

EDU 3309- EC-6
Early Childhood: The Young Child
Fall 2015
Monday/ Wednesday 2:00-3:15 P.M.
Instructor: Diana Rodriguez

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Office Hours: M/W 9:00 a.m. – 12:00 noon

T/ TR 8:30 a.m. – 10:30 a.m.

Course Description:

This course addresses early childhood from infancy through fourth grade. Various early childhood settings and programs are described from their inception to present educational application. Developmentally appropriate practice is presented as it affects both the student and the teacher in the educational setting. Students will be presented with the role of the early childhood teacher and the importance of life-long learning as it pertains to early childhood methods and classroom management in schools.

Course Objectives

Students will read, reflect on, examine, analyze, and evaluate a variety of resources relating to the *Course Standards* listed below.

Course Standards:

Standard I: *Oral Language:* The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.

Standard II: *Phonological and Phonemic Awareness:* The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Standard III: *Alphabetic Principle:* The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Standard IV: *Literacy Development:* The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.

Standard V: *Word Analysis and Identification Skills:* The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Standard VI: *Fluency Reading:* The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Standard VII: *Reading Comprehension and Applications:* The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Standard X: *Written Communication*: The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Standard XII: *Assessment of Developing Literacy*: The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

Program Learning Outcomes (PLOs):

The students will be able to:

- Write a lesson plan that is developmentally appropriate for students.
- Create a positive classroom environment.
- Teach developmentally appropriate lessons.
- Adhere to the legal and ethical requirements for teachers.

Required Text:

Morrison, G. S. (2012). *Early childhood education today (13th ed.)*. Pearson
ISBN-10-13: 9780133436501

Texas Administrative Code

<u>TITLE 19</u>	EDUCATION
<u>PART 7</u>	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 228</u>	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30	Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
 - (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) child development;
 - (4) motivation;
 - (5) learning theories;
 - (6) TEKS organization, structure, and skills;
 - (7) TEKS in the content areas;
 - (8) state assessment of students;
 - (9) curriculum development and lesson planning;
 - (10) classroom assessment for instruction/diagnosing learning needs;
 - (11) classroom management/developing a positive learning environment;
 - (12) special populations;
 - (13) parent conferences/communication skills;
 - (14) instructional technology;
 - (15) pedagogy/instructional strategies;
 - (16) differentiated instruction; and
 - (17) certification test preparation.
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Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

Course Format: A variety of approaches will be included in this course that include discussion, small group, media presentation, student presentation, lecture, and observation.

COURSE CONTENT AND ASSIGNMENTS

NOTE: You must check your Blackboard account at least once a day. It is your responsibility to keep up with announcements, updates, and emails for the course. This is a consistent way to be successful.

Introductory Assignment: 15 points

You will post a Blackboard bio of yourself to the discussion board (approximately 300 words) on **Aug. 30 by midnight**. **Details for this assignment are posted on Blackboard under Week 1.**

Online Chapter Quizzes: 520 POINTS

You will complete thirteen (13) online chapter quizzes on Blackboard. Each quiz will have 20 multiple-choice questions and is worth 40 points total. You are responsible for reading the chapters, other readings, and taking the quizzes online.

Chapters	Due Date	
Chapter 1	Due: September 6/ WK 2	All Quizzes are due Sunday by MIDNIGHT .
Chapter 2	Due: September 9/13	
Chapter 16	Due: September 20	
Chapter 3	Due: September 27	
Chapter 5	Due: October 4	
Chapters 14	Due: October 11	
Chapter 6	Due: October 18	
(Midterm over chapters 1,2,3,5,6,14,16,)		
Chapter 10	Due: November 1	
Chapter 11	Due: November 8	
Chapter 12	Due: November 15	
Chapter 13	Due: November 22	
Chapter 17	Due: November 29	

No quiz will be available after midnight on its due date.

You will have 35 minutes to complete each of the online quizzes.

Inclusion Reflective Essay: 50 POINTS

You will read and reflect on two articles under the topic of “Inclusion” in early childhood education. It will be your responsibility to locate and research the two articles using the SRSU library database. You will follow the rubric to write your reflective 750-word essay on inclusion. **Due: September 20/WK 4 on BB by midnight.** Directions for the Inclusion Reflective essay will be discussed in class.

