

<b>Discipline/Program:</b> Teacher Education
<b>Course Title:</b> Educating Young Children
<b>Course Rubric and Number:</b> TECA 1311
<b>Semester with Course Reference Number (CRN):</b> Fall 2014 Semester, CRN 30424
<b>Course Location/Times:</b> Morales Eagle Online Only
<b>Course Semester Credit Hours (SCH):</b> 3 Hours, Lecture
<b>Course Contact Hours:</b> 48 Contact Hours
<b>Course Continuing Education Units (CEU):</b> 0
<b>Course Length (number of weeks):</b> 16 week
<b>Type of Instruction:</b> Lecture
<b>Instructor Contact Information:</b> <b>Name:</b> Jacqueline D. Mamou, M.Ed. <b>Phone Number (Office):</b> N/A <b>Email Address:</b> jacqueline.mamou@hccs.edu
<b>Office:</b> Before and after class, or by appointment.
<p><b>Course Description:</b> This course is designed as an introduction to the education of young children, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues.</p> <ul style="list-style-type: none"> <li>• The course content must be aligned as applicable with State Board of Educator Certification Pedagogy and Professional Responsibilities standards</li> <li>• The course requires a minimum of 16 hours of field experience with children from infancy through age 12 in a variety of settings. These hours must be documented and signed by the cooperating teacher on the field experience document log.</li> <li>• Program Reports – After visiting eight (8) programs that provide services, care, or schooling to young children, the student will write a summary report for each two (2) hour observation. A list of early childhood programs and the program report outline will be provided by the Child Development Department.</li> <li>• Code of Ethics – During this course, the instructor will emphasize the NAEYC Code of Ethics and students will complete an assignment dealing with NAEYC Code of Ethics.</li> </ul>

**Notice:** This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Protective and Regulatory Service. “No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care.”

**Course Prerequisites:** None

**Course Goal:** Students should be able to fulfill all of the SLOs (Student Learning Objectives) described below:

**Course Student Learning Outcomes (SLO):**

1. **Establish** a broad understanding of strategies for creating an organized and productive developmentally appropriate learning environment.
2. **Improve** academic analytical writing skills through writing assignments; enhance professional knowledge and skills in preparation to better understand children and effectively interact with other members of the educational community.
3. **Demonstrate** effective speaking and listening skills; and improve their understanding and adhere to legal and ethical requirements for educators and become knowledgeable of the structure of education in Texas.

**Learning objectives:**

1. Discuss contributions of historical and contemporary theorists to the field of early childhood education.
2. Understand strategies for creating and organized and productive developmentally appropriate learning environment.
  - a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts developmentally appropriate practices.
  - b. Analyze the effects of classroom routines and procedures on student learning, and how to establish and implement routines and a productive learning environment.
  - c. Demonstrate an understanding of how young children function in groups and design group activities that reflect a realistic understanding of the extent of children’s ability to

- collaborate with others.
  - d. Recognize the importance of creating a schedule for children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers.
  - e. Know the stages of play development (from solitary to cooperative) and the important role of play (e.g. young children's learning and development).
  - f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training.
3. Describe types of early childhood programs.
  4. Enhance professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
    - a. Explain characteristics and developmental stages of an early childhood professional.
    - b. List characteristics of an early childhood professional.
    - c. Discuss career opportunities for the early childhood professional.
    - d. Understand and use professional development resources (e.g. mentors, and other support systems, conferences, on-line resources, workshops, journals, professional associations, coursework) to enhance knowledge pedagogical skills, and technological goals.
    - e. Engage in reflection and self-assessment to; identify strengths, challenges, and potential problems; improve teaching performance, and achieve professional goals.
  5. Understand the process of referral.
    - a. Discuss the referral process including observation and assessment.
    - b. Identify school and community resources early childhood professionals would access when making a referral.
  6. Understand and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
    - a. Describe the profession's code of ethical conduct and its

- application in everyday practice.
- b. Apply knowledge of ethical guidelines for educators in Texas (e.g. those related to confidentiality, interactions with students, and others in the school and community), including policies and procedures described in the Code of Ethics and Standard Practice for Texas Educators.
  - c. Know legal requirements for educators (e.g. those related to special education, students' and families' right, student discipline, equity, and child abuse) and adheres to legal guidelines in education-related situations.
7. Identify current trends and issues in the early childhood profession.
  8. Participate and observe 16 hours of field experience in programs serving children birth through 12 years, with varying curricula models; and 1 professional experience.

Information: The student will gather information about early childhood programs and services (acquires and evaluates information) and write a program report about early childhood programs (interprets and communicates information).

