ECE 313.01E
Child Development: Early Years
Spring 2015

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COURSE INFORMATION

Textbook: Trawick-Smith, Jeffrey. (2010). *Early Childhood Development: A Multicultural Perspective (5th edition)*. Boston: Prentice Hall. www.prenhall.com/trawick
eText ISBN-10: 0-13-501652-5 (CourseSmart.com is one source for eTextbookshttp://www.coursesmart.com/IR/1229200/9780135016527)

Course Description: This course examines theoretical and empirical research along with practical experience relating to young children. Cognitive, physical, social and affective developmental domains are explored, and the implications for curriculum design and learning environments are drawn. 3 semester hours credit

Course Goal: To provide students with an understanding of the interaction of the major areas of development in early childhood and the influence of the broader cultural milieu.

Course Objectives:

1. To identify developmental milestones and their implications during the early years
2. To explore the variations among young children's development
3. To apply developmental principles and theories to programs for young children
4. To observe and record the developmental behavior of young children
5. To examine the environmental effects on children of diverse cultural backgrounds
6. To associate ECE TExES competencies with course content

Pedagogy and Professional Responsibilities:

Standard I. Domain I
  1.1k   the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;
  1.2k the implications of students' developmental characteristics for planning appropriate instruction;
  1.3k characteristics and instructional needs of students with varied background, skills, interests, and learning needs;
  1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
Standard II. Domain II
  2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
  2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior;
  2.23k students' emotional needs and ways to address needs;
Standard III. Domain III
  4.13k legal requirements for educators (e.g., those related to special education students' and families' right, student discipline equity, child abuse);
  4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
  4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
  4.5s maintain supportive and cooperative relationships with colleagues;
  4.6s engage in collaborative decision-making and problem solving with other educators to support students' learning and well-being;
  4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
  4.17s serve as an advocate for students and the profession;

COURSE REQUIREMENTS

1. Chapter Quizzes (Chapters 1-17)

   1.1k; 1.2k; 1.3k; 1.5k; 2.1k; 2.17k; 2.23k; 4.13k; 4.14k; 4.1s; 4.5s; 4.6s4.16s; 4.17s;

2. Class Discussions

   1.1k; 1.2k; 1.3k; 1.5k; 2.1k; 2.17k; 2.23k; 4.13k; 4.14k; 4.1s; 4.5s; 4.6s4.16s; 4.17s;

3. Chapter Assessments/Application Exercises:
   a. Clarify the purposes of studying child development through focus questions. 1.5k;4.17s
   b. Complete a reaction paper on the NAEYC Code of Ethics 2.17k; 4.13k; 4.5s; 4.16s
   c. Write a research paper on a major theoretical perspective in child development.
   d. Watch "Life's Greatest Miracle" and describe effects of genetics, environment on development. 1.1k; 4.1s
   e. Reflection of observation of newborn reflexes. 1.1k
   f. Explain a child's demonstration of object permanence. 1.1k
   g. Analyze the development of language samples. 1.1k
   h. Create a communication pamphlet for parents that explain social and emotional 4 growth for young children. 1.1k; 2.23k
   i. Observe the cultural differences in children's play. 1.2kl 1.3k; 1.5k; 4.1s
   j. Analyze teacher talk in terms of Piaget's cognitive orientation. 1.1k
   k. List the advantages of symbolic play. 1.2k
   l. Examine the sociometric status of a classroom. 1.2k; 2.1k;4.6s
   m. Analyze the physical development of children at play. 1.1k
   n. Describe the ways that primary children are different from preschool children in their thinking through creation of a powerpoint presentation. 1.1k
   o. Analyze ways that children with disabilities access language and literacy within a classroom. 1.2k; 1.3k;2.1k; 4.13k
   p. Creation of a summary statement of knowledge built during the course of the class. 1.1k; 1.2k; 1.3k; 1.5k; 2.1k; 2.17k; 2.23k; 4.13k; 4.14k; 4.1s; 4.5s; 4.6s4.16s; 4.17s;

All quizzes, discussions, and assessment application exercises are in included on ecollege.

Quizzes are designed as a study guide for each chapter. Quizzes may be retaken to achieve the grade desired by the students.

Application exercises are designed to as ways to apply the information that has been mastered in the quizzes and assess understanding of the topic. Students are encouraged to review the application exercises at the beginning of the semester. Several exercises require observations in the community.

Class Discussions will be used to summarize major units of study. Students must respond to the discussion and to others in the discussion group. The class participation grade will be based on the amount and level of discussion. Voice Thread assignments are also included in the class discussion grade.

Grading

A = 90 - 100 %
B = 80 – 89 %

C = 70 – 79 %
D = 60 – 69 %
F = below 60

Grading Criteria

The following holistic scoring format will be adapted for each course requirement:

100-90=Highly impressive-well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.

89-80=Commendable—in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.

79-70=Developing-probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.

69-60=Minimal-somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

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TECHNOLOGY REQUIREMENTS

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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 Long 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 forgottenyour 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 Specific Policies:

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. Assignment Due Dates

All assignments are due by the date listed on the course outline.

A **30 point deduction** will be applied for each class day that an assignment is turned in past the assignment due date.

2. Class Absence

Attendance at all class meetings is required. Attendance will be taken at the beginning of class. Each student is allowed two absences during the semester and two tardies. Absences and tardies in excess of two will result in a deduction from the class participation grade.

3. Use Of Technology in Class

From time to time personal electronic devices may be used in class to complete class assignments. However, personal use of technology should be limited in class. Fifty extra points will be awarded on the class participation grade for those who agree to NOT text in class.

4. Written Assignments

All assignments must be typed in legible (preferably Times Roman) 12 pt font. College level writing is expected. 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, structure and editing.

5. 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. See handout for examples.

If you are unsure what constitutes plagiarism and how to avoid it you may visit the following websites:

http://www.plagiarism.org/

http://www.unc.edu/depts/wcweb/handouts/plagiarism.html

6. 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 Student's Guide Handbook, Policies and Procedures, Conduct).

2.   **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 to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered; I will not be able to change it.

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.

University Specific Policies:

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

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)*

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.