GOOD ISN'T GOOD ENOUGH IF IT CAN BE BETTER! BETTER ISN'T GOOD ENOUGH IF IT ISN'T THE BEST.
Ozzie Smith

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Credits: 3
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Prerequisites: PERMIT ONLY (Head Start Child and Family majors only). It is recommended this course be taken after ECH RDG 318. If you are taking this before, or with, RDG 318 email me and let me know why you are doing this.

I. Course Description:
This course is a study of child-centered environments for infant through 5 year olds. It includes an in-depth look at learning centers with an emphasis on preview and review of learning center activities, daily schedules, and room arrangements. Theorist support and investigation is included, focusing on planning learning centers using the Bloom’s Levels of Cognitive Development.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The mission of this class is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development in the specific area of the classroom environment. Students will think critically, reflectively, and creatively as they study, collaborate, examine, plan, and interact in the classroom environment. They will explore and consider the effects the classroom environment has on student learners while appreciating the differences of the individual students. Students will display responsible and ethical behaviors while examining the importance of integrity in professional settings. Students will investigate and understand the importance of community and parent involvement and become advocates for young children. This community of life-long learners will continually evaluate their own ideas while listening to others as they become a social community in an online classroom that explores the classroom environment of young children and interaction with students. Upon completion of this course, the students will have an understanding of the whole day in a classroom focusing on the portions of the day that involve students being active learners in their environment. The student will also be prepared to enter the classroom to plan and interact with individuals and groups of children.

Program Learning Outcomes (PLOs)
1. EC6 candidates will demonstrate the professional knowledge and skills required of an entry-level educator for pre-k through 6th grades in Texas public schools.
   Student Learning Outcomes (SLOs) EC-6 candidates will demonstrate
   a. attributes and characteristics of a professional.
   b. a basic knowledge of child growth and development, particularly as it relates to learning center activities.
   c. examine the importance of a teacher's relationships with children of poverty, middle class, and upper class, and begin to develop an understanding of how to work with children of poverty.
   d. an awareness of developmentally appropriate practices and the ability to identify program goals of our program.
   e. a working awareness of teacher language and it’s affect on young children.
2. EC6 candidates will demonstrate the prerequisite content and professional knowledge necessary for an entry-level position for pre-k through 6th grades in Texas public schools.
   SLOs EC-6 teacher candidates will demonstrate
   f. an introductory understanding of some theorists and theories related to early childhood education.
   g. an understanding of the children’s mathematical development in all areas of math strands.
3. EC6 candidates will demonstrate the dispositions of the College of Education (service, openness, collaboration, integrity, academic excellence, and life-long learning).
   SLOs EC-6 teacher candidates will
   h. demonstrate professional dispositions.
4. EC6 candidates will illustrate the ability to assess, plan instruction, determine impact on learners, reflect/plan for future learning, and advocate for the profession/family/community.
SLOs EC-6 teacher candidates will demonstrate

i. their abilities to impact student learning, including assessment.

5. EC6 candidates will demonstrate critical reflection of values/ideals and excellent communication skills.

SLOs EC-6 teacher candidates will

j. demonstrate professional reflection of own work and the work of class members.
k. participate in class discussions, contributing to the greater knowledge and understanding of content.
l. compose justifications to support beliefs.

Upon completion of this course, the student should be able to:

- explore how teachers create opportunities for children to acquire skills and content as children actively investigate, represent, and reflect on their increasing understanding of the world around them.
- become familiar with assessment tools for recording children's progress in learning center activities while using those assessments to plan activities.
- explore theories and foundations of learning centers and child development.
- explore ways to meet needs of individual children through a learning centers approach.
- create justifications of a developmentally appropriate learning environment based on research as a means of educating families and communicating with families.
- examine the structure of a classroom, which involves organizing the classroom environment, establishing consistent routines and schedules, and conveying specific expectations for young children.
- explore and implement program goals of autonomy, openness, integrity, and problem solving.
- evaluate and use questions to promote student thinking in relation to learning centers.
- identify own beliefs of how children acquire knowledge and justify ways teachers can meet the needs of individual students and their families.
- identify and investigate developmentally appropriate ways to help children develop mathematical thinking and skills in all mathematical areas.
- explore characteristics of children of poverty and the role teacher’s play in their education.
- identify and practice professional behaviors expected of teachers.

