Course Title: Introduction to Early Childhood
Course Prefix: ECED   **Course No.:** 3003   **Section No.:** 11079

Department of | Curriculum and Instruction | **College of** | Education

Instructor Name:	*Dr. Kitty Warsame*
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Office Hours: | **Monday, Wednesday and Friday 12:00 p.m. – 4:00 p.m.**
Virtual Office Hours: |

Course Location: | Wilhelmina Fitzgerald Delco Building, Room 308
Class Meeting Days & Times: | **Tuesday and Thursday 9:30 a.m. – 10:50 a.m.**
Catalog Description: |

Course Description: (3 credit hours). The purpose of this course is to introduce students to the examination of the nature and development. Historical, philosophical and social foundations of early childhood years to include: understanding the principles of underlying social and emotional developments of the young child and the nature of the learner. Observation is included.

Prerequisites: |
Co-requisites: |

Required Text: |
1. Jalongo, M.R. and Isenberg, J.P. (2012) Exploring Your Role in Early Childhood Education (4th Ed.) Merril, Upper Saddle River, NJ. ISBN-13: 978-0-13-231049-9
2. Johnson S. (2009). Peaks and Valleys. Atria Books Publishers. ISBN 13: 978 – 4391 - 0325 – 8

Recommended Text/Readings: |
Young Children
Language Arts
Day Care and Early Education
Children Today
First Teacher
Early Years
Journal of Research in Childhood
Texas Child Care Quarterly
Pre-K Today
Reading Teachers
Childhood Education
Theory into Practice

Access to Learning Resources: | PVAMU Library:
     phone: (936) 261-1500;
     web: http://www.tamu.edu/pvamu/library/
University Bookstore:

Course Goals or Overview:

The conceptual framework model, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), supports the major goals of the Teacher Education Unit.

E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to develop and prepare candidates as:

- Problem solvers, critical thinkers, and decision makers;
- Reflective and continual learners who utilize effective teaching practices;
- Facilitators of student growth and development, by precept and example; and
- Educators with understanding and appreciation of human diversity and global awareness

Course Outcomes/Objectives
At the end of this course, the student will be:

1. Knowledgeable of and adhere to the code of ethical conduct adopted by SPA and the state of Texas when acting in a professional capacity;
2. The intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 6;
3. Demonstrate the different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;
4. Define implications of student's developmental characteristics for planning appropriate instruction
5. Cultural and socioeconomic differences and the significance of these differences for instructional planning;
6. Current research on best pedagogical practices that are designed to maximize the learning of students in early childhood through grade 6; and
7. Identify the benefits and strategies for promoting student self-assessment (e.g., motivational benefits to students of recognizing personal growth in academic achievement)
8. The importance of creating a learning environment in which diversity and individual differences are respected
9. The impact of teacher-student interactions among students on classroom climate and student learning and development
10. Ways to establish a positive classroom climate that fosters active engagement in learning among students

Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Professionalism: In order to earn points for *professionalism* for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. The students will be required to report to class in "professional dress attire". Guest speakers - automatically requires "Professional dress day" attire (which may not be on the syllabus).	100 points
Participation: In order to earn points for *participation* for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. If you are not here you are not here. The participation activities will be a variety of small tasks to be completed in class and/or some may require some out-of-class time preparation.	100 points
Tests: Covering assigned textbook, outside reading, and TExES Domains and Competencies PPR	200 points each
Certify Teacher: Will be submitted electronically each Wednesday. The first exam will be combining with participation and the actual grade. The last four exams will be solely based on test scores.	200 points
Thematic Interdisciplinary Unit: Create a thematic interdisciplinary unit for an early childhood classroom; grade level to be assigned in class. Include lesson plans, list of materials, bibliography of children's books, concept map webbing of unit (the unit must cover standards specified in the course syllabus). An illustration must be provided (bulletin board and etc.).	200 points each
Presentation; Create a 15-minute, visual presentation of the thematic unit plan for presentation to the class using a tri-fold or in PowerPoint Slide format. Include Written & Illustrated Project, examples of materials used in lesson plans, etc. Bulletin board illustrations will be posted on the assigned wall in the Whitlowe R. Green College of Education Building (each group will be assigned to complete a bulletin board activity as a class project	200 points

Book Reflection: Complete a five page summarization of **Peaks and Valleys**. A summarization of how you will implement the strategies stated into your personal and professional life must be included.	200 points
Professional Portfolio: Each student will be required to maintain a portable professional filing system Of the TExES PPR Domains and Competencies. A sample will be modeled by the instructor.	200 points each
DOTS: Daily Oral TExES reviews will be given, reviewed, and submitted each class (exceptions: class presentations, test, and days included by the instructor)	100 points
Requested Documentation: Each student will be required to download and print copies of requested documentation by the instructor (TEKS objectives, STARR information, and etc.)	100 points each
TExES Independent Study: Each student will be required to spend 5 hours per week on www.certifyteacher.com. Each student will be required to submit documentation to their instructor every Tuesday.	200 points

Grading Matrix

A	**90-100% of total points**
B	**80-90% of total points**
C	**75-79% of total points**
D	**70-74% of total points**
F	**50-69% of total points**

Drop/Add/Withdraw: It is the student's responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an "F" as the semester grade.

