Education Studies Department
ECED 3310.501
Early Childhood Theory and Practice
Fall 2023

Instructor Information:

Instructor: Dr. Carolyn Abel
Office: ECRC 201
Phone: (936) 468-2904
Fax: (936) 468-1701

Course Time & Location: Online
Office Hours: TBA
Credits: 3 semester credits
Email: cabel@sfasu.edu

Prerequisites:
Admitted to Teacher Education.

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.

Students will have weekly reading assignments and are expected to participate in Dropbox Assignments, Discussion Boards, Classroom Projects, one hour of observation in an early childhood setting, and a culminating creative project. These experiences will require reflection on theories learned in this course. All course activities will require a minimum of 12 hours of work each week to prepare and engage in this course.

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 Justification:
ECED 3310, “Early Childhood Theory and Practice” (3 credit hours) is an investigation and application of theories and best practices for planning instruction in a primary early childhood classroom. Through the course, students will complete assignments related to understanding and planning instruction appropriate to a primary classroom. All assignments are designed to prepare the teacher for understanding how to develop instructional plans for the core content areas while focusing on the needs of all students. Candidates are also expected to complete one hour of observation in an early childhood setting.
II. Intended Learning Outcomes/Goals/Objectives:

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

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

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

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

ECED 3310 supports the Perkins College of Education’s Vision, Mission, Goals, and Core Values in that it addresses four of the five core values: academic excellence (through learning content and critical, reflective, and creative thinking), life-long learning (through discussions and application), collaboration (through discussions, emails, and some assignments), openness (to new ideas, theories, and philosophies), and integrity (through demonstration of ethical and professional dispositions). Though this course does not address service, there are courses in the program that do.

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

Program Learning Outcomes & Student Learning Outcomes:

PLOs and SLOs

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

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

SLO 1.1.1 Assessment = Mind-map of Theories
SLO 1.1.2 Assessment = My MI Profile
SLO 1.1.3 Assessment = Curriculum Models Exhibition PPT
SLO 1.1.4 Assessment = Final Performance Presentation, Creative Project
SLO 1.2: Candidates apply knowledge of the developmental domains (aesthetic, affective, physical, and social) to explain the effect of the domains on planning instruction in the core content areas of literacy and math (EC12 Texas PPR I).
SLO 1.2.1 Assessment = Reflection on a Scenario of Classroom Teaching
SLO 1.2.2 Assessment = Reflection on The Science of Teaching and Instruction

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

SLO 2.1 = Candidates demonstrates the importance of understanding content standards and cross-curricular connections for the early childhood (K-3) student prior to planning for instruction (EC12 Texas PPR I).
SLO 2.1.2 Assessment = Constructivist/Integrated Lesson Plan
SLO 2.1.3 Assessment = Written Critique of the DAP and Standards

SLO 2.2 = Candidates uses knowledge of the Texas Essential Knowledge and Skills (TEKS) to prepare lessons and activities integrating different components of literacy instruction (EC12 Texas PPR I).
SLO 2.2.1 Assessment = Constructivist/Integrated Lesson Plan
ALO 2.2.2 Assessment = Written Critique of the DAP and Standards

SLO 2.3: Candidates will utilize knowledge of appropriate literature choices to connect age-appropriate books to Math, Science, and Social Studies standards (EC12 Texas PPR I, III).
SLO 2.3.1 Assessment = Constructivist/Integrated Lesson Plan

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

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

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

SLO 3.3 = Candidates will demonstrate an understanding of integrating literacy into other content areas (EC12 Texas PPR I).
SLO 3.3.1 Assessment = Constructivist/Integrated Lesson Plan
SLO 3.3.1 Assessment = Written Critique of the DAP and Standards

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

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

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4, InTASC 6).

SLO 4.1 = Candidates design assessments that are appropriate for evaluating student understanding and assist the teacher with planning for small group or individual student interventions (EC12 Texas PPR I).

SLO 4.1.1 Assessment = Constructivist/Integrated Lesson Plan

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5, InTASC 9, 10).

SLO 5.1 = Candidates reflects on best practices and exhibits professionalism through interactions with professor and peers (EC12 Texas PPR IV).

