, before and after class

University Email Address: Michele.Anderson@tamuc.edu

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:

MORE INFO FIRST DAY OF CLASS:

Purchase through the campus bookstore or Top Hat <https://app.tophat.com/register/>

1. *Teaching STEAM in ECE*
2. Top Hat Classroom - One Semester ISBN: 978-0-9866151-0-8

Required TExES Core Subjects EC-6 Test Prep:

1. TEA. (2018). *Preparation Manual for Core Subjects EC-6 (391)*. Available online: https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX391_PrepMaterials.html - for more info on TExES 391 https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX391_TestPage.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. 240tutoring: EC-6 Core Subjects (391) – information and coupon code in class

Recommended Resources:

NAEYC Spotlight on Curriculum Series

Koralek, Derry. (2005). *Spotlight on Young Children and the Creative Arts.*

Koralek, Derry, & Mindes, Gayle. (2006). *Spotlight on Young Children and Social Studies.*

Shillady, Amy. (2012). *Spotlight on Young Children: Exploring Math.*

Shillady, Amy. (2013). *Spotlight on Young Children: Exploring Science.*

Shillady, Amy. (2014). *Spotlight on Young Children: Exploring Language and Literacy.*

COURSE DESCRIPTION

This course emphasizes an integrated approach to early childhood curriculum development for young children. Relates early childhood pedagogy, research, and content areas of science, mathematics, engineering, technology, and art to STEAM project-based, integrated and inquiry curriculum designs.

Student Learning Outcomes. Completion of this course will enable students to:

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

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.

The syllabus/schedule are subject to change.

Instructional Methods:

Overview Class meets f2f in Corsicana, and online in D2L. Assigned readings must be completed before unit activities. Lectures include powerpoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in online 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. Upload work in D2L, such as materials for your gallery walk. Regular quizzes over the chapters in the textbook help deepen your knowledge of the course content. Timely completion of online discussions is required.

Professional Behaviors: Regular punctual attendance in f2f class meetings and online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (missing 3 f2f class meetings, or 10 days without logging into D2L) may prompt an administrative withdrawal.

- **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and ExchangeEveryDay.
- **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. Occasional synchronous (real-time, live) Zoom, etc. sessions require your participation when scheduled.
- **Quizzes:** Read all assigned readings. Participate in frequent chapter quizzes as posted in D2L units.

You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course. Your grade in this course will come from your self-evaluation.

Aligns with Student Learning Outcomes: 1-6

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 (PBS). You will self-evaluate your professional behaviors TWICE, once at the beginning, and again at the end of the course.

ASSESSMENTS

Tasks completed **independently**:

- TopHat: Read chapters and complete discussion questions there
- PBS: Self-evaluate your professional behaviors using the Professional Behavior Survey (PBS) twice, once at the beginning, and again at the end of the course
- TExES: Complete 5 diagnostic exams in 240Tutoring and create a TExES 391 Study Plan based on results of the diagnostic exams

Tasks completed in your **Inquiry Learning group**:

- Engage in the process of planning an inquiry-based learning project with a focus on whole child learning and development
 - with a topic that incorporates community assets
 - and activities that integrate curriculum
 - and align with grade-level standards (ITELS, PK Guidelines, TEKS)

Sections in the inquiry-based learning project:

- Community Assets Scavenger Hunt
- Process of Choosing Your Topic
- The Inquiry Process
- Learning Objectives drawn from ITELs, PK Guidelines, and/or TEKS
- Rubrics to promote student ownership of learning
- Literacy elements, including Read-Alouds (one per person)
- Include a *social justice* concept throughout the project

Tasks completed in your **Subject Area Groups**:

- Working together with members of your **Inquiry Learning Group**, equitably distribute the **13 Subject Areas**
 - Dramatic Play
 - Emergent Language
 - English Language Arts
 - Health
 - Maths
 - Movement & Dance
 - Music
 - Physical Education
 - Reading
 - Sciences
 - Social Studies
 - Theater Arts
 - Visual Arts
- Engage with members of your ad hoc **Subject Area Groups**

The syllabus/schedule are subject to change.

- Take a deep dive into the content of your assigned Subject Areas, the 'what' to teach
- Examine pedagogy of your assigned Subject Areas, the 'how' to teach
- Participate in your Subject Area Groups' Presentations of content and pedagogy of each Subject Area

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
- 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.

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- 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
- 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

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- 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
- 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

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.

The syllabus/schedule are subject to change.

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 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 (missing 3 f2f class meetings or 10 days without logging into D2L) 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.

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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>

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](#)

The syllabus/schedule are subject to change.

<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/)

<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

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.

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A&M-Commerce Supports Students' Mental Health

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/counseling-center.

**ECE 460 Early Childhood Curriculum
COURSE OUTLINE
Revised 08/25/2022**

DATE	TOPIC	READING	ASSIGNMENT
Module 1 September 1 8 15 Zoom 22 29	Intros Ramps & Pathways Themes/Units and Inquiry-based learning	Syllabus Zan & Greiten TEXES Core EC-6 (391) Top Hat:1-4	* Play with blocks, cars, & marbles * Intro Discussion * PBS Survey * TExES: Register for 240Tutoring.com * TopHat: Discussion Questions * Inquiry: Choose a theme/unit/ inquiry project w/ your Inquiry Group Due September 30
Module 2 October 06 Zoom 13 20 27	Dramatic Play Emergent Language English Language Arts Health Maths Movement & Dance Music Physical Education Reading Sciences Social Studies Theater Arts Visual Arts	Lillard <i>Montessori Genius</i> Thompson <i>Hundred Language Zoo</i> Top Hat:7-8	* Subject Area (SA) Groups: Participate in deep dive of one SA with each of your SA groups * TopHat: Discussion Questions * TExES: Register for T-Cert (free) * TExES: Complete 5 diagnostic exams in 240Tutoring.com Due October 31
Module 3 November 03 10 17 Zoom 24holiday	Integrating inquiry- based learning	T-Cert Modules Top Hat:5-6	* Subject Area group presentations * TopHat: Discussion Questions * Inquiry group work integrating Subject Area presentations * Post TExES 391 Study Plan Due November 30
Module 4 December 01 08 Zoom 15	Inquiry group presentations	as assigned by group presenters	* Inquiry group presentations * Inquiry rubric * PBS Survey * Reflect on Learning/Transformation
All assignments due Wednesday, December 15 @ 8pm			

The syllabus/schedule are subject to change.