EDSR 3310 EC-6 EARLY CHILDHOOD CURRICULUM: FALL 2024 Syllabus

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Additional afternoon, evening, and weekend office hours are available by appointment.

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 academic setting. Students will be presented with the role of the early childhood teacher and the importance of lifelong learning concerning early childhood methods and classroom management in schools.

REQUIRED TEXT

Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education, 7th Edition. ISBN-13: 9780134747675 (PAPERBACK)
ISBN-13: 9780134695600 (ETEXTBOOK)
Marjorie J. Kostelnik, University of Nebraska, Lincoln; Anne K. Soderman, Michigan State University; Alice P. Whiren, Michigan State University; Michelle L. Rupiper

This text is available as an ebook.

You will also be given other reading materials and videos that will add to your learning throughout the course.

STUDENT LEARNING OUTCOMES

- **Students will demonstrate effective lesson planning.**
- **Students will demonstrate written and oral proficiency through a variety of instructional strategies.**
- **Students will demonstrate effective evaluative processes for assessing student learning.**

MARKETABLE SKILLS

1. Students are adaptable and flexible and communicate effectively.
2. Students have the ability to teach diverse learners in an inclusive learning environment.
3. Students have the ability to assess student learning.
4. Students have the ability to effectively use technology.
5. Students can use critical thinking and creative thinking in the workplace.
6. Students are skilled in teamwork and conflict management
7. Students have an ability to construct a classroom management plan.

COURSE FORMAT

This is an asynchronous class, meaning all work will be completed through Blackboard (no live instruction). You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through reading materials and video support.

COURSE REQUIREMENTS

1. **Weekly Discussion Questions (20 points)**
   Students will submit 150-300 word initial discussion posts on assigned readings each week. Discussions should include your own experience as well as 2 citations that align with or contradict your comments as sourced from peer-reviewed academic journals, industry publications, books, and/or other sources. Cite your sources using APA formatting. Review others' posts and respond to at least one of your course colleagues in 150 words.
2. **Weekly Assignments (100 points)**
   A variety of activities from information covered in the chapters of the textbook.
3. **Midterm Exam (100 points)**
   A written exam covering the first half of the course material. Includes multiple-choice, short-answer, and essay questions.
4. **Final Project (200 points)**
   Design a small-group activity for a specific developmental goal. Include details on grouping, facilitation strategies, and how the activity addresses individual and group needs. Develop a set of assessment tools (e.g., checklists, observation forms) for evaluating different aspects of child development for your small-group activity. Include a rationale for each tool and explain how it will be used to inform instruction.
5. **Final Exam (100 points)**
   A written exam covering the entire course content, including lectures, readings, and discussions.

Course Schedule Overview

WEEK	ASSIGNMENT	DUE DATES
Week 1: August 26th- Sept 1	-Meet Your Faculty & Peers -Take the time to start reading your Chapters for the upcoming weeks	Sept 1
Week 2: Sept 3-8	**Chapter 1: Developmentally**	Sept 8

	Appropriate Discussion, Weekly Assignment	
Week 3: Sept 9-15	**Chapter 2: Teaching and Learning in Developmentally Appropriate Program** **Discussion, Weekly Assignment**	**Sept 15**
Week 4: Sept 16-22	**Chapter 3: Planning and Implementing Effective Small-Group Activities** **Chapter 4: Planning and Implementing Effective Group-Time Activities** **Discussion, Weekly Assignment**	**Sept 22**
Week 5: Sept 23-29	**Chapter 5: Organizing Space and Materials** **Chapter 6: Guidance in EC Classrooms** **Discussion, Weekly Assignment**	**Sept 29**
Week 6: Sept 30- Oct 6	**Chapter 7: Assessing and Evaluating Children's Learning** **Discussion, Weekly Assignment**	**Oct 6**
Week 7: Oct 7-13	**Midterm**	**Oct 12**
Week 8: Oct 14-20	**Chapter 9: The Aesthetic Domain** **Chapter 10: The Affective Domain** **Discussion, Weekly Assignment**	**Oct 20**

Week 9: Oct 21-27	Chapter 11: The Cognitive Domain Chapter 12: The Language Domain Discussion, Weekly Assignment	Oct 27
Week 10: Oct 28- Nov 3	Chapter 13: The Physical Domain Chapter 14: The Social Domain Discussion, Weekly Assignment	Nov 3
Week 11: Nov 4-17	Final Exam	Get all late work turned in

GRADING POLICY

Late work is not accepted without prior approval from the instructor. I understand that life happens, in a dyer emergency, please email me as soon as possible, so we can discuss options. ALL late work grades will be reduced and you will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:
A= 90-100%
B= 80- 89%
C= 70- 79%
D= 60- 69%
F= less than 69%

Notification of Changes
I will make every effort to follow the guidelines of this syllabus as listed; however, I reserve the right to amend this document as the need arises. In such instances, I will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

Attendance Policy
Attendance is not taken on a daily basis, but as described below, missed in-class quizzes and assignments, that are not due to an excused absence, will receive zero points. I encourage you to contact me if you need to miss a class session due to an excused illness, death in the family, or other extenuating circumstances. I will be glad to work with you to make arrangements for any make-up quizzes or assignments that may be needed.

Our students are part of a professional program in the Education Department and should act accordingly. Students should arrive in class on time, stay for the entire class, and not be disruptive during class, such as by texting or using a cell phone during class.

Policy on Late or Missed Assignments

Deadlines are listed on the course schedule for all major assignments performed outside of class. Any changes to those deadlines will be announced in class and adjusted on the course schedule in Blackboard. Additional assignments will be given in class as discussed below. If you have concerns about an assignment deadline due to an illness or other extenuating circumstances, please contact me. I will be glad to work with you to make alternate arrangements.

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of

intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.