SLO 5.1.1 Assessment = My MI Profile/My Funds of Knowledge
SLO 5.1.2 Assessment = Written Critique of the DAP and Standards
SLO 5.1.3 Assessment = Constructivist/Integrated Lesson Plan
SLO 5.1.4 Assessment = Curriculum Models Exhibition PPT
SLO 5.1.5 Assessment = Final Performance Presentation, Creative Project

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (Total points: 530)</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Mind-maps of each of the individual theories/theorists</td>
<td>250</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.2k, 2.3k; InTASC: 1d, 1f, 1k, 2l, 3i, 3o, 7i; Texas Educator Standards (TS): TS2A(iii), TS2C(i), TS2B(ii), TS2C(i); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
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<tr>
<td>Summary A</td>
<td>20</td>
<td></td>
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<tr>
<td>Summary B</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>My MI Profile</td>
<td>10</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.20k, 1.7s, 2.5k; InTASC: 1e, 1h, 1i, 2l, 4o, 5q, 6v, 7j, 7n, 8p; Texas Educator Standards (TS): TS2B(ii), TS2C(i), TS2C(ii), TS3C(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 2.10s (ISTE 4c), 6.16s (ISTE 3d), 7.7 (ISTE 2c, 5a)</td>
</tr>
<tr>
<td>Introduction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reflection on a Scenario of Classroom Teaching</td>
<td>30</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.9k, 1.7s, 2.2k, 2.9s, 3.1k, 3.8k; InTASC: 3r, 7k, 7i, 7m, 8j, 8m; Texas Educator Standards (TS): TS2C(i), TS2A(iii), TS2B(ii); Technology Standards: 2.9s (ISTE 5a, 6d), 6.16s (ISTE 3d)</td>
</tr>
<tr>
<td>Reflection on The Science of Teaching and Instruction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Constructivist/Integrated Lesson Plan</td>
<td>40</td>
<td>EC 12 Texas PPR Standards: 1.1k, 1.2k, 1.3k, 1.7k, 1.8k, 1.10k, 1.19k, 1.20k, 1.23k, 1.25k, 1.26k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.20s, 1.23s, 1.25s, 1.26s, 2.3k, 2.5k, 2.4s, 2.5s, 2.9s, 3.1k, 3.4k, 3.6k, 3.8k, 3.11k, 3.15k</td>
</tr>
</tbody>
</table>
3.4s, 3.5s, 3.6s, 3.7s, 3.13s; **InTASC**: 1a, 1b, 2a, 2b, 2c, 2f, 3b, 3d, 4b, 4c, 4d, 4e, 4h, 4k, 5b, 6a, 6b, 6c, 6d, 6e, 6f, 6r, 6t, 7b, 7c, 7d, 8d, 8f, 8g, 8h, 8i, 9g, 9h; **Texas Educator Standards (TS)**: TS1A(i), TS1B(i), TS1B(iii), TS1C(iii), TS1D(ii), TS2C(iii), TS3B(iii), TS3C(i), TS3C(ii), TS5A(i); **Technology Standards**: 1.1k (ISTE 5a, 5b, 5c), 2.9s (ISTE 5a, 6d), 6.21s (ISTE 5b); **CAEP Standards**: 1.a, 1.b, 3.c, 3.d, 4.a

| Written Critique of the DAP and Standards | 40 | **EC 12 Texas PPR Standards**: 1.7k, 1.20k, 1.2s, 1.7s, 2.2k, 2.3k; **InTASC**: 2g, 4i, 4n, 5s; **Texas Educator Standards (TS)**: TS4A(iii), TS2B(ii), TS2C(iii), TS2C(ii); **Technology Standards**: 2.9s (ISTE 6d), 6.16s (ISTE 3d) |
| PPT - Curriculum Models Exhibition | 30+40 | **EC 12 Texas PPR Standards**: 1.10k, 1.1s, 1.2s, 1.6s, 1.7s, 1.10s, 1.11s, 1.12s, 1.20s, 1.23s, 2.2k, 2.3k, 2.5k, 2.4s, 2.5s, 3.1k, 3.4k, 3.6k, 3.11k, 3.16k, 3.8s; **InTASC**: 2d, 2e, 2f, 3b, 4c, 4g, 4h, 4r, 8j, 8n; **Texas Educator Standards (TS)**: TS1C(iii), TS1E(ii), TS2C(i), TS3B(i), TS3C(i); **Technology Standards**: 1.1k (ISTE 5a, 5b, 5c), 2.9s (ISTE 5a, 6d), 6.21s (ISTE 5b), 7.7 (ISTE 5a); **CAEP Standards**: 1.a, 1.b, 3.c, 3.d, 4.a |
| Final Performance Presentation, Creative Project | 100 | **EC 12 Texas PPR Standards**: 1.7s, 1.23s, 2.2k, 2.3k, 3.8k; **InTASC**: 1g, 2m, 3c, 3j, 5n, 7i, 7q, 8q, 9i; **Texas Educator Standards (TS)**: TS2C(i), TS2A(iii), TS2B(ii), TS2C(j); **Technology Standards**: 6.16s (ISTE 3d), 7.7 (ISTE 2c) |

