HDFS 1111-501

Educating Young Children

Summer- 2021

Instructor: Ginny Watkins    D2L e-mail or ginnywatkins@sfasu.edu
Phone: (936) 468-1182     Course Time: Asynchronous
Office: EDAN Room 130     Office Hours: Wed & Thurs 8-9 am
Credits: 1 hour     Class Location: Online

Prerequisites: Taken concurrently with HDFS 1211 Lecture

Zoom Office Hours:
The professor offers zoom office hours but is available for in person office hours if requested. The
times that are posted are guaranteed times I (Dr. Watkins) will be available. If you need a time
outside of these hours, please send an email and we will work to find a time for both of us.

Email:
I will be checking email form 8 a.m. on Monday morning through Friday at 12:00 p.m. I do not
typically check emails on the weekend. Please look ahead in the course modules and email with
questions prior to the weekend.

I. Course Description:
Introduction to the profession of early childhood education focusing on developmentally appropriate
practices, interaction with young children, observing and assessing young children, and creating
developmentally appropriate activities. In addition to the online coursework, The practicum must be
taken concurrently with HDFS 1211.

Course Justification:
Educating Young Children (1 credits). Students in this course receive extensive course content
information either in-class or via online content modules equivalent to 100 minutes per week for 8
weeks. Students in this course receive an understanding of child development activities, which
prepares them for careers working with young children. Students in the course will engage in a
variety of assignments which can include, but are not limited to, videos, art activities, discovery
activities, and cooking activities. In this course students will learn how to conduct a music group time
for young children.

Course Delivery Modality: The course is offered complete online in an asynchronous form. The
course information opens on Monday at 12:01am and weekly assignments are due Sunday at
11:59pm unless otherwise stated within the course.
Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

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

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the Perkins College of Education, we value and are committed to:

- 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
- Service that enriches the community

This course supports the vision, mission, and core values of the Perkins College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of child development and serves as one of the foundation courses in the Human Development and Family Studies in the Department of Human Sciences, and aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

Program Learning Outcomes

- Learners will identify social & cultural influences affecting family life (CFLE content area #1))
- Learners will recognize healthy & unhealthy characteristics pertaining to family relationships. (CFLE content area #2)
- Learners will apply appropriate practices based on theories of human growth & development to individuals and families (CFLE content area #3)
- Learners will demonstrate professional behaviors that are reflective of ethical standards & practice (CFLE content area #9)
- Learners will develop culturally competent educational materials and learning experiences. (CFLE content area # 10)
- Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes (CFLE content area #7)

Course Objectives:

NCATE COURSE OBJECTIVES:
Standard 1- Promoting Child Development and Learning

- The candidate knows and understands young children’s characteristics and needs.
- The candidate knows and understands the multiple influences on development and training.
- The candidate uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Student Learning Outcomes (SLO):

Upon completion of the course, the successful student will:

- Be able to implement a short developmentally appropriate group experience for toddlers. (SLO 1)
- Be able to identify developmentally appropriate outdoor learning center activities for toddlers that promote learning. (SLO 2)
- Be able to identify skills and behaviors that are characteristics of toddlers which include physical development, cognitive development, language development, and social/emotional development. (SLO 3)
- Be able to utilize appropriate interaction techniques with toddlers that include: positive guidance strategies and communication skills. (SLO 4)
- Be able to plan an outdoor learning center activity utilizing the adaptive processes that foster appropriate developmental skills for toddlers. (SLO 5)
- Have the knowledge and be able to construct song cards and pictures using block manuscript. (SLO 6)
- Be able to identify a developmentally appropriate environment for toddlers that promote learning. (SLO 7)

III. Course Assignments, Activities, Instructional Strategies:

Introduce Yourself Assignment: 10 pts.

Students will receive 10 points for participation in this discussion. 7 points for posting about yourself, and 3 points for responding to at least one post by a classmate. Response posts need to be thoughtful and engage with the original post to earn credit (ex: "that's interesting" or "I agree" or "I think the same" will not earn credit).

Developmentally Appropriate Practice (DAP) Assignment: 10 pts.
Students are responsible to for completing the DAP assignment in D2L to show their understanding of DAP. (SLO 7)

**Art Sample: 10 pts.**

Students will collect an art sample from a toddler and discuss what stage of art the child is in, and what type of pencil grip the child is holding. (SLO 1)

**Discovery Activity: 10 pts.**

Students will select a discovery activity to create. Students will then submit a Flipgrid to discussing what recipe was made, what they liked about the project, what did or did not work, and would they try with children. The discovery item is then to be shown in the Flipgrid. (SLO 1)

**Cooking Activity: 10 pts.**

Students will select a cooking activity to create. Students will then submit Flipgrid of themselves discussing what three cooking activities were found, what activity they chose to conduct, what they learned from the activity, would they do the activity with children, and what was learned. The cooking item is then to be shown in the Flipgrid. (SLO 1)

**Learning Center Activity Internet Search: 20 pts.**

Search the internet for four (4) toddler age activities that relate to art and discovery (science) outdoor centers. Students will be able to identify developmentally appropriate outdoor learning center activities for toddlers that promote learning. Two (2) activities for art and two (2) activities for discovery. This assignment will be turned into the drop box. (SLO 5)

**Handwriting- Manuscript Assignment: 10 pts.**

Students will practice their (block manuscript) printing skills. Students will be responsible for **printing by hand** the practice handwriting assignment then submitting to Dropbox. (SLO 6)

**Song Card File: 20 pts.**

Students will construct two (2) song cards to begin their song card file. Both song cards will be used with the Group Time Video. One song card will be an action song and the other song card will be movable parts. (SLO 6) Students are to create two (2) song cards.

