



ECE 366.71 E
Learning Environments
COURSE SYLLABUS: Spring 2013

Instructor: Debra Bigler, Ph.D., Adjunct Professor
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Kostelink, M.J., Soderman, A.K., & Whiren, A.P. (2011). Developmental Appropriate Curriculum: Best Practices in Early Childhood Education (5th ed.). Upper Saddle River, NJ: Pearson.

Recommended: National Association for the Education of Young Children. (2009). Developmentally Appropriate Practice. Washington, DC: NAEYC.
Available online: <http://www.naeyc.org/positionalstatements/dap>

Course Description: This course provides a study of early childhood organization, plans, procedures, physical facilities, and a survey of materials and equipment. It develops a process of designing and evaluating appropriate learning environments for young children.

Student Learning Outcomes:

- To clarify developmentally appropriate principles and practices of early childhood education
- To identify behavioral characteristics of young children to meet individual, developmental, and diverse needs
- To equip and supply an early childhood classroom
- To plan and organize a child centered environment
- To examine and evaluate early childhood learning centers
- To develop an appropriate ECE management system
- To build communication skills with parents & paraprofessionals

COURSE REQUIREMENTS

University Grading Scale:

A= 90-100%
B= 80-89%
C= 70-79%
D=60-69%
F= below 60%

Course Grading Scale:

Midterm-15%

Final-15%

Program Evaluation-10%

Teacher Observation-10%

Brochure/Newletter-10%

Field Trip Plan-20%

Discussion Board-20%

Total=100%

Course Requirements:

1. Take the Midterm and Final Exams. The Midterm will cover content of Chapters 1-8. The Final will cover content of Chapters 9-16. You may use your notes.
2. Program Evaluation: Observe and evaluate an Early Childhood program in your community based on the list found on page 11 in your textbook. Identify the program's philosophy and program description. You can find these through their website, program publication, or conversation with their staff. If available, get a copy of their program description and philosophy to bring to class. Discuss to what extent the program is in line with DAP. This should be from 2-3 pages.
3. Teacher Observation: Observe an Early Childhood teacher during group time. Write an evaluation using the criteria discussed on page 105 in your text, as well as throughout Chapter 4. This should be from 2-3 pages.
4. Brochure/Newsletter: For your potential classroom or Early Childhood program, create a brochure or newsletter to give parents describing your personal philosophy of education and what can be expected in your classroom/program. Be sure to include DAP principles where applicable.
5. Field Trip Plan: Using Appendix B-Field Trip on page 495 in your textbook as a guide, plan a field trip for a classroom of 20 four-year-olds. You can choose any place you think is appropriate. Ask yourself the questions in the guide. Plan as many of the arrangements as possible. (This is pretend, so do not actually set one up!) In your write-up, answer the 12 questions. The bullets after each question are just for you to use to plan. They do not have to be included in your write-up. Have fun with this!
6. Discussion Board/Class Participation: Answer the discussion question each week and respond to at least two other classmates. The answer to the question should be a paragraph in length. Your responses need to be more than one or two short phrases in order to count for credit. Being in class and participating in the presentations will also count toward your grade.

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 email me in the university email, or 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 can also communicate in the course shell. I will try to respond as quickly as possible. Understand that I may have just logged-off when you email, so it may be another day before I can respond.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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

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](#)

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.

Assignment Due Dates: All assignments or presentations are due on the date specified. One letter grade will be deducted from the assignment for being late. If you do not turn in by the next week, you will not receive credit for that assignment. As a professional, you **must be responsible for your work.**

Written Assignments: All written assignments are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion.

Drop a Course:

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.

COURSE OUTLINE / CALENDAR

Class	Topic of the Week	Assignment	Due in class or online*
January 14 In class	Developmentally Appropriate Practice	Read Textbook Chapter 1	First week starts in class; second week is online.
January 21 Online	Teaching and Learning in DAP	Chapter 2	
January 28 In class	Planning and Implementing Effective Small-Group Activities	Chapter 3	Program Evaluation Due
February 4 Online	Planning and Implementing Effective Group-Time Activities	Chapter 4	
February 11 In class	Organizing Space, Materials, & Time	Chapter 5	Teacher Observation Due
February 18 Online	Child Guidance in EC Classrooms	Chapter 6	
February 25 In class	Authentic Assessment	Chapter 7	
March 4 Online	Strengthening Developmentally Appropriate Programs Midterm Exam	Chapter 8 Chapters 1-8	
March 11-15	SPRING BREAK		
March 18 In class	The Aesthetic Domain	Chapter 9	Brochure/Newsletter due
March 25 Online	The Affective Domain	Chapter 10	
April 1 In class	The Cognitive Domain	Chapter 11	
April 8 Online	The Language Domain	Chapter 12	
April 15 In class	The Physical Domain	Chapter 13	Field Trip Plan due
April 22 Online	The Social Domain	Chapter 14	
April 29 In class	Integrating Curriculum through Pretend and Construction Play	Chapter 15	
May 6 Online	Integrating Curriculum through Thematic Planning and Projects Final Exam	Chapters 16 Exam over Chapters 9-16	Take Final online

