



Early Childhood Education 460-71E
Spring 2015
TAMU-Commerce
Navarro Partnership
TENTATIVE – COMPLETE FINAL SYLLABUS POSTED FIRST DAY OF CLASS

Instructor: Dr. Amy Corp, Assistant Professor
Office Location: Corsicana Campus Bain 231
Office Hours: 10-4:30 W and available by appointment
Office Phone: 903-875-7651
Email Address: Amy.Corp@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Brewer, J.A. (2001). Early Childhood Education: Preschool Through Primary Grades (6th ed.). Boston, MA: Allyn and Bacon.

Course Materials: Obtain a free account to www.learner.org
Sign up for a free account at <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.

TEA Standards I-IV. Domains I-IV. Competencies:

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;
- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13k the importance of developing instructional goals and objectives that can be assessed;
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment; and
- 1.19k the importance of designing instruction that reflects the TEKS;
- 1.20k features of instruction that maximize students' thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines; and
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
- 1.28k the role of technology in assessing student learning;
- 1.29k the benefits of and strategies for promoting student self-assessment;

Standard I. Domain I. Competencies 001-004 Domain III. Competencies 007-010

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;
- 1.3s use effective approaches to address varied student learning needs and preferences
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction;
- 1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
- 1.13s develop instructional goals and objectives that are able to be assessed;
- 1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests; and
- 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives.

Standard II. Domain II. Competencies 005-006

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior.
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Standard III. Domain III. Competency 007-010

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways
- 3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
- 3.7s create lessons with a clearly defined structure around which activities are organized;
- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with student's prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s encourage students' self-motivation and active engagement in learning.
- 4.1k the importance of families' involvement in their children's education; and

COURSE REQUIREMENTS

Course Requirements:

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

Professionalism: 50 points

Student Learning Outcomes: 1 and 6

Assessment Method: The professionalism grade will be based on the students preparedness and participation in all discussions (class and online) through readings. This grade will also be determined by the students attendance and overall professionalism exhibited in class, online, and through communications.

ELL Reading Experience: 50 points

Learning Outcomes: 3

PPR Standards/Competencies: 1.22k, 1.3s, 1.16s, 1.20s, 3.5k

Assessment Method: Cultural Relevance Rubric

Reading to an ELL and Paper Each student will identify a multicultural book and read the book to a single ELL child who is between the ages of 5-12. You are responsible for finding the child. The book **MUST** be approved by the instructor **BEFORE** completing this assignment. Failure to gain permission to use the book will result in a loss of 5 points. After the read- aloud, you will ask questions using the Cultural Relevance Rubric. The rubric can be found in the Doc Sharing. You will then write up a summary of what was found in your reading the text.

Lesson Plan Analysis: 50 points

Learning Outcomes: 1-6

PPR Standards/Competencies: 1.7K, 1.12k-1.14k, 1.16k, 1.19k, 1.20k,1.1s-1.5s

Assessment Method: Outlined in Activity Below/Blooms Taxonomy

Analyze a pre-written lesson plan from an educational website to:

- a) Determine if the activities are appropriate for all learners, especially English Language Learners, Special Education Students, and Gifted Students or if scaffolding is needed;
- b) Identify the levels of Bloom's Taxonomy (located in Doc Sharing) evident in the activities.

The student will submit their analysis to the dropbox in eCollege on the assigned date. The submission will include the following information per the guidelines for written assignments in they syllabus:

1. The URL where the lesson plan was located.
2. A summary of the strengths of the lesson. Is the lesson appropriate for the age level? Does it meet curriculum standards (TEKS) for the grade level? Is it challenging enough for the grade level?
3. The levels of Bloom's Taxonomy covered in the activity; specifically addressing the activities by name and the Bloom's category they go with.

4. A critique of how the lesson addressed ELL, Special Needs, and Gifted Learners
5. Does the lesson appropriate assess the learner for understanding of the objectives?

Integrated Unit of Study: 200 points

Learning Outcomes: 1-6

PPR Standards/Competencies: 1.7k, 1.9k, 1.12k-1.29k, 3.4k-3.6k, 3.6s-3.11s, 3.13s, 3.14s

Assessment Method: Rubric Provided (Doc Shared in eCollege)

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 the professor.** This should be a partner activity grade but can be an assignment you do alone. If the partner option is picked, remember both of you will get the same grade.

The Integrated Unit of Study Guidelines are below. **To get the full credit, you must include all components 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.)