III. Course Assignments, Activities, Instructional Strategies, and Use of Technology:

Assignments, assessments, and discussion links are embedded in the modules. **It is your responsibility to complete work ONLY AFTER you have read the readings and module information.** Going straight to the assignments IS NOT considered responsible; it will show in your work and professionalism points will be lost.

You must have a browser that is supported by Blackboard at SFA. **All necessary software is available from SFAOnline.** This course is completely web-based on Blackboard. This course may be accessed through MySFA or directly at [http://Blackboard.sfasu.edu](http://Blackboard.sfasu.edu)

University Calendar: [http://www.sfasu.edu/calendars/](http://www.sfasu.edu/calendars/)

In face-to-face courses there are readings, group discussions, individual and group assignments, and individual assessments to help in the delivery and understanding of the content. The online community will include the same components.

Each of the assignments is designed to reinforce the shared vision and purpose of the SFASU College of Education. The assignments, readings, and activities will help build knowledge, skills, and dispositions important to the College of Education. It is this philosophy and vision that helps distinguish our graduates from those of other institutions. Please visit the following link to review SFASU College of Education’s Conceptual Framework: [http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/)

**Success with Assignments**

Know that if you intend to use a "dial-up" connection to access the Internet and this course that you may experience long wait times for files to download and you MAY NOT be able to view all pages in the course. Not being able to view all information is NOT a valid reason to miss requirements.

In order to receive credit for ECH 331, students must be able to create PowerPoint or word documents that include resized photographs. These photos should be resized in order to load easily. **Not knowing HOW to use technology is not an excuse not completing assignments correctly.** Begin your assignments early in case you have technology problems. Then you have time to receive the technology help you need and still turn your assignments in on time. You must have, or have access to, a digital camera. Numerous pictures will need to be submitted as part of complete assignments. Assignments will NOT receive credit without required photographs.
ASSIGNMENTS

Classroom assignments to enhance understanding:

Assignments will be given to enhance the teacher candidate’s understanding of young children and how they learn best as supported by research. Assignments may be altered or additional assignments may be added as the need arises to enhance learning in this course.

- **Dap Assignment (PLO 2 – SLO h)** Student will recall information about the meaning of developmentally appropriate practices and find another site to help understanding. LATE OR INCOMPLETE WILL EARN A “0”

- **THEORIST and THEORIES (PLO 1-SLO a, PLO 2-SLO g, and PLO 5-SLO o)** A two part theories and theorist assignment will be completed and submitted in Blackboard. Examples and explanations will be given – LATE OR INCOMPLETE WILL EARN A “0”

- **Ideas Notebook Assignment (PLO 1-SLO a, PLO 2-SLO g, and PLO 5-SLO o)** a notebook of ideas will be collected throughout this semester and shared with others. LATE OR INCOMPLETE WILL EARN A “0”

- **MATH BOXES (PLO 2 – SLO h)** Teacher candidates will construct math boxes that highlight the area requested by the assignment. Examples and explanations will be given. LATE OR INCOMPLETE WILL EARN A “0”

- **Room Arrangement Assignment – (PLO 1-SLO b)** Students will examine their own room arrangement and plan at least one change that needs to be made to better meet the needs of the children. LATE OR INCOMPLETE WILL EARN A “0”

- **LEARNING CENTER JUSTIFICATIONS (PLO 1-SLO a, PLO 4-SLO l, and PLO 5-SLO o)** A justification will be written for each of the following learning centers: General OVERVIEW of Learning Center Activities in the form of a parent letter, Discovery, and Dramatic Play. Students will follow the “Learning Center Justification” format and explanation provided. LATE OR INCOMPLETE WILL EARN A “0”

- **EXTRA CREDIT OPPORTUNITIES (PLO 3-SLO i)** Teacher candidates will be given Extra Credit Opportunities during the semester. Examples and explanations will be given.