Personal Qualities: The student will access course requirements (self-management) and make plans to complete requirements (responsibility); share knowledge of own skills and abilities (self-esteem); demonstrate understanding and politeness in group discussions (sociability); and understand the impact of violating belief and ethical codes of the early childhood community (integrity/honesty).

**NAEYC Standards:** Standard 4. Teaching and Learning; Standard 5. Becoming a Professional

**PPR (EC-4) Standards:** Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession. (Continuing Professional Development, Legal and Ethical Requirements and the Structure of Education in Texas).

For a complete list of all standards visit HCC Central College Learning Web <http://learning.cc.hccs.edu/Courses/>

NAEYC – National Association for Education of Young Children  
Standards for Early Childhood Professional Preparation Associate  
Degree Programs  
TECECDS – Texas Early Care and Education Career Development  
System  
HSECKS – Head Start Core Knowledge and Skills for Practitioners  
Pedagogy and Professional Responsibilities EC-12

**COURSE CALENDAR:**

Week Number	Activities and Assignment	Objectives and Details
1		
	Introduction, Syllabus review, Course Overview	Distribute syllabus, review class requirements and student learning outcomes, and visit and review class Eagle Online site.
		ACTIVITY 1 - LEARNING ACTIVITY 1 - “How do I find a good child care program?”
2		
	Part I. The What of Early Childhood Education  Part II. The Who of Early Childhood Education	Chapter 1. The Scope of and Need for Early Childhood Education; Code of Ethics Paper.  Chapter 2. The Children
		Review PowerPoint and notes from Monday, complete: LEARNING ACTIVITY 2 – “Observe children of the same sex at two different ages.”
3		
	Part II. The Who of Early Childhood Education	Chapter 3. The Families  <b>OFFICIAL DAY OF RECORD – ATTENDANCE IS VITAL.</b>

JAN 30	<b>Class will meet on Eagle Online.</b>	Review PowerPoint and notes from Monday and complete: take a quiz over materials covered in chapters 1-3.
4		
FEB 4	Part II. The Who of Early Childhood Education <b>Class will meet on Eagle Online in the Chat Room.</b>	Chapter 4. The Teachers/Caregivers
FEB 6	<b>Class will meet on Eagle Online.</b>	Review PowerPoint and notes from Monday and complete: LEARNING ACTIVITY in Eagle Online.
5		
FEB 11	Part III. The Why of Early Childhood Education	Chapter 5. Rationale Supporting Early Childhood Education
FEB 13	Visit to the Library	Students will attend class in the HCCS Southeast College Eastside Library located in the Learning Hub for a library orientation. Attendance is Mandatory.
6		
<b>FEB 18</b>	<b>NO CLASS</b>	<b>President's Day Holiday</b>
FEB 20	<b>Class will meet on Eagle Online</b>	Review material covered in chapters 1-5; take a quiz over chapters 1-5; complete: LEARNING ACTIVITY in Eagle Online; If you have not begun working on your Program Reports, begin NOW.
7		
FEB 25	Part III. The Why of Early Childhood Education	Chapter 6. Accountability, Standards, and Assessment

		Review PowerPoint and notes from Monday and complete: LEARNING ACTIVITY in Eagle Online.
8		
	Part IV. The Where of Early Childhood Education	Chapter 7. The Physical Environment
	Attend a school board meeting	Observe how decisions are made affecting students in our schools. This is an individual assignment. Most school board meetings are broadcast via television on the municipal channel in your community or on the web. You will need to either attend one in person or watch it on television /web. You will write a journal entry about your thoughts.
9		
	Review for Mid Term	Review material covered in chapters 1-7; Discuss observations from the various school board meetings and the library visit.
		The test will cover chapters 1-7. The test will consist of 50 multiple-choice questions. There will also be 5 short answer questions that will be worth 10 point each. All the questions for the test will come straight from the textbook. Make sure you have read each chapter thoroughly. Take your time and do your best!
10		
	Part V. The How of Early Childhood Education— Curriculum	Chapter 8. Scheduling and Curriculum Planning

	Visit a playground at a neighborhood park, preschool, or child-care center	LEARNING ACTIVITY - Using Technology in Education
11		
	Part V. The How of Early Childhood Education—Curriculum	Chapter 9. Creative Development through the Curriculum; Chapter 10. Physical Development through the Curriculum
	Museum Visit	Visit any of the museums in the Houston area. During this visit you will observe children and their families interacting with one another. After your visit you will complete an activity on Eagle Online where you will discuss the socialization outcomes observed during your visit.
12		
	Part V. The How of Early Childhood Education—Curriculum	Chapter 11. Cognitive Development through the Curriculum; Chapter 12. Language Development through the Curriculum.
		Watch the Movie <i>FINDING FORRESTER</i> (2000) Complete the movie viewing activity in Eagle Online. <i>Finding Forrester</i> is a telling portrayal of ethics and expectations as an African American teen writing prodigy and star athlete finds a mentor in a reclusive author.
13		
	Part V. The How of Early Childhood Education—Curriculum	Chapter 13. Social Development through the Curriculum



