

Spring, 2008
ECE 275,
ECE 275 is a required course for EC – 4 and EC -6 Certification.
College of Education
Department of Language, Literacy and Special Populations

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor:

Dr. Rhonda Richardson
Teacher Education Center 107E
936-294-1112 office
936-436-1913, Huntsville Home
979-822-0189, Bryan Home
979-777-1022, cell
Email: rdr008@shsu.edu

Office Hours:

Monday, Research
Tuesday, 11:00 to 12:00 noon, 2:00 to 5:00 p.m.
Wednesday, Preparation and Grading office hours by appt.
Thursday, 11:00 to 12 noon and 2:00 to 6:00 p.m.
Friday, Writing, office hours by appt.

Text/Readings:

Wittmer, D.S. & Peterson S.H. (2006). *Infant and Toddler Development and Responsive Program Planning*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
Bowman, B. and Moore, E.K. (2006). *School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity*. National Black Child Development Institute, Inc.

****Bring your textbook, course binder and note-taking/writing materials (pen, pencil, notebook paper) to class each session.**

****Be prepared for each class session by reading the material, completing assignments and ready to participate in discussion, role playing scenarios and reflection activities.**

****The instructor will communicate with you through your SHSU e-mail and Blackboard. Be sure to check each system daily.**

Course Description:

This course is intended to provide a foundation in the basic principles and theories of child development. Topics addressed in this course will include discussions of the critical issues in the study of child development, development of young children focusing on birth to the four year old in all domains (cognitive/language, physical, social/emotional), major theories at this age span, and the conditions and characteristics influencing child development in all domains. Ten hours of field experience in child care facilities is required. Prerequisite: 45 hours. Credit 3. (SHSU Undergraduate Catalog)

Course Format:

The format will include lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries and individual/team presentations. In addition, course concepts are learned through self-study and collaborative study in small groups with presentations. Evaluation consists of self-evaluations and professor assessments of class participation in skill developing activities. Rubrics will be used for products, discussions, and presentations.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 1) Developing specific skills, competencies, and points of view needed by professionals (teachers EC- 6) in the field most closely related to this course (teaching of early childhood and elementary age children)
- 2) Learning fundamental principles, generalizations, or theories.

Important

- 1) Gaining factual knowledge (terminology, trends, methods)

Standards Matrix			
Objectives/ Learning Outcomes	Assignments/ Activities	Performance Evaluation	Pedagogy and Professional Responsibilities (EC-4) <u>English Language Arts and Reading (EC-4) Generalist</u> <i>NAEYC Standards</i>
The candidate will:			
Describe development in all domains (cognitive/language, physical, social/emotional) in infants, toddlers,	* Participate in class discussions and complete assignments, exams, etc.	Observation/feedback from peers and instructor; grades on all assignments	4.7s, 4.10s 4c, 5

preschoolers and early elementary students.	* Complete 10 hours of field experience in EC classrooms and prepare a cumulative observation and reflection portfolio.	* Documentation forms, notes and reflections will be assessed according to a rubric	1.3k, 1.7k, 3.1k, 3.15 <i>I, 3, 4, 5</i>
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 <i>I, 5</i>
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 <i>I, 3, 4, 5,</i>
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 <i>I, 3, 5</i>

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

Web address for NAEYC standards: <http://www.naeyc.org/faculty/pdf/2001.pdf> (page 11)

Web link to Conceptual Framework:

All teacher candidates are expected to demonstrate professional behavior in the classroom as well as during field experience observations, as described on the LLSP website. See http://www.shsu.edu/~edu_lls/classexpectations.htm for specific guidelines.

Course Content:

- Critical issues in the study of child development
- Development of young children (birth through age 4 in all domains (cognitive/language, physical, social/emotional)/
- Major theories of child development
- Conditions and characteristics influencing child development in all domains.
- Professionalism: how a professional educator thinks, acts, and speaks
- Legal Issues and ethics related to education
- Techniques to communicate successfully with colleagues, children, and parents
- Professional development

Course Requirements:

1. Professionalism/Participation. It is expected that students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work is completed in a timely and professional manner on the schedule posted. Points are lost if these expectations are not fulfilled.
2. Assignments:
 - ✓ Readings – will be given in advance according to schedule
 - ✓ Core Concepts Group Teach, 20 points
 - ✓ Core Concepts Definition and Example Paper, 20 points
 - ✓ Theories: Individual Reference Sheets, 20 points
 - ✓ Midterm, 35 points