Syllabus subject to change: While every effort has been made to make the syllabus and attachments as complete as possible, the professor reserves the right to make changes in any assignments, assessments, due dates, content, and/or test dates, or any other element of the course. Events beyond the control of the professor could occur resulting in changes or

modifications to any aspect of the course or materials. If any such changes are made, students will be informed as soon as possible. ***It is the student's responsibility to keep up with any changes to the calendar if there is the need for such changes.***

Course Procedures

Submission of Assignments:

Late Work Policy
All assignments, including assignments submitted electronically, are due on the date indicated in the course calendar **at the beginning of class**. Late assignments will not be accepted. **Please note that incomplete work will under no circumstance be accepted and that such work will automatically receive a failing grade.**

Submitting Assignments using Web CT

Unless otherwise noted all assignments are to be submitted using the "Assignment Tool" within Web CT, candidates must also provide a hard copy of the assignment to the instructor. If a candidate does not provide hard copy of the assignment ten points will be deducted. **Assignments not submitted through any other medium will not be graded (do not e-mail your work to my university account)**. The assignment tool can be accessed using the "Assignments" link on the Course Menu.

Please refer to the course calendar for assignment due dates. **Candidates must upload and submit assignments before the due date and time in order to receive a grade.**

Formatting Documents:

Your document(s) must be formatted as follows:

A. Font - 12 pt. Times New Roman.
B. Double Spaced
C. Left Justified Only
D. All margins are to be one inch
E. Assignments must include a header with the candidate's name and assignment name and page number on each page of the document. Most word processing programs allow you to insert headers and page numbers.

Any written assignment that does not adhere to any of the aforementioned criteria will receive a ten point reduction in the assignment final grade. Documents that are single spaced will not be graded and will automatically receive a failing grade.

Written Assignments must be submitted as a **Microsoft Word** document. This is the only format the instructor can access. **Assignments submitted in any other format will not be graded.** Please note, it is the sole responsibility of the candidate to ensure the Microsoft Word document has been attached to his/her submission. The instructor will not assume the responsibility of checking to ensure candidates have attached documents to their submissions before the assignment due date. **If a candidate neglects to attach the proper document when submitting the written assignment said candidate will receive a zero for that**

assignment. <u>Late attachments will not be accepted.</u>

Please plan accordingly to allow sufficient time to submit your work as acts of nature, power outages, computer viruses, computer malfunctions, and etc. will not be considered acceptable excuses for work being submitted late. Late assignments will not be graded.

Electronic Communications

If you wish to ask a question that will take more than two minutes for the instructor to formulate an answer, e-mail is not the appropriate form of communication. You will be advised to schedule an appointment during office hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the workweek (Monday through Friday). **I will respond to email messages during the workweek by the close of business (5:00 pm) on the day following *my receipt* of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.**

E-mail communications are electronic forms of letters. Your communications must have a greeting and a closing. E-mail communications without these components may not be answered.

Standing in Class

If at any time you are desire to know where you stand in terms of a grade please reference your graded work and the evaluation weighting section of the course syllabus. If you need additional assistance make an appointment to see the instructor during office hours and bring your grade calculations with you. **Please note: the instructor is not required to inform you if you are in danger of failing the course and/or advising you to withdraw from the course. This is the sole responsibility of the candidate.**

Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). *(if there are any other special instructions relating to exams, they should be discussed here)*

Professional Organizations and Journals
(if applicable to your course or program, they should be listed here)

References
. Texas Essential Knowledge and Skills:
- **Texas Essential Knowledge and Skills for Kindergarten**
        http://www.tea.state.tx.us/index2.aspx?id=6148
- **Texas Essential Knowledge and Skills for Grade 1**
        http://www.tea.state.tx.us/index2.aspx?id=6148
- **Texas Essential Knowledge and Skills for Grade 2**
    http://www.tea.state.tx.us/index2.aspx?id=6148

- **Certify Teacher**   **www.certifyteacher.com. Access this site for PPR practice questions.**

- **The Iris Center at Vanderbilt University**   **www.iris.peabody.vanderbilt.edu. At this website you will be able to access the following Required Case Study Module Downloads:**

         ☐ Effective Room Arrangements
         ☐ Norms and Expectations

□ **Encouraging Appropriate Behavior**
□ **Fostering Student Accountability for Classroom Work**
□ **Measuring Behavior**

- **State Board for   http://www.sbec.state.tx.us. This website will allow you to access**

This course calendar is subject to change.

