

**ECE 433: DEVELOPMENTALLY APPROPRIATE PROGRAMS FOR YOUNG CHILDREN
(WRITING ENHANCED)
SPRING, 2008**

ECE 433 is a required course for EC-4 Certification.

**College of Education
Department of Language, Literacy and Special Populations
Sam Houston State University**

**Tuesday Evening, 5:30 – 8:20 p.m.
University Center, Rm. 117**

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Office Hours

Monday	By Appointment
Tuesday	4:30-5:30 p.m. (University Center)
Wednesday	8:00-9:00 a.m.; 10:30-12:30 p.m.; 2:00-4:00 p.m. (SHSU TEC)
Thursday	By Appointment
Friday	8:00-9:00 a.m.; 10:30-12:30 p.m.; 2:00-4:00 p.m. (SHSU TEC)

Text/Readings Kostelnik, M.J., Soderman, A.K., & Whiren, A.P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education, 4th Ed.* Upper Saddle River, NJ: Pearson Education, Inc.

Required Materials 1½” to 2” binder; notebook paper (college rule) (NO SPIRALS)
* **Bring your textbook, binder and note-taking materials to each class session.**

COURSE DESCRIPTION

An in-depth study will be made of developmentally appropriate practices in programs for young children. Appropriate curriculum development, instructional planning, administering and using assessments, and a study of the state curriculum standards (i.e., Prekindergarten Guidelines, and Texas Essential Knowledge and Skills [TEKS]) are major areas of emphasis. Field experiences will allow students opportunities to practice assessment strategies with young children. Prerequisites: ECE 273, ECE 275, and ECE 329/319. Credit 3.

STANDARDS MATRIX

Objectives/ Learning Outcomes The candidate will be able to:	Activities (* indicates field-based activity)	Performance Assessment	Standards: • State Standards • NAEYC Standards • Conceptual Framework #
Define, describe and apply “developmentally appropriate practices” as per NAEYC.	Engage in classroom discussions; plan appropriate curriculum, instruction and assessment for prekindergarten students	Discussions; written response; application of principles of DAP in lesson planning	<u>2.1s, 2.2s, 2.3s, 2.18s, 2.19s, 2.20s, 2.21s</u> <i>1, 2, 4c, 4d, 5</i>
Identify persons who have made significant contributions to early childhood education and describe those contributions.	Work in pairs/triads to prepare a brief presentation about a person who has made a significant contribution to ECE.	Presentation; rubric of required elements	<u>2.1s, 2.2s, 2.3s, 2.5s</u> <i>1, 2</i>
Identify and gather appropriate materials for teaching specific concepts.	Prop Box	Presentation of Prop Box; rubric of required elements	<u>1.1s, 1.3s, 1.4s, 1.6s, 1.10s, 1.16s, 1.20s</u> <i>1, 2</i>

STANDARDS MATRIX, continued

Objectives/ Learning Outcomes The candidate will be able to:	Activities (* indicates field-based activity)	Performance Assessment	Standards: • State Standards • NAEYC Standards • Conceptual Framework #
Plan, prepare and deliver a developmentally appropriate lesson for prekindergarten children.	“PK Comes to College”; prekindergarten lesson plan; materials to support lesson delivery; delivery of lesson and transitions; reflection	Written lesson plan; materials to support lesson; implementation; reflection; rubrics of required elements	1.1s, 1.3s, 1.4s, 1.6s, 1.10s, 1.16s, 1.20s <i>1, 2, 4.a, 4.b, 4.c, 4.d, 5</i>
Use Texas Prekindergarten Guidelines and K-3 TEKS (Texas Essential Knowledge and Skills) to develop a curriculum, assessment and instruction plan for a selected grade level.	Engage in discussions and group work to plan curriculum, assessment and instruction based on the TEKS for a specific grade level. Prepare a written plan (individual).	Written plan; rubric of required elements	1.19s, 1.20s, 1.21s, 1.23s <i>1, 2, 3, 4b, 4c, 4d, 5</i>
Gather information about a 4-year-old child through a semester-long case study (field experience) that includes observation (e.g., anecdotal notes) and assessment processes (e.g., skills checklists), and submit a descriptive Child Study portfolio.	* Visit a child care/preschool to observe and interact with a young child over time, using observations and assessment instruments (to be developed in class) to gather data about the child’s current knowledge and skills. Prepare a portfolio. Determine instructional targets based on child’s current levels of performance. (field-based)	Child Study Portfolio; assessment instruments; documentation of field experience and assessment processes; rubrics of required elements	3.7s, 3.8s, 3.11s, 3.14s <i>1, 2, 3, 4a, 5</i>

Web address for **State Standards**: www.sbec.tea.state.tx; www.tea.state.tx.us

Web address for **Specialty Organization Standards**: www.naeyc.org (NAEYC)

Web link for **Conceptual Framework**: www.shsu.edu/~ncate/concept.html

COURSE FORMAT

The format will include lectures or narrative presentations, small group and whole class discussions, and small group and individual presentations and activities. In addition, field experience is required for this course.