- **PROFESSIONAL JUSTIFICATION (PLO 1 – SLO a, b PLO 5 – SLO m)** The purpose of this assignment is to 1) raise your awareness of professional behavior, 2) assist you in assuming your professional roles and responsibilities, and 3) to allow me a place to share with you the reason(s) for point changes in your professionalism grade. See professionalism expectations in section VIII. Teacher candidates will be evaluated on their level of professionalism throughout the semester. Each teacher candidate will write a reflection justifying earning points for his/her professionalism grade. Justification will include thoughts on volunteering in the community, reflect on their growth as a teacher candidate, and their ability to work in a group. This assignment will be uploaded into Blackboard by the assigned date.

*Assignments/extra credit may be altered or added as the need arises to enhance learning in this course.

DISCUSSIONS (PLO 5– SLO k)

These discussions are meant to take the place of face-to-face discussions in the classroom. Very specific guidelines are given to you. Review those, as well as the grading forms to find requirements.

- **HOMEPAGE** – different techniques and skills needed for the entire course will be practiced as students introduce themselves in their homepage.

- **PROGRAM GOALS** – the program goals will be examined and ways that they can be used in the classroom will be identified.

- **MATH ACTIVITIES** – the math text will be examined to determine what activities could be used in teacher candidate’s age classroom.

- **POVERTY** – working with children from poverty will be discussed and personal experiences will be learned from.

- **SPANISH SPEAKING STUDENTS** – ideas and experiences with Spanish speaking students and parents will be discussed.

*Discussions may be altered or added as the need arises to enhance learning in this course.

IV. Evaluation and Assessments (Grading):

Weekly assessments and semester evaluations will be given to evaluate teacher candidates understanding and recalling of important information. (Grading forms may be found in Blackboard for each assignment.)
Teacher candidates are expected to keep up with the assigned readings in each Module listed on the class Timeline. Teacher candidates will be responsible for taking quizzes (over readings) in Blackboard for each Module. Dates for those quizzes can be found on Blackboard. Readings in the assigned texts will allow all teacher candidates to participate intelligently in the classroom discussions and are expected to be completed by the due date. **Quizzes may be added during semester as needed to help in the recalling of important information in readings. Unannounced quizzes may be given during the semester and may not be made up.**

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<tr>
<th>Syllabus Quiz (15 points)</th>
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<tr>
<td>Ethical Conduct Quiz (10 points)</td>
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<td>Use of Materials Agreement (2 points)</td>
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<td>Chapter # 8 Sensory Quiz (10 points)</td>
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<td>Chapter # 1 Theorist Quiz (10 points)</td>
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<td>Chapter # 13 Art Quiz (10 points)</td>
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<td>Chapter # 14/16 Music/Movement Quiz (10 points)</td>
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<td>Chapter # 12 Dramatic Play Quiz (10 points)</td>
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<td>Chapter # 8 Manipulatives Quiz (10 points)</td>
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<td>The Young Child and Mathematics Quiz (20 points)</td>
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<td>Chapter # 10 Math Quiz (10 points)</td>
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<td>Chapter # 11 Block Quiz (10 points)</td>
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<td>Chapter # 9 Block Video Quiz (10 points)</td>
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<td>Chapter # 7 Literacy Quiz (10 points)</td>
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<td>Chapter # 2 Emotionally Supportive Quiz (10 points)</td>
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<td>Chapter # 1 Importance of Environment Quiz (20 points)</td>
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<td>Chapter # 5 Arranging an Effective Environment (10 points)</td>
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<td>Chapter # 3/LCA Background Information Quiz (10 points)</td>
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*Assessments may be altered or added as the need arises to enhance learning in this course.