Choose two books that will be used in the language arts. Design a **lesson** for each book. (One of these must focus on language [phonemic awareness, types of language, rhyming, phonics] the other could be focused on writing or reading.

Math Content (part 2)

Create two math lessons that are based on the literature (list the book you are using). Be sure that you include directions for creating manipulatives or list any materials (items that connect students to the story) that would be needed. One lesson should be whole group lesson/activity. The other should be appropriate for a small group of children. (They may be based on the same book.)

Art Content (part 3)

Create an art activity that is based on the literature (list the book you are using). This may best be an extension activity from the science, or language arts lesson. List the materials needed and give specific directions on how to lead the activity. The student product cannot be dittos-coloring a worksheet, craft or cut and paste. The product should allow student to be creative. Present an example of the finished product with your presentation.

Music, Drama, and Movement Content (part 4)

Include 2 songs, finger play or chants that you would use during this unit. This may best fit within your language arts or science lesson. Type the words and give the tune or source in your handout. One must be a developmentally appropriate activity that is teacher directed and focuses on large motor skills. The other should focus on dramatic play activity in your unit.

Social Studies Content (part 5)

Create a lesson that includes a developmentally appropriate hands-on activity for diversity or building community based on the theme and stemming from the literature. This can be a poem, song, game, or activity, etc., that supports multiculturalism, inclusion of disabled, or community and still connects to the literature. Be sure to describe in your lesson how this activity supports diversity or building community.

Science Content (part 6)

Create one science lesson that is based on the literature (list the book you are using). Include a hands-on activity that relates to the story/and topic.

Independent Center (part 7)

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.

Response to Learning Video: 50 points

Learning Outcomes: 5-6

PPR Standards/Competencies:1.3s, 1.16k, 1.21s, 1.20s, 3.4s, 3.5s, 3.8s, 3.9s depending on student's choice of topic

Assessment Method: Rubric(in Ecollege)

Select a video that interests 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 in your future classroom. I need to be able to tell you viewed the video and made applications to your future teaching. Grammar, punctuation, and spelling need to be correct – so edit first.

Reflection of learning: 100 points

Learning Outcomes:2,4,5,6

PPRStandards/Competencies:1.7k-1.30k, 1.1s-1.23s, 3.4s-3.14s

Assessment Method: Self-assessment by looking at the competencies

Write a detailed 3-4 page narrative of what you have learned in this course. Read over the competencies from TEA, then reflect on the unit-how do your plans compare? (A separate copy will be available to use as a guide/checklist.) What have you learned about planning? What do you like best about your plans? How would you incorporate this unit in your classroom? How does this work with scope & sequence or CScope? Have you gained any new insights or perspectives? What would you change?

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 ecollege
- 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> 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>.

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. Absences will affect your professionalism points for this class.. Please notify me if you anticipate an absence. Participants are expected to be on time and to actively engage in discussions. 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: Please respect the instructor and your peers by turning off your cell phones 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 and must be turned in the next class session.**

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@tamuc.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)

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.

COURSE OUTLINE / CALENDAR

Date	Topic	Assignments Due
Week 1	Introduction and begin ch.1	Read over syllabus & highlight calendar due dates. Decide if you want to work with a partner on unit project.
Week 2	Review ch.1 and cover 2	Read chapter 1 & 2, open an account at learner.org and start video assignment.
Week 3	Chapter 3 & 4	Read chapter 3 & 4 Video response
Week 4	Chapter 5	Read chapter 5 and work on your first area of the unit project.
Week 5	Chapter 8	Read chapter 8 and continue working on the unit project; second part
Week 6	Chapter 6& 7	Read chapters 6 & 7 and continue working on unit project; part three Teacher interview due
Week 7	Come to go over mid-term, answer questions about	Review for midterm: chapters 1-7
Week 8	Midterm	Bring unit project –first 3 parts
Week 9	Chapter 9	Read chapter 9 Work on part 4
Week 10	Chapter 10	Read chapter 10 work on part 5
Week 11 *week of Spring break*	TeXas Practice Questions	Take the quiz over the Texas Practice Questions Review any missed questions work on part 6
Week12	Chapter 11&12	Read chapter 11&12 work on part 7
Week 13	Chapter 13	Read chapter 13 work on part 8
Week 14	Chapter 14	Read chapter 14 review your unit for presentation
Week 15	Chapter 15	Read chapter 15 *Unit presentations due.
Week 16	Final Exam	Reflection of learning due.

* 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.