**** The instructor will communicate information regarding assignments, class meetings, etc. through your SHSU e-mail address and Blackboard. Be sure to check each system daily as occasionally you will have a window of time to respond.**

IDEA OBJECTIVES**Essential**

Objective 2: Learning fundamental principles, generalizations, or theories

Objective 3: Learning to apply course material (to thinking, problem solving, and decisions)

Important

Objective 8: Developing skill in expressing oneself orally or in writing

COURSE CONTENT

After completing this course, the candidate will be able to:

- Define, describe and apply “Developmentally Appropriate Practices” as defined by the National Association for the Education of Young Children.
- Identify persons who have made significant contributions to early childhood education and describe those contributions.
- Identify and gather appropriate materials for teaching specific concepts.
- Plan, prepare and deliver a developmentally appropriate lesson for multiple classes of prekindergarten children.
- Use Texas Prekindergarten Guidelines and K-3 TEKS (Texas Essential Knowledge and Skills) to develop a curriculum, assessment and instruction plan for a selected grade level.

- Gather information about a young child through a semester-long case study (field experience) that includes observation (e.g., anecdotal notes) and assessment processes (e.g., skills checklists), and submit a descriptive Child Study portfolio.

COURSE REQUIREMENTS

General Criteria for Assignments

All assignments completed outside of class must be computer-generated/typed, double-spaced using a 12 point Times New Roman font with a 1" border all around, and spell-checked/proofread to be error free. Points will be deducted for misspellings, poor grammar, etc. Most assignments will require a cover page (title of document; student's name; prepared for: (professor's name); course name, number and section; and date submitted). Attach the appropriate grading checklist to each assignment as it is submitted. Hand-written work will only be accepted for work completed and submitted in class. **All assignments must be completed and submitted before the scheduled final exam (failure to do so will result in failing the course).** Any exceptions will be at the discretion of the Instructor.

Assignments will be collected at the beginning of class. If your work is submitted after the date/time specified, the following points will be deducted:

- Up to 24 hours late – 25% of the total points will be deducted.
- 25 to 48 hours late – 50% of the total points will be deducted.
- 49 to 72 hours late – 75% of the total points will be deducted.
- More that 72 hours late – will have no point value, but must be completed to pass the course.

EVALUATION (* indicates field-based activity)

The grading criteria and rubric/checklist for each assignment will be given when the assignment is introduced.

Assignment A: Professionalism, In-class Participation, Course Binder, Downloads, BLACKBOARD Assignments, etc. (150 points)

Students will: behave in a courteous, professional manner; turn off and put away cell phones; participate in activities; check BLACKBOARD daily and respond to announcements, posts, etc. as needed; prepare a 1.5" to 2" binder to collect/organize course materials. This assignment will include a variety of in-class and out-of-class activities.

50 points	Professionalism
20 points	In-Class Participation
20 points	Binder
20 points	Out-of-class Assignments
40 points	Field Experience (10 hours – See Assignment D)

Assignment B: "Who's Who in Early Childhood Education" Presentation (10 points)

Students will work in pairs or triads to prepare and present a brief presentation about persons who have made significant contributions to the field of early childhood education.

Assignment C: Prop Box (20 points)

Students will work in small groups to prepare a prop box that can be used to develop a conceptual understanding of some curriculum topic. A written plan will be developed and shared with classmates.

Assignment D: PK Comes to College (110 points)

Groups of students will work together to plan, prepare and deliver developmentally appropriate instruction for prekindergarten children. Your grade will include your lesson plan, materials selection and preparation, delivery of instruction, and transitions. Mark your calendar: _____ – mandatory attendance.

30 points	Planning Process and Lesson Plan
10 points	Preparation
50 points	Delivery, including leadership, management and transitions
20 points	Reflection

Assignment E: Curriculum, Assessment and Instruction Plan (100 points)

Each student will use the PK Guidelines and K-3 TEKS (Texas Essential Knowledge and Skills) to develop a developmentally appropriate curriculum, assessment and instruction plan for a selected grade level.

Assignment F: Child Study/Assessment Portfolio (110 points) (10 hours of Field Experience)

Each student will visit a child care/preschool to observe and interact with a four-year-old child over time, using observations and assessment instruments to gather data about the child's current knowledge and skills. Prepare a portfolio that describes the child's development and offers suggestions for instruction in the child's "zone of proximal development". Students will work in groups to develop assessment instruments to be used during this process.

Assignment G: Lecture Notes/Exams (250 points)

Lecture notes will be completed for each chapter and submitted for points. Two (2) exams plus the final exam will be scheduled during the course.

