INSTRUCTOR INFORMATION | COURSE INFORMATION
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Instructor | Tracey Covington Hasbun, Ph.D.
Office Location | ECRC 209G
Email | tlcovington@sfasu.edu
Office Phone | 936-468-2269
Virtual Office Hours | M 10:00-11:00
 | T 10:00-1:00
 | W 10:00-11:00
Course Time | MW 1:00-3:30
Course Location | ECRC 215
Credit Hours | 3

COURSE INFORMATION

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. This is a 3 credit hour lecture course.

II  PREREQUISITES
TECA 1311

III  DIVERSITY STATEMENT
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

COURSE OBJECTIVES & ASSESSMENTS

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; and
- Life-long learning.

Course content is designed to prepare competent, successful, caring, and enthusiastic professional who are dedicated to continued professional and intellectual development.
Please follow this link to visit the SFASU College of Education Conceptual Framework:  
http://www.sfasu.edu/education/about/accreditations/ncate/conceptual/  
Additionally, the James I. Perkins College of Education Diversity Statement can be found at the following link:  
http://coe.sfasu.edu/about-us/

IV PROGRAM LEARNING OUTCOMES, STUDENT LEARNING OUTCOMES AND ASSESSMENT

PLO 1 Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

- SLO 1a Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.
  
  SLO 1a.1 Assessment – Theory/theorist research for Final Exam
  SLO 1a.2 Assessment – History and Educational Models quiz PPR1.11k; TS3Aiii; InTASC 4o
  SLO 1a.3 Assessment – Field of Early Childhood Education quiz PPR1.11k; TS3Aiii; InTASC 4o
  SLO 1a.4 Assessment – What is Play? assignment
  SLO 1a.5 Assessment – Understanding and Supporting Play quiz

PLO 3 Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

- SLO 3.c – Candidates plan instruction including goals, materials, learning activities and assessments.
  
  SLO 3c.1 Assessment – Modification vs. Accommodation PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j
  SLO 3c.2 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,9i,9m,10o
  SLO 3c.3 Assessment – Curriculum quiz PPR1.19k,1.23s; InTASC 5i,5j,5q,9a;

- SLO 3.d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
  
  SLO 3d.1 Assessment – Modification vs. Accommodation
  Learners assignment PPR 1.3k; TS2Ci; InTASC 1h,2f,2g,2m,8a,8p,10j
  SLO 3d.2 Assessment – Including All Children quiz PPR2.22k,2.20s;TS4Bii,2Aii; InTASC 3c,3d,3j,8h

PLO 5 Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

- SLO 5.c - Candidates participate in peer and professional learning communities to enhance student learning.
  
  SLO 5c.1 Assessment – Interview a Teacher Discussion Board
  SLO 5c.2 Assessment – Professional Development Activity PPR4.9k,4.12s,TS6Aiii; InTASC 9b,9n,10r; Technology 3.3k, 3.3s, 6.5s; ISTE 2c,3b,5b
  SLO 5c.3 Assessment – The Teacher quiz

ASSIGMENTS, PROJECTS & EVALUATION

V COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY

See separate document (Course Timeline) detailing class assignments and due dates.

Assignments, assessments, and discussion links are presented in D2L. It is your responsibility to complete work ONLY AFTER you have read the assigned information in the text and modules. Going straight to the assignments IS NOT considered responsible and may show in your work.
You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline. This course is face-to-face but will have online components on D2L. This course may be accessed through MySFA or directly at https://d2l.sfasu.edu/

**Success with Accessing 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. Please make arrangements ahead of time to ensure that you are able to access all components of this online course and are able to log in to the course daily.

Begin your assignments early in case you have technology problems. Then you have time to receive the technology help you need and still complete course requirements on time. If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.

