Instructor: Heather Thrash

Course Credits: 2 hours; D2L WEB BASED COURSE

Office Phone: 281-217-0930 (my cell phone #)

Main Email: D2L email through course is preferred // checked Monday-Friday

Office Hours: leave message on phone; email anytime

Alternate Email 1: heatherthrash@gmail.com // [ONLY use if D2L is down]

Other Contact Information: phone calls and emails will be returned within 48 hours Monday-Friday; any calls or emails after 2pm Friday will be returned by Monday (Tuesday if Monday is a campus holiday)

Alternate Email 2: thrashhl@sfasu.edu // only checked several times a week // [ONLY use if D2L is down and you have tried the gmail account first] – it is a lowercase L, not a 1 in the address above

Co-requisites: HMS 241 + 241L, taken concurrently with ECED 3110

I. Course Description:
A study of psychosocial development in young children with an emphasis on discipline strategies, interaction and communication strategies, classroom management, stages of play, humane education, and Bloom’s Taxonomy.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the TExES PPR, EC6 Content, Technology, and TEKS system Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.
Program Learning Outcomes and Student Learning Outcomes:

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

  - SLO 1.1.1 Assessment – Theory/theorist research and Final Exam
  - SLO 1.1.2 Assessment – History and Educational Models quiz PPR1.11k; TS3Aiii; InTASC 4o
  - SLO 1.1.3 Assessment – Field of Early Childhood Education quiz PPR1.11k; TS3Aiii; InTASC 4o
- SLO 1.2 Candidates explore Principals, Periods and Theories of Child Development including Arnold Gesell and Maturational theory, Jean Piaget and Constructivist Theory, Lawrence Kohlberg and Moral Development, Urie Bronfenbrenner and Ecological Theory, Howard Gardner and Multiple Intelligences, Erik Erikson and Psychosocial Theory, Lev Vygotsky and Sociocultural Theory, Abraham Maslow and Self-Actualization
  - SLO 1.2.1 Assessment – Theory/theorist research and final exam
  - SLO 1.2.2 Assessment – Child Development Quiz PPR 1.1k; InTASC 1b,1e,1j,2d,7i,8j
- SLO 1.3 Candidates investigate goals for guidance, positive communication strategies, classroom management, and difficult behaviors and synthesize the value of intrinsic and extrinsic motivation examining theories from B.F. Skinner, Behaviorism and Alfie Kohn.
  - SLO 1.3.1 Assessment –Theory/theorist research and final exam
  - SLO 1.3.2 Assessment – Relationship and Guidance quiz PPR 2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,10o
- SLO 1.4 Candidates analyze the role and stages of play for young children.
  - SLO 1.4.1 Assessment – What is Play? assignment
  - SLO 1.4.2 Assessment – Understanding and Supporting Play quiz
- SLO 1.5 Candidates examine effective strategies for communicating effectively with young children, with an emphasis on language that stimulates thinking, and values the child (Power of our Words)
  - SLO 1.5.1 Assessment – The Power of Our Words quiz PPR2.1s; TS4a, InTASC 3k
  - SLO 1.5.2 Assessment – The Power of Our Words discussion board PPR 3.1k,3.2k; InTASC 3f,3i,5e,5n,8m,8q
  - SLO 1.6.1 Assessment – Child Care Visit Assignments; Technology 2.1k, 2.2k; ISTE 2a,2c,4d,5a,6d,7c

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.

