Elementary Education Department  
ECH 332. 001  
Early Childhood Theory and Practice  
Fall 2019

**Instructor Information:**

Instructor: Dr. Yuan He  
Office: ECRC 201-L  
Office Phone: (936) 468-4098  
Other Contact Information: (410) 831-9162  

Course Time & Location: TR 12:30-01:45pm; ECRC 204  
Office Hours: MTWR 11:00am-12:30pm; By appointment  
Credits: 3 semester credits  
Email: hey2@sfasu.edu

**Prerequisites:**

Admitted to Teacher Education and enrolled in ECH 350.

**I. Course Description:**

An investigation of developmentally appropriate practices for planning curriculum that meets the needs of all K-3 learners with a focus on increasing teacher candidates’ content and instructional knowledge of oral communication and inquiry curriculum through exploration and application of theories and best practices.

**II. Intended Learning Outcomes/Goals/Objectives:**

**Vision, Mission, and Values of the College of Education**

The College of Education at Stephen F. Austin State University (SFA) will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

**Mission Statement**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

**Values**

In the College of Education at SFA, we value and are committed to  
Service that enriches the community,  
Openness to new ideas, to culturally diverse people, and to innovation and change;  
Collaboration and shared decision-making,  
Integrity, responsibility, diligence, and ethical behavior;  
Academic excellence through critical, reflective, and creative thinking;  
Life-long learning.

To view the Conceptual Framework and complete list of proficiencies, visit  
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/

ECH 332 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity.
(through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

This course strives to achieve professional excellence by meeting the National Association for the caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.

Program Learning Outcomes & Student Learning Outcomes:

Overview of Learning Outcomes
This course is an overview and investigation of theories and best practices for planning instruction in a primary early childhood classroom. Through the course of this semester, students will complete assignments related to understanding and planning instruction appropriate to a primary classroom. All assignments are designed to prepare the teacher for understanding how to develop instructional plans for the core content areas while focusing on the needs of all students.

PLOs and SLOs

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1, InTASC 4).

SLO 1.1: Candidates will demonstrate knowledge of developmentally appropriate practices in the Primary grades (K-3), including theories related to curriculum and instruction models and influential individuals for the field of curriculum including, but not limited to, Chomsky, Vygotsky, Skinner, Clay, Piaget, Bruner, Dewey, Rousseau, Gessel, Freud, Erikson, Watson, Pavlov, Reggio Emilia, Froebel, Montessori. (EC12 Texas PPR I, II, III).

SLO 1.1.1 Assessment = Mind-map of Theories/Theorists
SLO 1.1.2 Assessment = My MI Profile
SLO 1.1.3 Assessment = Curriculum Model Exhibition
SLO 1.1.4 Assessment = Final Performance Exam

SLO 1.2: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).

SLO 1.2.1 Assessment = Reflection on a Scenario of Classroom Teaching

PLO 2 Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2, InTASC 4).

SLO 2.1 = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).

SLO 2.1.2 Assessment = Constructivist Lesson Plan and Teaching
SLO 2.1.3 Assessment = Reflection on Moon Project and other Two Activities

SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities integrating different components of literacy instruction (EC12 Texas PPR I).

SLO 2.2.1 Assessment = Constructivist Lesson Plan and Teaching
ALO 2.2.2 Assessment = Reflection on Moon Project and other Two Activities

SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).

SLO 2.3.1 Assessment = Constructivist Lesson Plan and Teaching
PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative, engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3, InTASC 2,3,5,7,8).