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

**Description of Assignments**

1. **Summary of Theories/Theorists’ Thoughts**

1.1. **Summary A**: You are expected to read the article titled *Time Tested Early Childhood Theories and Practice* and summarize each theorist’s thoughts using the following table (Leave it blank if there are no thoughts in the categories). Please submit your paper in PDF format to the Dropbox, as well as print your summary and bring it to class for discussion.

<table>
<thead>
<tr>
<th>Theorists (7)</th>
<th>Nature of Children</th>
<th>How Children come to learn</th>
<th>School Curriculum</th>
<th>Instructional Materials</th>
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1.2. **Summary B**: You are expected to search the information about following 7 theorists: Noam Chomsky, Arnold Gessel, Sigmund Freud, Erik Erikson, B. F. Skinner, John B. Watson, Ivan Pavlov, and summarize each theorist’s main thoughts in a paragraph (less than 50 words for each theorist / emphasis on quality and clarity, not length). **Use your own words** in
summary as plagiarism detections with the new CHAT GPT AI detection will be in place and no score will be received for the Turnitin® similarity of 50% and above. Submit your paper to D2L.

1.3. Summary C, Mind-map Discussion Board: You are expected to read and watch assigned articles, chapters, and videos about following 10 (25 pts. each) theories/theorists: Clay, Piaget, Vygotsky, Dewey, Behaviorism, Cognitivism, Constructivism, Funds of Knowledge, and Gardner throughout the semester, and create a mind-map for each theory/theorist to show the detailed information from the assigned reading materials about the theory/theorist. Then use ONE key word & ONE key sentence to accurately and concisely summarize the main points of the theory and raise at least ONE question about the theory connecting with the practice for class discussion. Mind-map examples will be provided in D2L.

Post Mind-map + one word, one sentence, and one question to the Mind-map Dropbox in D2L.

2. My MI Profile

You are expected to be familiar with and understand Multiple Intelligence (MI), and then create a profile of your MI using the MI Self-Assessment. You need to reflect on your MI profile by answering the following 4 guiding questions. Submit your PPT to D2L Discussions Board so all may enjoy, comment, share.

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

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

3. Reflection on a Scenario of Classroom Teaching

You are expected to observe a 30-60-minute K-3 classroom teaching activity in person or virtually (Zoom observation or watching a prerecorded video of it), then reflect on the scenario you observed based on three learning theories (behaviorism, cognitivism, constructivism). Meanwhile, developmental domains (aesthetic, language, cognitive, affective, physical, and social) should also be identified and discussed.

The paper should include three parts: the description of the scenario you observed + your reflections RE learning theories + developmental domains plus the teacher’s name, grade, school. Format should be 2-3 double-spaced pages using APA. Please submit the paper to D2L.

4. Using a Book to Design a Constructivist/Integrated Lesson Plan

You and your partner are expected to select an age-appropriate book (K-2) from your own book shelf or online resources and create a lesson to go with the theme of story based on constructivist learning theory, and connect 2-3 subjects (English Language Arts, Math, Social Study, Science, Art, Music). A lesson plan template will be provided in D2L.

Both of you (as a team together) are expected to read at least two lesson plans from your peers and determine if the lesson plan is a constructivist lesson or not, and give your thoughtful reasons and suggestions to improve it in your response (signed by both names).

PS. Two students (feel free to choose your partner by yourself) work on one lesson plan if it is convenient for you both to talk about it, otherwise, you may do it individually.

You do not need to purchase a book from online; instead, you can read a picture book online. YouTube provides many videos of reading picture books.
5. PPT – Curriculum Models Exhibition

**Group Work:** You will be randomly assigned a team and curriculum model (see D2L home page). Your team will create a 10-page PPT on one of four curriculum models (The High/Scope® Curriculum, The Reggio Emilia Approach, The Montessori Method, The Waldorf Method). Check calendar for specific DUE date for your group. Your team will prepare a presentation and design an authentic activity on your curriculum model for Kindergarten students using proper materials.