- SLO 3.1 Candidates probe curriculum components including physical development, language and literacy, creative arts, thinking (Bloom’s Taxonomy), and inquiry based components of math, science, and social studies.
  - SLO 3.1.1 Assessment – Curriculum quiz PPR1.19k,1.23s; InTASC 5i,5j,5q,9a; TEKS System: Understanding Verbs and Cognitive Rigor - Bloom’s Taxonomy
  - SLO 3.1.2 Assessment – Curriculum Planning quiz PPR 1.2k,1.24k,3.5k,3.6k,3.8k,3.8s; TS2Ci; InTASC 2e,2o,3b,5d,5m
  - SLO 3.1.3 Assessment – Curriculum map discussion board PPR1.2k,1.24k,3.5k,3.6k,3.8k,3.8s; TS2Ci; InTASC 2e,2o,3b,5d,5m; Technology 2.3s,6.14s; ISTE 2c,4c
- SLO 3.2 Candidates examine planning components of lesson designs (instructional alignment to district/state) and actions required for the writing of developmentally appropriate lesson plans.
  - SLO 3.2.1 Assessment –Three Lessons to Modify Including Diverse Learners assignment PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j
- SLO 3.3 Candidates compare diverse learner needs including special education, gifted and talented, low socio-economics and English Learners and analyze strategies for working with young children.
  - SLO 3.3.1 Assessment – Including All Children quiz PPR 2.22k,2.20s; TS4Bii,2Aii; InTASC 3c,3d,3j,8h
- SLO 3.4 Candidates discover components necessary in creating learning environments for infants, toddlers, preschool and primary age children including time, space, schedules, room arrangement, safety, physical accessibility, equipment, and materials.
  - SLO 3.4.1 Assessment – Learning Environment quiz PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k; TS4Ai,4Aiii,4Bi,1Di,4Bii,6Ai; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9f,9m,10o
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.

- SLO 4.1 Candidates explore assessment roles, purposes, characteristics, and data analysis while examining authentic and standardized assessment tools.
  - SLO 4.1.1 Assessment - Observing, Documenting, and Assessing Children quiz PPR1.27k; TS5Aii; InTASC 3e,63,6f,6g,6h

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.

- SLO 5.1 Candidates investigate humane education.
  - SLO 5.1.1 Assessment – Humane Education Discussion Board

- SLO 5.2 Candidates evaluate the complexities of communicating with and building partnerships with families as well as legal and ethical responsibilities.
  - SLO 5.2.1 Assessment – Partnerships with Families quiz PPR4.1k,4.2k,4.2s; InTASC 10g

- SLO 5.3 Candidates examine qualities and characteristics of a professional early childhood educator.
  - SLO 5.3.1 Assessment – Interview a Teacher Discussion Board
  - SLO 5.3.2 Assessment – Professional Development Activity PPR4.9k,4.12s,TS6Aii; InTASC 9b,9n,10r; Technology 3.3k, 3.3s, 6.5s; ISTE 2c,3b,5b
  - SLO 5.3.3 Assessment – The Teacher quiz

- SLO 5.4 Candidates explore creating safe and healthy places for young children while investigating components impacting health including obesity, poisoning, and detrimental practices.
  - SLO 5.4.1 Assessment – Health, Safety, and Well-Being Quiz PPR 2.21k,2.19s; InTASC 3d,3k
  - SLO 5.4.2 Assessment – School Lunch Discussion Board

III. Attendance

Regular class attendance and participation is required of all students. Students must be in attendance from the beginning of the course to qualify for financial aid. Students reported for non-attendance or non-participation in any or all of their courses could have their financial aid withdrawn.

This is an online only course; therefore, attendance is based on D2L logins. Attendance in D2L is expected frequently, either to work in the course or just to check email/discussion board for messages. Checking course email/discussion board is expected EVERY 1-2 DAYS during the week. Responding to an email sent to you by your instructor within 48 hours Monday-Friday will be expected of you. Your instructor will be responding to you in the same timely manner, therefore the same respect and promptness is expected of you. If you will be away from an internet connection for an extended period of time, you are to notify your instructor of this absence. (Teachers notify their principals when absent. Notifying your instructor prior to an absence prepares you for the future).

In online courses it is the responsibility of each teacher candidate to read and listen to ALL material presented in EVERY module in this course that mirrors what is discussed in the face to face classes. Failure to manage time and provide evidence that you have attended ‘class’ online will adversely affect your grade. Online students MUST set aside time each day to devote to class, just as you would when you attend a face to face class. Success in this online class will be up to you. You are in control of the amount of time you set aside to read the information, complete assignments, assessments, and discussions. You must be an autonomous, self-directed online learner. You need to allow time for reading, watching videos, completing assignments and assessments.

There will NOT be a face to face meeting on campus this semester due to COVID restrictions and safety precautions, however there WILL BE mandatory Zoom meetings throughout the semester where we will cover content virtually that we were not able to cover face to face this semester. During these meetings we will get to know each other, ask and answer questions, and cover content pertinent to course assignments. These particular Zoom meetings are REQUIRED for the program and must be attended. There will be several choices of days and times in order to accommodate varying schedules.
Failure to attend these meetings will result in a loss of points for professionalism. Unavoidable circumstances may arise, that may be excused; this will be up to the discretion of the instructor and/or the program facilitator.