SLO 3.1 = Candidates uses knowledge of the diverse needs of students to prepare developmentally appropriate lessons (EC12 Texas PPR I, III).
SLO 3.1.1 Assessment = Constructivist Lesson Plan and Teaching
SLO 3.1.2 Assessment = My MI Profile
SLO 3.1.3 Assessment = Curriculum Model Exhibition

SLO 3.2 = Candidates develops instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge as noted in standards such as the TEKS and use communication effectively to provide directions, explanations, and questioning to engage students and promote understanding (EC12 Texas PPR I).
SLO 3.2.1 Assessment = Constructivist Lesson Plan and Teaching

SLO 3.3 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).
SLO 3.3.1 Assessment = Constructivist Lesson Plan and Teaching
SLO 3.3.1 Assessment = Reflection on Moon Project and other Two Activities

SLO 3.4: Candidates use their knowledge of the diverse needs of students to plan for differentiated instruction (EC12 Texas PPR I).
SLO 3.4.1 Assessment = My MI Profile
SLO 3.4.2 Assessment = Constructivist Lesson Plan and Teaching
SLO 3.4.3 Assessment = Curriculum Model Exhibition

SLO 3.5: Candidates will examine the importance of teacher relationships with children of poverty, middle class, and upper-class and begin to develop an understanding of how to individualize instruction for children from each group with an emphasis on poverty (EC12 Texas PPR II, III).
SLO 3.5.1 Assessment = Discussion of Poverty

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4, InTASC 6).
SLO 4.1 = Candidates design assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).
SLO 4.1.1 Assessment = Constructivist Lesson Plan and Teaching

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5, InTASC 9, 10).
SLO 5.1 = Candidates reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).
SLO 5.1.1 Assessment = My MI Profile
SLO 5.1.2 Assessment = Reflection on Moon Project and other two activities
SLO 5.1.3 Assessment = Constructivist Lesson Plan and Teaching
SLO 5.1.4 Assessment = Curriculum Model Exhibition
SLO 5.1.5 Assessment = Final Performance Exam
### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Total points: 450)</th>
<th>Due Dates</th>
<th>Format</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind-map of theories/theorists</td>
<td>240</td>
<td>See course schedule</td>
<td>Mind-map/paper</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.2k, 2.3k; InTASC: 1d, 1f, 1k, 2l, 3i, 3o, 7i; Texas Educator Standards (TS): TS2A(iii), TS2C(i), TS2B(ii), TS2C(i); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
</tr>
<tr>
<td>My MI Profile</td>
<td>20</td>
<td>As you signed</td>
<td>Presentation/PPT</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.5k; InTASC: 1e, 1h, 1i, 2n, 4o, 4q, 6v, 7j, 7n, 8p; Texas Educator Standards (TS): TS2B(ii), TS2C(i), TS2C(ii), TS3C(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 2.10s (ISTE 4c), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
</tr>
<tr>
<td>Reflection on a Scenario of Classroom Teaching</td>
<td>30</td>
<td>Week 8</td>
<td>Paper</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.19k, 1.7s, 2.2k, 2.9s, 3.1k, 3.8k; InTASC: 3r, 7k, 7l, 7m, 8j, 8m; Texas Educator Standards (TS): TS2C(i), TS2A(iii), TS2B(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d)</td>
</tr>
<tr>
<td>Constructivist Lesson Plan and Teaching</td>
<td>50</td>
<td>Week 10,13</td>
<td>Paper &amp; video</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.25k, 1.26k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.2s, 1.2s, 1.25s, 1.26s, 2.3k, 2.5k, 2.4s, 2.5s, 2.9s, 3.1k, 3.4k, 3.6k, 3.8k, 3.11k, 3.15k, 3.4s, 3.5s, 3.6s, 3.7s, 3.13s; InTASC: 1a, 1b, 1i, 2a, 2b, 2c, 2f, 3b, 3d, 4b, 4e, 4d, 4e, 4h, 4k, 5b, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 7c, 7d, 8d, 8f, 8g, 8h, 8i, 9g, 9h; Texas Educator Standards (TS): TS1A(i), TS1B(i), TS1B(ii), TS1C(iii), TS1D(iii), TS2B(iii), TS3C(ii), TS3C(iii), TS3A(i); Technology Standards: 1.1k (ISTE 5a, 5b), 2.10s (ISTE 4c), 4.2s (ISTE 5b), 6.21s (ISTE 5b), 6.16s (ISTE 3d)</td>
</tr>
<tr>
<td>Reflection on Moon Project and other two activities</td>
<td>40</td>
<td>Week 14</td>
<td>Paper/journal</td>
<td>EC 12 Texas PPR Standards: 1.7k, 1.20k, 1.2s, 1.7s, 2.2k, 2.3k; InTASC: 2g, 4j, 4n, 4r, 5s; Texas Educator Standards (TS): TS4A(iii), TS2B(ii), TS2C(i), TS2C(ii); Technology Standards: 2.9s (ISTE 6d), 6.16s (ISTE 3d)</td>
</tr>
<tr>
<td>Curriculum Model Exhibition</td>
<td>30</td>
<td>As you signed</td>
<td>PowerPoint, presentation &amp; activity</td>
<td>EC 12 Texas PPR Standards: 1.10k,1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.20s, 1.23s, 2.2k, 2.3k, 2.5k, 2.4s, 2.5s, 3.1k, 3.4k, 3.6k, 3.11k, 3.16k, 3.8s; InTASC: 2d, 2e, 3b, 4c, 4g, 4h, 4r, 8j, 8n; Texas Educator Standards (TS): TS1C(iii), TS1E(ii), TS2B(i), TS3B(i), TS3C(ii); Technology Standards: 1.1k (ISTE 5a,5b, 5c), 2.9s (ISTE 5a, 6d), 6.21s (ISTE 5b), 7.7 (ISTE 5a)</td>
</tr>
<tr>
<td>Final Performance Exam</td>
<td>40</td>
<td>Week 16</td>
<td>Paper &amp; performance</td>
<td>EC 12 Texas PPR Standards: 1.7s, 1.23s, 2.2k, 2.3k, 3.8k; InTASC: 1g, 2m, 3c, 3j, 5n, 7i, 7q, 8q, 9i; Texas Educator Standards (TS): TS2C(ii), TS2A(iii), TS2B(ii), TS2C(ii), TS2C(i); Technology Standards: 6.16s (ISTE 3d), 7.7 (ISTE 2c)</td>
</tr>
</tbody>
</table>