- ✓ Class Notebook, 35 points
- ✓ Field Experience parts 1 and 2, 45 points
- ✓ Team Presentation 20 points
- ✓ Individual Work on Team Presentation 30 points
- ✓ Final part 1, visual representation with written explanations of your development compared to chapters 5 through 9 in the textbook, 30 points
- ✓ Final part 2, 20 points
- ✓ Assessments over the material will be given according to schedule
- ✓ Classroom participation and dispositions

Field Experience/Observations:

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. 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. All documentation forms, notes, summaries, and reflections will be placed in a notebook entitled **Child Development Portfolio**. (Note: this is not your classroom notebook as listed above.)

Evaluation/Grading

There will be a possible of 400 points accumulated in the completion of this course. Total points = 400

A = 372 – 400

B = 340 – 371

C = 300 – 339

D = 260 – 299

F = Below 260

A=93% and above, B= 85 to 92%, C = 75 to 84%, D=65 to 75%, and F= 65% and below

EXPECTATIONS

Attendance Policy:

There are no excused absences in college. Students may miss 3 hours of class without any point deductions. After this 3 hours, 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 a class, you miss participation and this may not be made up.

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.** NOTE: at times, students must leave early from class, again, this is not excused, but points will not be deducted until the 3 hours of absence is counted. Please sign out when you leave early and document the exact time. If you do not write in the exact time, the professor will count it as a one hour leave early.

Assignments:

Assignments are expected to be turned in the day of the class session. Late assignments with rubrics lose a percentage of the points for that assignment: After one day – one-third of the points; Two days – one half of the points, No assignments earn points after the second day, but must be completed if the student is to earn an A in the class.

No assignments will be accepted over the internet.

All assignments are to be neat, professional, and typed. Students are advised to use Times New Roman and double space.

All grading criteria will be given when the assignment is introduced.

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.

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.

Academic Dishonesty, Classroom Rules of Conduct, and Visitors in the Classroom

Information on academic dishonesty, classroom rules of conduct, and visitors in the classroom is found on the following website: <http://www.shsu.edu/syllabus/>. Students are expected to read, understand and adhere to this information.

Letter to Student:

Welcome to our Learning Community

In this classroom and in all of my classes we will work together as a learning community. You are not in competition with your peers; instead they are your colleagues in our learning adventure of *Families from Diverse Communities*.

This means that we will share ideas, information and skills so that we all become better learners. Why will we do this?

Let me quote Dr. Sue Wortham:

*It is clear that many challenges face tomorrow's teachers of young children in the early childhood years. Gone are the days when young children could be perceived as coming from similar homes and family backgrounds. Gone are the days when curriculum and instruction for young children could be designed from a commercial program prepared by a specialist in some distant city. No longer can the teacher be concerned with a classroom of young children. The teachers of tomorrow will develop educational programs for diverse populations of students. **They will acknowledge and appreciate student differences and involve their families in the program...**Development of high-quality programs for young children will include design of a curriculum that is dynamic, child centered, and responsive to the diverse populations that are represented in each classroom.*

"The multicultural curriculum celebrates the contributions of the cultures of children who are learning together at a particular time in their lives (Au and Kawakami, 1991)."

We therefore, must celebrate the contributions of the cultures of the individuals in **our university** classroom if we are to do the same for our young children as we become teachers. This is a relatively new concept and is just now making it into our public schools.

You, as future teachers, will therefore be part of a new generation of educators embracing the many cultures of our young children. You will understand that this diversity is not a weakness, instead from it comes a greater strength where ALL students will succeed, not just those in the mainstream of our society. There is no mystery surrounding success for each child – we must understand, celebrate and plan for diversity with our students AND their families to ensure academic success for the children of today.

My Pledge to You:

The Four "R's"

I promise to try to follow the four "R's" in teaching this class:

Relevant – Course work and instructional strategies should be relevant to the needs of students.

Respect – Respect should be shown from all participants in the learning community (classroom) including teachers and students.

Relationships – Relationships should be nurtured within the learning community (class).

Reflection – Reflection time should be honored so that the student is able to true understanding of the material in relation to his/her self.

Bottom line: This class should prepare students to become quality/educators in the area of working successfully with parents and families from diverse populations.