

**ECE 275 Study of Infants, Toddlers, and Young Children
Summer 1, 2008**
ECE 275 is a required course for EC-4 and EC-6 Certification
College of Education
Department of Language, Literacy and Special Populations

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By Appointment

Required Text: Wittmer, D. S. & Peterson, S. H. (2006). *Infant and toddler development and responsive program planning*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Course Description:

This course is intended to provide a foundation in the basic principles and theories of child development. Ten (10) hours of field experience in childcare facilities is a required component of this course. Prerequisite: 45 hours. Student must apply for the Educator Preparation Program prior to beginning their required field experience.

Standards Matrix:

Objectives and Outcomes	Activities	Performance Assessment	Pedagogy and Professional Responsibilities (EC-4) Standards	NAEYC Standards	ACEI Elementary Education Standards	COE Conceptual Framework
Describe development in all domains (cognitive, language, physical, social/emotional) in infants, toddlers and early elementary students	Participate in class discussions and complete assignments, exams, etc. *Complete 10 hours of field experience in EC classrooms and prepare a cumulative observation and reflection portfolio.	Observations and feedback from peers and instructor; homework, quiz and exam grades Documentation forms, notes and reflections will be assessed according to a rubric.	4.7s; 4.10s	1,3,4,5	1.0, 2.1	CF1, CF3, CF4, CF5
Demonstrate an understanding of child development theories and theorists	Interactive group presentation	Presentation and written report will be assessed to a rubric	1.2k;	1, 5	1.0, 2.1, 5.1	CF1, CF2, CF3, CF4
Develop an understanding for the thinking of young children	Develop and practice games with infants, toddlers, and preschoolers	Game materials, directions and reflections will be assigned a grade based on a predetermined rubric	1.1k; 1.2k; 1.16k; 3.1k, 3.15	1, 3, 4, 5	1.0, 2.1, 5.1	CF1, CF2, CF3, CF4
Understand environmental influences on child development (e.g. nutrition, television, etc.)	Observe, identify, critique and analyze environmental influences on child development	Data and Analysis will be assessed according to the rubric	1.3k, 1.7k, 1.27k, 1.24s, 1.28s, 3.1k, 3.15	1, 3, 5	1.0, 2.1, 5.1	CF1, CF2, CF3, CF4

Web address for state standards: <http://www.sbec.state.tx>

Web address for NAEYC standards: <http://www.naeyc.org>

Web address for ACEI standards:

<http://www.acei.org/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

Web address for COE Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

Course Format:

The format will include but not be limited to lecture or narrative presentations, small group and whole class discussions, small group and individual presentations, specific activities, attendance at professional meetings, and 10 hours of field experience in childcare facilities. It is the student's responsibility to read the syllabus and to check the SHSU Blackboard for any new information that might be needed for an upcoming class.

Course Content:

Upon completion of this course, students will have been exposed to and will have acquired significant knowledge in the areas of

1. Critical issues in the study of child development;
2. major theories of child development;
3. development of young children (birth through age 8) in all domains (cognitive/language, physical, social/emotional);
4. conditions and characteristics influencing child development.

Course Requirements:

Theory/Theorist Group Presentation:

In groups of three, please research your chosen child development theorist and prepare an interactive presentation of no more than 15 minutes. Included in this presentation must be

- Bibliographical information
- The "in depth" premise of their theory
- The impact on the early childhood community or child
- Why is it important in today's education community

The format is your choice, however, a one page handout of the key points of the presentation must be developed and distributed to the class. The handout must contain 5 sources for the information contained. Two may be from the internet, the other three must be from journals, ERIC Documents or appropriate hardcopy sources. Please use APA format.

This is a group project and everyone is expected to contribute fairly and equally to the group. I will assign 90% of the grade and everyone will share that percentage. Each group member will evaluate his/her group member(s) individually and that score will be averaged for the additional 10%. These student evaluations are confidential and comments will not be shared with the student. Any student who does not contribute to the group effort can be dismissed from the group and will be required to write a 10 page paper to satisfy this project. Most of this project will need to be completed outside of class. If participation from a group member is problematic, please contact me ***immediately***.

Rubric is attached.

Games/activities

Each student will develop age-appropriate games/activities that can be utilized in an early childhood setting. Students will demonstrate their games/activities to the class and will post their games/activities write up's on blackboard. The write ups must include the following information:

- Domain(s): List which of the following domains are covered through your game/activity and write a short justification of how your game/activity meets that domain.
 - cognitive, physical, emotional, social or language domain or a combination of these
- Objective: *The Student will (TSW)..... (What do you want them to learn?)*
- Activity: Be specific about what the child will do when playing or interacting with your game.
- Materials: List of materials needed to make the game/activity.
- Directions: Step by step directions on how to make game/activity.
- Evaluation: How will you know that the child has successfully completed your objective?