**FORMAT:** Consider the following guiding questions to lead you to exhibit your team’s curriculum model:

1. **Cover page, title, contributors and role(s)**
2. What is the role of the teacher in learning activities?
3. What’s the concept of “child” in the curriculum?
4. What does the learning look like in the curriculum?
5. What does the assessment look like in the curriculum?
6. What are strengths and weakness in the curriculum?
7. What are the theorists/theories embedded in the curriculum?
8. What are resources available to support curriculum implementation?
9. What are activities you will teach Kindergarten students (objectives & materials)?
10. Resources

The presentation should include all the above-mentioned 10 pages. Use a PowerPoint with pictures and videos (if you like) to enhance your work. Activities should be highly relevant to your curriculum model. Please submit PowerPoint to D2L and attach a statement of task responsibility (who contributed what).

**Individual Work:** You are expected to post your comments/questions on each curriculum PPT model presentation on the discussion board. These should be substantive and informed. Check calendar for discussion response dates for all 4 curriculum models.

6. Write a Critique of the DAP and Standards

You are expected to read the assigned materials about Developmentally Appropriate Practice, then answer the question (Is teaching the standards developmentally appropriate practice?) and write an article to support your answer. You can choose a specific grade level and a specific core content area (K-3) to state why teaching the standards is/isn’t developmentally appropriate practice. For instance, you choose Texas Essential Knowledge and Skills for Kindergarten (English Language Arts and Reading). Then, you argue teaching English Language Arts and Reading Standards for Kindergarten is/isn’t developmentally appropriate practice / then provide your evidence in support of how you feel.

Format should be approx. 2-3 double-spaced pages in length, 12 pt. font, APA format for citations and references. You are expected to include 1-2 citations in your paper and 1-2 academic articles or books about theories as references at the end of the paper. Please submit the paper to D2L.

You may need the following guiding questions to lead you to write a critique:

- What are the main points of DAP?
- What are the main points of English Language Arts and Reading/Mathematics/Science/social Studies standards? (you only need to choose one of subjects.)
- Why teaching English Language Arts and Reading/Mathematics/Science/Social Studies (choose one skill from one list) standards is (or isn’t) developmentally appropriate practice?
7. Discuss where the science belongs in instructional decision making

You will watch the webinar in D2L (module 14) titled “The Magic is in the Instruction: The Science of Reading joins the Science of Instruction” with Dr. Anita Archer (2023). Retrieved https://www.youtube.com/watch?v=XysGOJmXzQ0 (14:10 to 1:11:00). Do you see any of your theorists coming through in the discoveries she shares? Can you name a few? What makes you say this? Can more than one theorist be combined to make learning even more powerful? Share any surprises or statements that confirm your thinking. Comment on at least one or two others. Learning (even our own) is a continuous process!

8. Final Performance Presentation

For your final performance presentation, you may partner or produce your own. You are expected to select one of the theories you learned in this course, and then, create a song/poem/rap or other musical performance to show the selected theory/theorist and its practice. Once you describe it in a document, make a VIDEO of you reading or performing it. The name of the theory/theorist should NOT be included in the document or musical performance. Let us guess and give us enough clues that we CAN guess correctly.

Submit 2 documents—the lyric of song/rap or poem PLUS a video of you (and partner) performing it to D2L.

IV. Summary of LiveText Assignments:

There are NO LIVETEXT or Q CLASSROOM assignments for this course.

IV. Evaluation and Assessments (Grading):

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

90 to 100% = A  
80 to 89% = B  
70 to 79% = C  
< 69% = F

*C or better for this course is required as a prerequisite for Field Experience II.

V. Tentative Course Outline/Calendar:

The tentative course CALENDAR is provided at the end of this course syllabus and as a separate page in the syllabus.timeline module in d2L.

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

Required Readings:

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

Recommended Readings:


Vygotsky, Piaget, and Bruner, http://ntweb.deltastate.edu/vp_academic/cbranton/vygotskybrunerpiaget.htm


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Late Work Policy: Policy 6.7
Attendance: Teacher candidates must follow all policies and procedures as outlined in the syllabus. Regular class attendance and participation is required of all students. Online students attend class by logging on to the course daily. Students must attend and participate in all courses to qualify for financial aid. Students reported for non-attendance or non-participation in their courses could have their financial aid withdrawn.