**ASSIGNMENTS**

Assignments will be submitted via D2L, unless otherwise specified by your instructor. Plan ahead so that you will not miss a due date in the event of personal issues or technical difficulties. If you experience extenuating circumstances, contact the instructor via D2L email prior to missing the due date. In the event of a truly extenuating circumstance (e.g., you are in the hospital for several days) that prevents you from contacting the instructor ahead of time, you must contact the instructor via D2L email within 24 hours of missing an assignment to make arrangements for making it up. Please be aware that you may be asked to provide documentation of the extenuating circumstance and that the instructor reserves the right to not grant an opportunity to submit a missed assignment, in which case a grade of zero will be earned. All assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. You are responsible for checking your attachment to ensure it is in the correct format. Assignments submitted in an incorrect file type may earn a grade of zero. In order to enhance learning in this course, assignments may be altered, or additional assignments may be added as the need arises.

The following assignments must be completed and submitted according to the directions in the course modules:

<table>
<thead>
<tr>
<th>ECED 3300 Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Am I in the Lives of Children Chapter Quizzes (10 @ 10 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>Discussion About You/Power of Words</td>
<td>10</td>
</tr>
<tr>
<td>Interview a Teacher Discussion</td>
<td>10</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>Modification vs. Accommodation Assignment</td>
<td>20</td>
</tr>
<tr>
<td>5 Childcare Visits (5 @ 8 pts. each)</td>
<td>40</td>
</tr>
<tr>
<td>Theory/Theorists Assessment (Final Exam)</td>
<td>50</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>270</strong></td>
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**VI EVALUATION AND ASSESSMENTS (GRADING)**

Grading Scale:
- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

 Anything below a “C” is considered a grade of “F.” No “D” will be awarded.

**Assignment Policy** — Students must complete all assignments and be prepared to participate in all discussions. All students are expected to complete assignments on the due date shown in the course timeline. Failure to complete course work will result in a grade of zero, or “Fail”, for the assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of total number
of points earned during the semester. Of course, extenuating circumstances are always considered, but communication with the instructor is essential. Communicate with your instructor BEFORE, not after, problems occur.

## TENTATIVE COURSE TIMELINE

### VII TENTATIVE COURSE TIMELINE

Initial discussion posts are due on Thursday by 11:59 p.m., CST and replies to classmates’ initial posts are due on Sunday by 11:59 p.m., CST, unless otherwise noted.

