I. Course Description: (brief paragraph)

A study of psychosocial development in young children with an emphasis on discipline strategies, interaction and communication strategies, classroom management, stages of play, humanist, constructivist, and behavioral approaches to learning. Students are required to complete at least 1.5 hours of observation in three different early childhood settings. These experiences will require comparisons among different visits of three different childcare settings. All course activities will require a minimum of 12 hours of work.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

A. Program Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, 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.

B. Student Learning Objectives:

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 meet individual students' development, acquisition of knowledge, and motivation.
   - SLO 1.1.1 Assessment – F2F/OL Theory/therapist assignment
   - SLO 1.1.2 Assessment – Field of Early Childhood Education quiz PPR1.11k; TS3Aii; InTASC 4o
   - SLO 1.1.3 Assessment – Field of Early Childhood Education quiz PPR1.11k; TS3Aii; InTASC 4o


C. Students are required to complete at least 1.5 hours of observation in three different early childhood settings.

D. All assignments are designed to prepare the future teacher for understanding the field of early childhood with an emphasis on discipline strategies, interaction and communication strategies, classroom management, stages of play, humanist, constructivist, and behavioral approaches to learning.
complete and submit ALL assignments by the stated due date. You will turn in all assignments on or before the due date shown on the timeline. Assignments submitted through D2L are due by midnight of the stated due date. Failure to submit ALL assignments by the stated due date significantly influences your course grade and can result in a failing grade.
There is designed to help you interact with young children. Portions of the lecture will be incorporated into the ECH 328 practicum assignments. Please note that ECH 328 lectures are separate. One grade will be earned for lecture and another for practicum.

Guidelines:

Assignment guidelines are 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 the course. 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. Arriving in after the due date (without prior permission from the instructor) will receive 50% credit.

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 ECH 328. To calculate your grade, combine the total number of points earned and divide by the possible number of total points you could have earned. This gives you a percentage grade that corresponds to the following grading scale:

**Grading Scale**

- 89% = B = 364
- 92% = B+ = 398
- 95% = A- = 420
- 98% = A = 455
- 86% = C+ = 318
- 90% = C = 363
- 77% = D+ = 250
- 80% = D = 200
- 70% = F = 0

**Making a Change**

If you have a question about a grade or feel it is incorrect, bring this to my attention within ONE WEEK of me posting grades. DO NOT wait until dead week OR AFTER final grades are recorded. When an assignment is graded, immediately look at it and correct any mistakes. Any assignment turned in after the due date (without prior permission from the instructor) will receive 50% credit.

**Assignments/Assessments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>r of our Words Quiz</td>
<td>20</td>
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<tr>
<td>Am I in the Lives of Children Chapter Quizzes</td>
<td>130</td>
</tr>
<tr>
<td>Discussion Board Posts /Responses</td>
<td>120</td>
</tr>
<tr>
<td>Professional Development Activity</td>
<td>10</td>
</tr>
<tr>
<td>Is Play? Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Lessons to Modify for Diverse Learners Assignment</td>
<td>25</td>
</tr>
</tbody>
</table>

- All assignments/assessments must be completed/submitted to successfully complete ECH 328. Any assignment turned in after the due date (without prior permission from the instructor) will receive 50% credit. ECH 328 is instrumental in preparing you for your career choice. When you miss an assignment or an assessment, it sends a strong message about 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.
### Course Outline/Calendar:

