



ECE 313.01W Child Development: Early Years

COURSE SYLLABUS: Summer 1 2025

INSTRUCTOR INFORMATION

Instructor: Ms. Michele R. Anderson, Instructor and Center Coordinator

Office Location: Navarro Campus

Office Hours: By appointment

Office Phone: 903.886.5537

University Email Address: michele.anderson@tamuc.edu

Preferred Form of Communication: **Email**

Communication Response Time: 24-48 hours- Monday-Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: **This is a free online textbook.**

<https://pressbooks.cuny.edu/infantandchilddevelopmentcitytech/#:~:text=Book%20Title%3A-,Infant%20and%20Child%20Development%3A%20From%20Conception%20Through%20Late%20Childhood,Marie%20Parnes%20PhD%20and%20Maria%20Pagano%20PhD,-Download%20this%20book>

Software Required:

D2L – University LMS system – navigate and check for announcements.

Microsoft Office – The University offers this application at no charge.

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 implications for curriculum design and learning environments are drawn.

Student Learning Outcomes

The student should be able:

1. Identify developmental milestones and their implications during the early years
2. Explore the variations among young children's development.
3. Apply developmental principles and theories to programs for young children

4. 4. Observe and record the developmental behavior of young children.
5. Examine the environmental effects on children of diverse cultural backgrounds.
6. Associate ECE TExES competencies with course content

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.

- 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, develop-mental 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
- 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 Standards for ECE 313 (embedded in coursework and assignments).

Standard 1: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas and create products.

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

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

Standard IV: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V: All teachers make informed decisions by applying critical-thinking and problem-solving skills.

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

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

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149, which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>, and the Texas Prekindergarten Guidelines.

COURSE REQUIREMENTS

1. Actively participate and collaborate in online activities.
2. Complete course readings and assignments by the deadline
3. Upload assignments/artifacts in D2L by the deadline
4. Read and review assigned readings and digital materials.

Minimal Technical Skills Needed

Students will be required to use the current learning management system, Microsoft Word, PowerPoint, YouTube videos and Web browsing skills while completing this course. Additionally, students should know how to access and use Zoom.

Instructional Methods

Instructional Methods

This course will use a variety of quizzes, discussions, and chapter application activities to achieve the student learning objectives.

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

Quizzes are designed to review critical course content.

Application exercises are designed to apply the information that has been read. Students are encouraged to review the application exercises at the beginning of the course and complete them after reading the designated chapters in the textbook.

Class Discussions may summarize major units of study or related topics. 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.

Student Responsibilities or Tips for Success in the Course

Students are expected, in this online class, to take responsibility for successfully completing the course:

- This is an online text. Follow the link to this syllabus. Read all of the materials independently.
- Fully complete all assignments, online, by the assigned deadline. Late assignments are subject to a loss of 10 points. Assignments are only graded in the D2L platform.
- Participate in and submit discussions and reflections assigned.
- Participate in weekly Zoom office hours if you have questions or need assistance from the instructor.
- Complete course quizzes on the assigned date. All quizzes are untimed, and due by 11:59 p.m.
- Check and respond to emails from the instructor.
- Review the syllabus and course schedule to stay current with course requirements. Computer difficulties will not be accepted as an excuse for late submissions. Closed assignments will not reopened.
- All assignments must be typed in a legible (preferably Times Roman) 12-point font. College-level writing is expected. If you feel insecure about your writing abilities, you may want to seek assistance from the writing lab. They will not assist with spelling errors. Proofread your paper. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

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

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

There are two quizzes in this course (midterm and final). Quizzes are in D2L, untimed and available from 8:00 am- 11:59 pm on identified quiz dates. Students are encouraged to plan ahead to allow ample time to complete the quiz. When the quiz locks at 11:59 pm, it will not accept additional information. Students will have two attempts to complete the quiz, and the highest grade will be accepted.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

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.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework 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 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

Students are encouraged to contact the instructor as soon as possible when assistance is needed. They are also encouraged to join virtual Zoom office hours, where assistance can be demonstrated virtually. The instructor is committed to responding to individual student emails within 24-28 hours during business days. Include the student's CWID in all correspondence. Students are responsible for reading the course syllabus and course information on D2L and on emails sent from the instructor.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This is a four-week summer course. Students must read daily and complete weekly assignments to successfully complete the course. There is no time for late or missed assignments to be made up.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the instructor to modify it 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>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<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 East Texas A&M University 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/academic/13.99.99.R0.03UndergraduateAcademicDishonestyForm.pdf)

[Undergraduate Student Academic Dishonesty Form](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonestyForm.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)

<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

East Texas A&M University

Velma K. Waters Library Rm 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

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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

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.



Department or Accrediting Agency Required Content

Date	Topic	Assignment
June 2, 2025 First Day	Beginnings of Development Infant Development	June 6, Assignment 1 due
June 9	Toddler Development	June 13, Assignment 2 due
June 16	Domains of Development in Early Childhood 3-5	Midterm June 18, 2025 June 20, Assignment 3 due
June 23	Domains of Development Early Childhood 6-8 years	June 27, Assignment 4 due Final and Last class day July 3, 2025