ECE 460.01E – Early Childhood Curriculum  
(Preliminary) COURSE SYLLABUS: Spring, 2013

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COURSE INFORMATION

Materials – Text, Readings, Supplementary Readings, & Supplies

ISBN: 0-206-49145-6

Course Description

This course emphasizes an integrated approach to early childhood curriculum development for young children. The study includes early childhood theory, pedagogy, and content area knowledge as it relates to an inquiry-based constructivist curriculum design. 3 semester hours

Course Goal:

To help students organize a child-centered curriculum that integrates subject matter and developmental domains into developmentally appropriate experiences for young children.

Course Supplies:

Colored markers, glue stick, sticky notes, scissors
Student Learning Outcomes/Objectives

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

1. To clarify rationale and investigate theories & practices associated with early childhood curriculum
2. To create instructional materials used to teach the early childhood curriculum
3. To plan for an active hands-on approach to the early childhood curriculum
4. To design appropriate experiences in each area of the curriculum to meet TEKS and ELPS standards
5. To develop curriculum sensitive to English language learners, diverse & special populations
6. To associate early childhood education TExES competencies with course content

• 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 methods used in education by creating appropriate curriculum, highlighting the technology employed, and the appropriateness and effectiveness in the study of 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.

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

Course Objective/Learning Outcome # 1 & # 6: The learner will clarify rationale and investigate theories & practices associated with early childhood curriculum and associate early childhood education TExES competencies with course content.

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 Mid-Term & Final: 50 points each – Total 100 points

Course Objective/Learning Outcome #1 & #6: The learner will clarify rationale and investigate theories & practices associated with early childhood curriculum and associate early childhood education TEExES competencies with course content.

Final Exam will be given during the final week of 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 40 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

Cooperative Learning Activities: 50 points total

Course Objectives/Learning Outcomes #2-4: The learner will create instructional materials used to teach the early childhood curriculum, plan for an active hands-on approach to the early childhood curriculum and design appropriate experiences in each area of the curriculum to meet TEKS and ELPS standards.

Cooperative class learning activities are designed to engage the students in a variety of experiences to help clarify and demonstrate specific early childhood knowledge necessary to examine and evaluate learning environments for young children. These activities will be included throughout the in class portion of the course.

Assessment Method: Active class participation

Story Analysis: 25 points

Course Objective/Learning Outcome #2: The learner will create instructional materials used to teach the early childhood curriculum.

An appropriate children’s literature book for each team Project will be chosen and analyzed according to Bloom Taxonomy. Each team will present their book in class on the assigned due date.
Project Plan: 50 points total

Course Objective/Learning Outcome #2 & #3: The learner will create instructional materials used to teach the early childhood curriculum and plan for an active hands-on approach to the early childhood curriculum.

Each team will select and generate a Project Plan specifying an early childhood grade (prekindergarten through third grade). This activity is due on the date listed in the course syllabus. In order to receive full credit, the team will include all the required elements listed on the project plan and present this in class on the due date.

Assessment Method: Project Plan

Literature Reviews (10): 5 points each – Total 50 points

Course Objective/Learning Outcome #2: The learner will select instructional materials used to teach the early childhood curriculum.

The purpose of the literature reviews is for each team to select children’s literature that teaches the selected Project concepts. For this assignment students will choose 10 books to support the Project concept appropriate for use in early childhood settings.

Assessment Method: Literature template

Content Lessons: 25 points each - Total 50 points

Course Objective/Learning Outcome #4: The learner will design appropriate experiences in several areas of the curriculum to meet TEKS and ELPS standards

Each team will create content area lessons based the Project Plan specific early childhood grade level. The lessons will be written in approved lesson plan format for each content area required. This activity is due on the date listed in the course syllabus. These lessons will be shared in class in conjunction with each content area.

Assessment Method: Lesson Plans

Mini-Workshops: (3) 25 points each – Total 75 points

Course Objectives/Learning Outcomes #2 & #3: The learner will create instructional materials used to teach the early childhood curriculum and plan for an active hands-on approach to the early childhood curriculum.

The student will create hands-on activities for a specific grade level with the appropriate TEKS and ELPS. All workshops will be based on the Project concept selected. Each workshop will be planned and presented as a team. The first workshop will be an appropriate art experience for young children. The second workshop will focus on cooking including a rebus cooking PowerPoint. The final workshop will be a teacher-constructed math manipulative.
**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:

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<tr>
<th>Course Evaluation</th>
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<tbody>
<tr>
<td>Discussions (5)</td>
<td>50 points</td>
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<tr>
<td>Cooperative Activities</td>
<td>50 points</td>
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<tr>
<td>Story Analysis</td>
<td>25 points</td>
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<td>Project Plan</td>
<td>50 points</td>
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<tr>
<td>Literature Reviews</td>
<td>50 points</td>
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<tr>
<td>Lesson Plans (2)</td>
<td>50 points</td>
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<tr>
<td>Mini-Workshops (3)</td>
<td>75 points</td>
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<tr>
<td>Mid-Term &amp; Final</td>
<td>100 points</td>
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<tr>
<th>Grading Scale</th>
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<tr>
<td>A = 90 – 100%</td>
<td>405 – 450 points</td>
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<tr>
<td>B = 80 - 89%</td>
<td>360 – 404 points</td>
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<tr>
<td>C = 70 - 79%</td>
<td>315 – 359 points</td>
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<tr>
<td>D = 60 - 69%</td>
<td>270 – 314 points</td>
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<tr>
<td>F = below 60%</td>
<td>below 270 points</td>
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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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services