ECE 460 EARLY CHILDHOOD CURRICULUM

ECE 460.41B Tu/Th
COURSE SYLLABUS: Spring 2019

PROFESSOR INFORMATION

Professor: Amy Corp, Ed. D.
Office Location: Bain Center, Navarro campus
Office Hours: by appointment, before and after class
Office Phone: 903-875-7651
Office Fax: 903-872-2019
University Email Address: Amy.corp@tamuc.edu

Preferred Form of Communication**:** For general questions, I prefer you to post questions in Virtual Office. That way others may see our communication and they may benefit.
REMIND classroom info. will be given in class.
Communication Response Time: Expect to hear back from me within the next working day or two.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required Krogh, S., & Morehouse, P. (2014).*The early childhood curriculum: Inquiry learning through integration (2nd ed.)*. Taylor & Francis, Publishers. ISBN 9780415828222

Required Core Test Prep
Certify Teacher: Core Subjects 291
Instructions:
1. Go to www.certifyteacher.com
2. Select My certification is TExES
3. Select the study guide you wish to purchase–Core Subjects EC-6 291 (online option)
4. On **My Shopping Cart** page under the **Apply Promo Code** option Click **Login**
5. Go to bottom of page – "I Don't have an account yet" **Sign in** to create account/buy product – Click **Sign in**
6. Fill out form completely – **Use your @leomail.tamuc.edu email** !!!! ONLY
   Be sure to **select** Texas A&M University-Commerce as your EPP program. Click **Sign-up**
7. Enter the Promo Code **TEXES4728** when prompted. The price will drop to the discount price of $25 after that.

8. Select **Accept** in the **Six Clock-Hours Requirement** window for your promo code to be validated.
9. Complete the purchase transaction by providing your credit card information. You will be able to access your online readiness review solution seconds after the purchase transaction is complete.

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 (Should be measurable; observable; use action verbs)

Participation in this class will enable students to demonstrate:

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 material used to teach the curriculum.
4. To plan activities for an active hands-on approach to the curriculum.
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.

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

- The learner will demonstrate an understanding of the methods used in education by creating appropriate curriculum, highlighting the technology employed, and the appropriateness and effectiveness in the study of early childhood education.

- The learner will also demonstrate understanding of the course materials through a mid-term and a final.

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;
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;
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;
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;
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;
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;
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;
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;
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;
3.14s encourage students' self-motivation and active engagement in learning;
4.1k the importance of families' involvement in their children's education

COURSE REQUIREMENTS

Technical Skills Needed

Check LeoMail frequently, at least twice a week.
Use AdobeReader to access required digital files.
Create papers and presentations in MS Office, or Open Office, or Pages.
Communicate regularly and robustly with colleagues and peers through Discussion Boards.
Utilize the ePortfolio in myLeo to save the QEP artifact. Click the bolded link to access an
ePortfolio Quick Guide to Upload/Retrieve Artifacts
www.tamuc.edu/aboutUs/ier/qualityEnhancementPlan/documents/Artifact%20Upload%20and%20Retrieval%20in%20ePortfolio.pptx

Instructional Methods

Class meets face to face f2f regularly in McKinney. Assigned readings must be completed before class. Lectures include powerpoint, videos of children and adults talking, hands-on materials, and handouts. Active participation in class discussion is expected from everyone. Class leadership is welcomed and encouraged; bring a song, a book or story, a game to play, or insights from the readings or field work with your case study participant. Online work in D2L is frequent, such as powerpoints, videos, web-quests, sorting through activities to choose appropriate ones for your tutoring project. Regular quizzes over the chapters in the textbook help deepen your knowledge of the course content. Timely completion of online discussions is required. Field work outside of class is necessary to complete the language case study of a young child between 2 years and 8 years of age, preferably an English language learner.

Student Responsibilities or Tips for Success in the Course

Successful students come to class prepared, on-time, and ready to engage and participate in active learning. Online work frequently requires extensive reading beyond the textbook. Plan to read about one-hour every week. Time in the field will vary, but should end up being about 5 to 10 hours total for the semester.

GRADING

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

Assessments

Professional Behaviors: Attendance both online and at face to face meetings is required; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences 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.

Assignment	Points	SLO
Participation (attendance AND engagement)	10 points each week	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 material used to teach the curriculum. 4. To plan activities for an active hands-on approach to the curriculum. 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.
Online Discussion Board	50 points each	
Certify Teacher	50 points for each practice exam	
Exam I (essay)	250 points	
Exam II (essay)	250 points	
Pedagogical Experience		
2 lesson plans (150 points each: Literacy/Science & Literacy/Social Studies)	100 points each	2. To examine techniques used in the authentic assessment and evaluation of young children 3. To create instructional material used to teach the curriculum. 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.
STEAM lesson plan	200points	
Teach (Literacy/Math) to your peers and classmates.	100 points	2. To examine techniques used in the authentic assessment and evaluation of young children 3. To create instructional material used to teach the curriculum. 4. To plan activities for an active hands-on approach to the curriculum. 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.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

Preferred Form of Communication: For general questions, I prefer you to post your question in Virtual Office. That way others may see our communication and they may benefit. Please email me anytime to ask a question about your particular work. You may call or text my cell phone anytime between 9am-9pm, Mon-Fri, or up until 3pm on Saturdays.

Communication Response Time: Expect to hear back from me within the next working day or two. Please ask again anytime I don't answer promptly or completely.

Communicate with me as needed. Use Josh.Thompson@tamuc.edu or my office phone 903-886-5537 or cell phone 214-663-6102 (preferred).

Feedback on student work: Quizzes and online exams are auto-graded. Short answer questions require manual grading, as do all objects uploaded in assignments or online Gallery Walks. Generally, I catch up reviewing your work around the end of the month – please permit me two to three weeks to respond to your work with my feedback. If you don't hear from me within a month, please ask me to review your work again.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance

Attendance online and face to face is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences (less than 3 hours a week logged in to D2L, or 10 days without logging into D2L, or missing more than 20% of face to face classes) may prompt an administrative withdrawal.

Participation

This course builds cumulative knowledge and insight; you cannot pass the class by just completing assignments all at one time. You must follow along and contribute as chapters, units, discussions, and projects unfold throughout the semester.

Grading

A holistic grading approach is sought. Rather than a scorecard with points, students must account for their mastery of the course objectives, and thus their grade in the course. This is done through the use of the Professional Behavior Survey. You will **self-evaluate your professional behaviors** TWICE, once at the beginning, and again at the end of the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Students with Disabilities-- 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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.