There are **750 possible points** for satisfactory completion of course assignments. Grades will be assigned according to this scale:

A	93 – 100%	(694 – 750 points)
B	85 – 92%	(634 – 693 points)
C	77 – 84%	(574 – 633 points)
D	70 – 76%	(521 – 573 points) (must retake class)
F	Below 70 %	(less than 521 points) (must retake class)

EXPECTATIONS

Review "Expectations" from the LLSP website (http://www.shsu.edu/~edu_lls/classexpectations.htm). Students are expected to behave in a professional manner at all times.

Academic Dishonesty

Each student is expected to complete all assignments in an ethical manner, and to submit only original work. Cheating will not be tolerated. At the minimum, the assignment in question will receive a grade of '0' and the student will be referred to the LLSP Dispositions/Professional Concerns Committee.

Print SHSU Academic Dishonesty policy (http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf), read carefully, and put in course notebook.

Visitors

Visitors (e.g., roommates, friends, spouse, children, parents, etc.) are not allowed during class. Any exceptions must be arranged with the instructor prior to class.

Attendance Policy

Students are expected to attend class and to arrive on time. You must sign the roll sheet at the beginning of each class period to document your attendance. Class sessions are important to your understanding of the material, and regular and punctual attendance indicates responsibility and professionalism. If you miss any class session, it is your responsibility to obtain the needed handouts, information, and materials from your class "buddy". Always notify the instructor prior to or immediately after your absence either by phone or e-mail.

Students may miss three hours of class time (1 class session) and be tardy one time during the semester without penalty. For the next three hours of absence, 30 points will be deducted. If you miss more than 6 hours, the highest grade you can make in the course is a 'C'. If you miss more than 9 hours, you will have to retake the class. Missed class assignments will result in additional point deductions. Three tardies or leaving early is the equivalent of 3 hours of absence. Any exceptions to this policy will be at the discretion of the Instructor, based on individual circumstances.

Print SHSU attendance policy (http://www.shsu.edu/~vaf_www/aps/documents/800401_001.pdf), read carefully and put in course notebook.

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.

Print SHSU policy for absences on Holy Days (http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf), read carefully, and put in course notebook.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

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. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Spring 2008 Tentative Schedule/Assignments (Subject to Change)

Class	Date	Topic/Assignment	Reading Due	Assignment Due
1	January 22	** Course overview (syllabus, assignments, introductory activities, form “buddy” groups, etc.) ** Introduce Assignment A: Notebook, journal, etc.	None	
2	January 29	Lecture Chapter 1: Developmentally Appropriate Practice: An Evolving Framework for Teaching Young Children ** Introduce Assignment B: Who’s Who in ECE Chapter 2: Teaching and Learning in Developmentally Appropriate Programs	Chapter 1 Chapter 2	Chapters 1 & 2 Lecture Notes
3	February 5	Finish Chapters 1 & 2 Who’s Who Presentations Anecdotal Notes		Assignment B Who’s Who presentation
4	February 12	Lecture Chapter 3: Planning and Implementing Effective Small-Group Activities Chapter 4: Planning and Implementing Effective Large-Group Activities	Chapter 3 Chapter 4	Chapters 3 & 4 Lecture Notes
5	February 19	Lecture Chapter 7: Evaluating and Guiding Children’s Progress by Using Authentic Assessment ** Introduce Assignment F: Child Study/Assessment Portfolio Develop assessment instruments for field experience and child study	Chapter 7	Chapter 7 Lecture Notes
6	February 26	Lecture Chapter 5: Organizing Space, Materials, and Time Chapter 6: Child Guidance in Early Childhood Classrooms	Chapter 5 Chapter 6	Chapters 5 & 6 Lecture Notes
7	March 4	EXAM #1 ** Introduce Assignment D: PK Comes to College Plan “PK Comes to College”		Draft PK Plan
	March 11	SPRING BREAK		
8	March 18	** Introduce Assignment E: Curriculum, Assessment and Instruction Plan Lecture Chapter 9: The Aesthetic Domain Chapter 10: The Affective Domain		Chapters 9 & 10 Lecture Notes
9	March 25	Lecture Chapter 11: The Cognitive Domain Chapter 12: The Language Domain		Chapters 11 & 12 Lecture Notes
10	April 1			
11	April 8	Lecture Chapter 13: The Physical Domain Chapter 14: The Social Domain		Chapters 13 & 14 Lecture Notes
12	April 15	Lecture Chapter 15: Integrating Curriculum Through Pretend and Construction Play Chapter 16: Integrating Curriculum by Using Themes and Projects		Chapters 15 & 16 Lecture Notes

		** Introduce Assignment C: Prop Box		
13	April 22	Share Prop Boxes		Assignment C Prop Box Due
14	April 29	Share Learning Plans		Assignment E Learning Plan Due
15	May 6	Share Child Study Portfolios		Assignment F Child Study Portfolio Due
16	May 13	FINAL EXAM		

The Instructor reserves the right to alter, add, change, delete, and/or modify any part of the syllabus to meet the needs of individual students or the class as a whole.