Grade calculations are based on the percentage of total points you earn. You are responsible for keeping records of graded work. These will be available through D2L.
Description of Assignments

1. Mind-map of Theories/Theorists’ Thoughts (240 points)

1.1. Mind-map A (20 points): You are expected to read the article titled *Time Tested Early Childhood Theories and Practice*, and summarize each theorist’s thoughts using the following table. Please submit your paper to D2L, as well as print your summary and bring it to class for discussion.

<table>
<thead>
<tr>
<th>Theorists (7)</th>
<th>Nature of Children</th>
<th>How Children come to learn</th>
<th>School Curriculum</th>
<th>Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2. Mind-map B (20 points): You are expected to search the information about following 7 theorists: Noam Chomsky, Arnold Gessel, Sigmund Freud, Erik Erikson, B. F. Skinner, John B. Watson, Ivan Pavlov, and summarize each theorist’s main thoughts in a paragraph (less than 100 words for each theorist). Plagiarism detections will be in place. Submit your paper to D2L.

1.3. Mind-map C (200 points): You are expected to read and watch assigned articles, chapters, and videos about following 10 (20 pts. each) theories/theorists: Clay, Piaget, Vygotsky, Bruner, Dewey, Behaviorism, Cognitivism, Constructivism, Funds of Knowledge, and Gardner throughout the semester, and create a mind-map for each theory/theorist including the main thoughts based on the reading materials. Then use ONE key word & ONE key sentence to accurately and concisely summarize the main points of the theory, and raise at least ONE question about the theory connecting with the practice for class discussion. You may create a word-style mind-map (see example #1) or a picture-word-style mind-map (see example #2). I will upload the reading materials to D2L two weeks before the due dates.

Submit Mind-map (pdf) + one word, one sentence, and one question to the dropbox in D2L, as well as print it and bring it to class for discussion.

