



ECE 364.01E – SURVEY OF EARLY CHILDHOOD EDUCATION COURSE SYLLABUS: Fall, 2012

Instructor: Barbara G. Hammack, Ph.D., Associate Professor

Office Location: Education South #219

Office Hours: T/H (before & after class hours or by appointment)

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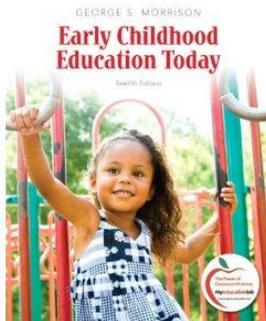
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COURSE INFORMATION

Materials – Text, Readings, Supplementary Readings

Morrison, George S. *Early Childhood Education Today*, 12th edition. Pearson, 2012.



ISBN: 978-0-13-703458-1

Course Description

Current early childhood educational thought is examined in the context of its historical and philosophical roots. Selected theories and practices are analyzed with respect to creating learning environments that are responsive to the diversity of population and type of schooling needed for young children. 3 semester hours

Course Goal:

To help students examine psychological and philosophical ideas which have significantly influenced the field of early childhood education.

Student Learning Outcomes/Objectives

This class is listed by the University as an early childhood education course and will enable students:

1. To compare and contrast ECE philosophies
 2. To evaluate various early childhood program models: Montessori, Reggio Emilia, Project Approach, and Head Start
 3. To examine and react to NAEYC for young children
 4. To identify early childhood contemporary trends: Technology, Diversity, English Language Learners, and Children with Special Needs
 5. To develop a personal philosophy for early childhood education
- The 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 learner will demonstrate an understanding of the programs used in the field by observing in early childhood programs; thus, developing a personal philosophy about early childhood education.
 - The learner will also demonstrate understanding of the course materials through objective examinations.

COURSE REQUIREMENTS

Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each week you will work on various combinations of assignments, activities, discussions, readings, research, and projects.

Journal Article: 25 points total

Course Objective/Learning Outcome # 1 & 2: The learner will compare and contrast ECE philosophies and evaluate various models in early childhood education.

The purpose of the article review is for students to become familiar with professional literature about early childhood programs. For this assignment students are required to find an article about the [Reggio Emilia](#) or the [Project approach](#) to early childhood education. Select a peer-reviewed, professional journal article (newspaper or magazine articles are not acceptable) through the library website that interests you. Read the article and write a review about what you read. Attach a photocopy of article including references to the written review. The journal article should not be more than 5 years old (2006 and newer). The review should be at least 2 computer-generated pages in length. Include citation data as outlined in the form below using the modified APA format.

Citation Reference Requirements

Author/s. Title of article. *Journal name*. Date, year, page numbers (beginning & end).

Diffily, D. The Project Approach: A Museum Exhibit Created by Kindergartners. *Young Children*. January, 1996, 72-75.

Assessment Method: Journal article rubric

NAEYC Code of Ethics: 25 points total

Course Objective/Learning Outcome # 3 & 5: The learner will examine NAEYC position statement for ECE and develop a personal ECE philosophy.

The purpose of the reaction paper is for students to become familiar with our professional organizations position papers. For this assignment students are required to critique NAEYC's *Code of Ethical Conduct*. Prepare a written response to the position statement found in the textbook - Appendix A (507-513). Reaction paper should be at least 2 computer generated pages in length.

Assessment Method: Ethics rubric

Cooperative Learning Activities: 50 points total

Course Objective/Learning Outcome # 1 & 2: The learner will compare and contrast ECE philosophies and evaluate various models in early childhood education.

Cooperative class learning activities are designed to engage the students in a variety of experiences to help explore early childhood programs and practices related to the education of young children. These activities will be included throughout the in class portion of the course.