IV. Course Assignments, Activities, Instructional Strategies, use of Technology:

Since ECED 3210 for completer students is web-based, you will turn in all assignments on or before the due date shown on the timeline into D2L only. Assignments submitted through D2L are due by 11:59 PM of the stated due date. Failure to complete and submit assignments by the stated due date significantly influences your course grade and can result in a failing grade.

ECED 3210 lecture is designed to help you interact with young children. Portions of the lecture will be incorporated into the ECED 3110 practicum assignments. Please note that ECED 3210 lecture and ECED 3110 practicum grades are separate, even though the courses build upon one another. One grade will be earned for lecture and another for practicum.

Assignment Guidelines
The purpose of assignment guidelines is to provide you with basic information that will help you be successful in this class. Adhering to these guidelines will greatly improve your success in this class.

A. Assignments in this course are deadline driven. Each assignment, assessment, or reading has a due date. Meeting deadlines is an integral part of being a successful teacher. **Any assignment turned in after the due date (without prior permission from the instructor) will only receive PARTIAL credit.**

B. **All work must be submitted as a Microsoft Word document, a PDF file, or in Google Docs.** You may obtain Word or Word for Mac for free as a student by using your SFA email and password when purchasing. If you work on an Apple product, you must still get Word for Mac and submit your work as a Word Doc.

C. **No handwritten assignments will be accepted.** Set one-half inch margins. All assignments must be created using New Times Roman 12-point font. This is the standard for APA style writing (refer to APA module for more information).

D. Assignments are submitted and returned through the assignments link in D2L, unless otherwise noted. Always keep a copy of your work. If D2L is down, send it through Alternate Email 1 right away to show you did have the assignment finished in time – and then submit in D2L once it is available. In order to avoid late submission, do not wait until the last minute to submit assignments.

**Important:** Notify me via email or phone of the circumstances causing the assignment to be late. You can take a screen shot of the last time the document was updated as proof it was complete on time...if needed. The instructor may ask for this proof....so do not make any changes to your document after the due date and time; otherwise it will appear that you have worked on the assignment after it was due and may cause the assignment to not be accepted or to be accepted for partial credit only.

Major Assignments:

1. **Child Care Visits** – There will be 2 after-school childcare visits. These two activities provide candidates the opportunity to increase and apply 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. **These will be done virtually this semester through video links and/or research instructions your instructor will provide.** (Technology 2.1k, 2.2k; ISTE 2a,2c,4d,5a,6d,7c)

2. **Professional Development Activity** – The activity provides candidates the opportunity to 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. (PPR4.9k,4.12s,TS6Al; InTASC 9b,9n,10r; Technology 3.3k, 3.3s, 6.5s; ISTE 2c,3b,5b).
3. Quizzes – Quizzes assess candidates knowledge, understanding of the major concepts, principles, theories, and research related to development of children, student learning, curriculum, environment, diversity, communication, assessment, professional ethics, and collaborative relationships with families. (PPR1.1k; TS3Aiii; InTASC 4o; PPR 1.1k; InTASC 1b,1e,1j,2d,7i,8j; PPR 2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3k,5s,8s,10o; PPR2.1s; TS4aIIi, InTASC 3k; PPR 3.1k,3.2k; InTASC 3f,3l,5s,8m,8q; PPR1.19k,1.23s; InTASC 5i,5j,5q,9a; TEKS System: Understanding Verbs and Cognitive Rigor - Bloom's Taxonomy; PPR 1.2k,1.24k,3.5k,3.6k,3.8k,3.8s; TS4Ci; InTASC 2e,2o,3b,5d,5m; PPR 2.22k,2.20s; TS4Bii,2Aii; InTASC 3c,3d,3j,8h; PPR2.1k,2.2k,2.6k,2.8k,2.19k,2.20k,2.3s,2.18s,4.12k; TS4Ai,4Aiii,4Bi,1Di,4Bii,6Ai; InTASC 2n,3c,3d,3j,3k,4q,5c,5s,8h,9e,9g,9l,9m,10o; PPR1.27k; TS5Aii; InTASC 3e,63,f,6g,6h; PPR4.1k,4.2k,4.2s; InTASC 10g; PPR 2.21k,2.19s; InTASC 3d,3k).