Mid-term 75 POINTS

You will read the required class text written for teachers of young children on the topic of “Early Childhood Education”. Read chapters 1, 2, 3, 5, 6, 14, 16, reflect on the concepts and strategies in the book, and determine how you will use them in your classroom. You will follow the assignment protocol and write a 750-word essay: **Due: October 21/WK9 by END OF CLASS.** More information will be given about this prior to the exam date.

Child Observation Records Pre-K-4 (6 forms @ 10 pts. ea.) and Essay (75 POINTS)

Each student will

- Conduct an observation of **TWO (2)** children in the **same grade** level (PreK-4) –public school—NO CHILD CARE
- Observe two (2) individual children for three (3) sessions of one (1) hour each over a 3-week period. Total observation hours should equal six (6). You can observe more than six hours if you want to.
- Complete three (3) observation note forms for each child
(1 form for each observation for each child: 3X2=6 forms.)
- Create a Child Observation Record (COR) and Complete the Child Observation Record (COR).
- Write a 1,500 word reflective essay based on your observations and CORs. (75 pts.)

Observations (CORs) and your reflective essay are due on **November 1/WK 10 on BB by midnight.** You must observe in a public school. **NOTE: It is your responsibility to make appropriate arrangements to scan your CORs and submit them electronically on Blackboard. Utilize the library media center for help. Utilize Chapter 3 as a guide for creating an EFFECTIVE COR form. As a teacher you use sources that are most useful to you in helping your students.**

No extensions will be given to complete the COR assignment because you did not find a child to observe before the due date. The Child Observation Record and 1,500 word essay are worth 135 points total.

Develop Two Literacy Lesson Plans: 50 POINTS total

There are **two** lesson plan assignments that you complete individually using the SRSU Lesson Plan Model. Additional lesson plan ideas and information on the 5E Model is located in the textbook on pages 332-336. You will individually complete lesson plans for each of the following:

- Lesson Plan 1: Pre-K or Kindergarten—**Due November 8/ WK 11 on BB by midnight. (25 pts.)**
- Lesson Plan 2: Primary Grades (Choice of grade 1, 2, 3, or 4)—**Due November 15/ WK 12 on BB by midnight. (25 pts.)**

Each lesson plan will **require an anchor chart as a visual aid** (more on anchor charts will be discussed in class). Select a children’s literature book to create your lesson plan. If you would like feedback ahead of time from **your classmates**, you may post your lesson plans in the discussion board titled, “Lesson Plans.” **Posting your lesson plan to the discussion board is not required or part of your grade.**

1. **Bonus:** This next activity is sure to delight students who wish to become kindergarten teachers. It will give you an opportunity to plan and implement a shared reading activity with kindergarten students. Students are to contact a kindergarten teacher in the community and request permission to read to the children. The student should share with the teacher the outline plan for reading a big book to the children and arrange a time to visit the classroom. After creating or gathering the necessary materials, students should follow the procedure to “Engage” (5E model) to give children the most benefit from this experience. If possible, you may ask the classroom teacher to comment on your lesson and give you

feedback. Students who choose to complete the Bonus activity will be exempt from one Chapter Quiz of their choice. However, it would be wise to read the chapter. This activity must be completed by November 30th.

Model Children's Literature Book/ Lesson Presentation: 50 POINTS

This presentation will take approximately 15 to 20 minutes. You are to designate specific comprehension and vocabulary strategies used to teach your selected literature book. The strategies should be found in your lesson plan. You are to model one of the 5Es in your lesson. The audience should be able to clearly understand the strategy or strategies taught in the lesson. Class presentation dates will be **November 16 and 18/ WK 13** (Presentation dates will be assigned by the instructor). It is possible that November 23, will be a presentation date.

