

Reese Campus

COURSE SYLLABUS

Course Title: TECA 1311. 200 Educating Young Children
Semester: Fall 2014
Instructor: Johnanne Reynolds, Department of Child Development/Early Childhood
Office: South Plains College, Reese Center, Building 5, Room 512A
Office Hours: Monday ~ Tuesday ~ Thursday 3:30-6:00
Wednesday 3:30-4:00
Friday By Appointment
Phone: 806-716-4646 (office)
E-Mail: jreynolds@southplainscollege.edu
Facebook: www.facebook.com/pages/South-Plains-College-Child-DevelopmentEarlyChildhoodProgram/590234334335824

South Plains College improves each student's life.

General Course Information

Course Description

An introduction to the education of the young child, birth through age 12, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities and current issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Student Learning Outcomes *See STANDARDS page attached.

Table with 3 columns: Learning Outcome, NAEYC Standards, and NAEYC Supportive Skills. It lists 8 learning outcomes and maps them to standards S6, SS1, and SS3.

Course Objectives: Scans (C) and Foundations (F) list attached.

- 1. Discuss contributions of historical and contemporary professionals and theorists to the field of early childhood education.
2. Understand strategies for creating an organized and productive developmentally appropriate learning environment.
a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts developmentally appropriate practices.

- b. Analyze the effects of classroom routines and procedures on student learning, and knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
 - c. Demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
 - d. Recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
 - e. Knows the stages of play development (from solitary to cooperative) and the important role of play i.e. young children's learning and development.
 - f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training.
- 3. Describe and compare types of early childhood programs.**
- 4. Enhances professional knowledge and skills by effectively interacting with others members of the educational community**
- a. Explain characteristics and developmental stages of an early childhood professional.
 - b. List characteristics of an early childhood professional.
 - c. Discuss career opportunities for the early childhood professional.
 - d. Understands and uses professional development resources (e.g. Mentors, and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge pedagogical skills, and technological expertise.
 - e. Engages in reflection and self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve professional goals.
- 5. Understands the process of referral.**
- a. Discuss the referral process including observation and assessment.
 - b. Identify school and community resources early childhood professionals would access when making a referral.
- 6. Understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.**
- a. Describe the profession's code of ethical conduct and its application in everyday practice.
 - b. Applies knowledge of ethical guidelines for educators in Texas (e.g. Those related to confidentiality, interactions with students and others in the school and community), including policies and procedure described in the Code of Ethics and Standard Practices for Texas Educators.
 - c. Knows legal requirements for educators (e.g.. those related to special education, students' and families' right, student discipline, equity, and child abuse) and adheres to legal guidelines in education-related situations.
- 7. Identify current trends and issues in the early childhood profession.**
- 8. Participate and observe in 16 hours of field experiences in: programs serving children, birth through 12 years, with varying curricula models; and professional experience.**
-

Evaluation Measures

- 1. Regular class attendance
 - 2. Participation in class discussions and class experiences, and small group activities
 - 3. Sixteen hours field experience, with written documentation**
 - 4. Exams and Activities
 - 5. Minimum average score of 75 on grading components
-

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS Competencies & Foundations Skills :

Resources ~ Information ~ Interpersonal ~ Systems ~ Technology
Basic Skills ~ Thinking Skills ~ Personal Qualities

Refers also to Course Objectives /SCANS and Foundation Skills attached

Specific Course Requirements

Textbook & Materials

- **Exploring Your Role in Early Childhood Education** .4th Ed., .R. Jalongo and J.P. Isenberg, Pearson Publishing Company, Boston, Mass., 2012.
- Three-ring notebook with dividers for course materials
- Folder for Field Experience documentation

Attendance Policies

Students will be expected to complete the following tasks:

- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process, It is the student's responsibility to sign in during each class.
- More than **three absences** from class may result in withdrawal of the student from class.
- Two tardies or leaving early twice = 1 absence.
- **Students are responsible for staying informed on all announcements concerning reading assignments, examination dates, etc. that are made during class periods, whether or not they are present when the announcement is made.**
- Good attendance may be used to raise a grade if it is near a "cut-off" point.
- Failure to attend class and/or complete assignments will affect your final grade
- **Students are responsible for maintaining awareness of their class average and /or grades throughout the semester.**
- Students with excessive absences should consider withdrawing from the course to protect their GPA.
- It is the student's responsibility to initiate and completely withdraw from the course.
- Drops may be completed through the registrar's office at South Plains College.
- Student's who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade
- Drop date for the college is **November 18, 2014.**

Assignment Policies

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be to be turned in on time. All work must be the sole work of the individual student who expects to earn the points assigned to it. The exception to this is work assigned to be completed as a **team**. In this case, the same grade will be given each member of the team.

Field Experience

16 hours of field experience is a state mandated requirement for this course. Students will be expected to schedule and attend their field experience in at least 3 different locations. These programs must provide a variety of opportunities to observe children ages birth through age 12 and gain knowledge and experience in different types of curriculum and settings. Students are expected to maintain professional conduct at all times when arranging and attending these programs. Students are expected to maintain a folder that documents their attendance.

Examination Policy

Weekly quizzes and or activities will be given during the semester with a final exam. **No make-up quizzes will be given but extra credit may be achieved by attending a professional meeting.**

Grading Policy

Attendance / Participation (15@10 points)	150 points
Weekly Quizzes and/or Activities (10@25 points)	250 points
Field Experience Documentation Folder	150 points
Quality Environments Project	
Observations (3 X 50)	150 points
Written Summary	200 points
Final Exam	100 points
<hr/> TOTAL	1000 points

Final grade criteria:		
900-1000	90%	A
800-899	80%	B
750-799	75%	C
700-749	70%	D
699 & below		F

***A grade of C or above is required for application of this course to a degree or certificate in Child Development.**

Special Requirements:

Communication Policy

- Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" email system. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.
- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

Student Conduct

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC StudentGuide. Please see signature page included in this syllabus.

Other Requirements

- Cell phones must be turned OFF during class periods unless discussed with instructor, prior to class. This includes auditory alerts and text messaging! Cell phones are to be used outside the classroom.
 - **Each student will maintain a professional development portfolio during enrollment in the Child Development/Early Childhood program. For this course, students will complete the Key Experience: Quality Environments Project according to given criteria, and will include a copy in their professional portfolio.**
-

Course Outline

Part One – Early Childhood Education and Professional Development

Week 1 Introduction/Course Overview

Week 2 **Chapter 13 – Developing as a Professional Early Childhood Educator. . . .Quality Observation # 3 DUE**

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Become familiar with national standards and guidelines concerning the early childhood educator's professional growth and development. (NAEYC #5)
2. Define professional development.
3. Understand the influences that shape professional development and the stages through which teachers typically progress.
4. Explore your role in implementing the strategies that support professional development.
5. Apply knowledge of career development to different scenarios.

Week 3 **Chapter 1 – Becoming a Knowledgeable and Reflective Practitioner. . . .Quality Observation # 2 DUE**

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Become familiar with national standards and guidelines that address the knowledge, skills, and dispositions of effective early childhood educators. (NAEYC #5)
2. Describe categories of knowledge that are essential for teachers and define reflective practice.
3. Understand the principles and processes of reflective practice.
4. Explore your role in becoming a reflective practitioner

Week 4 **Chapter 2 – Exploring History, Philosophy, and Advocacy.Quality Observation # 3 DUE**

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Become familiar with national standards and guidelines governing teachers' professional ethics. (NAEYC # 5)
2. Define history, philosophy, and advocacy.
3. Gain a historical perspective on leaders and trends in early childhood education.
4. Apply your knowledge of history and philosophy to contemporary child advocacy activities.

Week 5 **Chapter 3 – Delivering High-Quality Early Childhood Programs. INTRODUCTION DUE**

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Understand early childhood programs and curriculum models. (NAEYC # 4)
2. List and describe six well-known programs/models
3. Explore your role in delivering high-quality programs for young children.
4. Apply your knowledge to analyze an early childhood program.

