ECE 275 – Study of the Preschool Child

Summer 2008
College of Education
Department of Language, Literacy and Special Populations
Sam Houston State University
ECE 275 is required for EC - 6 Certification

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Office Hours: Summer II
10-12 and 2-3 M-F
Other days and times by appointment

Required Readings:
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 child care facilities is required. Prerequisite: 45 hours. Credit 3. (SHSU Undergraduate Catalog)

Standards Matrix			
Objectives/ Learning Outcomes The candidate will:	**Assignments/ Activities**	**Performance Evaluation**	Pedagogy and Professional Responsibilities (EC-4) <u>English Language Arts and Reading (EC-4) Generalist</u> *NAEYC Standards*
Describe development in all domains (cognitive/language, physical, social/emotional) in infants, toddlers, preschoolers 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.	Observation/feedback from peers and instructor; grades on all assignments * Documentation forms, notes and reflections will be assessed according to a rubric	4.7s, 4.10s *4c, 5* 1.3k, 1.7k, 3.1k, 3.15 *1, 3, 4, 5*
Demonstrate an understanding of child development theories and theorists.	Prepare and present an interactive group presentation.	Presentation and written report will be assessed according to a rubric.	1.2k *1, 5*

Develop an understanding for the thinking of young children.	Develop and demonstrate games for infants, toddlers, preschoolers and/or early elementary students.	Materials, directions and demonstrations will be assessed according to a rubric.	1.1k, 1.2k, 1.16k, 3.1k, 3.15 *1, 3, 4, 5*
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 a rubric.	1.3k, 1.7k, 1.27K, 1.24s, 1.28s, 3.1k, 3.15 *1, 3, 5*

All candidates are expected to demonstrate professional behavior as described on the LLSP website. See http://www.shsu.edu/~edu_lls/classexpectations.htm for specific guidelines.

Course Format:
The format will include lecture or narrative presentations, small group and whole class discussions, small group and individual presentations and activities, and 10 hours of field experience in child care facilities. Students should check the SHSU Blackboard daily for information regarding assignments, class meetings, etc. Always start with "Announcements" on Blackboard.

Course Content:
Upon completion of this course, the candidate will be able to identify/describe/explain:
1. Critical issues in the study of child development;
2. Development of young children (birth through age 8) in all domains (cognitive/language, physical, social/emotional);
3. Major theories of child development; and
4. Conditions and characteristics influencing child development in all domains.

Attendance Policy:
Students may not miss more than three hours of absence during the semester. 10 points will be deducted for **each hour** of absence beyond the 3 hours. Class sessions are important to your understanding of the material. 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 hour of absence. It is your responsibility to sign the roll sheet during each class period. **Failure to sign roll sheet will count as an absence**.

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 frequently. Email and group postings can be accessed through the Blackboard site.

Student Information on: (1) Academic Dishonesty, **(2)** Classroom Rules of Conduct, **(3)** Student Absences on Religious Holy Days, **(4)** Students with Disabilities Policies and **(5)** Visitors in the Classroom. (http://www.shsu.edu/syllabus/) Students are expected to read, **print**, understand and adhere to the above information.

Assignments:

- Bring your textbook, course binder and note-taking/writing materials (pen, pencil, notebook paper) to class each session.
- Be prepared for the classroom discussion during each class session by reading the material, completing assignments prior to class.
- The instructor will communicate with you through your SHSU e-mail and Blackboard. Be sure to check each system <u>daily</u>

Assignments are expected to be turned in at the **beginning** of the class session. Late assignments will result in point deductions. All written work is expected to be neat, professional and typed. All grading criteria will be given when the assignment is introduced.
Course Requirements/Grading Procedures

<u>Professionalism/Class Participation</u>
Students expected to behave in a courteous, professional manner in class. Cell phones must be turned off and put away. Participation in discussion groups and individual activities each class period is expected, and will be considered part of the assessment grade for assignments in the course. Student must check BLACKBOARD daily and respond to announcements, posts, etc. as needed. Points may be deducted for unprofessional behavior. Read, Review, Print and Understand the information on professional behavior.
http://www.shsu.edu/%7Eedu_lls/classexpectations.htm

<u>Graded Assignments</u>

Class/Topic Reflections (50 points)
Periodically you will write your reflection to the class discussions and/or text readings. These will be assigned and completed in class or electronically through Blackboard. Response type will be determined at time of assignment.

Developmental Theory Presentations
(50 points – 30 individual paper and 20 group presentation)
Each student will research a child development theory/theorist and prepare a summary paper (2-3 pages, <u>plus a</u> <u>reference page</u>) of findings that includes: (1) an in-depth description of the theory; (2) biographical information about the main theorist(s); and (3) the theory's impact/importance to early childhood educators. Students will then collaborate with other students who researched the same theory/theorist to prepare a brief (10-15 minute) PowerPoint presentation for the class. Handouts must be provided. Two sources must be from journals, books, etc and two may be from the Internet. References must be cited in APA format.

Field Experience/Observations (150 points)
Each student is required to observe young children within one or more Child Care environments. Ten (10) contact hours must be completed to meet the requirements of this course. Students must observe a child or children in 5 of the 6 age groupings listed. (0-12 months, 8-18 months, 12-24 months, 24-36 months, 2-3 years, 3-4 years, 4-5 years.) Specific requirements for this assignment will be provided in class. During the field experience all students are to be

professional in their behavior, attire, and communication. Developmental characteristics and environmental factors for each age grouping are included with this submission. Submission will be in 3 parts. See assignment sheet for additional information.

You must apply to the Educator Preparation Program before participating in field experiences. 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. This application is now available on-line. Submit completed application to the Associate dean's office with a check for $75.00 made out to SHCPDEP (Sam Houston Center for Professional Development and Educational Partnerships); with 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)

Child Development Games (40 points – 20 points each)
Each student will prepare two (2) "Child Development Games/Activities" to share with the class. Each student will select 2 different ages and prepare a lesson plan for the game and present the game/activity to the class.

Exams (110 points- 3 exams – 10 points, 50 points, and 50 points)
Three exams will be given during the semester. Each exam will be online through blackboard unless student individually selects to take a pencil paper exam. This must be discussed prior to the exam date.

There are **400** possible points for satisfactory completion of course assignments. Grades will be assigned according to this scale:

A	93 – 100 %	(372 – 400 points)
B	80 – 92 %	(320 - 371 points)
C	70 – 79 %	(300 – 319 points)
D	60 – 70 %	(240 – 299 points)
F	Below 60 %	(less than 240 points)

Extra Points:
Extra points may be earned by submitting articles (summary and reaction paper) pertaining to class discussions (maximum two articles/paper – 5 points each), working or assisting in a child development program, beyond the required observation hours (1 point per hour, maximum of 10, documentation and write-up required), and hours in attending professional development workshops or meetings beyond the required hours. (1 point per hour, maximum of 5, documentation required). Other extra credit assignments may be placed on blackboard periodically. Maximum of 25 extra credit points may be earned.