Games/activities will be made for

<ul style="list-style-type: none"> • infant 0-12 months or • toddler 12-24 months 	Choose one	aligned with either the cognitive, physical, emotional, social or language domain or a combination of these.
<ul style="list-style-type: none"> • 2-3 year old or • 4 year old 	Choose one	aligned with either the cognitive, physical, emotional, social or language domain or a combination of these

Rubric is attached

Analysis of Children's Television Program

Each student will watch a popular children's television program and write a 2-3 page critique of the program that includes

- the targeted age;
- the positive and negative aspects of the program;
- how (and if) the program addresses gender issues, age issues, stereotypes, sexual discrimination, racial biases and violence;
- what type of advertisements (if any) were shown and what was their purpose (other than selling a product);
- what type of social skills were encouraged through the program (sharing, making friends, playing nicely with others, etc.);
- a thoughtful reflection of the program's suitability for children.

Rubric is attached

Portfolio of Observations/Interactions

Each student will complete ten hours of observation/interactions in the following areas.

- 2 hour infant 0-12 month observation/interaction
- 2 hour toddler 12-24 month observation/interaction
- 2 hour 2-3 year old observation/interaction
- 2 hour 4 year old observation/interaction
- 2 hour 5 year old observation/interaction.

Children must be observed in an early childhood center and not be related to the observer. Students will compile a portfolio of their observation experiences.

The following information must be included for each observation.

- Field Observation Form
- Two page paper of each observation of the child's development in various areas including their social/emotional, physical, cognitive, and language growth.

Rubric is attached

Exams

TWO SCHEDULED EXAMS will be given during the semester. These exams can be multiple choice on a scantron with possible essays or short answers. Exams may not be made up without extraordinary extenuating circumstances and only at the discretion of Dr. McGuire.

THIRD TEST: It is possible that there may be pop quizzes. (I usually feel the need to quiz my classes where I feel that I am the only one who has done the reading.) If this occurs, all quizzes will be included in the third test bank. Any daily grades that are taken for activities done in class will also be included. Third test grades can only be made up at the discretion of Dr. McGuire.

Evaluation: (*indicates field-based activity)

Each student will be evaluated on grades, attendance, assignments (late), writing ability, dispositions in the classroom and performance and dispositions in the field based classroom*.

Analysis of Television Program	10%	A= 93% -100%
Theory/Theorist Presentation	20%	B= 82% - 92%
Games/Activities	20%	C= 70% - 81%
Exams	25%	D= 60% - 69%
Portfolio of Observations*	25%	

Extra Credit:

Professional development hours will be accepted as extra credit points. It is your responsibility to provide Dr. McGuire with the documentation. Other extra credit opportunities will be

announced in class or through emails. The maximum extra credit points available to anyone is 10 **(5 Early Childhood and 5 general education)**. All extra credit points will be averaged into your test bank. Please see the following example for how this works.

Example:

Test 1+ test 2 + test 3 + extra credit
Divide by 3. This is your test score for the semester (before the final).

Expectations:

- It is expected that you will be on time for class and prepared to join into the discussion of the readings.
- **All assignments and tests must be completed before the final exam or a grade of F will result.** Depending on when they are submitted, they may or may not be graded. The only exception to this will be assignments and quizzes that will be considered part of Test 3.
- All assignments are expected to be typed, double-spaced, spell checked, and scholarly in nature. Points will be deducted for misspellings, poor grammar and lack of proof reading (-2 points each).
- Please include a title page with your name, course title and section number and assignment information.
- **All assignments are due at the beginning of class. Late work will only be accepted within 24 hours for half credit. Any exceptions will be at the discretion of Dr. McGuire.**
- No grade less than an 81 is final. If you have a concern about a grade, please come and talk with me about it. This must be done within one week of the assignment being returned. There will be no redo credit given for correcting spelling, grammar or missing rubrics.
- Please refer to the LLSP Guidelines for a more extensive outline of expectations.
- The appropriate rubric must be attached to each assignment or a 5 point deduction will be taken.

To become a teacher is, in my opinion (and therefore gospel) an honor that should be reserved for those with the drive and dedication to be the best. My goal is for you to become a teacher that I would want my children to have. All children deserve no less. My expectations for you are very high and may seem unattainable to you. My belief is that you are more than capable of being the best. Please remember that my door is always open. Should you have concerns or questions, please come and see me. You also have my home phone number.