Example #1:

Adopted from https://www.xmind.net/share/cmath021/

- ONE word•••
- ONE sentence•••
• ONE question……

Example #2:

Adopted from https://www.mindmeister.com/168674945/plato

• ONE word……
• ONE sentence……
• ONE question……

2. My MI Profile (20 points)

You are expected to be familiar with and understand Multiple Intelligence (MI), and then create a profile of your MI using the MI Self-Assessment (I will provide the MI Self-Assessment to you in class). You need to explain the strength(s) and weakness you have in the self-assessment connecting with your own experiences. Finally, you are expected to reflect on your MI profile. Each of you will have a chance to share your MI profile with PPT at the beginning of class; presenting it with pictures or videos would enhance your work. Submit your PPT to D2L.

You may want the following guiding questions to lead you to reflect on your MI profile:

• What is/are the strength(s) in your MI profile?
• What is the weakness in your profile?
• What’s your opinion on your MI profile? Or What’s your learning plan for the future based on your MI profile?
• How can you transfer this experience to your future career working with young children? (For instance, how do you justify your teaching strategies based on diverse students’ learning strengths and needs?)

The relevant resources:
• Learning styles & Multiple Intelligences: Theory integration. Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=FVg9n0l0Gf0
• Howard Gardner discusses Multiple Intelligences - Blackboard BbWorld 2016 HD. Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=8N2pnYne0ZA
3. Reflection on a Scenario of Classroom Teaching (30 points)

You are expected to observe a 20-30-minute K-3 classroom teaching activity, then reflect on the scenario you observed based on three learning theories (behaviorism, cognitivism, constructivism). Meanwhile, developmental domains (aesthetic, language, cognitive, affective, physical, and social) are required to be identified from the scenario.

The paper should include two parts: the description of the scenario you observed + your reflections. Format should be 2-3 double-spaced pages in length, 12 pt. font, APA format for citations. You should include 1-2 academic articles or books about theories as references for your paper. Please submit the paper to D2L.

The resources you may use, but are not limited to, can be found via the following websites, books, and articles:

- Use a Learning Theory: Constructivism, Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=Xa59prZC5gA

4. Using a Book to Design a Constructivist Lesson Plan and Teach in a Classroom (50 points)

You and your partner (2 students) are expected to select an age-appropriate book (K-3) for teaching English Language Arts/Math/Science/Social Studies/Art. Then design a lesson plan with the selected book based on constructivist learning theory. Before designing a lesson plan, a pre-assessment is required to get the child’s prior knowledge and skills relevant to your lesson so that it can better assist you with your lesson plan and teaching. Once you complete the lesson plan, you and your partner teach the lesson in a selected classroom (small group preferred).

The specific tasks as follows:

a) Select a picture book from your mentor teacher’s classroom library and create an activity to go with the theme of story.

b) Create a Pre-assessment Instrument (questions/activity) to identify students’ prior experience related to your topic. Examples of pre-assessment will be presented and discussed in class. The following article will help you get more ideas about it:


c) Assess students’ prior knowledge and skills in the classroom of the ECH350 using the pre-assessment instrument you created. collect data of pre-assessment and analyze the data in order to come up with learning objectives, content, and teaching strategies for a lesson plan.

d) Create a lesson plan based on the topic related to the selected book and the results of pre-assessment. Connect your topic within 2-3 subjects. A lesson plan template will be provided in class.
e) Get **my approval** before you teach a lesson. Please come to my office during the office hours to talk about it with me.

f) **Teach a lesson** in a classroom of the ECH350 for about 15mins. A constructivist lesson teaching should be video recorded. You and your partner are supposed to share the teaching responsibility.

g) **Write a reflection** on the taught lesson based on constructivist learning theory and classroom-based assessment. Format should be 2-3 double-spaced pages in length, 12 pt. font, APA format for citations. You should include 1-2 academic articles or books about theories as references for your paper.

h) Upload the papers of pre-assessment instrument, results, data analysis of the pre-assessment, lesson plan, the video of teaching, and reflection to D2L.