Final Self-Evaluation: 75 POINTS

Part One: Submit a 750-word evaluation essay about your efforts, struggles, and achievements in the course. **Part Two,** include your total number of course points. Complete an organized document that includes your total number of course points for each assignment. In either an Excel Spreadsheet or Word document table, **tally your points for each assignment and total your points.** Discuss and reflect upon each assignment. Make sure your paper is organized, coherent, and well written. Due on **December 2/WK 15 by the end of class. Submit the final self-evaluation on BB under the Week 15.** For this assignment, you will submit both a table and an essay. Make sure to use the correct assignment submission requirements. Ex: drodriguezED3309-self evaluation table AND drodriguezED3309-self evaluation essay

Late Assignments: It is anticipated that all of your work will be turned in on time; please review the syllabus for assignment due dates and scheduled time slots for quizzes. If an emergency arises, please contact me to make arrangements.

ASSIGNMENT SCHEDULE

Introductory Assignment	15 POINTS	Due: Aug. 30/ WK 1 on BB by midnight.
Online Chapter Quizzes:	520 POINTS	Review the syllabus above for details to the 13 quizzes.
Inclusion Reflective Essay:	50 POINTS	Due: September 20/ WK 4 on BB by midnight.
Mid-term	75 POINTS	Due: October 21
COR Forms/Essay	135 POINTS	Due: November 1/ WK 10 on BB by midnight.
Lesson Plan 1	25 POINTS	Due: November 8/ WK 11 on BB by midnight.
Lesson Plan 2	25 POINTS	Due: November 15/WK 12 on BB by midnight.
Lesson Presentations	50 POINTS	Due: November 16 (In Class)
Lesson Presentations cont.		Due: November 18 (In Class)
Final Self Evaluation	75 POINTS	Due: December 2 (In Class) DO NOT BE ABSENT!
Class Participation	30 POINTS	Daily Class Activities/Discussion/ Attendance

Standard grading scale:

- A = 900 - 1000 POINTS- Exceeds expectation
- B = 800 -- 899 POINTS- Proficient
- C = 700 -- 799 POINTS- Acceptable
- D = 600 -- 699 POINTS- Emerging
- F = less than 600- Unacceptable

Rubrics

Rubrics are provided for many of the assignments completed in this course. While these can help guide you toward successfully completing each assignment, *it is not enough* to read the rubrics and ignore the assignment descriptions. Reading **both** the criteria listed in the rubrics and the details provided in the assignment descriptions and bringing questions to class *prior* to the due dates will best prepare you for successful completion of the this course.

Use the rubrics for your benefit – get accustomed to using them and they will guide you toward completing more effective assignments.

Class Assignments Rubric:

- “A” Demonstrates the **highest level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Consistently and often, contribute constructive comments and questions that expand and enrich class discussion. Projects must be of highest scholarly level.
- “B” Demonstrates a **proficient level** of class attention, participation, preparation, responsibility, and professionalism as judged by the instructor’s expectations. Occasionally contribute constructive comments and questions that expand and enrich class discussions. Submitted projects must be at a high level.
- “C” Demonstrates an **average level** of class attention, responsibility, participation, preparation, and professionalism as judged by the instructor” expectations. Rarely contribute constructive comments and questions that expand and enrich class discussion. Submitted projects are at an average level.
- “D” Demonstrates an **inadequate level** of class attention, responsibility, participation, preparation and professionalism as judged by the instructor’s expectations. Submitted projects are at an inadequate level.

Submission of assignments:

Use the following pattern for saving and labeling assignments -- send assignments as attachments. Submit assignments as a Word document.

Your first initial, full last name, course number, and assignment title:

Example: drodriguezED3309-Introductory Assignment

Academic Integrity: All work submitted for a grade in this course must be **your original effort**.

The work cannot be copied from:

- Materials purchased or copied from a pre-made kit,
- A lesson plan, activities or worksheets downloaded from the Internet (in part or in whole),
- Another individual's work (to include but not be limited to a current or former student, current or former classroom teacher)
- Your own work completed for another class
- Any other copyrighted materials.

If you use any of the materials listed above as a source (or inspiration) for your work, you must give credit to that individual using APA format.