**Case Study: 100 pts.**

Students will be responsible for completing the online case study. Students will be able to identify skills and behaviors that are characteristics of toddlers which include physical development, cognitive development, language development, and social/emotional development. (SLO 3)

**Group Time Video 100 pts.**

Students will be responsible for conducting a small developmentally appropriate group experience for toddler aged children. The video will then be submitted via Flipgrid.
Activities will follow the guidelines and criteria outlines by the lab course instructor. Students will sign up for this activity. Students will be assigned either an art or discovery activity. (SLO 1, 2, 4, 5, 7)

IV. Evaluation and Assessment:

Grades will be assigned according to the total number of points earned. Candidates will not receive a final course grade until all assignments are completed and submitted to the instructor. This also includes completing observation hours. Grades are determined by dividing the total earned by the total number of possible points.

Grades are based on the following:

- Introduction Assignment: 10 pts.
- Developmentally Appropriate Practices Activity: 10 pts.
- Art Sample Activity: 10 pts.
- Discovery Activity: 10 pts.
- Cooking Activity: 10 pts.
- Learning Center Activity Internet Search: 20 pts.
- Manuscript Activity: 10 pts.
- Song cards: 20 pts.
- Case study: 100 pts.
- Group Time Video: 100 pts.

Total: 300 pts.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week of June 28</td>
<td>• Getting Stated</td>
<td>• Read Getting Started module content, notably syllabus and Semester Calendar.</td>
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<tr>
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<td>• Developmentally Appropriate Practice (DAP) Assignment</td>
<td>• Introduce Yourself Discussion</td>
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<td>• Read module content</td>
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<td>• Submit DAP Assignment by July 4, 11:59 pm</td>
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<td>Week of July 5</td>
<td>• Art for Toddlers and the Stages of Art</td>
<td>• Read module content</td>
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<td>• Discovery with Toddlers</td>
<td>• Submit Module Activity by July 11, 11:59 pm</td>
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<td>• Cooking with Toddlers</td>
<td>• Submit Module Activity (Flipgrid) by July 11, 11:59 pm</td>
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<td>Week of July 12</td>
<td>• Learning Center Activity</td>
<td>• Read module content</td>
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<td>• Learning Center Activity by July 18, 11:59 pm</td>
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<td>Week of July 19</td>
<td>• Group Music and Transitions</td>
<td>• Read module content</td>
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<td>• Song card and picture card directions and block lettering</td>
<td>• Submit Module Activity (Flipgrid) by July 25, 11:59 pm</td>
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<td>• Construction of song cards</td>
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<td>Week of July 26</td>
<td>• Case Study</td>
<td>• Read module content</td>
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<td>• Submit Case Study by August 1, 11:59 pm</td>
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<td>Week of August 2</td>
<td>• Group Time Video</td>
<td>• Read module content</td>
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<td>• No Final for this course</td>
<td>• Submit Group Time Video by <strong>August 5</strong>, 11:59 pm</td>
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All drop box items are due at 11:59 pm on the due date- No late work is accepted.

VI. Readings

- Students are required to look for articles on the internet relating to toddler age art and discovery activities.
- Students are responsible for reading and printing off the information and assignments from the HDFS 1111 D2L website. The information and assignments must be placed in a binder and brought to class for a grade.
- **No required textbook for the HDFS 1111 practicum.**

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: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation.
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:
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.

Professionalism Work Policies:
Late Work receives no points. Under extenuating circumstances such as health reasons, family emergencies, or student participation in approved university-sponsored events are always considered.
- Late work that is approved by the instructor must be turned in no later than one week after the due date.
- Complete all assignments independently unless otherwise stated by the instructor
- 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, 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.

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. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**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.

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 wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

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 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. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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.texes.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:**

Students experiencing food insecurity and student-parents in need of baby- and toddler-related items:

The Pantry is a [food pantry at SFA](http://www.sfa.edu) on the 3rd floor of the Student Center (3.201) that works to help alleviate hunger among students. Thanks to OWLE (Organization for Women’s Leadership and Equity), the newly formed professional women’s organization on campus, baby- and toddler-related items are also now available for distribution. The pantry currently has diapers, formula, pacifiers, and other miscellaneous items.

If you have need, fill out the form on the linked website and someone from OWLE will contact you about how to pick up items.

**Please note, if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!**