---

**5. Curriculum Model Exhibition (30 points)**

You and your team are expected to choose one of the four curriculum models (The High/Scope® Curriculum, The Reggio Emilia Approach, The Montessori Method, The Waldorf Method), prepare a presentation and teach an authentic activity on your curriculum model to the class using proper materials.

You may need the following guiding questions to lead you to exhibit the curriculum model you chose:

- What is the role of the teacher in learning activities?
- What’s the concept of “child” in the curriculum?
- What does the learning look like in the curriculum?
- What does the assessment look like in the curriculum?
- What are strengths and weakness in the curriculum?
- What are the theorists/theories embedded in the curriculum?
- What are resources available to support curriculum implementation?

The presentation should cover all the above mentioned 7 questions. Use a PowerPoint with pictures and videos to enhance your work. Activity should be highly relevant to the curriculum model you chose. **Please submit PowerPoint to D2L and attach a statement of task responsibility.**

The resources you may use but are not limited to the following websites, books, and articles:

- Getting to know HighScope's preschool curriculum. Retrieved on December 20, 2018 from [https://www.youtube.com/watch?v=U7YaobYTPgk](https://www.youtube.com/watch?v=U7YaobYTPgk)
- TeachingMinute: Plan, do, review. Retrieved on December 20, 2018 from [https://www.youtube.com/watch?v=2RutPXAw8w](https://www.youtube.com/watch?v=2RutPXAw8w)
- Preschool philosophies: Reggio Emilia approach | NO SMALL MATTER, Retrieved on December 20, 2018 from [https://www.youtube.com/watch?v=4t-QEZlXOZg](https://www.youtube.com/watch?v=4t-QEZlXOZg)
- Reggio Emilia approach, Retrieved on December 20, 2018 from [https://www.youtube.com/watch?v=hcRgNOF-wik](https://www.youtube.com/watch?v=hcRgNOF-wik)
- Little wonders learning center: Reggio Emilia approach, Retrieved on December 20, 2018 from [https://www.youtube.com/watch?v=y-6S4oVWkGQ](https://www.youtube.com/watch?v=y-6S4oVWkGQ)
- Incorporating loose parts in the early childhood classroom to promote STEAM, Retrieved on December 20, 2018 from [https://www.youtube.com/watch?v=Xk9wGZdq04o](https://www.youtube.com/watch?v=Xk9wGZdq04o)
6. Reflection on Moon Project and other two activities (40 points)

You are expected to participate in Moon Project and all the classroom activities throughout the semester. then reflect on three of them (Moon Project must be included) using at least three theories you learned in the class.

The paper should include two parts: the description of the three activities + your reflections. Format should be 2-3 double-spaced pages in length, 12 pt. font, APA format for citations. You should include 2-3 academic articles or books about theories as references for your paper. Please submit the paper to D2L.

7. Final Performance Exam (40 points)

You and your team (3 or 2 students) are expected to review the selected theory/theorist and discuss its application into the practice. Then, create a song/poem/rap or other musical performance to show the selected theory/theorist and its practice. The name of the theory/theorist should NOT be included in the musical performance. Week 16 is scheduled for the final performance exam.

Upload the lyric of song/rap or poem to D2L.

IV. Summary of LiveText Assignments:

THERE ARE NO LIVETEXT ASSIGNMENTS for this course.

IV. Evaluation and Assessments (Grading):

To calculate your grade, add the total number of points you earned and divide by the total number of points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

90 to 100% = A
80 to 89% = B
70 to 79% = C
*C or better for this course is required as a prerequisite for Field Experience II.