Assessment Method: Active class participation

Online Mid-Term: 50 points

Mid-Term Exam will be given approximately half way through the course. The exam will be completed online during the dates posted and announced in the syllabus and class. Each exam is created from a question pool and each student will get a different set of 25 questions for each exam. The exams will be timed for 35 minutes and grades are made available to students following the submission of the exam. If you wish to review your answers, please make an appointment with the instructor to do so. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Assessment Method: Multiple -Choice

Literature Review (5): 5 points each – Total 25 points

Course Objective/Learning Outcome # 4 & 5: The learner will identify contemporary trends in early childhood education and develop a personal ECE philosophy.

The purpose of the literature review is for students to become familiar with multicultural children's literature. For this assignment students are required to review five multicultural children's literature books appropriate for use in early childhood settings. See Chapter 15 Diversity assignment online.

Assessment Method: Literature template

Online Class Discussions (5): 10 points each – Total 50 points

Course Objective/Learning Outcome # 4: The learner will identify contemporary trends and issues in early childhood education

These online discussion topics will be available in the eCollege course shell until the assigned due date. In order to encourage full class participation, students will be required to post an initial discussion of at least 75 to 100 words to the assigned chapter topic and respond to another student's initial posting with at least 50 to 75 word response by the indicated due date. Discussion postings must be substantive or the student will not be given full credit, if it is apparent to the professor that students have not spent enough time or effort in writing the responses. For example, "I agree. You are absolutely right" does not constitute a substantive response.

Online Quizzes (5): 10 points each – Total 50 points

Course Objective/Learning Outcome # 4: The learner will identify contemporary trends and issues in early childhood education

There will be a total of 5 chapter quizzes which will cover the required textbook readings and the content of the lectures. Chapter quizzes are to be completed online during the dates posted and announced in the syllabus. Each quiz is created from a question pool and each student will get a different set of 5 questions on each quiz. The quizzes will be timed for 10 minutes each and grades are made available to students following the submission of the quiz. If you wish to review your answers, please make an appointment with the instructor to do so. If you lose Internet connectivity during the quiz, log back in immediately and continue on with the exam. **Save your answers often (after each answer). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number.** Considerations regarding quiz issues will be made by the instructor on an individual basis based on the documentation.

Program Observations (3): 25 points each – Total 75 points

Course Objective/Learning Outcome # 1 & 2: The learner will compare and contrast ECE philosophies and evaluate various models in early childhood education.

Observe in the following three (3) types of ECE programs. Turn in a signed and completed observation form for each program. All observations must be computer-generated. Observation Form template provided by instructor and posted online under Observation assignment. Minimum observation time is at least one (1) hour in each facility, preferably in the morning.

- | | |
|---|------------------------------------|
| a. Montessori school (AMI/AMS/regional certification) | *Extra credit: (5 pts each) |
| b. Head Start (outside a public school setting) | Public school kindergarten |
| c. Child Care (3 years old class only) | Public school pre-kindergarten |

***Extra credit observations available ONLY to those completing the 3 required observations.**

Assessment Method: Observation template

Attendance & Participation:

Class attendance – Required

Class participation – Asking questions, making comments, participating in cooperative activities

Online participation – Reading discussions, giving other students feedback and opinion

Extra Credit Opportunities:

There will be a few opportunities to earn extra credit during the semester. Once these opportunities have expired, there will not be any other extra credit opportunities given. Every person in class has the same opportunities to earn extra credit. They are not assigned to only 1 person, so that s/he may pass the class.

Grading

Grading in this class will include only points so that students can determine at any time in the class where they stand. The grade book will be available through eCollege and students may access it at anytime they wish.

Grades will be determined as follows:

Course Evaluation	
Journal article	25 points
Reaction paper	25 points
Cooperative activities	50 points
Mid-Term	50 points
Discussions (5)	50 points
Quizzes (5)	50 points
Literature reviews (5)	25 points
Observations (3)	75 points

Grading Scale	
A = 90 – 100%	315 – 350 points
B = 80 - 89%	280 – 314 points
C = 70 - 79%	245 – 279 points
D = 60 - 69%	210 – 244 points
F = below 60%	below 210 points

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 eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on ‘*Live Support*’ on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘*Help*’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies

Attendance & Participation:

Class attendance and participation is one of the most important, yet underrated elements of a student's education. There are numerous elements that go into class participation:

1. Good attendance (According to University rules, students may be dropped from the class for excessive unexcused absences. For this class that will be considered 3 unexcused absences.)
2. Arrive on time and stay until class is dismissed.
3. Frequent and relevant contributions to class discussion.
4. Reading assigned work and course material.
5. Polite and civil interactions with all members of the class ["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)].
6. Turn off all electric devices, specifically cell phones, pagers, PDA's, and computers. Students who fail to do so may be asked to leave the class.