*** 0 credit will be received for quizzes not taken in the Blackboard tool by the due date/time and MAY NOT be made up at a later date.***

Final EXAM

Each student may take 1 major final exam. Exam may consist of multiple-choice, true/false, matching, fill in the blank, essay, or short answer questions. Students who miss the final exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade. The final exam MUST BE MADE UP within ONE WEEK of the original testing date. The student is responsible for arranging for the make-up exam.

**GRADING (PLO 5 – SLO m)** Assignments may be graded by the instructor, Blackboard, evaluated by peers, or a self-assessment may be asked of each teacher candidate. As teachers in the classroom, we are continuously asked to evaluate and assess our products and interactions with our students. Specific requirements, grading forms, checklists, and classroom examples will be used to ensure understanding of assignments.

Grades will be assigned according to the percentage of total points a student earns. Teacher candidates will be able to follow posted grades during the semester in MY GRADES located on the course homepage on Blackboard. A grade point breakdown will be given in Blackboard at the VERY end of the semester.

**Professionalism**--see Professionalism section for more details.

- ALL ASSIGNMENTS ARE DUE by the due date and time.
- Quizzes missed may not be made up.
- All assignments and discussion posting should begin with where you teach and what age you work with. This will help in our understanding of your thoughts.

EXAMPLE
This is an online course. Students will be completing individual assignments that may be intended for class presentations, discussion postings, for assessment by the instructor, or used for self-assessment. All students will be using the communication tool, taking quizzes, gaining instruction, reading for information, and completing assignments in Blackboard on a daily basis. Therefore the need of competent computer skills is required. Blackboard training and computer availability is needed daily and is a MUST. Classroom discussions over readings and hands-on interaction of materials presented among students will be expected and monitored. This participation by each student will be considered as part of a professionalism grade to be given by the instructor at the end of the semester.

IV. Evaluation and Assessments (Grading): (PLO 1a,c,d,e - 2 f,g - 5l)
Weekly assessments/assignments/discussions and final exams may be given to evaluate student’s understanding. (Grading forms may be found in Blackboard as well as the guidelines and requirements for each assignment. Be sure to look at the grading form so you will know what you are being evaluated on.)

a) Daily Readings/Blackboard (OPEN BOOK) Quizzes (total points for all quizzes combined—see assessment area for specific names and due dates). Students are expected to keep up with the assigned readings and take the quizzes found in the assessment tool.

b) Major EXAMS--Each student will take 1 major final exam (100 points). The final exam may consist of multiple-choice, true/false, matching, fill in the blank, essay or short answer questions. Students who miss an exam MUST notify the instructor BEFORE missing the exam; otherwise, the student will automatically lose one letter grade. Final exams MUST BE MADE UP within ONE WEEK of the original testing date. The student is responsible for arranging for the make-up exam.

Unannounced quizzes, as well as scheduled quizzes on Blackboard will be given during the semester and may not be made up.

GRADING

Grades will be assigned according to the percentage of total points a student earns. You will be able to follow posted grades during the semester in myGRADES located in Blackboard.

REMEMBER: LATE WORK RECEIVES NO CREDIT. Missed or late assignments will result in lost professionalism points.

Grades are based on the following:

ASSIGNMENTS --- DISCUSSIONS --- EXAMS/QUIZZES

GRADING SCALE: A 100 - 90  B 89 - 80  C 79 - 70  D 69 – 60  F 59 or below

Grades will be based on assignments, discussions, assessment, and professionalism. (Divide your total points earned by the number of points available to keep track of your average).

* If a notice of concern is received during the semester, the final letter grade will drop by one letter. *

An ‘A’ cannot be earned if any ASSIGNMENT is missed and not submitted by the due date.