V. Tentative Course Outline/Calendar:

The tentative course calendar is provided at the end of this course syllabus and as a separate page in the syllabus/timeline module in d2L. PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted in writing on D2L, but it is your responsibility to stay aware of the changes.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Readings:

Use a learning theory: Cognitivism, Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=gugvpoU2Ewo
Use a learning theory: Constructivism, Retrieved on Jan. 10, 2019 from https://www.youtube.com/watch?v=Xa59ptZC5gA

- The professor will provide access to required articles, readings throughout the semester. It is the responsibility of Teacher Candidates to access the readings when assigned.

Recommended Readings:

There is **NOT** a LiveText assignment for this course, but it is required for other courses you will take in conjunction with this course.

Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at http://www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. Note: if you plan to use financial aid to purchase this account, you must do so by the date set by financial aid.

### VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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.**

### VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. **Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events.** However, students are responsible for notifying their instructors with appropriate document(s) in advance, when possible, for excusable absences. **Whether absences are excused or unexcused, a student is still responsible for all course content and assignments.** Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. **No student shall be allowed to pass the course whose unexcused absence exceed three (3). No points will be deducted for first two unexcused absence, and the final grade may be lowered one letter grade for the third unexcused absence.** Being late for class reflects negatively on the final grade as determined by the instructor. **A Name Tag is provided at the beginning of class. Students should sign-in legibly with their initials and the date on the back of name tag, as they enter the classroom unless they are tardy. Late class arrivals are disruptive. Tardiness can negatively reflect upon your final grade. If the name tag has been removed by the professor, have a seat and then sign it at the end of class. Not signing on the back of name tag indicates an absence.** Signing in for someone else and/or absences will reflect negatively on your grade, as determined by the professor.

The following is information that helps clarify and outline student responsibilities, and expectations for enrollment and participation. To be successful you should:
• have time to dedicate to and participate in the course. All assignments cannot be completed, if you are not in attendance and/or tardy and, therefore, no points can be earned.
• all assignments must be completed to receive a grade in this course.
• bring your reading materials and supplies, i.e., flash drive, pad on which to take notes, pen, and other needed materials to class each day.
• take class notes of announcements and use the resources that your professor has prepared in D2L to set your schedule and prioritize your efforts. You must plan to dedicate time to fully participate in the course.
• not get behind in assigned readings and assignments - it can be difficult to catch up.
• submit all work by due date--late work is accepted for feedback, however, a grade of zero will be assigned. All assignments must be submitted for a grade in the course, although points cannot be earned for late work.
• not ask for extra or bonus work to supplement your grade. There is no extra bonus work.
• create all correspondence and assignments, including email, in Standard English. Written work must be professional in work and appearance. This means no casual terms, "text" language, nor any other nonstandard English.
• maintain a copy of all submitted work on flash drive. All assignments must be computer generated and free from spelling and grammar errors.
• Students are expected to exhibit a courteous and mature behavior. The class should remain seated, on task, and respectful to others as not to disrupt student learning, i.e., wandering around the room, talking, asking to borrow items, leaving the classroom, etc.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation 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/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The
requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. **NOTE:** Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.75.
# ECH 332.001 Tentative Schedule – Fall 2019