#### ECED 3210 Timeline

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
</table>
| Week 1 (7 – 5/21) | Module 1 The Power of our Words | - Read all Module Information  
- Participate in Discussion Board 1 – The Power of Our Words  
- The Power of Our Words Quiz  
- Complete Checklist  
- All Module Components are due by Sunday night at 11:59 |
| Module 2 The Teacher | - Read all Module Information  
- Participate in Discussion Board 2 – Interview a Teacher  
- The Teacher Quiz  
- Complete Checklist  
- All Module Components are due by Sunday night at 11:59 |
| Module 3 Relationships and Guidance | - Read all Module Information  
- Gather Information on Theories/Theorists for Final Exam  
- Relationships and Guidance Quiz  
- Submit the Professional Development Activity to Dropbox  
- Complete Checklist  
- All Module Components are due by Sunday night at 11:59 |
| Module 4 The Field of Early Childhood Education | - Read all Module Information  
- Field of Early Childhood Education Quiz  
- Something during the pandemic 1: Playful activities  
- Complete Checklists  
- All Module Components are due by Sunday night at 11:59 |
| Module 5 History of Early Childhood Education | - Read all Module Information  
- History of Early Childhood Education Quiz  
- Something during the pandemic 2: A lesson of COVID 19  
- Complete Checklists  
- All Module Components are due by Sunday night at 11:59 |
| Week 3 (8 – 6/4) | Module 6 Child Development | - Read all Module Information  
- Gather Information on Theories/Theorists for Final Exam  
- Child Development Quiz  
- Something during the pandemic 3: Diverse situation  
- Complete Checklists  
- All Module Components are due by Sunday night at 11:59 |
| Module 7 Observing and Assessing Children | - Read all Module Information  
- Observing, Documenting, and Assessing Children Quiz  
- Complete Checklist  
- All Module Components are due by Sunday night at 11:59 |
| Module 8 Health Safety and Well-Being | - Read all Module Information  
- Participate in Discussion Board 3 – Lunch Program  
- Health, Safety, and Well-Being Quiz  
- Complete Checklists  
- All Module Components are due by Sunday night at 11:59 |
| Week 4 (9 – 6/11) | Module 9 The Learning Environment | - Read all Module Information  
- Gather Information on Theories/Theorists for Final Exam  
- The Learning Environment Quiz  
- Complete Checklists  
- All Module Components are due by Sunday night at 11:59 |
<table>
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<tr>
<th>Week 5 (4 – 6/18)</th>
<th>Week 6 (1 - June 25)</th>
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<tbody>
<tr>
<td><strong>Module 10 Understanding and Supporting Play</strong></td>
<td><strong>Module 11 The Curriculum</strong></td>
</tr>
</tbody>
</table>
| • Complete Checklists  
  • All Module Components are due by Sunday night at 11:59 | • Read all Module Information  
  • Complete and submit What is Play? Activity to Dropbox  
  • Understanding and Supporting Play Quiz  
  • Complete Checklist  
  • All Module Components are due by Sunday night at 11:59 |
| **Module 12 Curriculum and Planning** | **Module 13 Including All Children** |
| • Read all Module Information  
  • Curriculum and Planning Quiz  
  • Gather Information on Theories/Theorists for Final Exam  
  • Complete Checklists  
  • All Module Components are due by Sunday night at 11:59 | • Read all Module Information  
  • Study Information on Theories/Theorists for Final Exam  
  • Including All Children Quiz  
  • Complete and turn in Three Lessons to Modify Assignment to Dropbox  
  • Complete Checklists  
  • All Module Components are due by Sunday night at 11:59 |
| **Module 14 Partnerships and Families** | **Module 15 Humane Education** |
| • Read all Module Information  
  • Study Information on Theories/Theorists for Final Exam  
  • Partnerships and Families Quiz  
  • Participate in Discussion Board 5 – Generation M2  
  • Complete Checklist  
  • All Module Components are due by Sunday night at 11:59 | • Read all Module Information  
  • Study Information on Theories/Theorists for Final Exam  
  • Participate in Discussion Board 6 – Humane Education  
  • Complete Checklist  
  • All Module Components are due by Friday night at 11:59 |
| **Final Exam** |  |
| • Complete Final Exam between 12:00 am – 11:59 pm on Friday, June 25, 2021 |  |

**Required and recommended—including texts, websites, articles, etc.**:

- The Power of Our Words: Teacher Language that Helps Children Learn by Paula Denton. The purpose of reading portions of this book is to begin building appropriate language skills in working 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? (10th 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.
- First steps toward teaching the Reggio way. NJ: Prentice-Hall.
- Creating and sustaining the constructivist classroom (2nd ed.). CA: Corwin Press.

**Evaluations**:

At 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: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention.
Evaluating 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.

Ethics and Other Policy Information: Found at https://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. 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) 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 completing 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.

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. 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; 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).

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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. The student will have incurred an academic penalty.
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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and well-being. These resources are free, and all of them are confidential.

Campus Resources:

SU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
468-2401

SU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
468-1041

Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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 honest 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.


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 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.

2. 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-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/).

3. 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.texes.ets.org/registrationBulletin/](http://www.texes.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take the 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.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.