Late Work Policy: Late work will lose points. Due to the breadth and depth of assignments in this course and the fact that multiple individuals (including your professor, mentor teacher, and students) are relying on your timely completion of work --- please be prompt, professional, and passionate about your work!

The following is information that helps clarify and outline student responsibilities, and expectations for enrollment and participation. To be successful you should:
· read course syllabus and follow CALENDAR and MODULE directions for assignments,
· complete ALL ASSIGNMENTS independently unless otherwise stated by the instructor,
· complete ALL ASSIGNMENTS on or before the due date (Learn to WORK AHEAD)
· submit ALL WORK in order to complete this course,
· participate intelligently in all class discussions,
· communicate professionally in verbal and written communication (including electronic communication),
· complete the end-of-course online evaluation,
· get into the habit of dressing professionally and exhibiting professional demeanor and attitude in your behavior, language, and all written work / maintain confidentiality at all times, even when online
· become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism.

Please visit http://www.sfasu.edu/ppolicies/academic_integrity.as
· When you join any zoom classes we may hold, please make sure that you follow these guidelines:

When joining a class via ZOOM keep your camera on and...

➢ dress and appear just as you would if attending class in person.
➢ behave while Zooming as if sitting in a traditional classroom.
➢ select a location that is a quiet room free of distractions (for yourself and others).
➢ avoid public spaces with customers milling in the background, road noises, etc.
➢ avoid using distracting virtual backgrounds (I will be the judge of distracting).
➢ It is better to mute your microphone when not speaking, however please try to avoid or eliminate background disruptions: pets, roommates, TV, music, food.

Parents and caregivers deserve access to education. Especially now, when learning space is often virtual, with many children learning from home and schools facing sudden closures, I expect children to be present in class from time to time.

➢ Children of all ages, including breastfeeding babies, are welcome and may be visible on-screen during class sessions. Alternatively, parents and caregivers may turn off the camera when more privacy is required. Use good judgement and be considerate of everyone in class.
➢ Stepping away momentarily for childcare reasons is completely understandable. Simply mute and/or turn off your camera as necessary and rejoin us when you are able.
➢ Do not take any photos, audio, or video of any children or exchanges on screen. Students who do so are subject to censure.
➢ When muting or turning off video, feel free to use the chat function as needed.
➢ Please consider disclosing your student-caregiver status to me. While I must maintain the same high expectations for all students in my classes, I am happy to problem-solve with you in a way that makes
you feel supported as you strive for school-caregiver balance. This may be extended to other demands such as elderly care, etc. but keep in mind that the requirements for this course cannot change.

**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/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1** [https://www.sfasu.edu/docs/policies/4.1.pdf](https://www.sfasu.edu/docs/policies/4.1.pdf)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**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.
- When in doubt, cite it!

**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)](http://www.sfasu.edu/docs/policies/6.3.pdf).

**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 documented 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**

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 (online or in person) 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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes...
fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom (including online settings). Students who do not attend class regularly (your footprint is tracked) 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 student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

University Policies can be found at https://catalog.sfasu.edu/content.php?catoid=2&navoid=78

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

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.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information

Admission to Teacher Education requires a 2.5 GPA. Students must maintain the 2.5 GPA during the remainder of their course work. If the GPA falls below 2.5 during the Field Experience 1 courses or student teaching, students will be dropped from professional education courses. **NOTE:** Those students who entered SFA in fall 2013 and beyond must have and maintain a GPA of 2.5.
### Tentative Calendar Timeline – ECED 3310 – Abel