Week 6 **Chapter 4 – Understanding Diversity and Inclusion. ANECDOTES ¶ and PROGRAM WEAKNESSES ¶ DUE**

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Understand the concepts of diversity and inclusion and the teacher's responsibility to develop competence in them in order to reach and teach young children. (NAEYC # 1)
2. Define diversity and inclusion.
3. Explain principles of inclusion and fairness.
4. Explore your role in becoming a culturally competent teacher.
5. Apply your knowledge of diversity, inclusion, and cultural competence.

Week 7 **Chapter 5 – Promoting Children's Development. TECHNOLOGY REPORT ¶ DUE**

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Understand young children's developmental characteristics and needs. (NAEYC #1)
2. Explore your role in promoting children's development.

3. Explain the multiple influences on children’s development. (NAEYC # 1)
4. Meet the developmental needs of learners with exceptionalities. (NAEYC # 1)
5. Describe the major child development theorists influencing early childhood education.
6. Apply knowledge of child development in early childhood classrooms.

Week 8 Chapter 6 – Fostering Children’s Engagement in LearningCOMPARISON AND CONTRAST ¶ DUE

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Define learning and identify five features of authentic learning. (NAEYC #1)
2. Use learning principles to guide your role as a facilitator of learning.
3. Describe the importance of learner-centered experiences.
4. Consider the central role of play in children’s learning. (NAEYC # 4)
5. Explain how to foster learning through technology.
6. Describe five major learning theories and discuss their implications for young children.
7. Apply knowledge of learning theory in early childhood classrooms.

Week 9 Chapter 7 – Creating High-Quality Learning Environments. . PROGRAM RECOMMENDATION ¶ DUE

Unit Objectives: (FIELD EXPERIENCE DUE)

Upon completion of this unit, the student will be able to:

1. Define and discuss the essential principles of high-quality learning environments. (NAEYC # 1c)
2. Explore your role in creating respectful and challenging learning environments.
3. Organize high-quality indoor learning environments. (NAEYC # 5b)
4. Organize high-quality outdoor learning environments. (NAEYC # 5b)
5. Adapt environments for children with exceptionalities.
6. Apply your knowledge of learning environments to early childhood classrooms.

Week 10 Chapter 8 – Developing Curriculum.COMCLUSION ¶ DUE

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Define curriculum and tell why it is important.
2. Explore your role in developing curriculum. (NAEYC # 5)
3. Explain approaches to the written curriculum.
4. Describe different ways to approach the taught curriculum. (NAEYC # 5b)
5. Understand curriculum theory and theorists.
6. Apply your knowledge of curriculum to early childhood classrooms. (NAEYC # 5c)

Week 11 Chapter 9 – Planning for Children’s Learning RESOURCES DUE

Unit Objectives:

Upon completion of this unit, the student will be able to:

1. Define and describe planning. (NAEYC # 4)
2. Identify principles of effective planning.
3. Investigate five components of planning.
4. Explore your role as a planner.
5. Understand different types of planning and approaches to long-term planning.
6. Apply your knowledge of planning to early childhood classroom.

Week 12 Quality Environment Project Review

Week 13 Quality Environment Project Due

Week 14 Thanksgiving Holiday

Week 15 FINAL PROJECT DEBATE.

Week 16 FINAL CLASS / GRADES DUE

Accommodations

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

ADA Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office through the Guidance and Counseling Centers at Reese Center (Building 8) [716-4606](tel:716-4606), or Levelland (Student Services Building) [716-2577](tel:716-2577).

August 2014

Foundations Skills

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

RESOURCES

- C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers—works to satisfy customer’s expectations.
- C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

- C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works With a Variety of Technologies

- C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

National Association for the Education of Young Children Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

I have also received a copy of the syllabus for this course _____.

I understand the requirements and accept the responsibilities as described.

Signature

Date