Students are required to attend all class meetings or participate in online instruction, as offered by the instructor. Recovering missed lecture content or assignment information is the responsibility of the student. Office appointments will not be used to substitute for class attendance or online study. Fellow students may provide notes for recovery of missed information. Prior to class time, reading assignments must be completed and any other assignments must be submitted at the beginning of the class period. Participation in class activities, including discussion groups and in-class assignments, is a component of attendance. Failure to prepare and participate effectively will negatively impact the learning processes devised for the class. Ineffective participation on a consistent basis may result in instructor's use of alternative instructional methods, such as pop-quizzes and reading reports, among others.

Participation Evaluation Scale:

- 100% = full participation in small and large group
- 75% = partial participation in small and large group
- 50% = prompt attendance only or tardy with full participation
- 25% = tardy and some participation
- 0% = tardy no participation or no attendance

Lecture and readings:

Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 chapter per week. It is advised that you do not wait until the night before the exam to start the reading material. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an exam, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

Late Assignments

Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date **with the exception of online discussion boards, quizzes and exams**. However, a 10 % deduction will be applied to assignments 1 day late, and an additional 5 % for each day thereafter. For example, if an assignment is due by 5:00 PM on Sunday in the drop box of eCollege and is not placed in the drop box until 6:15 PM on Sunday, there will be a 10 % deduction; if the paper is turned in on Wednesday the paper will start to be graded with a grade of 80%.

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 you to drop, it is **YOUR** responsibility to drop the course. Once a grade of DP or DF has been submitted, it cannot be changed. 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.

Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Academic Integrity

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." These policies are stated in detail in the Student's Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. 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>

University Policies

Requests for Special Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee's approval.

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 132

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

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

COURSE OUTLINE / CALENDAR**

Date	Chapter	Topic	Assignment
T August 28 R August 30 (W1)	Textbook	Introduction	Textbook Online: Extra Credit Assignment
T/R Sept 4/6 (W2)	1	ECE Terminology	Matching Cooperative activity
T/R Sept 11/13 (W3)	4	Historical ECE	Cooperative activity Bio cards
T/R Sept 18/20 (W4)	5	Piaget	Cooperative activity Due: Ethics paper
T/R Sept 25/27 (W5)	6	Montessori	Cooperative activity Semantic web
T/R Oct 2/4 (W6)	7	Child Care	Cooperative activity Due: Reggio article
T/R Oct 9/11 (W7)	8	Federal Programs/Head Start Mid-Term	Cooperative activity Exam Review
T October 16 R October 18 (W8)	4-8	Observations/Online Briefing Mid-Term	In class *Online/11:59 p.m.
R October 25 (W9)	13	Technology	Online/11:59 p.m.
R November 1 (W10)	14	Guidance	Online/11:59 p.m.
R November 8 (W11)	15	Children's Literature Reviews Diversity	Due: Reviews (5) Online/11:59 p.m.
R November 15 (W12)	16	Special Needs	Online/11:59 p.m.
T November 20 (W13)		Thanksgiving	
R November 29 (W14)	17	Parenting	Online/11:59 p.m.
R December 6 (W15)		Observations	*In class/12:30 p.m. Due: Observations (3)
T December 11 (W16)		Course Evaluation	

*Online after class Tuesday 16 October. In class meetings beginning Thursday 6 December.

**Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class, in eCollege or via email by the instructor. Students who do not attend class, check eCollege or their email assume responsibility for missing alterations to the course.