Course Name: Early Childhood Education 460  
Spring 2013  
TAMU-Commerce  
Navarro Partnership  
TENTATIVE – COMPLETE FINAL SYLLABUS POSTED FIRST DAY OF CLASS

Instructor: Amy Corp, Clinical Instructor, M.Ed (Doctoral candidate)  
Office Location: Corsicana Campus  
Office Hours: 7:30 – 10:00 M/W  
Office Phone: cell (972) 921-0135  
Email Address: acorp@leomail.tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


**Course Materials:** Obtain a free account to [www.learner.org](http://www.learner.org)  
Sign up for a free account at [http://www.learner.org/vod/form.html](http://www.learner.org/vod/form.html)

**Course Description:** This course is a comprehensive study of the early childhood pedagogy, research and curriculum, including the area of instruction, experience, and list 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 interest. 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 the ECE curriculum.
2. To examine techniques used in the 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:

1. Complete 2 written exams over course content. The tests will cover the material from class sessions and assigned readings study guides. You should take notes while you read the chapters to help you with your content. (100 points each).

2. Develop and present an integrated unit of study appropriate for the grade level you are most interested in teaching. You will present this to the class. You will need a handout for each class member and for me. This can be a partner activity grade or an assignment you do alone. If the partner option is picked, remember both of you will get the same grade. (100 points)

The Integrated Unit of Study Guidelines are below. To get the full 100 points, you must include all steps listed below with quality.

Literature Content (part 1)
Choose 8-10 books to use during your unit of study. Create a bibliographic reference for each book. (author, date of publication, title, city and state of publisher, and publishing company. Include a brief synopsis of each story.) Describe two extension activities that can be done after the reading of a book. One of the activities must address phonemic awareness.

Math Content (part 2)
Include two math lessons that you would teach during your unit. Include directions for creating manipulatives or list any materials that would be needed. One lesson should be whole group lesson/activity. The other should be appropriate for a small group of children. Directions should be included so the lesson could be taught from the handout for the class members.

Art Content (part 3)
Include a description of an appropriate art activity that you could use in your unit. List the materials needed and give specific directions on how to teach the activity. (no dittos-coloring a worksheet is not art). Present the instructor with a finished product. Explain to the class how it was created. It will be easier to take a picture and email it to me or upload it into your explanation.

Music, Drama, and Movement Content (part 4)
Include 2 songs that you would use during this unit. Type the words and give the tune or source in your handout. Include 1 developmentally appropriate activity that is teacher directed and focuses on large motor skills. Include 1 dramatic play activity in your unit. Write one of the songs on chart paper or poster board and teach it to the class.
Social Studies Content (part 5)
Include developmentally appropriate hands on activity for diversity or building community. This can be a song, game, or activity, etc, that supports multiculturalism or community. Present the activity and explain how it supports diversity or building community. Provide detailed description and instructions on how to teach it in a handout.

Science Content (part 6)
Include a hands-on science lesson in the unit that relates to your topic. Include materials needed and procedures to teach the lesson in the handout. Describe the science lesson to the class.

Cooking Content (part 7)
Select a cooking activity that will complement your unit. Include the recipe, materials and safety precautions. Create a Rebus Cooking chart for use with your recipe. Present the chart and the food to the class. This should be an activity that children can do without adult supervision. Include the Rebus chart in your handout.

Independent Center (part 8)
Design an independent center that relates to your unit. Include a list of materials to be included in it. This could also be a game or guided activity with a rebus for following directions or a learning game with instructions on how students are to use it.

3. Response to Video: Select a video that interest you on www.learner.org it should be a video that relates to teaching strategies for a certain discipline (math, reading, science, or social studies). Write a review of the content and describe in detail how you will use those strategies or information presented into your future classroom. Make sure you reflect on those strategies you gained and how you would use those in your classroom. I need to be able to tell you viewed the video. Grammar, punctuation, and spelling need to be correct – so edit first. (50 points)

4. Interview with an Early Childhood Teacher and or Administrator: 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 picked that person. Again grammar, punctuation, and spelling will be considered part of your grade. (50 points)

5. Reflection of learning: Write a detailed 2-3 page narrative of what you have learned in this course. Reflect on the unit- what did you learn in the process? How would you incorporate it in your classroom? How does this work with scope & sequence or CScope? Have you gained any new insights or perspectives? Will you approach things in your classroom differently? (50 points)

Grading:
A= 90-100%
B= 80-89%
C= 70-79%
D=60-69%
F= below 60%
# TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this course:

- High speed internet connection (Not dial-up)
- Microsoft Office Word 2003, 2007, or 2010
- Access to myeducationlab.com
- Access to eccollege
- Access to the university library site (online)
- Access to university email

A computer lab is located in the Bain Center and is available to students Monday-Friday between the hours of 8 am and 5 pm. The lab provides computers, internet access, and printers for student use.