Attendance:

Students may not miss more than three hours of class during the semester without penalty in

accordance with Academic Policy 800401. Class sessions are important to your understanding of the material. Attendance also demonstrates a level of responsibility and commitment that future employers like to see. For these reasons it is important that you be here and be on time. If you miss any class, it is your responsibility to obtain the needed handouts, information and materials. Two tardies to class is the equivalent of one absence. It is your responsibility to sign the roll sheet at the beginning of every class. **After 3 hours of absences, your grade will be lowered one letter grade, 5 hours of absences-2 letter grades, and 6 hours of absences- three letter grades. Exceptions to this could be, but are not limited to, a family death, birth of a child, or medical emergency. Exceptions to the lowering of grades will be at the discretion of Dr. McGuire**

There will be times when daily grades will be taken or quizzes will occur during the class period. If you are absent, and the absence meets the criterion set forth by SHSU for an excused absence and appropriate documentation has been provided, the daily grade or quiz may be made up with a two-page paper on a topic of the Professors choice. **This paper is due the next class period.** Unexcused absences may not be made up and any daily grade or quiz grade that is missed will be recorded as a zero. It is your responsibility to keep up with this. Daily grades, homework or quiz grades will be averaged together as a third exam.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Americans with Disabilities Act:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Educator Preparation Program:

All students enrolled in education courses with a field experience component in the public schools are required to APPLY at the beginning of the semester to the Educator Preparation Program before beginning their first field experience. Currently, applications are located outside TEC Rm 213. Applications are to be submitted to the Associate Dean's office with a check for \$75.00 made out the SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships), and a criminal history background check release, unofficial

transcript, and unofficial degree plan attached. Failure to do so will result in students not receiving credit for the course and not being allowed to complete their field experience. Compliance with this policy assures our partnership schools that criminal history background checks are initiated for all students participating in field experience in the public schools. (SHCPDEP Board Meeting, March 2003)

Academic Dishonesty:

All cases of academic dishonesty will be addressed using Sam Houston State University **Academic Policy Statement 810213**, procedures in cases of academic dishonesty. At the minimum, the assignment in question will receive a 0.

ECE 275

Theory/Theorist Group Presentation Rubric

Theorist: _____

Students _____

In groups of three, please research your chosen child development theorist and prepare an interactive presentation of no more than 15 minutes. Included in this presentation must be

- Bibliographical information of your theorist
- An in depth explanation of their theory
- It's impact on the early childhood community or child
- Why is it important in today's education community

The format is your choice, however, a one page handout of the key points of the presentation must be developed and distributed to the class. The handout must contain 5 sources for the information contained. Two may be from the internet, the other three must be from journals, ERIC Documents or appropriate hardcopy sources. Please use APA format.

Presentation:

Creativity of presentation up to 25 points _____
• Material is not read to audience (-5 for each person)

Content of presentation up to 40 points _____
• All key points are covered

Completeness of presentation up to 25 points _____
• Key points are well researched and correct

Total _____

Peer evaluation average _____

Total _____

ECE 275
Group Evaluation

Group Member's Name _____

Evaluator's Name _____

A '3' is the best rating while a '0' means this person did not accomplish the statement. You need to evaluate each group member honestly and fairly on the following. *These points will be added to the possible 90 points that will come from Dr. McGuire's evaluation of your project.*

1. This person met with the group when planning this project and was a reliable group member:

3 2 1 0

2. This person had their portion of the project ready in a timely fashion and contributed pertinent ideas to the project.

3 2 1 0

3. This person did their fair share of the work on this project.

3 2 1 0

4. I would work with this person on another group project.

1 0

Comments:

Each person's score will be totaled and an average will be calculated for the final points. This information is confidential.

Please make a copy of this evaluation for each member of your group (except yourself). This will be turned in on the day of your presentation.

ECE 275 RUBRIC FOR GAMES/ACTIVITIES

(Left) **Age Group** _____ **Name of Game** _____

(right) **Age Group** _____ **Name of Game** _____

Written Explanation:

