



## **COURSE SYLLABUS: FALL 2024 ECE 364.01W**

### **A SURVEY OF THEORIES INFLUENCING CHILDHOOD DEVELOPMENT**

#### **INSTRUCTOR INFORMATION**

Instructor: Ms. Michele Anderson  
Office Location: Corsicana/Bain Center  
Office Phone: (903-886-5537)  
University Email Address: Michele.goady@tamuc.edu  
Preferred Form of Communication: **email**  
Communication Response Time: 24-48 hours, business days

#### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings  
Textbook(s) Required **Early Childhood Education Today, 15E, George Morrison, Pearson, 2022 ISBN-13: 9780135754283**

Optional Texts and/or Materials -- Developmentally **Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8**, Fourth Edition, NAEYC, 2021, ISBN-13: 978-1938113956

#### **Course Description**

This course explores how experiences in early child development can impact a child's success in learning. Focus will be placed on ways that learning theories relate to learners with exceptionalities and ways to build emotional resiliency skills in students with varying learning needs. Factors such as mental health and trauma, socio-economic factors, poverty, cultural and ethnic identities will be included. Emphasis will also be placed on methods for working with families and service providers involved with the child's overall development. **Standards and Framework Items Addressed by the course as a whole: Teacher Preparation Standards: 3.C.i-ii, 3.A.i-iii; EC:PK-3 Test Framework: 1.002.A-F; PPR Test Framework: 1.004.A-**

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## Student Learning Outcomes

*The student will be able to identify historical and contemporary educators and apply their contributions to early childhood development.*

- 1. The student will be able to examine current issues impacting young children and identify best practices for implementing high quality early childhood programs.*
- 2. The student will be able to develop a personal philosophy of early childhood development that addresses the contemporary needs of young learners in diverse settings in a way that leads to appropriate classroom instruction and practice. This includes emphasizing the identification of developmentally appropriate practices to fully include English Language Learners, children with exceptionalities and children who are experiencing adversity.*
- 3. The student will identify best practices in collaborating and developing effective relationships with families and others to foster development.*
- 4. The student will be able to identify contemporary research-based practices to foster the social emotional development of young children.*

## Course Competencies

The student will identify developmentally appropriate instructional practices based on historical and contemporary early childhood researchers and theorists that support (TAC §235.11):

**Instructional Planning and Delivery.** Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
- (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- (5) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- (6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- (7) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
- (8) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- (9) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
- (10) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- (11) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- (12) monitor and assess students' progress to ensure that their lessons meet students' needs.
- (13) provide immediate feedback to students to reinforce their learning and ensure that they understand key concepts; and

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(14) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

**(c) Knowledge of Student and Student Learning.** Early Childhood: Prekindergarten-Grade 3 classroom 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible, and instruction is fully accessible.

(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and

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

**(d) Content Knowledge and Expertise.** Early Childhood: Prekindergarten-Grade 3 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas.

(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(4) organize curriculum to facilitate student understanding of the subject matter.

(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(7) teach both the key content knowledge and the key skills of the discipline; and

(8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

**(e) Learning Environment.** Early Childhood: Prekindergarten-Grade 3 classroom 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. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning.

(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

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

(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(5) implement behavior management systems to maintain an environment where all students can learn effectively.

(6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(7) maximize instructional time, including managing transitions.

(8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and

(9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

**(f) Data-Driven Practices. Early Childhood: Prekindergarten-Grade 3** classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

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**Familiarity and use of Microsoft Office (Word and PowerPoint). Please see the technology requirements listed in this syllabus.**

**This course is fully online. Students need access to a computer and access to a fully operational version of D2L. All course materials are found on this platform and assignments are only submitted in D2L.**

### **Instructional Methods**

Students will participate in activities to explore early childhood theory and practice. Emphasis will be placed on addressing the needs of all learners through investigating a variety of diverse

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materials. Students will discover and observe appropriate practices through video clips, readings, instructor presentation materials and demonstrations.

### **Student Responsibilities and Tips for Success in this Course**

- Read the course syllabus and keep abreast of the course requirements and readings. Check email often- you are responsible for reading all communications.
- Read all the course textbook and D2L materials that are assigned. Note important concepts, vocabulary, and theories. This attention to detail will assist you in preparing for quizzes and assignments. Each student is required to have a textbook and stay current with course assignments.
- Maintain a course calendar to be aware of assignments and course due dates.
- Questions and discussions are encouraged while respecting the perspectives and views of all participants. Discussions are graded.
- Submission of assignments should be timely. Grading will be based upon the rubric which is discussed and available to students. Late assignments will be subject to 10 points deleted. All assignments must be entered into D2L to be graded.
- Attend open conference zoom meetings if you have questions or need clarification. This is an opportunity to discuss the course materials.

### **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades.

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

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Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	20%
Discussions	20%
Midterm Exam	30%
Final Exam	30%
TOTAL	100%

### **Assessments**

Students will be assessed based on assignments, reflection/discussions, and quizzes. Instructions for all assignments will be in each module on D2L. All assignments must be submitted by the due date, in D2L to be graded. Assignments are expected to be submitted using appropriate conventions of writing with a 12-point font. References should include an appropriate citation. All assignments must be completed individually without copying uncited works. See the University Policy on Academic Integrity in this document.

There are four quizzes in this course, one at the conclusion of each module (see the course outline below). Quizzes will be composed of multiple choice, true/false, and constructed responses.

### **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:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### **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](mailto:helpdesk@tamuc.edu).

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**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 (D2L), such as uploading documents, completing a quiz, viewing grades, etc., 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**

The instructor is available weekly online (zoom office hours). The office hours and zoom link are posted in D2L. This is an opportunity to discuss course content. Emails may be sent to the instruction and are responded within 24-28 business hours, Mondays through Fridays except holidays/campus closures.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **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).  
<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](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto: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,

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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.

### **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/counsel](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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## COURSE OUTLINE / CALENDAR

This is an online course.  
The course is divided into four modules.

<u>Week</u>	<u>Date</u>	<u>Module Topic</u>
<u>1-4</u>	<u>August 26- September 20, 2024</u>	<u>Module 1- Foundations of Early Childhood Education</u>  <u>Friday, September 20- Quiz Module 1</u>
<u>5-8</u>	<u>September 22-October 18,2024</u>	<u>Module 2- Early Childhood Programs</u>  <u>Friday October 18, Midterm Quiz- Module 2</u>
<u>9-12</u>	<u>October 20-November 11, 2024</u>	<u>Module 3- Kindergarten, Primary Grades</u>  <u>Monday, November 11- Quiz Module 3</u>
<u>12-16</u>	<u>November 10 December 6, 2024</u>	<u>Module 4- Parents and Community Empowerment and Contemporary Issues</u>  <u>Monday, December 9, 2024, Final quiz</u>

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