



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

### **ECE 313 01W Survey of Theories Influencing Childhood Development FALL 2024**

**Professor:** Josh Thompson, Ph.D. (he, him) (I prefer to be called Dr. Thompson)

Office Location: Ed South 201

Office Hours: by appointment, before and after class

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University Email Address: [Josh.Thompson@tamuc.edu](mailto:Josh.Thompson@tamuc.edu) preferred – write 313 in subject

Professor's Webpage: <http://faculty.tamuc.edu/jthompson>

Course Webpage: <http://faculty.tamuc.edu/jthompson/313>

**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 313 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 weekends.

**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:** An Open Educational Resources Publication by College of the Canyons Authored and compiled by Jennifer Paris, Antoinette Ricardo, & Dawn Rymond  
Editor: Alexa Johnson Version 1.2- AVAILABLE FOR FREE DOWNLOAD (within D2L).

**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.

### **Student Learning Objectives SLOs:**

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

## **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.

Participate in regular Zoom Rooms for Q&A, special guest presentations, engage with others.

### **Instructional Methods:**

**Overview** Class meets online in D2L (MyLeoOnline.tamuc.edu). 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 (MyLeoOnline.tamuc.edu), 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 participation online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (repeated incidences of 10 days without logging into D2L (MyLeoOnline.tamuc.edu) 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 online.

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 fulfillment 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

You demonstrate understanding and application of content in various ways.

1. Chapter Application Exercises/Assignments, and Quizzes SLOs 1-6
2. Demonstrate facility at utilizing at least three observation tools, SLOs 2, 4
3. Complete three Observations of children, one infant/toddler, one pk/k, one primary school age, SLOs 5
4. Design a 'Visual Map of Waves of Development' through ages and stages (ages 0-8) and across the domains, SLOs 1, 3
5. Complete Media Use activities

*All quizzes, application exercises, project, and final are on D2L.*

All our quizzes are un-timed, multi-entry, with correct answers available immediately upon submit. The score does not go into the grade book. Use quizzes as a tool to deepen your understanding of the course content. Some people take the quiz as a pre-assessment, others use the quiz to guide their reading, open book style. And some use the quiz as a test of mastery at the end of the unit.

**Application** exercises are designed to as ways to apply the information that has been learned in the chapter and other resources. Students are encouraged to review the application exercises at the beginning of the semester. Several exercises require observations.

**Instructor support:** We are here for you but help yourself by reading carefully and seeking answers within D2L before emailing your instructor. Phone a friend. If you are struggling or have life circumstances that are limiting your ability to do the reading or work LET US KNOW. We can offer suggestions and even support from TAMUC. Your success is our success!

## 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).

**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](mailto: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 each week – please permit me two to three days to respond to your work with my feedback. If you don't hear from me within a week, please ask me to review your work again.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### *Attendance*

Attendance online in D2L is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 5 hours a week logged in to D2L or 5 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.

#### *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-assess 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 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>

### AI use in course [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### 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, 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)

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### **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.



# ECE 313 Survey of Theories Influencing Childhood Development

FALL 2024

Revised 07/22/2024

Ch. = chapter assignments from textbook: Paris, J. Ricardo, A., & Rymond, D. (2019). *Child Growth and Development* (Alexa Johnson, Ed.). Santa Clarita, CA: College of the Canyons.

DATE	TOPIC	READING	ASSIGNMENT
<b>August</b> <b>26</b>	Module 1 Intro to child development	Malaguzzi Ch1 intro	Intro Discussion PBS Survey  Due August 31
<b>September</b> <b>03</b> <b>09</b> <b>16</b> <b>23</b> <b>30</b>	Module 2 Influences on development  Module 3 Infant / Toddler	Ch2 Prenatal Ch3 Birth  Ch4 Physical Ch5 Cognitive Ch6 SEL	First Observation    Due September 30
<b>October</b> <b>07</b> <b>14</b> <b>21</b> <b>28</b>	Module 4 Preschool / Kindergarten	Ch7 Physical Ch8 Cognitive Ch9 SEL	2 <sup>nd</sup> Observation    Due October 31
<b>November</b> <b>04</b> <b>11</b> <b>18</b> <b>25</b>	Module 5 Middle Childhood	Ch10 Physical Ch11 Cognitive Ch12 SEL	Draft Visual Map 3 <sup>rd</sup> Observation   Due November 30
<b>December</b> <b>02</b> <b>09</b>	Module 6 Applications of Child Development		Final Visual Map  Final: Observation Summary & Conclusion  Due December 11
<b>All assignments due Wednesday, December 11, 2024 @ 8pm</b>			