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>PDF: Time tested early childhood theories and practices.</td>
<td>Mind-map A</td>
</tr>
<tr>
<td>08/27 &amp; 08/29</td>
<td></td>
<td></td>
<td>Due: Sep. 1, 11:59pm</td>
</tr>
<tr>
<td>Week 2</td>
<td>Time tested early childhood theories and practices</td>
<td>PDF: Playing with the Multiple Intelligences: How play helps them grow. PDF: Piaget: Implications for teaching.</td>
<td>Mind-map of MI</td>
</tr>
<tr>
<td>09/03 &amp; 09/05</td>
<td></td>
<td></td>
<td>(Gardner)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Sep. 8, 11:59pm</td>
</tr>
<tr>
<td>09/10 &amp; 09/12</td>
<td></td>
<td></td>
<td>Mind-map of Vygotsky</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mind-map of Bruner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Sep. 15, 11:59pm</td>
</tr>
<tr>
<td>Week 4</td>
<td>Piaget, Vygotsky &amp; Bruner</td>
<td>PDF: Classroom instruction: The influences of Marie Clay. PDF: Marie M. Clay’s theoretical perspective: A literacy processing theory.</td>
<td>Mind-map of Clay</td>
</tr>
<tr>
<td>09/17 &amp; 09/19</td>
<td></td>
<td></td>
<td>Due: Sep. 22, 11:59pm</td>
</tr>
<tr>
<td>Week 5</td>
<td>Clay</td>
<td>Book: The child and the curriculum.</td>
<td>Mind-map of Dewey</td>
</tr>
<tr>
<td>09/24 &amp; 09/26</td>
<td></td>
<td></td>
<td>Due: Sep. 29, 11:59pm</td>
</tr>
<tr>
<td>Week 6</td>
<td>Dewey</td>
<td>PDF: Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. Video: Use a learning theory: Behaviorism Video: Use a learning theory: Cognitivism</td>
<td>Mind-map of behaviorism</td>
</tr>
<tr>
<td>10/01 &amp; 10/03</td>
<td></td>
<td></td>
<td>Mind-map of cognitivism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Oct. 6, 11:59pm</td>
</tr>
<tr>
<td>Week 7</td>
<td>Behaviorism and cognitivism</td>
<td>PDF: Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. Video: Use a learning theory: Constructivism</td>
<td>Mind-map of constructivism</td>
</tr>
<tr>
<td>10/08 &amp; 10/10</td>
<td></td>
<td></td>
<td>Due: Oct. 13, 11:59pm</td>
</tr>
<tr>
<td>Week 8</td>
<td>Constructivism</td>
<td>Curriculum model 1: The Montessori Method (articles and videos)</td>
<td>Reflection on a scenario of classroom teaching</td>
</tr>
<tr>
<td>10/15 &amp; 10/17</td>
<td></td>
<td></td>
<td>Due: Oct. 20, 11:59pm</td>
</tr>
<tr>
<td>Week 9</td>
<td>Montessori Method</td>
<td>Curriculum model 2: The High/Scope® Curriculum (articles and videos)</td>
<td>Mind-map B</td>
</tr>
<tr>
<td>10/22 &amp; 10/24</td>
<td></td>
<td></td>
<td>Due: Oct. 27, 11:59pm</td>
</tr>
<tr>
<td>Week 10</td>
<td>High/Scope® Curriculum</td>
<td>Curriculum model 3: The Waldorf Method (articles and videos)</td>
<td>Pre-assessment and constructivist lesson plan</td>
</tr>
<tr>
<td>10/29 &amp; 10/31</td>
<td></td>
<td></td>
<td>Due: Nov. 3, 11:59pm</td>
</tr>
<tr>
<td>Weeks 11</td>
<td>Waldorf Method</td>
<td>Curriculum model 4: The Reggio Emilia Approach (articles and videos)</td>
<td>Curriculum model exhibition</td>
</tr>
<tr>
<td>11/05 &amp; 11/07</td>
<td></td>
<td></td>
<td>Due: Nov. 10, 11:59pm</td>
</tr>
</tbody>
</table>
**Due:** Nov. 17, 11:59pm |
|------------------------|------------------------|----------------------------------------------------------------------------|--------------------------|
| Weeks 13 11/19 & 11/21 | Funds of Knowledge and the diverse needs of students | Book: Developmentally Appropriate Practice: Curriculum and Development in Early Education (6th Edition). (Section I) | Constructivist teaching and reflection  
**Due:** Nov. 24, 11:59pm |
| Week 14 11/26 & 11/28 | DAP | NA | Reflection on the Moon Project + other two activities  
**Due:** Dec. 1, 11:59pm |
| Week 15 12/03 & 12/05 | COURSE REFLECTION WEEK |  |  |
| FINAL EXAM | FINAL EXAM |  | FINAL EXAM |

PLEASE NOTE: any changes to the original course schedule to better fit the needs of students and/or content of the course will be posted on D2L, but it is **your** responsibility to stay aware of the changes.