Attendance Requirements: Regular class attendance is important for the attainment of the educational objectives of the University. Students enrolled in ED 3309 are expected to be on time and in class each class period. If you are tardy two times, this will count as one absence. Attendance is a major requirement in the field of professional education. In addition, students who are absent must take the initiative to contact me at: drodriguez5@sulross.edu and briefly state why you are missing class and how you intend to make up the information missed. The instructor will drop a student from the course when the student has a total of nine absences.

Class Etiquette:

Cell phones must be turned off or on silent.

Refrain from text messaging in class.

Children are not allowed to attend class.

Do not bring food to class.

It is up to you to obtain missed notes, handouts, etc. from a peer.

Written Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in on the due date. Since most assignments will require you to submit via Blackboard, you will have until 11:55 p.m. of the same day to submit. No assignments will be accepted after the due date. Technology problems are NOT acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, Blackboard, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through Blackboard, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted, unless noted.
Times New Roman/ 12 pt. font/ 1 inch margins/ double spaced/APA format, unless otherwise noted.
ALWAYS submit your assignments using the assignment guidelines.

NOTE: If you find yourself having technical difficulties contact Technical Support.

If you find yourself having content difficulties please do not hesitate to contact me.

SRSU DISABILITIES SERVICES

Sul Ross is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services must contact Counseling and Accessibility Services, Ferguson Hall, Room 112.. The mailing address is PO Box C-171, Sul Ross State University, Alpine, TX 79832. The telephone number is 432-837-8203.

ATTENDANCE POLICY

Students are expected to attend all classes and be on time. Students must notify the instructor in advance if unable to attend a class or immediately after missing a class. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make-up work is at the discretion of the instructor as it relates to "explained and excused" absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes (as scheduled on campus or electronically on Blackboard), to be punctual, and to complete all assignments on time.

TOBACCO POLICY

Smoking is not permitted on the SRSU campus.

ELECTRONIC EQUIPMENT POLICY

Use of cell phones, pagers, or any electronic device is prohibited during class time. There are EMERGENCY exceptions. See your instructor.

****The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Instructor.***

COURSE CONTENT AND ASSIGNMETNS

Class Session	Guiding Questions	Readings / Activities
<p>Week 1 Monday: August 24 Review Syllabus</p> <p>Wednesday: August 26 Discuss Introductory Assignment</p> <p>Due Sunday: Introductory Assignment</p>	<p>Introduction</p> <p>What has facilitated your learning? What has impeded your learning? How could your learning have been enhanced? Reflect and tell your own story about being a student.</p>	<p>FYI: Always read the assigned chapter for the week PRIOR TO CLASS!</p> <p>ACTIVITY: Meet in groups of three to share your stories. How is your story different from your other two partners? How can understanding what enhances and hinders your learning and the learning of others help you understand your own students?</p>
<p>Week 2 Monday: Aug. 31.</p> <p>Prior to Class Read Chapter 1</p> <p>You and Early Childhood Education</p> <p>Wednesday: Sept. 2</p> <p>Chapter 1 Continued...</p> <p>Due Sunday, Sept. 6 : Ch. 1 Quiz</p>	<p>How is the early childhood profession changing? Who is an early childhood professional? List the six standards for being an early childhood education (ECE) professional? How do you apply developmentally appropriate practice (DAP) to your professional practice? How can you prepare for a career in early childhood education? What is a philosophy of education and how can you develop your philosophy and apply it in your professional practice? What roles are expected of you as an inclusive early childhood professional?</p>	<p>Chapter 1</p> <p>Activity: You will be assigned a group and a guiding questions to present to the class today.</p>

