

ECE 433 – DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR YOUNG CHILDREN
Summer 2008 Mini
College of Education
Department of Language, Literacy and Special Populations
ECE 433 is required for EC - 4 Certification

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Office Hours: University Center 12:00 – 3:00

Required Text: Wortham, S. C. (2006). *Early Childhood Curriculum, 4th Edition*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Course Description: An in-depth study will be made of developmentally appropriate practices in schools for young children. Appropriate curriculum and instruction, thematic unit development, early childhood assessment and a study of the standards including Texas Essential Knowledge and Skills and NAEYC Standards are major areas of emphasis. Field experiences will allow students opportunities to teach group lessons and practice assessment and planning strategies with young children. Prerequisites: ECE 273, ECE 275, ECE 319, and ECE 329. For the mini mester, there is an additional pre-requisite of 2.5 GPA for previous fall semester. Credit 3.

Standards Matrix:

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>NAEYC Standards</i> • ACEI Standards • <u>Conceptual Framework</u>
Plan an appropriate lesson for kindergarten children	Kindergarten Lesson Plan And lesson teach	Written lesson plan Critique of taught lesson by peers and professionals	<u>1.1s; 1.3s; 1.4s; 1.6s; 1.10s</u> <i>4b; 4c; 4d</i> 1.0, 3.1, 3.2, 3.4 <u>CF1, CF2, CF3, CF4, CF5</u>
Prepare an appropriate material for use with ECE child (Pre-K – 1)	Instructional Material used in Kindergarten lesson Assessment material used with ECE child	Used in Kindergarten Lesson - rubric Rubric with assessment material	<u>1.16s; 1.20s</u> <i>4.b; 4d</i> 2.1-2.7, 3.2 <u>CF1, CF2</u>
Prepare a Thematic Project	Written unit of lessons centering around a specified unit/theme	Written unit plus three checkpoints to determine if students are on course with the assignment - rubric	<u>1.19s; 1.20s; 1.21s; 1.23s</u> <i>4a; 4b; 4c; 4d</i> 1.0, 2.1-7, 3.2, 3.4 <u>CF1, CF2, CF4</u>
Define significant characteristics of various recognized early childhood models	Online and written exams Group presentations	Exams Group Presentation	<u>2.1s; 2.2s; 2.3s; 2.5s</u> <i>4b; 5</i> 1.0, 3.1 <u>CF1, CF3</u>
Define developmentally appropriate practice	Discuss and reflect on the definition of developmentally appropriate practice as presented by the National Association for the Education of Young Children	Class group work and discussion	<u>2.1s; 2.2s; 2.3s; 2.18s; 2.19s; 2.20s; 2.21s</u> <i>4c; 4d; 5</i> 1.0, 3.1 CF1, CF3
Demonstrate the knowledge of children's development	Assessment visits and written Portfolio	Documentation of time, activities and written portfolio	<u>3.7s; 3.8s; 3.11s; 3.14s</u> <i>4b; 4c; 4d</i> 1.0, 4.0 CF1, CF2, CF3, CF4, CF5

Web address for state standards: www.texas.nesinc.com

Web address for specialty organization standards: www.naeyc.org

Course Format:

ECE 433 will utilize class discussions, lecture, individual and group projects using research and collaboration, video presentations, individual preparation of a thematic project, lesson planning, development of classroom materials, teaching of a lesson, designing assessment activities, working with a young child to determine the child's strengths, and areas of needed experience, the development of a child's development portfolio with recommendations and reflections along with displayed collegiality and dispositions will be use to determine course grade. Students are responsible for their effort and learning. The more you invest. the more you will learn.

Assignments and Readings:

Textbook and other assigned readings are important to your understanding of the material. Readings are expected to be done prior to the class in which they are discussed. Having read and understood the material will allow for a rich discussion. Assignments are expected to be turned in at the **beginning** of the class session unless otherwise designated. Late assignments will result in point deductions. All written work is expected to be typed and professional in content and appearance. All grading criteria will be given when the assignment is introduced. Items may be digitally dropped. Electronically dropped items follow the same “turn in times”.

Course Content:

When ECE 433 is complete, students will have acquired significant information about:

- (1) kindergarten/prekindergarten lesson planning and implementation;
- (2) preparation of a classroom material to accompany the lesson;
- (3) preparation of a thematic project;
- (4) research and discussion of various models in early education and theories of ECE learning including:

Inclusion classrooms

High/Scope

Reggio Emilia

Montessori Education

Mixed-Age classrooms

Head Start;

Project Approach

Waldorf

NCLB 2001

Title 1 programs

Fatherhood Initiatives

- (5) the Guidelines/TEKS for pre-kindergarten and kindergarten;
- (6) developmentally appropriate practice, as defined by the National Association for the Education of Young Children;
- (7) child development, assessment strategies, and planning for curriculum

Grading: There will be a possible total of 400 points accumulated in the completion of this course.

TOTAL POINTS - 400 points

372 - 400 = A

340 - 371 = B

300 - 339 = C

260 - 299 = D

Below 260 = F

A=93% and above

B=85-92%

C=75-84%

D=65-75%

F= below 65%

Lesson Plan	30 points	(20 pts. initial check – 10 points final copy)
Lesson Teach	30 points	(Peer evaluation and teacher evaluation)
Instructional Material	20 points	
Thematic Project draft	60 points	(3 check points 20 points each)
Thematic Project final	30 points	(electronic submission)
Research paper on EC Program	30 points	
Presentation of Program	20 points	(Group grade)
Portfolio of child development	30 points	

Assessment material	20 points	
Quizzes (3) - on Blackboard	30 points	(10 points each)
Discussions (4)	20 points	(5 points each)
Exam #1	20 points	(midterm)
Final paper - take home	20 points	
Exam #2 - in class/online	20 points	
Participation/dispositions	20 points	

Blackboard.com Information:

All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class Blackboard site **daily**. Email and group postings can be accessed through the Blackboard site as well.

Attendance Policy:

Students may not miss more than three hours of absences during the semester. 10 points are deducted for each hour of absence after the initial 3 hours. **Remember this summer session class is 4 hours in length. Any day of absence will result in point deductions.** Class sessions are important to your understanding of the material as well as participation. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Two tardies or early leaves to/from class (30 minutes or less) are the equivalent of one hour of absence. It is your responsibility to sign the roll sheet during each class period.

Student Information on: Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the Classroom. (<http://www.shsu.edu/syllabus/>) Students are expected to read, understand and adhere to the above information.