Domain(s)	0 Needed information not included 0	1 Domain(s) not relevant 1	3 Domain(s) listed with no explanation for why chosen. 3	5 Domains clearly identified and justified. 5
Objective	0 Poorly written or missing 0	1 Objective and domain are not aligned and vague 1	3 Objective vague but is aligned. 3	5 Specific objective(s) with what child is to learn that aligns with domain(s) chosen. 5
Activity	0 Poorly written or missing 0	1 Poorly written, tells only what teacher will do, summary rather than detailed 1	3 Missing descriptions or details vague or no explained 3	4 Each step fully described, telling what the child will do 4
Materials	0 Missing 0	1 Listing of pre-made items or missing major items 1	3 Listing non-specific 3	4 Full listing of needed items OR rationale on why none are needed 4
Directions	0 Missing 0	1 Directions are unclear 1	3 Directions do not clearly outline in a step by step format how the game is made or details are left out/vague 3	4 Complete step by step directions outlining in detail how game is made. 4
Evaluation	0 missing 0	1 Evaluation is poorly written 1	3 Evaluation does not give specifics or is vague/unrealistic in evaluation 3	5 Evaluation tells specifically how you will know that the child has mastered the objective. 5
Professionally Prepared	0 Multiple spelling and grammatical errors 0	1 Less than 3 spelling or grammatical errors 1	3 Less than 2 spelling or grammatical errors. Unclear passages. 3	4 No grammar or spelling errors. Easily read. 4
Game/Activity Posted to Blackboard	0 not posted 0	1 Posted after due date 1	3 Posted at due date 3	4 Posted before date due 4

ECE 275

RUBRIC FOR GAMES/ACTIVITIES (page 2)

Construction of game/activity

Safety Not a choking hazard Can be disinfected Moveable parts Non toxic paint No sharp points or edges	0 0 Unsafe game/activity	1 1 Does not meet the requirements	3 3 Game/activity has safety concerns	5 5 All safety requirements met
Durability and Professional well made laminated No hand lettering Professionally colored, cut out and assembled	0 0 Game/activity is easily destroyed.	1 1 Game/activity is poorly or inappropriately assembled	3 3 Game/activity is flimsy in construction	5 5 Game/activity holds up well for intended age.
Quality of Game	0 0 boring, poorly thought	1 1 not	3 3 Appropriate, usable	5 5 Creative, exceptional game/toy

	out	developmentally appropriate	game or toy	
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Game/Activity for Infants/toddlers _____

Game/Activity for Preschoolers _____

Total _____

ECE 275 Analysis of Children's Television Program

Name: _____

Program Watched _____

Day of week _____ What time it is on. _____

Public or Commercial Channel _____

targeted age	0 not addressed	1 general information was included but vague as to age group	3 specific age group was given but no justification for why it was chosen	5 specific age group addressed and justified for why it was chosen
the positive and negative aspects of the program	0 not addressed	1 vague discussion of positive and negative aspects	3 sparse discussion of negative and positive aspects included	10 Both positive and negative aspects were listed and discussed in detail
how the program addresses gender issues, age issues, stereotypes, sexual discrimination, racial	0 not addressed	1 Vague and unsupported information included	3 General information included, but nothing specific	10 Specific information included addressing these issues.

biases and violence				
what type of advertisements were shown and what was their purpose (other than selling a product)	0 not addressed	1 Vague and unsupported information included	3 General information included, but nothing specific	5 Specific information included addressing this issue.
what type of social skills were encouraged through the program (sharing, making friends, playing nicely with others, etc.)	0 not addressed	1 Vague and unsupported information included	3 General information included, but nothing specific	10 Specific information included addressing this issue.
a thoughtful reflection of the program's suitability for children	0 not addressed	1 Vague and unsupported information included	3 General information included, but nothing specific	5 Specific information included addressing this issue.
Professionally Prepared	0 Multiple spelling and grammatical errors	1 Less than 3 spelling or grammatical errors	3 Less than 2 spelling or grammatical errors. Unclear passages.	5 No grammar or spelling errors. Easily read.

X 2 = _____ grade

ECE 275 Rubric of Portfolio of Observations

Name: _____

	Field Observation Form 2 points each	Two page paper of observation 10 points each	2 hours of observation 3 points each
Infants 0-12 month			
Toddlers 12-24 month			
2-3 year old			
4 year old			
5 year old			

Completeness of _____ up to 75 points _____

Portfolio of Observations

Professionalism of Portfolio of Observations up to 15 points _____

- well organized
- professionally prepared labeled sections for each observation
nothing handwritten

Spelling, grammar and mechanical errors up to 10 points _____

- -2 points each

Total _____

ECE 275
Field Observation Form
Must be completed for each observation

SHSU Student's Name:

Name of School or Childcare Facility:

School/Facility Address:

School/Facility Phone Number: _____

Name of Director/Principal: _____

Name of Classroom Teacher:

I am observing at the following level:

_____ Infant _____ Toddler _____ Two-three year old

_____ Four-year old _____ Five year old

Date of Observation: _____

Beginning and Ending Times of Observation: _____

By signing below, I verify that I have completed the above observation.

(SHSU Student Signature)

By signing below, I verify that this SHSU Student completed this observation.

Facility/School Personnel Signature