

ECE 460.61E
Early Childhood Curriculum (3 hrs)
Fall 2012
Web-based

Instructor: Debra Bigler, PhD., Adjunct Professor

Office Location: You may email or leave a message in the Virtual Office.

Cell Phone: 972-746-5774 (between the hours of 8-5 weekdays only, please) or by.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Brewer, J. A. (2007). Early Childhood Education: Preschool Through Primary Grades (6th ed.). Boston, MA: Allyn and Bacon. ISBN 0-205-49145-6

Course Description:

This course is a comprehensive study of the early childhood pedagogy, research and curriculum, including the area of instruction, experience, and use of materials. A special emphasis will be given to planning curriculum that will help make learning meaningful for young children. The focus will be on integrated curriculum, child-centered philosophy, the role of play, and attention to the individual child's needs and interests. Reflecting and supporting diversity in addition to utilizing assessment tools and processes will also be emphasized.

Student Learning Outcomes:

1. To investigate theories and practices associated with ECE curriculum.
2. To examine techniques used in authentic assessment and evaluation of young children.
3. To create instructional materials, activities, and experiences used to teach the curriculum in all areas.
4. To plan activities for an active hands-on approach to the curriculum where children can learn specific skills and concepts.
5. To demonstrate methodology for teaching an integrated curriculum to young children.
6. To develop curriculum sensitive to cultural pluralism and children with special needs.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

1. Complete the Midterm Exam and Final Exam.
2. Read all assigned chapters from the textbook prior to the due date and actively participate in Discussion Board questions. The student will respond to each question with a complete paragraph and respond to at least two other classmates with responses that communicate with more than just a one-sentence reply.

3. Classroom Design: Design your ideal preschool classroom. Justify the arrangement you have made based on your study of the subject. Specify what furniture and equipment you would use and why. The completed assignment should consist of one page for the diagram of the classroom and one page of your answers. A rubric will be provided. There are many good websites that can help you design your classroom.
4. Interview with an Early Childhood Teacher: Interview an early childhood teacher. Write a detailed overview of the interview. Include what they feel are the challenges facing new teachers today along with tips they could give to ensure your success. Let me know who you interviewed and why you selected that person. Make sure and check your grammar, spelling, and punctuation before submitting it to the Dropbox. A list of questions will be provided.
5. Lesson Plans: Develop and submit 5 lesson plans around one integrated theme that reflect developmentally appropriate practice for the age or grade level you are most interested in teaching in the EC-6 age/grade range. Develop a lesson plan for each of the following subject areas:

Reading/Language Arts (Chapters 9 & 10)
 Math (Chapter 11)
 Science (Chapter 12)
 Creative Arts (Music, Drama, Movement, or Visual Art—Chapter 13)
 Social Studies (Chapter 14)

All written assignments will be submitted into the Dropbox on the assigned week. Please make sure to check this carefully.

Grading

Class discussion	10%
Classroom design	10%
Interview	10%
Midterm Exam	10%
Lesson Plans (5 total)	50%
Final Exam	<u>10%</u>
	100%

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in the course whether it is web-enhanced or online.

- Internet access/connection—high speed recommended (not dial-up)
- Headset/microphone (if required for synchronous sessions in an online course)
- Word Processor (i.e. MS Word or Word Perfect)

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). Your 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 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, log in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, 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

Interaction with Instructor Statement:

You may contact me by calling my cell phone at 972.746.5774 between the hours of 8 a.m. until 5 p.m. Monday through Friday or by email. Online classes should communicate in the course shell. Virtual Office hours will be 2-4 p.m. on Mondays and Thursdays, or by appointment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Assignment due dates: All assignments are due by the specified date. An automatic ten-point reduction will be taken for late work. After an assignment is one week late, it will not be graded.

Written assignments: All written assignments are to be typewritten, double-spaced, in a legible standard 12 point font (no script fonts), with 1 inch margins (top, bottom, and sides). They are expected to exhibit professional quality, including mastery of organization, structuring, and editing (for all mechanics) in your writings. Poor grammar, spelling errors, and inappropriate vocabulary usage will result in a deduction of points.

Plagiarism of Writings: Be sure to cite your references. Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

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
Geer Library 132
Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

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*).

Attendance

It is the prerogative of the instructor to drop students from courses in which they have accrued excessive absences (three or more). However, a student wishing to drop the course should do so. Failure to do so may result in a failing grade.

Academic Honesty Policy

Texas A&M University-Commerce 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.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

COURSE OUTLINE / CALENDAR

Week of	Topic of the Week	Assignment	Due by midnight on Saturday of week
August 27	Young Children Growing, Thinking, and Learning	Read Textbook Chapter 1	Discussion question responses due each week
September 3	Designing Schools for Young Children	Chapter 2	
September 10	Creating an Environment for Learning	Chapter 3	
September 17	Planning Learning Activities	Chapter 4	Classroom design
September 24	Play: Learning at Its Best	Chapter 5	
October 1	Guiding Behavior	Chapter 6	Interview due
October 8	Assessment and Reporting	Chapter 7	
October 15	Working with Parents & Paraprofessionals Midterm Exam	Chapter 8 Chapters 1-8	
October 22	Celebrating the Magic of Language	Chapter 9	
October 29	Developing Literacy	Chapter 10	Lesson Plan 1 due: Rdg/Language Arts
November 5	Manipulation and Discovery through Mathematics	Chapter 11	Lesson Plan 2 due: Math
November 12	Manipulation and Discovery through Science	Chapter 12	Lesson Plan 3 due: Science
November 19	Encouraging the Creative Arts	Chapter 13	Lesson Plan 4 due: Creative Arts
November 26	Living Together: The Social Studies	Chapter 14	Lesson Plan 5 due: Social Studies
December 3	Promoting Wellness: Physical Education and Health, Nutrition, and Safety Education	Chapter 15	
December 10	Final Exam	Chapters 9-15	