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Aug 28-Sep 3</strong></td>
<td></td>
<td>2 assignments DUE: Introduce yourself!</td>
</tr>
<tr>
<td></td>
<td><strong>Introduction &amp; warm-up discussion</strong></td>
<td></td>
<td>Summary A-dropbox</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Sep 4-10</strong></td>
<td>Articles, websites, and videos listed in Module 1 on D2L.</td>
<td>My MI Profile</td>
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<tr>
<td></td>
<td><strong>M1: Time tested early childhood theories and practice</strong></td>
<td></td>
<td>Mind-map of MI</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>Sep 11-17</strong></td>
<td>Articles, book chapter, websites, and videos listed in Module 2 on D2L.</td>
<td>Mind-map of Piaget</td>
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<td></td>
<td><strong>M2: MI and Developmental domains</strong></td>
<td></td>
<td>Mind-map of Vygotsky</td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Sep 18-24</strong></td>
<td>Articles, book chapter, websites, and videos listed in Module 3 on D2L.</td>
<td>Mind-map of Burner</td>
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<td></td>
<td><strong>M3: Piaget &amp; Vygotsky</strong></td>
<td></td>
<td>Mind-map of Clay</td>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Sep 25-Oct 1</strong></td>
<td>Articles, book chapter, websites, and videos listed in Module 4 on D2L.</td>
<td>Mind-map of Dewey</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Oct 2-8</strong></td>
<td>Book chapters listed in Module 5 on D2L.</td>
<td>Mind-map of behaviorism</td>
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<td></td>
<td><strong>M5: Dewey</strong></td>
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<td>Mind-map of cognitivism</td>
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<tr>
<td><strong>Week 7</strong></td>
<td><strong>Oct 9-15</strong></td>
<td>Articles and videos listed in Module 6 on D2L.</td>
<td>Mind-map of constructivism</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td><strong>Oct 16-22</strong></td>
<td>Articles and videos listed in Module 7 on D2L.</td>
<td>Montessori Method PPT due Oct 22 and Discussion</td>
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<tr>
<td></td>
<td><strong>M7: Constructivism</strong></td>
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<td>Reflection on a scenario of classroom teaching-dropbox</td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Oct 23-29</strong></td>
<td>Websites and videos listed in Module 8 on D2L.</td>
<td>High/Scope Curriculum PPT due Oct 29 and Discussion</td>
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<tr>
<td></td>
<td><strong>M8: Montessori Method</strong></td>
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<td>Summary B-dropbox</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td><strong>Oct 30-Nov 5</strong></td>
<td>Websites and videos listed in Module 9 on D2L.</td>
<td>Waldorf Education PPT due Nov 5 and Discussion</td>
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<tr>
<td></td>
<td><strong>M9: High/Scope® Curriculum</strong></td>
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<td>Using a book to design a Constructivist lesson plan</td>
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</tbody>
</table>
### PLEASE NOTE:

Any changes to the original course schedule to better fit the needs of students and/or content of this course will be posted in writing on D2L, but it is your responsibility to stay aware of the changes.

All Dropbox assignments and Quizzes are due on Sundays by 11:59 PM, Central Standard Time.

All Initial Discussions are due on Thursdays by 11:59 p.m., Central Standard Time, and all Discussion Replies (to a min of 2 other Initial Posts) are due by Sunday 11:59 p.m., Central Standard Time.

*C or better for this course is required as a prerequisite for Field Experience II.

<table>
<thead>
<tr>
<th>Weeks 11</th>
<th>M10: Waldorf Method</th>
<th>Websites and videos listed in Module 10 on D2L.</th>
<th>Reggio Emilia PPT due Nov 12 and Discussion</th>
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<tbody>
<tr>
<td>Nov 6-12</td>
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<tr>
<td>Weeks 12</td>
<td>M11: Reggio Emilia Approach</td>
<td>Websites and videos listed in Module 11 on D2L.</td>
<td>Mind-map of Funds of Knowledge</td>
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<td>Nov 13-19</td>
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<tr>
<td>Weeks 13</td>
<td>Fall Break – use this time wisely</td>
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<td>Nov 18-26</td>
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<tr>
<td>Week 14</td>
<td>M12: Funds of Knowledge</td>
<td>Articles, websites, handouts, and videos listed in Module 12 on D2L.</td>
<td>Optional Poverty Discussion</td>
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<tr>
<td>Nov 27 – Dec3</td>
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<tr>
<td>Week 15</td>
<td>M13: DAP M14: Science of Instruction</td>
<td>Articles, websites, videos and book chapters listed in Module 13 &amp; 14: DAP and the science behind Instructional Decisions” on D2L.</td>
<td>Written Paper Critique of DAP and Standards-dropbox Discussion Board on “the science” behind instructional decisions</td>
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<tr>
<td>Dec 4 - 10</td>
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<tr>
<td>Week 16</td>
<td>M15: COURSE REFLECTION &amp; Final Exam week</td>
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<td>Final presentation project (video and paper) is DUE dec 13</td>
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<tr>
<td>Dec 11-15</td>
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