<p>Week 3</p> <p>Monday: Sept. 7</p> <p>Chapter 2 Current Issues: Implications for Teaching and Learning</p> <p>Wednesday: Sept. 9</p> <p>Chapter 2 Continued... Current Issues: Implications for Teaching and Learning</p> <p>Due Sunday, Sept. 13: Ch. 2 Q</p>	<p>Monday: Labor Day</p> <p>Please note that this week has a holiday, but you are still responsible for reading Chapter 2 in order to be prepared for class on Wednesday and the Quiz.</p> <p>Activity- Utilize the day to work and research in five groups to prepare for presentation. What are the current public policy and issues in early childhood education? How can you as the teacher prevent violence and bullying? In what ways can you provide cultural diversity? How can you accommodate diverse learners in your classroom? Make a list of hot topics in early childhood education. Explain what they mean to you and your teaching.</p>	<p>Prior to class Read Ch. 2</p> <p>W- 9/9 Activity: Presentations 15-20 Minutes</p> <p>Group 1: P. 63 Activities #1 Academic Achievement Gaps</p> <p>Group 2: P 63 Activity #2 Preventing School Based Bullying</p> <p>Group 3: P 63 Activity #3 Diverse Families and Communities</p> <p>Group 4: P 63 Activity #4 Accommodating Diverse Learners</p> <p>Group 5: P 63 Activity #5 Hot Topics</p> <p>To pick groups have students draw numbers that represent the group #.</p>
<p>Week 4 Children with Diverse Needs Monday: Sept. 14</p>	<p>Monday: What are key strategies for teaching children with diverse needs? Describe how you can support gifted and talented students. How can you identify children who are abused and neglected? What can you do to help them? Explain how you can help children who are homeless receive a quality education. Explain how you can use social stories to accommodate children's needs.</p>	<p>Read Chapter 16</p>

<p>Week 8 Early Childhood Programs M-Oct. 12</p> <p>W-Oct. 14</p>	<p>Monday Instructor will Model 5E lesson. This week the reading of chapter 6 does not coincide with the class activities.</p> <p>Wednesday Instruct students to review the steps in the 5E model and to consider the following: Why is it important for children to learn about scientific concepts while they are young? How does the 5E model incorporate opportunities for young children to learn about science through first-hand authentic objects and real experiences? Which steps incorporate opportunities for integration of science in other areas?</p>	<p>Read Chapter 6</p> <p>W- Competency Builder: “How to Integrate Science and Literacy in Kindergarten” Manual p. 82</p>
<p>Week 9 Midterm Week M-Oct. 19</p> <p>W-Oct. 21 NO QUIZ this week!</p>	<p>M- Review for Midterm</p> <p>W-Midterm Exam</p>	
<p>Week 10 The Preschool Years</p> <p>M-Oct. 26</p>	<p>Monday Identify the reasons for the popularity of preschool today. *Explain what preschool children are like and are able to do. *Explain why school readiness is important for the preschool years. *Determine the role of play in children’s learning. *Explain what contributes to the new preschool curriculum. *Explain what the future holds for preschool children and education.</p>	<p>Read Chapter 10</p>

<p>W-Oct.28</p> <p>Due Sunday: CORs and Reflective Essay Due and Ch. 10 Q</p>	<p>W-Group Work</p>	<p>W- NAEYC STANDARDS CONNECTION: You will be divided into three groups, or six groups if the class is large. Each group will select one of these topics: physical and motor development, cognitive development, or language development. The task of each group is to detail the developmental characteristics for preschoolers in the selected domain. Each group will then compare and contrast preschool developmental characteristics with those of infant and toddlers. They should report to the class the group answer to these questions: What impact will the developmental changes in their selected domain have on curriculum, environment, and expectation for the preschool child? What factors should early childhood professionals consider to ensure that they create developmentally appropriate preschool programs?</p>
<p>Week 11 Kindergarten Education</p> <p>M-Nov. 2</p> <p>W-Nov. 4</p> <p>Due Sunday: 5E Pre-K or Kinder Lesson Plan Due Ch. 11 Q</p>	<p>M- Explain what kindergarten is like today. Describe high-quality environments for kindergarten children. Identify the physical, social-emotional and cognitive characteristics of kindergartners. Explain what the kindergarten curriculum is like. Determine how you can accommodate diverse kindergarten learners.</p> <p>W- Activity</p>	<p>Chapter 11 M-Activity: LARGE GROUP: Post a large sheet of chart paper in the classroom. Draw an outline of a child-like figure that fills the paper. Add the heading, "Today's Kindergarten Child." Select one or two scribes to write the class's input as they search the text for information to place on the chart. Once the paper is full, have the class reflect on it a minute. How will those who plan to teach kindergarten adjust their teaching for the "child"? What policies and programs are school districts implementing to be more responsive to the needs of this "child" and their families?</p>

