



**ECE366 61E – Early Childhood Learning Environments  
COURSE SYLLABUS: Fall 2013**

**Instructor:** Mrs. Amy Corp, Clinical Instructor

**Office Location:** Navarro offices

**Office Hours:** by appointment

**Office Phone:** cell (972) 921-0135

**Office Fax:**

**University Email Address:** [acorp@leomail.tamuc.edu](mailto:acorp@leomail.tamuc.edu) ***You must use this email or the virtual office.***

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

**Textbook(s) Required:** Developmentally Appropriate Curriculum, 5<sup>th</sup> edition, by Kostelnik, ISBN 978-0137035533

**Optional reading:** Assault on kids: How hyper-accountability, corporatization, deficit ideologies, and Ruby Payne are destroying our schools / edited by Roberta Ahlquist, Paul Gorski, Theresa Montaño. New York : Peter Lang, c2011.

**Course Description:** Pre-service early childhood teachers will examine major approaches to developmental domains and learning. Pre-service 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 understand the role of the teacher in promoting equity and community.
3. To identify behavioral characteristics of young children that meet individual, developmental and diverse needs.
4. To examine self for biases toward race or class as it affects equity in teaching and building community.
5. To equip and supply an early childhood for learning and to support a multicultural learning.
6. To plan and organize a child centered environment that supports and encourages learning and promotes multicultural understanding.
7. To examine and evaluate early childhood learning centers based on content, DAPs, and equity for all students.
8. To develop an appropriate ECE management system based on research, knowledge of the students' home cultures and community.
9. To build communication skills with parents & paraprofessionals grounded in research on how to communicate with all parents.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course goals and objectives. Each week, you will work on various combinations assignments, activities, discussions, cooperative learning groups activities, readings, reflections, research, etc.

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

\* **Final Exam** (possible 100 pts.).

\* **Read assigned chapters from the textbook prior to each class meeting.**

Check the online week for activities or discussions, quizzes to demonstrate or apply your understanding of the chapters (and other listed resources). Various points available (listed in grade book on ecollege).

\* **Write an essay on a domain and then Create a project for that domain:** Complete a well-written essay on a chosen domain (using the chapter and other sources of your choice). Make connections between what needs to develop within the child and strategies for developing them in the classroom. If it applies describe how being multicultural in your approach can further foster this domain. 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. Do NOT choose the cognitive domain. Follow the rubric/checklist for maximum points. (50points for the essay, 50 points for the lesson plan)

\***Complete a DAP Original Children's Book:** 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. Students should be able to identify with a hardship or moral from the story. (Multicultural themes: Equity, appreciation for similarities and differences, empathy, inclusion, tolerance, etc). This book should be a minimum of 10 pages in length. The story and cover should be created by you, and not manufactured or plagiarized in any way. Your illustrations must be created by you: your photos, your own drawings and/or items from nature that are non-poisonous for children. **THIS BOOK MUST BE NEW FOR THIS CLASS.** Include a short reflection of how it felt to write this book and how your story will be used as a discussion starter for a particular topic and why you feel this topic is important.

Follow rubric/checklist for this assignment to get the maximum points. (Possible 100 pts.)

\***Reflection on "your classroom"**. Here's your chance to dream- What will your ideal classroom look like? Draw a sketch (to scale). Then write a narrative that includes: the physical environment (design of the room, equipment, supplies, décor, etc.), and how you plan to foster a community of learners.(Be sure to include what you learned about multicultural education in the environment and building community.) Reflect on your design and decide 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 (**not** your teaching strategies). Use information from the book and class. (Three-four pages typed, double spaced).

Follow rubric/checklist for this assignment to get the maximum points. (Possible 100 pts.)

### Grading:

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.

Please turn in work by weekly deadline (10% will be deducted for late work, and may not be accepted if more than a week late.)

## 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 in 12 point Times New Roman font.  
All work must be uploaded in a doc or pdf file.

## ACCESS AND NAVIGATION

This class utilizes the web component 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 review the rubric/checklist for assignments to verify understanding. If you need further clarifications on expectations please contact me through virtual office, email or text.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **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. It may be reading, a quiz or joining the discussion.

### **2. Assignment Due Dates**

All assignments are due in class or by midnight of class (if online). **Late assignment will have a deduction of 10% and may not be accepted after a week.** You may email me if you have a medical issue.

### **3. Written Assignments**

**All assignments must be typed, double space, in Times New Roman 12 pt font. College level writing is expected. Please be sure to upload documents in a doc or pdf file.**

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, structuring 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](mailto: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*)

**COURSE OUTLINE / CALENDAR**

(Tentative Weekly Course Outline/Calendar) \* **WE WILL FILL IN DATES IN FIRST CLASS.**

<b>Date</b>	<b>Chapter &amp; Topic</b>	<b>Assignments</b>
<b>Week 1</b>	Chapter 1 DAPs	Intro., syllabus, short reflection, assign chapters
<b>Week 2</b>	Chapter 2 Teaching and learning in DAP programs	Have chpts. 1&2 read
<b>Week 3</b>	Chapter 13 The Physical Domain	Have chapter 13 read Choose a domain for essay
<b>Week 4</b>	Chapter 11 Cognitive Domain	Quiz 1. Chpts. 1,2,13 Have chapter 11 read
<b>Week 5</b>	Chapter 9 Aesthetic Domain	Have chapter 9 read
<b>Week 6</b>	Chapter 10 Affective Domain	Have chapter 10 read
<b>Week 7</b>	Chapter 14 Social Domain	Quiz 2. Chpts. 11,9,10 Have chapter 14 read
<b>Week 8</b>	Chapter 12 Language Domain	Have chapter 12 read
<b>Week 9</b>	Chapter 3 Planning and Implementing Effective Small Group Activities	Have chapter 3 read (handout review for midterm) <i>Essay due for domain &amp; Project</i>
<b>Week 10</b>	Chapter 4 Planning and Implementing Effective Group-Time Activities	Quiz 3. Chpts. 14, 12, 3 Have chapter 4 read Mid Term ( chpts 1-3, 9-13)

<b>Week 11</b>	Week 4	Chapter 5 Classroom Organization and Floor Plans	Begin chapter 5
<b>Week 12</b>		Chapter 5 Equipment & Supplies, Learning Centers	Have chapter 5 read <i>Classroom' reflection due</i>
<b>Week 13</b>		Chapter 6 Management (online reflection)	Have chapter 6 read Quiz 4. Chpts. 4,5,6
<b>Week 14</b>	Week 5	Chapter 7 Assessment	Have chapter 7 read
		Chapter 8 Communication	Have chapters 8 read <b>DAP books due (doc share for all)</b>
<b>Week 15</b>		Final (Chpts. 4-8)	All work must be in for credit

**\*\*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 missing alterations to the course. Please have a class “buddy” who will contact you in the event you must be absent.) Check the announcement section of the home page of ecollege frequently for update and information.**