4. Theorists and Theories Final Exam – The exam assesses candidates knowledge, understanding, and application of 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 (PPR1.1k; TS3Aiii; InTASC 4o; PPR 1.1k; InTASC 1b,1e,1j,2d,7i,8j; PPR 2.3k,2.13k,2.14k,2.18k,2.2s; TS4Ci; InTASC 3b,3d,3j,3k,4q,5c,5s,8h,9e,9g,9l,9m,10o; PPR1.27k; TS5Aii; InTASC 3e,63,f,6g,6h; PPR4.1k,4.2k,4.2s; InTASC 10g; PPR 2.21k,2.19s; InTASC 3d,3k).

**Students who miss a final 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 and can only be made up for partial credit, unless approved otherwise by instructor. The student is responsible for arranging for the make up exam.

Technical Support
Log on to [http://www.oit.sfasu.edu/disted/studsup/index.html](http://www.oit.sfasu.edu/disted/studsup/index.html) if you are having difficulties. You may also call 936-468-1919 for technical assistance M-F from 8am-5pm…they are wonderful!! D2L has after hours support as well that you can submit through D2L. **Google Chrome works best for viewing MP4 videos in this course.**

Know that if you use a dial-up connection to access the internet for this course, you may experience long wait times for files to download and you may not be able to view all pages in the course or watch all the videos. Not being able to view information is NOT a valid reason to miss assignments. Finding a browser on your computer that allows YouTube and MP4 videos and other links to open quickly will save you time. You may need to find another place to view the videos in order to view them.

V. Evaluation and Assessments (Grading):

As a professional, it is your responsibility to keep up with your grades, calculate your grades, and make sure EACH grade is correctly recorded. When an assignment is graded, immediately look at it and any comments. **If you have a question about a grade or feel it is incorrect, bring this to my attention within ONE WEEK of the grade being posted.** DO NOT wait until the last week of class or AFTER final grades are posted to become concerned about your grades. At that point, it is TOO LATE. All coursework must be submitted for successful completion of ECED 3210. To calculate your grade at any time, combine the total number of points earned up to that point and divide by number of total points for the course. Your final course grade will be based on the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>F</td>
<td>0-69%</td>
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**A letter grade of D cannot be made in your ECED courses.**

Assignments and assessments listed below are due by 11:59 PM as outlined on the course timeline. Missing assignments/assessments will quickly impact your grade. All assignments/assessments must be completed/submitted to successfully complete ECED 3210. ECED 3210 is instrumental in preparing you for your career choice. When you miss an assignment or an assessment, it sends a strong message about you and your commitment to education and children. If you miss assignments and do not put forth your best effort, it not only hurts you, it hurts children you will teach.
Assignments in this course will be graded using a grading rubric for each assignment. You will be able to view each rubric ahead of time, for each assignment through the D2L Rubric tool. It is recommended that you view each rubric so you are aware of specific expectations each assignment may have.

<table>
<thead>
<tr>
<th>ECH 328 Assignments/Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Power of our Words Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Who Am I in the Lives of Children Chapter Quizzes</td>
<td>130</td>
</tr>
<tr>
<td>5 Discussion Board Posts &amp; Responses</td>
<td>100</td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>20</td>
</tr>
<tr>
<td>What is Play? Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Three Lessons to Modify for Diverse Learners Assignment</td>
<td>20</td>
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<tr>
<td>2 Childcare Visits (done virtually this semester)</td>
<td>40</td>
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<tr>
<td>Theory/Theorists Assessment (Final Exam)</td>
<td>100</td>
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<tr>
<td>Professionalism Points</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>485</strong></td>
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**Late Work Policy:** Late work is accepted for **PARTIAL CREDIT ONLY.** Talk with the instructor BEFORE it is late…not after. It is up to YOU to contact the instructor to send notification of a late assignment, once the due date has passed. **Professionalism grade points do drop if MORE THAN 3 assignments are late or missing. Professionalism grade points can go negative.** The decision whether to accept late work is at the discretion of the instructor.