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Module(s)</th>
<th>Actions to be Taken</th>
</tr>
</thead>
</table>
| **Week 1**    | Let’s Begin  
LiveText & APA  
Module 1: The Power of Our Words | **Opening Modules**  
- Read all information prior to Module 1 [Let’s Begin, Syllabus & Timeline, LiveText, APA]  
**Module 1 (Part I)**—  
- Read all Module information + assigned textbook pages; view all videos  
- *Complete Discussion (Initial post due Thursday and replies to classmates initial posts are due Sunday.*) |
| August 23-29  | Module 2: The Teacher  
Module 3: Relationships and Guidance | **Module 2**—  
- Read all Module information + assigned textbook pages  
- 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– Interview a Teacher  
- Complete The Teacher Quiz  
**Module 3**—  
- Read all Module information + assigned textbook pages  
- Complete Relationships and Guidance Quiz  
- Submit Professional Development Activity to dropbox |
| **Week 2**    | Module 4: The Field of Early Childhood Education  
Module 5: History of Early Childhood Education | **Module 4**—  
- Read all Module information + assigned textbook pages  
- Gather information on the Theories/Theorists for Final Exam – Erickson, Maslow, Darwin, Pavlov  
- Complete Field of Early Childhood Education Quiz  
**Module 5**—  
- Read all Module information + assigned textbook pages  
- Complete History of Early Childhood Education Quiz  
- Submit Childcare Visit 1 Activity to dropbox |
| August 30-September 5 | Module 6: The Learning Environment  
Module 7: Understanding and Supporting Play | **Module 6**—  
- Read all Module information + assigned textbook pages  
- Complete The Learning Environment Quiz  
**Module 7**—  
- Read all Module information + assigned textbook pages  
- Complete Understanding and Supporting Play Quiz  
- Submit What is Play? Activity to dropbox |
| **Week 3**    | Module 8: Child Development  
Module 9: Observing and Assessing Children | **Module 8**—  
- Read all Module information + assigned textbook pages; view all videos  
- Complete Child Development Quiz  
- Submit Childcare Visit 2 Activity to dropbox  
**Module 9**—  
- Read all Module information + assigned textbook pages  
- Complete Observing, Documenting, and Assessing Children Quiz |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>September 27-October 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 10:</strong> Partnerships and Families</td>
<td><strong>Gather information on the Theories/Theorists for Final Exam – Dewey, Gesell, Hall, Maturationism</strong></td>
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<tr>
<td><strong>Module 11:</strong> The Curriculum</td>
<td><strong>Module 10—</strong></td>
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<tr>
<td></td>
<td>- Read all Module information + assigned textbook pages</td>
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<tr>
<td></td>
<td>- Complete Partnerships with Families Quiz</td>
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<td></td>
<td><strong>Module 11—</strong></td>
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<tr>
<td></td>
<td>- Read all Module information + assigned textbook pages</td>
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<td></td>
<td>- Complete The Curriculum Quiz</td>
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<td>- Gather information on the Theories/Theorists for Final Exam – Piaget, Vygotsky, Froebel, Constructivism</td>
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<table>
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<tr>
<th>Week 7</th>
<th>October 4-8</th>
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<tbody>
<tr>
<td><strong>Module 13:</strong> Including All Children</td>
<td><strong>Module 12—</strong></td>
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<tr>
<td><strong>Module 14:</strong> Humane Education</td>
<td>- Read all Module information + assigned textbook pages</td>
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<td></td>
<td>- No Quiz – Look ahead to Final Exam</td>
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<tr>
<td></td>
<td>- Modification vs. Accommodation Assignment</td>
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<tr>
<td></td>
<td><strong>Module 13—</strong></td>
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<tr>
<td></td>
<td>- Read all Module information</td>
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<tr>
<td></td>
<td>- Gather information on Theories/Theorists for Final Exam – Thorndike, Watson, Montessori, Bruner</td>
</tr>
<tr>
<td></td>
<td>- No Quiz – Look ahead to Final Exam</td>
</tr>
<tr>
<td><strong>Final Exam Due by:</strong> October 8</td>
<td><strong>Final Exam opens Friday, October 1st;</strong></td>
</tr>
<tr>
<td><strong>Module 15:</strong> Final Thoughts</td>
<td>- <strong>Complete Final Exam by October 8th, 11:59 PM</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Complete all Assignments by October 8th, 11:59 PM</strong></td>
</tr>
</tbody>
</table>

| Module 14— | **Final Exam opens Friday, October 1st;**  |
| - Read all Module information | - **Complete Final Exam by October 8th, 11:59 PM**  |
| - Complete Final Exam in Quizzes tool [this exam is timed: 60 minutes] | **Complete Final Exam by October 8th, 11:59 PM**  |

**ADDITIONAL RESOURCES TO SUPPORT LEARNING**

**VIII READINGS**

**Textbook:**
This book will guide our learning throughout the course and enable us to enhance our knowledge base. *This is a good book to rent, you will only need it for this course. Make sure you purchase the red cover and it is NOT the California edition.*

**LiveText:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails. LiveText account, ISBN: 978-0-979-6635-4-3.
If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

END OF COURSE

IX 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.

UNIVERSITY POLICIES

X STUDENT ETHICS AND OTHER POLICY INFORMATION (WWW.SFASU.EDU/POLICIES)

- ATTENDANCE

This course meets face-to-face and has online components. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily. A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L.

- 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.

- DEFINITION OF ACADEMIC DISHONESTY

- 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

- 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).

- **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**
  Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

- **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."

- **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.


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**Course Policies**

**XII Course Policies**

- **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.
  - “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. Refer to Section III of the course syllabus for additional information.

- **EMAIL COMMUNICATION**
  When you email me, make sure that the email includes a specific question and/or provides clear information. Make sure to proofread for typos prior to sending. During the week, I will do my best to answer your email
within 48 hours. If you do not receive an answer in 48 hours (during the week), please re-send the email. If you email Friday night, you may not receive a response until Monday. Please also make sure to check your email, daily, so you do not miss course information and announcements.