V. Readings:
Textbooks:

   *Pearson Education, Inc*


   ISBN 1-929229-48-8 *Fourth revised Edition*

Other materials needed to complete this course:

- DAILY access to a computer is a **MUST**
- digital or 35mm camera (or access to one - for taking photos of assignments)
- 2 and 3" notebook
- page protectors (optional but needed)
- notebook dividers (extend past page protectors)
- misc. materials needed to construct all other assignments

**VI. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the College of Education faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

*You will earn 5 points in the course for the completion of the course evaluation. Those points will be added just before or after finals.*

**VII. Student Ethics and Other Policy Information:**

**Attendance**
An online course can be monitored by a tracking device. It is important for each of you to log on and check Blackboard daily. Assignments are considered late if not turned in by the due date and will earn a '0'. Please contact the professor by email if you are unable to attend (log in daily).

**Online courses are monitored by a student tracking system. Evidence of daily participation, by submission of discussions, assignments, or quizzes, in an online class is vital to your success in this course.**

**Students with Disabilities**

To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/).

**Academic Integrity**

In an online course integrity is of utmost importance. This course is designed to educate you and help you in your understanding of young children. In order to learn the material YOU, and YOU alone, should complete the reading, assignments, discussions, quizzes, etc. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

*While I understand that many of you taking this course work closely together, it is extremely important that each one of your complete your assignments as an individual. Constructing your own materials helps to 'construct' your own knowledge and make meaning of the assignments. Your integrity is vital as an online learner.*

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarilly, at the **discretion of the instructor of record and with the approval of the academic chair/director**, a grade of WH will be assigned only if the student cannot complete the course work because of **unavoidable circumstances**. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**VIII. Other Relevant Course Information:**

**Assignment Policy** Students must read all assignments and be prepared to participate in Blackboard discussions. All students are expected to complete assignments on the due date shown on assignments in Blackboard. In order to receive an "A" in the course, **ALL assignments must be completed.** Late work receives '0“ points. **Of course, extenuating circumstances are always considered.** Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the intern marked "Unacceptable" and a zero assigned. Talk to me BEFORE, not after problems occur.

**Professionalism** — each student is expected to demonstrate ethical guidelines related to early childhood education and be professional in demeanor and attitude, and maintain confidentiality at all times. **Students will demonstrate professionalism by:**

- logging into Blackboard daily;
- reading course outline/syllabus and following directions for assignments;
- reading each assigned reading by the stated due date;
• completing ALL ASSIGNMENTS independently unless otherwise stated by the instructor;
• completing ALL ASSIGNMENTS on or before the due date (LATE WORK does not receive credit);
• participating intelligently in all online discussions and group work;
• displaying an attitude of respect for classmates and teacher (Typing sentences in all capitals in emails, discussion board postings, etc., is considered hollering and is NOT considered to be professional.);
• becoming familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism. Please visit: http://www.sfasu.edu/upp/pap/academic_affairs/academic_integrity.html

Nondiscrimination—“No person shall, on the basis of race, color, religion, sex, age, national origin, handicap, or veteran status, be subjected to discrimination or be excluded from participation in, or be denied the benefits of, employment or any educational program or activity operated by Stephen F. Austin State University.” (Reference: SFASU General Bulletin 2004-2005)

Work Policies—

• Late Work— Late work receives no credit unless there is prior approval from the instructor.
• Make-up Work Policy— The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. No make-up work will be accepted Dead Week or Finals Week.
• "Redo Work" Policy— Some assignments may be subject to editing and resubmission at the discretion of the instructor. In this event, the resubmitted work is due no later than one week after it is received from the instructor. Edited work resubmitted without the original work will not be accepted.

Students must submit all assignments in the requested format found in the assignments.

Loving Children!

Thought to remember:

"The greatest danger for most of us is not that we aim too high and we miss it, but we aim to low and reach it.”

- Michelangelo