Late work is accepted for partial credit based on the following:
- Turned in within 1 week of the original due date: **75% credit given**
- Turned in within 2 weeks of the original due date: **50% credit given**
- Turned in within 3 weeks of the original due date: **25% credit given**
- Turned in 4 or MORE weeks after the original due date: **no credit given**

**After THREE assignments are late, no more late work will be accepted and professionalism points are lost. This includes quizzes, discussion posts, and dropbox assignments.**

Extenuating circumstances do occur, which will be dealt with on an individual basis but must be communicated to the instructor in a timely manner (within 1 week of the missed assignment) and may or may not be accepted as an extenuating reason. Documentation may be asked for, such as a doctor note, email from OIT, etc. The instructor may allow full credit on late work during extenuating circumstances; it is up to the discretion of the instructor.

**Re-do Work Policy:** Some assignments may be subject to editing and resubmission. In this event, the resubmitted work is due no later than one week after your assignment is graded and returned from the instructor. Edited work resubmitted without the original work will not be accepted. Redo work may or may not count for points added onto the original assignment grade; that is at the discretion of the instructor.

Written work in which the use of the English language is not at an acceptable level for a university student will be returned marked “unacceptable” and a zero assigned (at the discretion of the instructor).
VI. Tentative Course Outline/Calendar:
All dates and assignments are tentative. Alternate date changes may be given verbally at the face to face meeting, through D2L communications, or by a revised timeline. **Quizzes or assignments MAY be added, it is your responsibility to double check with D2L for due dates and times.**

**ECED 3210 Lecture Timeline**
**Fall 2020**

This is a tentative timeline for this semester, in the order the modules should be completed. See actual modules for more specific details. It is recommended that you PRINT this timeline and use it as a check list each week. This course has TUESDAY night due dates, so each week (after week 1) begins on a Wednesday.