# 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.

Texas A&M University Commerce offers an online library. To access available materials and databases, go to [http://web.tamu-commerce.edu](http://web.tamu-commerce.edu) and click on “Current Students” at the top of the page. Then, click on the “Library” in the middle of the page.

Texas A&M University also offers an online Writing Center that may be beneficial to you when completing writing assignments. The web address is [http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages-writingCenter/default.aspx](http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages-writingCenter/default.aspx).

# COMMUNICATION AND SUPPORT

Good communication is vital in this course. Students may contact me by phone, email, or in person. I will make every effort to check and respond to emails during the week. Weekend contacts may not be returned until the following Monday. Please note that you **MUST** use your university issued email account when contacting me for any issue related to this class. If you must text me, please say ECE460 and your name.

# COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:**

**Attendance:** Students are required to attend all face to face classes. Arrive on time and remain until the class is dismissed. More than one absence will result in a 10 point reduction of your final grade. Please notify me if you anticipate an absence. Participants are expected to be on time and to actively engage in discussions. Your participation may impact your grade, particularly if you are on the borderline of a grade. In the event of an emergency and a missed class, you are responsible for obtaining class materials/assignments/notes from one of your peers. See Texas A&M University Commerce handbook for university policy concerning attendance and excused absences.
Cell Phones/Beepers: Please respect the instructor and your peers by turning off your cell phones and beepers upon entering our classroom, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

Assignment Due Dates: All assignments or presentations are due on the date specified. Late assignments will not be accepted without my prior approval or a written excuse. Approved late assignments may be subject to a 10 point grade deduction.

Written Assignments: All written assignments are to be typed double-spaced in a Times New Roman 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.

University Specific Procedures:

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. More information about plagiarism may be found on the following sites:
http://www.plagiarism.org
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

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

You are expected to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, attending all classes, participating in and contributing to class activities, accepting responsibility, completing assignments on time and in a quality fashion, and being on your consistent demonstration of professionalism during class and on your assignments, etc. The Professional Behavioral Standards Evaluation Form (points deducted from final grade) will be utilized at such 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 Student's Guide Handbook, Policies and Procedures, Conduct)
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction via Screencast and video in powerpoint.</td>
<td>Read over syllabus &amp; highlight calendar due dates. Decide if you want to work with a partner on unit project.</td>
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<td>Chapter 1&amp;2</td>
<td>Read chapter 1 &amp; 2, open an account at learner.org and start video assignment.</td>
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<td>Chapter 3 &amp; 4</td>
<td>Read chapter 3 &amp; 4 Video response</td>
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<td>Chapter 5</td>
<td>Read chapter 5 and work on your first area of the unit project.</td>
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<td>Chapter 8</td>
<td>Read chapter 8 and continue working on the unit project; second part</td>
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<td>Chapter 6&amp; 7</td>
<td>Read chapters 6 &amp; 7 and continue working on unit project; part three Teacher interview due</td>
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<td>Come to go over mid-term, answer questions about</td>
<td>Review for midterm: chapters 1-7</td>
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<td><strong>Face to Face</strong></td>
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<td>Midterm</td>
<td>Bring unit project –first 3 parts</td>
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<td>Chapter 9</td>
<td>Read chapter 9 Work on part 4</td>
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<td>Chapter 10</td>
<td>Read chapter 10 work on part 5</td>
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<td>TeXas Practice Questions</td>
<td>Take the quiz over the Texas Practice Questions Review any missed questions work on part 6</td>
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<td>Chapter 11&amp;12</td>
<td>Read chapter 11&amp;12 work on part 7</td>
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<td>Chapter 13</td>
<td>Read chapter 13 work on part 8</td>
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<td>Chapter 14</td>
<td>Read chapter 14 review your unit for presentation</td>
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<td></td>
<td>Chapter 15</td>
<td>Read chapter 15 *Unit presentations due. I will return all assignments.</td>
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* Additional Assignments may be given throughout the semester.

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