ECE366 61W – Early Childhood Learning Environments

COURSE SYLLABUS: Fall 2012

Instructor: Mrs. Amy Corp, Clinical Instructor
Office Location: Navarro offices
Office Hours: by appointment
Office Phone: 903 875 7646 cell (972) 921-0135
Office Fax:
University Email Address: acorp@leomail.tamuc.edu You must use this email or the virtual office.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


Course Description: Preservice early childhood teachers will examine major approaches to developmental domains and learning. Preservice teachers will study early childhood organization plans, procedures, physical facilities and survey necessary materials and equipment. They will develop a process of designing appropriate learning environments for young children.

Student Learning Outcomes:

1. To clarify developmentally appropriate principles and practices of early childhood education.
2. To identify behavioral characteristics of young children that meet individual, developmental and diverse needs.
3. To equip and supply an early childhood classroom.
4. To plan and organize a child centered environment that supports and encourages learning.
5. To examine and evaluate early childhood learning centers.
6. To develop an appropriate ECE management system.
7. To build communication skills with parents & paraprofessionals.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments (Mid-Term Exam and
Final Exam) to assist you in achieving the course goals and objectives. Each week, you will work on various combinations of in-class and/or outside assignments, activities, discussions, Cooperative Learning Groups activities, readings, research, etc.

* Complete the Mid-Term Exam (possible 100 pts.) and Final Exam (possible 100 pts.).

* Read assigned chapters from the textbook prior to each class meeting.
There are a few small activities or discussions on certain days and quizzes here and there.

* Write an essay on a domain and then Create a project for that domain: Write a five paragraph essay on the domain (using the chapter and other sources of your choice). Then create a lesson plan for a project that students could work on in the classroom that would really meet the goals of developing that domain. (50points for the essay, 50 points for the project) Follow the rubric/checklist for maximum points.

*Complete a DAP Original Children’s Book and Puppet or Visual Aide: Write, illustrate, present, and read to our class your original DAP book based on DAP for Early Childhood education discussed in Chapters 1-2 of our course textbook. This book should be a minimum of 10 pages in length. The story and covers should be created by you, not manufactured or plagiarized in any way. Your book must contain illustrations created by yourself, your photos, your own drawings, and/or items from nature that are non-poisonous for children.
Because this is an online class you need to either take pictures of your book and put it in Power Point or create a digital book in Power Point or use a digital book maker and email it. NO ABCs or COUNTING BOOKS. THIS BOOK MUST BE NEW FOR THIS CLASS. (Possible 100 pts.) Follow rubric/checklist for this assignment to get the maximum points.

*Reflection on “your classroom”. Write about, and illustrate what your ideal classroom will look like. Include the physical environment; design of the room, equipment, supplies, décor, etc. Include how you plan to make it a community of learners. How will these things facilitate the growth of the domains we learned about? Specifically list the elements of the environment that you created that stimulate growth in each domain. Use information from the book and class. (Three-four pages typed, double spaced) 100 points possible. Follow rubric/checklist for this assignment to get the maximum points.

Grading:
Course Evaluation (includes 275 pts. For Class discussions (10 at 15pts ea.), quizzes( 4 at 25pts ea.), and various points for the end of class reflection). The Course Evaluation is based upon earned points as follows:

90-100% of points = A 80-89% of points = B 70-79% = C 60-69% = D below 60% of points will be failing.

TECHNOLOGY REQUIREMENTS

If this class utilizes the web component you will need access to the internet. All written work should be done through a word processing program. 12 point Times New Roman font.

ACCESS AND NAVIGATION

If this class utilizes the web component it will be accessible from MyLeo. We will go over in class how to sign in and where to receive assignments and upload your work.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Please let me know if you do not understand an assignment or need clarifications on expectations. You may contact me through virtual office, call or text.
Course Specific Procedures:

If you decide not to take the course, you are responsible for dropping the course. Failure to do so will result in an F in the course.

