



**ECE 535: Math, Science & Social Studies Curriculum  
COURSE SYLLABUS PRELIMINARY VERSION 05/17/2014  
SUMMER I 2014 ONLINE**

**Instructor:** Josh Thompson, Ph.D. Associate Professor of Early Childhood Education

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**COURSE INFORMATION**

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

*Course readings supplied in eCollege, by email, and course website. Must have Adobe Reader.*

*Textbooks (Optional):*

These three textbooks are standards of early childhood Science, Mathematics, and Social Studies curriculum and pedagogy. We will reference them occasionally, but the bulk of our reading comes in eCollege, and on the course website. You must have Adobe Reader.

Fraser-Abder, Pamela. (2011). *Teaching Emerging Scientists: Fostering Scientific Inquiry with Diverse Learners in Grades K-2*. Pearson. ISBN 0-205-56955-2.

Smith, Susan Sperry. (2013). *Early Childhood Mathematics (5<sup>th</sup> Ed.)*. Pearson. ISBN 0-13-261368-9.

Wallace, Melanie. (2005). *Social Studies: All Day Every Day in the Early Childhood Classroom*. Cengage Learning. ISBN 1401881971.

**Course Description:** This course provides an overview of math, science, and social studies in the early childhood curriculum. Special emphasis will be given to methods and techniques, cognitive experiences, assessment, research, and the use of instructional materials in math, science, and social studies.

**Course Process**

1. Active engagement and participation in eCollege: Resources
2. Deep reading of assigned readings, in eCollege
3. Participating in robust discussions – come prepared, post intelligently, respond
4. Observation of learners, report on findings from the field
5. Wide reading of children's literature on mathematics, science, and social studies, and STEM integration

**Student Learning Outcomes:** Learners who successfully complete this course will be able to:

1. Examine the emerging curriculum developments in Maths, Sciences, and Social Studies.
2. Promote developmentally appropriate practice in design and implementation of Maths, Sciences, and Social Studies.
3. Integrate Maths, Sciences, and Social Studies into STEM emphases in 21<sup>st</sup> Century learning environments.

<b>COURSE REQUIREMENTS</b>
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### **Instructional / Methods / Activities Assessments**

**Overview** (each worth 10%):

1. Complete a **Learning Contract** and monitor your own progress. Draft is due early, revisit and revise mid-semester, and then use to self-evaluate at the end (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: 1-3**

2. **Professional Behaviors:** Attendance online is required; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.
  - **Read** textbook assignments, supplemental reading assignments, lecture notes, PowerPoint presentations, and resource links.
  - **Check Leo eMail** frequently, at least twice a week.
  - **Discussions:** Participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: DocSharing: **Discussion Board Rubric.pdf**. Occasional synchronous (real-time, live) AdobeConnect, CHAT or CLASSLIVE sessions require your participation when scheduled. Occasional opportunity, optional, to go onsite to schools and centers for guided observation.
  - **Quizzes & Exams:** Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units.

You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course. Your grade on this Course Requirement will come from your self-evaluation (up to 10 points, 10% of your final grade).

**Aligns with Student Learning Outcomes: 1-3**

3. Write a well formed **essay**, in three stages, evaluating yourself as a STEM educator:
  - \* As a Mathematician, and teacher of Maths
  - \* As a Inquirer, and a teacher of Sciences
  - \* As a Social Being, Citizen of the World, and a teacher of Social Studies

**Aligns with Student Learning Outcomes: 1-3**

4. Compile a digital notebook of STEM **strategies**. Include ways to introduce new strategies to children of various ages and different stages of development; assessments; intervention; and resources.

**Aligns with Student Learning Outcomes: 1-3**

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Identify a specific learner, real or fictitious, and create an **Inquiry Challenge** or **Case Study** for him or her.

5. Introduction

Identify a specific learner.

Specify the conceptual framework, the “funds of knowledge” the learner brings to the Inquiry Project.

Use an appropriate measure to pre-assess his or her interests in Inquiry.

6. Engaging Activities

Formulate a question, an Inquiry

Construct an engagement, activities, or teaching strategy to aid in her mastery of three to five TEKS in each of three to five domains.

Evaluate the results to make inferences about her engagement in Inquiry.

7. Documentation

Document your learning, creatively, artistically, expressively, and exactly. Let your representation of data become a reflective activity from which you learn by presenting what you’ve done.

Draw conclusions. Evaluate your effectiveness as a STEM Educator.

**Aligns with Student Learning Outcomes: 1-3**

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Survey of Children’s Literature about STEM

8. Annotate 50 children’s books

9. Participate in a Literature Circle

**Aligns with Student Learning Outcomes: B, D**

10. Quizzes & Exams

**Aligns with Student Learning Outcomes: A-J**

**Grading Scale:** A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = below 60.

### Written Assignments

It is expected that all assignments will be completed with a high level of proficiency. Expect to write drafts, solicit feedback from peers and professor, and rewrite. Iterations create refinements.

### Quizzes & Examinations

Among useful tools to utilize in mastering the content material of this course, Quizzes & Exams are especially helpful. Complete them as directed – some are closed book, timed activities. Others are open book, open multiple entry learning opportunities.

## TECHNOLOGY REQUIREMENTS

*The following technology is required for success in this course.*

- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft

*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.x, 7.x, or 8.x).*

*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 the Firefox browser (3.x) 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.*

*Follow the operating system guidelines published here*

*<https://secure.ecollege.com/tamuc/index.learn?action=technical>.*

## 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.tamuc.edu/login.aspx> or <http://myLeo.tamuc.edu>. One shortcut into eCollege is <http://online.tamuc.org>. 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@tamuc.edu](mailto:helpdesk@tamuc.edu).*

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor Statement:**

Communicate with me as needed. Use [Josh.Thompson@tamuc.edu](mailto:Josh.Thompson@tamuc.edu), or my office phone 972-775-7230 or cell phone 214-663-6102. I typically respond within the next business day.

### ***eCollege Student Technical Support (QM 6.6, 7.1)***

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.

**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 Specific Procedures:

#### *Attendance*

Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 6 hours a week logged in to eCollege, or 5 days without logging into eCollege) may prompt an administrative withdrawal.

### 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.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

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 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

*Drop a Course* <https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

*Administrative Withdrawal*

<https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty members recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

*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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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 Guidebook](#)).