



ECE 460
Early Childhood Curriculum
COURSE SYLLABUS: Summer II 2015

Instructor: Tammy Schwartz, M.Ed., Senior Lecturer

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COURSE REQUIREMENTS

Class Schedule: Meets 7/13-8/13

Room: TBA

Corsicana Students: Tuesdays (face to face) & Thursday (online) 4:30-8:30

Midlothian Students: Tuesdays (online) & Thursday (face to face) 4:30-8:30

Materials – Textbooks, Readings, Supplementary Readings:

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

- ***Materials:*** Scissors, markers, tape, and glue.
- ***Create a gmail account to use googledocs, Edmodo account on Edmodo.com, and Kidblog account on Kidblog.org***

Course Description:

The Early Childhood Curriculum course emphasizes an integrated approach to early childhood curriculum development for young children. Relates early childhood pedagogy, research, and content area knowledge to thematic and inquiry curriculum design. (3 hours)

Student Learning Outcomes:

1. The student will be an active and engaged participant in class discussions by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, and class discussion.

2. The student will be able to design appropriate activities and experiences in each of the five curriculum areas through lessons that meet the state mandated Texas Essential Knowledge and Skills and addresses accommodations for ELL students through the English Language Proficiency Standards (ELPS).
3. The student will recognize and utilize technology in planning, appropriately implementing, assessing learning activities with children and communicating with parents.
4. The student will be able to identify and apply a variety of teaching strategies to meet the individual, developmental, and diverse needs of young children.
5. The student will examine techniques used in assessing diverse groups of young children and the appropriate application of results to guide student learning in both whole and small group experiences.
6. The students will associate Early Childhood Education TExES competencies with the course content.

Instructional / Methods / Activities Assessments:

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

Exams: 100 points each

Student Learning Outcomes: 2-5 See above
Assessment Method:
Application Based Assessment

Assessment will cover the required textbook readings and the content of the class and online discussions. The student will apply the learned material to their future education profession in a formally written paper and visual representation for each of the discussed chapters. This is a portfolio based assessment of the students learning. Considerations regarding the exam issues will be made by the instructor on an individual basis based on the documentation.

Professionalism: 100 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.

Discussion Forums: 3 @ 25 points each

Student Learning Outcomes: 1, 5, and 6

Assessment Method: The discussion forums are related to the chapter readings, external resources and activities. Upon completion of the assigned readings and activities, you are expected to participate in an ongoing discussion with your classmates in an online forum. Your contributions to the discussion forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities).

Mini Workshops: 2@ 20
points each Student
Learning Outcomes:
1-6

Assessment Method: Rubric Provided

The student will create a lesson plan for a specific grade level with the appropriate **TEKS** and **ELPS** that are covered in two mini workshops. One of the mini workshops will be on the choice of an art project or musical instrument and piece of music or readers theatre. The second mini workshop will be a cooking workshop.

Parent/Teacher Night Presentation: 50 points

Learning Outcomes: 1, 3, 5, and 6

Assessment Method: Rubric Provided

Students will create and present, as a grade leveled group (EC-6), a presentation utilizing technology that informs parents about you and the school, your classroom management, expectations, curriculum and assessment, special projects and volunteer opportunities. Students will also research and apply how to accommodate and be sensitive to ELL families when presenting.

Content Lessons: 100 points total
(25 points each) Learning
Outcomes: 1-6

Assessment Method: Rubric Provided

Students will create content area lessons based on a selected theme and grade level. The lessons will be in formally written lesson plans (approved format) for each of the content areas. The lesson plans will integrate technology and address the appropriate **TEKS** and **ELPS**. Specific requirements for the lessons can be found in the Rubric. These will be shared in conjunction with the class discussions of the specific content area.

Grading:

The student's grade will be determined by points received on assignments, discussions, exams, and professionalism in this course.

TECHNOLOGY REQUIREMENTS

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates, and for online discussions.

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (i.e. MS Word or Word Perfect)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The students will be able to communicate with instructor through: Email: tammy.schwartz@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:**Attendance Policy:**

Attendance at all class meetings is ***required and is essential*** to your success in this course. It is a requirement of this class to sign your name tent upon arrival to document your participation each class meeting. For each absence a written letter is required to be placed in your file. No excuses will be given without written documentation. If you miss three or more classes you may be asked to drop the course or be administratively withdrawn from the course for excessive absences. All absences will result in points taken off your professionalism grade. Participants are expected to be on time and stay for the entire time. If you choose to be late or leave early points will be deducted from your professionalism grade. If you miss class it is your responsibility to find someone who can give you notes for the previous class meeting. I will not bring additional copies of handouts to class. Select a buddy who will be willing to collect any material and take notes for you when you are out.

Cell Phone Policy:

Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade.

Assignment Policy:

All assignments are due on the date they are assigned which can be found in the Course Calendar and online in eCollege, unless otherwise approved by the instructor.

All assignments that are late will have points deducted. Late means they are not turned in when class meets on the day they are due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or submitted through eCollege dropbox and **must be** in .doc or .docx format. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

Written Assignments:

All written assignments are to be **typed double-spaced in a legible 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. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

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. Suggested sites 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> Plagiarism will result in a grade of "F" for the course and may result in your dismissal from the program.

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@tamuc.edu [Student
Disability Resources &
Services](http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf)**

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* <http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf>)