1. Participation:
You are expected to participate in each class via e college. It may be reading, a quiz or joining the discussion.

2. Assignment Due Dates
All assignments are by midnight of class. Late assignment will have a deduction of 5pts for each day. You may email me if you have a medical issue.

3. Written Assignments
All assignments must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the department of literature and languages. They will not assist with spelling. Please make sure someone proofs your paper. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

4. Plagiarism of writings
Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else’s work and claiming it as your own. Please cite your references in APA format.

University Specific Procedures:

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

Professionalism Component
You are expected to demonstrate a professional attitude at all times. This includes respecting the thoughts of your peers as well as your instructor. Also included is the following: participating in small and large group discussions, being on time, staying the entire time, accepting constructive criticism, listening,
turning in high quality work, and understanding that this is a growth experience. Students who come into class expecting an A need to rethink their reason for being here. If you want an A, then you will work to earn the A. The Professional Behavioral Standards Evaluation Form will be used at such a time as it is warranted due to non-compliance with these expectations. “

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook)

**Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class. (For face to face classes-Students who do not attend class, assume responsibility for**

### COURSE OUTLINE / CALENDAR

(Tentative Weekly Course Outline/Calendar)

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter &amp; Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Chapter 1 DAPs</td>
<td>Intro., syllabus, short reflection, assign chapters</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Chapter 2 Teaching and learning in DAP programs</td>
<td>Have chpts. 1&amp;2 read</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Chapter 13 The Physical Domain</td>
<td>Have chapter 13 read Choose a domain for essay</td>
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<td><strong>Week 4</strong></td>
<td>Chapter 11 Cognitive Domain</td>
<td>Quiz 1. Chpts. 1,2,13 Have chapter 11 read</td>
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<td><strong>Week 5</strong></td>
<td>Chapter 9 Aesthetic Domain</td>
<td>Have chapter 9 read</td>
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<td><strong>Week 6</strong></td>
<td>Chapter 10 Affective Domain</td>
<td>Have chapter 10 read</td>
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<td><strong>Week 7</strong></td>
<td>Chapter 14 Social Domain</td>
<td>Quiz 2. Chpts. 11,9,10 Have chapter 14 read</td>
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<td><strong>Week 8</strong></td>
<td>Chapter 12 Language Domain</td>
<td>Have chapter 12 read</td>
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<tr>
<td><strong>Week 9</strong></td>
<td>Chapter 3 Planning and Implementing Effective Small Group Activities</td>
<td>Have chapter 3 read (handout review for midterm) Essay due for domain &amp; Project</td>
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<td><strong>Week 10</strong></td>
<td>Chapter 4 Planning and Implementing Effective Group-Time Activities</td>
<td>Quiz 3. Chpts. 14, 12, 3 Have chapter 4 read Mid Term (chspts 1-3, 9-13)</td>
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<td><strong>Week 11</strong></td>
<td>Chapter 5 Classroom Organization and Floor Plans</td>
<td>Begin chapter 5</td>
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<td><strong>Week 12</strong></td>
<td>Chapter 5 Equipment &amp; Supplies, Learning Centers</td>
<td>Have chapter 5 read Classroom reflection due</td>
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<td><strong>Week 13</strong></td>
<td>Chapter 6 Management (online reflection)</td>
<td>Have chapter 6 read Quiz 4. Chpts. 4,5,6</td>
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<td><strong>Week 14</strong></td>
<td>Chapter 7 Assessment</td>
<td>Have chapter 7 read</td>
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<td><strong>Week 15</strong></td>
<td>Chapter 8 Communication</td>
<td>Have chapters 8 read DAP books due (doc share for all)</td>
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<td><strong>Week 15</strong></td>
<td>Final (Chpts. 4-8)</td>
<td>All work must be in for credit</td>
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missing alterations to the course. Please have a class “buddy” who will contact you in the event you must be absent.