Date	Topic	Reading Assignments Due	Assignments Due
8. 28	Welcome Review Course Syllabus Certify Teacher TExES/ Course Requirements		
8. 30	DOTS Becoming a Knowledgeable and Reflective Practitioner Exploring History Philosophy and Advocacy	TExES Domains/ Competencies Portfolio Documentation Chapter Review Class Activity and Discussion Lesson Plan Structure	TEKS/ TExES TEKS Review Course Syllabus Contract Class Activity **PD**
9. 4	Certify Teacher TExES/ Course Requirements DOTS Delivering High Quality Early Childhood Programs Understanding Diversity and Inclusion	TExES Domains/ Competencies Chapter Review Portfolio Documentation Class Activity	TEKS/ STARR Docs. ALL STUDENTS MUST ATTEND THE STUDENTASSEMBLY IN PD ATTIRE – ATTENDANCE WILL BE TAKEN FOR A GRADE Certify Teacher Exam 1 due Sept. 5 (8:00 p.m.)
9. 6	**Pre - Test**	Pre - Test	
9.11	Early Childhood Development Certify Teacher Creating High Quality Learning Environment Developing Curriculum TExES/ Course Requirements DOTS	Chapter 1 Portfolio Documentation Class Activity Chapter Review TExES Domains/ Competencies Portfolio Documentation	**PD**
9.13	Early Childhood Development	Chapter 2 & 3 Class Activity	Professional Portfolio
9. 8	Certify Teacher TExES/ Course Requirements Promoting Children's	Chapter 2 & 3 Class Activity Portfolio Documentation	Certify Teacher Exam 2 due Sept. 19 (8:00 p.m.

	Development Fostering Children's Engagement in Learning DOTS		
9. 20	Early Childhood Education and Developmentally Appropriate Practice Test Certify Teacher TExES/ Course Requirements DOTS	Chapter 4 TExES Review Portfolio Documentation Class Activity Lesson Plan Review	
9. 25	Early Childhood Education and Developmentally Appropriate Practice DOTS Video	Chapter 5 Portfolio Documentation Class Activity	**PD**
9. 27	Childhood Study and Assessment DOTS	Chapter 6 Portfolio Documentation Class Activity	Professional Portfolio Review (Portable Portfolio must be completed) – All Domains and competencies for Content EC – 6 Generalist **PD**
10. 2	Language Development DOTS	Portfolio Documentation Class Activity	Certify Teacher Exam 3 due Oct. 3 (8:00 p.m.)
10. 4	Physical and Motor Development DOTS	Chapter 8 Summarization Class Activity Portfolio Documentation	**PD**
10. 9	Physical and Motor Development DOTS	TExES Domains/ Competencies Class Activity Chapter Review Portfolio Documentation	
10.11	Cognitive Development DOTS	Chapter 9 Class Activity Portfolio Documentation	**PD**
10. 16	Social Development DOTS	Chapter 10 Class Activity Portfolio Documentation	Certify Teacher Exam 4 due Oct. 17 (8:00 p.m.)
10. 18	Test	TExES Review	
10. 25	Early Childhood Development DOTS	Chapter 12 Portfolio Documentation	Certify Teacher Exam 5 due Oct. 31 (8:00 p.m.)

10.30	Early Childhood Development Earth Science/Life Science DOTS	Chapter 13 Portfolio Documentation	**PD**
11. 6	Professional Portfolio Review DOTS	TExES Review Portfolio Documentation Professional Portfolio Mid - Term	Professional Portfolio Review (Portable Portfolio must be completed) – Domains I & IV and competencies for Content EC – 6 Generalist Certify Teacher Exam 6 due Nov. 7 (8:00 p.m.)
11. 8	Test	TExES Exam	**PD**
11. 13	Early Childhood Development and Theories TExES Review TExES Domains/ Competencies Chapter Review DOTS	TExES Review TExES Domains/ Competencies Chapter Review Portfolio Documentation	
11. 15	Early Childhood Development and Theories TExES Review TExES Domains/ Competencies Chapter Review DOTS	TExES Review TExES Domains/ Competencies Chapter Review Portfolio Documentation	
11. 20	Early Childhood Development and Theories TExES Review TExES Domains/ Competencies Chapter Review DOTS	TExES Domains/ Competencies Chapter Review Portfolio Documentation	Thematic Interdisciplinary Unit Presentations Bulletin boards are due **PD** – On date of presentation Certify Teacher Exam 7 due Nov. 28 (8:00 p.m.)
11. 29	Application to Early Childhood Development and Theories TExES Review TExES Domains/ Competencies Chapter Review DOTS	Portfolio Documentation TExES Review TExES Domains/ Competencies Chapter Review	Thematic Interdisciplinary Unit Presentations Bulletin boards are due **PD** – On date of presentation
12. 4	TExES Review TExES Domains/ Competencies Chapter Review	Portfolio Documentation TExES Review TExES Domains/	Thematic Interdisciplinary Unit Presentations Bulletin

		Competencies Chapter Review	boards are due **PD** – On date of presentation
12. 6	Final Professional Portfolio	Final Professional Portfolio Review	Professional Portfolio Review (Portable Portfolio must be completed) – All Domains and competencies for Content EC – 6

Educator Certification) (SBEC) **and download the Pedagogy and Professional Responsibilities EC-12 Test Preparation Manual. Other test support materials are also available at this site, including: Test Tips Guide; Reducing Test Anxiety Guide**

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated.   When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the workweek (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.