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| Week 1            | All Modules prior to Module 1               | • Read all information prior to Module 1 [Let's Begin, Syllabus & Timeline, LiveText, APA]  
| Aug 24-Sept 1     | Module 1: The Power of our Words            | • Complete Syllabus Quiz  
|                   |                                             | • Read all information in Module 1 + assigned textbook pages  
|                   |                                             | • Participate in Discussion Board 1 – The Power of Our Words  
|                   |                                             | • Complete The Power of Our Words Quiz  
|                   |                                             | **All Module Components due by Tuesday September 1st at 11:59PM** |
| Week 2            | Module 2: The Teacher                       | • Read all Module information + assigned textbook pages  
| Sept 2-8          | Mandatory Zoom Call this week               | • Gather information on Theories/Theorists for Final Exam – Skinner, Kohn, Behaviorism [keep for your own notes, see module page for more information]  
|                   |                                             | • Participate in Discussion Board 2 – Interview a Teacher  
|                   |                                             | • Complete The Teacher Quiz  
|                   |                                             | • Choose a Zoom Call that works best with your schedule and attend the meeting [this week’s call will cover both courses; you only need to attend 1 call this week, more information to come]  
|                   |                                             | **All Module Components due by Tuesday September 8th at 11:59PM** |
| Week 3            | Module 3: Relationships and Guidance        | • Read all Module information + assigned textbook pages  
| Sept 9-15         |                                             | • Complete Relationships and Guidance Quiz  
|                   |                                             | • Submit Professional Development Activity to dropbox  
|                   |                                             | **All Module Components due by Tuesday September 15th at 11:59PM** |
| Week 4            | Module 4: The Field of Early Childhood      | • Read all Module information + assigned textbook pages  
| Sept 16-22        | Education                                   | • Gather information on the Theories/Theorists for Final Exam – Erickson, Maslow, Darwin, Pavlov  
|                   |                                             | • Complete Field of Early Childhood Education Quiz  
<p>|                   |                                             | <strong>All Module Components due by Tuesday September 22nd at 11:59PM</strong> |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Task</th>
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</thead>
</table>
| 5    | Sept 23-29 | Module 5: History of Early Childhood Education | - Read all Module information + assigned textbook pages  
- Complete History of Early Childhood Education Quiz  
- Choose a Zoom Call that works best for your schedule and attend the meeting [this week’s call will cover both courses; you only need to attend 1 call this week]  
- Submit Childcare Visit 1 Activity to dropbox  
|       |         | **Mandatory Zoom Call this week** | - All Module Components due by Tuesday September 29th at 11:59PM |
| 6    | Sept 30-Oct 6 | Module 6: Health Safety and Well-Being | - Read all Module information + assigned textbook pages  
- Complete Health, Safety, and Well-Being Quiz  
- Participate in Discussion Board 3 – Lunch Program  
|       |         |                                | - All Module Components due by Tuesday October 6th at 11:59PM   |
| 7    | Oct 7-13 | Module 7: Child Development     | - Read all Module information + assigned textbook pages  
- Complete Child Development Quiz  
- Submit Childcare Visit 2 Activity to dropbox  
|       |         |                                | - All Module Components due by Tuesday October 13th at 11:59PM |
| 8    | Oct 14-20 | Module 8: Observing and Assessing Children | - Read all Module information + assigned textbook pages  
- Complete Observing, Documenting, and Assessing Children Quiz  
- Gather information on the [Theories/Theorists] for Final Exam – Dewey, Gesell, Hall, Maturationism  
|       |         |                                | - All Module Components due by Tuesday October 20th at 11:59PM |
| 9    | Oct 21-27 | Module 9: The Learning Environment | - Read all Module information + assigned textbook pages  
- Complete The Learning Environment Quiz  
|       |         |                                | - All Module Components due by Tuesday October 27th at 11:59PM |
| 10   | Oct 28-Nov 3 | Module 10: Understanding and Supporting Play | - Read all Module information + assigned textbook pages  
- Complete Understanding and Supporting Play Quiz  
- Submit What is Play? Activity to dropbox  
|       |         |                                | - All Module Components due by Tuesday November 3rd at 11:59PM |
| 11   | Nov 4-10 | Module 11: The Curriculum       | - Read all Module information + assigned textbook pages  
- Complete The Curriculum Quiz  
- Gather information on the [Theories/Theorists] for Final Exam – Piaget, Vygotsky, Froebel, Constructivism  
<p>|       |         |                                | - All Module Components due by Tuesday November 10th at 11:59PM |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 12   | Nov 11-17 | Module 12: Curriculum and Planning | - Read all Module information + assigned textbook pages  
- Choose a Zoom Call that fits with your schedule and attend meeting [this week's call will cover both courses; you only need to attend 1 call this week]  
- Complete Curriculum and Planning Quiz  
- Participate in Discussion Board 4 – Integrated Curriculum Map  
- Mandatory Zoom call this week |
| 13   | Nov 18-24 | Module 13: Including All Children | - Read all Module information + assigned textbook pages  
- Complete Including All Children Quiz  
- Submit Three Lessons to Modify for Diverse Learners Assignment to dropbox |
| 14   | Nov 25-Dec 1 | Module 14: Partnerships and Families | - Read all Module information + assigned textbook pages  
- Complete Partnerships with Families Quiz  
| 15   | Dec 2-8 | Module 15: Humane Education | - Read all Module information  
- Gather information on Theories/Theorists for Final Exam – Thorndike, Watson, Montessori, Bruner  
- Participate in Discussion Board 5 – Humane Education |
| 16   | Dec 9-11 [Friday end date] | Finals Week | Final Exam opens Saturday December 5th  
Complete Final Exam by Friday December 11th at 11:59 PM |

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

The Power of Our Words: Teacher Language that Helps Children Learn (2nd edition) by Paula Denton. The purpose of reading portions of this book is to begin building appropriate language skills in talking with young children. The introduction and chapter 1 lay the foundation for a successful lab experience. KEEP THIS BOOK, YOU WILL USE IT IN FUTURE CLASSES. DO NOT RENT IT OR YOU WILL BE DOING THAT 3 MORE TIMES!!

Who Am I in the Lives of Children? (11th Edition) By Stephanie Feeney, Eva Moravcik, and Sherry Nolte. This book will guide our learning throughout the course and enable us to enhance our knowledge base. THIS IS A GOOD ONE TO RENT, YOU WILL ONLY NEED IT FOR THIS COURSE.

**References:** **You do not need to obtain the sources below.**

VIII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE 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.

IX. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

A. 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 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.

B. 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, 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/disabilitieservices/.

C. 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; and/or;
- 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; and/or,
- 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).

**IMPORTANT:** Assignments in EC are sent to Turn-It-In to be checked for plagiarism. The instructor will determine appropriate consequences for any violation listed above. If plagiarism is detected, and another students’ work was used, that student may also be contacted and could face consequences as well, as listed above. **Bottom line:** Don’t copy from a published source (online or hardcopy), even just a sentence or two. Don’t copy from another student’s work or let anyone have access to your work.

**D. 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.

**E. 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 [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
X. 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/](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.texas.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 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.