		Review material covered in chapters 8-13; Discuss observations from the museum visit and information obtained through the parent interviews.
14		
	Part VI. The How of Early Childhood Education—Guidance	Chapter 14. Guiding Routines and Group Activities Chapter; 15. Guiding Social Behaviors; Chapter 16. Helping Children Cope with Stress
		Program Reports are due. For information on the Program Reports see handout under week 1.
15		
	Final Exam Review	Review material covered in chapters 1-17; Discuss Child Growth and Development Case Studies.
		Use this time to review for your final exam. Email me if you have questions or need help.
16		
DEC 11	<b>FINAL EXAM</b>	All Day
DEC 15	<b>FINAL GRADES POSTED</b>	12:00 Noon Deadline

**Instructional Methods:** Lecture, in-class discussion, in-class essay exams, online discussion groups, readings, and writing assignments.

**Student Assignments:**

**Participation:** Students are expected to participate in class and online discussions/debates and when the teacher calls on them. Readings must be completed in order to participate. By asking students about the readings, the instructor can also check whether they have completed readings or not. This assignment helps fulfill SLOs 2, 4, and 5.

**Quizzes:** It is up to the discretion of the instructor to assign quizzes if class participation is lacking or if it apparent that reading assignments are not being completed. These could be announced or unannounced and consist of short answer questions regarding the reading assignments. If utilized, this assignment helps fulfill SLOs 1 and 2.

**Exams:** There will be two exams during the semester, the midterm and the final exam. These will consist of multiple-choice questions, fill-in-the-blank questions, and 1-2 essay questions that will require you to integrate, explain, reflect upon, and critique the material covered in class. The instructor will discuss specific content of each exam at least one week before the date of the exam. This assignment helps fulfill SLOs 1,2, and 3.

**Code of Ethics Paper** – the purpose of this paper is to help you apply your knowledge of ethical guidelines for Texas educators gained in the class. You will need to select a section from the NAEYC Code of Ethical Conduct and consider the ideals and principles from that section in terms of daily application for educators. This assignment helps fulfill SLOs 2, 4, and 5.

**Field Experience Agreement/Program Reports** – the purpose of this activity is to comply with the state requirements for this class. Each student is required to complete 16 hours of observations at a NAEYC Accredited Center with the appropriate documentation and recording of hours completed. Prior to beginning the observations each student must submit a Field Experience Agreement to the instructor signed by the director/principal of the facility or school.

***These assignments meet the critical thinking, computer literacy, speaking, listening, reading, and writing competencies required by the core curriculum.***

**Student Assessments:** Students will be assessed for their ability to successfully complete the assignments mentioned above according to the grading criteria mentioned below.

**Instructional Materials:**

Essa, Eva. (2011). *Introduction to Early Childhood Education* (6<sup>th</sup> ed.). Albany: Wadsworth.

All other readings assigned by the instructor.

**HCC Policy Statements:**

**ADA: STUDENTS WITH DISABILITIES**

*Any student with a documented disability, (i.e. physical, learning, psychiatric, visual, hearing, etc) who needs to arrange reasonable accommodations must contact the disability services office at the respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the disability services office. The counselor for Southeast College can be reached at 713 718-7218.*

**Academic Honesty:**

**Academic irregularities** cannot be tolerated. Attempts to compromise the integrity of this course will result in a grade of **zero** for the assignment or dismissal from the class. Students **must not collaborate on the exams in any way** (including the use of materials from former students) and **must not copy material from any source to use as their essay answers or discussion contributions**. See the HCCS Student Handbook for details.

Cheating is not that hard to define and as college students, you should have a firm idea about what cheating is. Just to be clear, here are a few simple definitions:

- Cheating is: Copying from another student's exam.
- Cheating is: During a exam, using materials not authorized by the person giving the exam.
- Cheating is: Collaborating with another student during a exam without proper authority.
- Cheating is: Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an exam or paper.
- Cheating is: Bribing another person to obtain a copy of an exam.
- Cheating is: [Plagiarism](#), which means using *someone's work or someone's ideas* and representing them to be your own. That "someone" may be another student, a friend, a relative, a book author, an author of material on a web site, etc. Do not take material from anywhere without giving proper credit or reference. In other words, do not copy from an Internet source and paste it into your essay answer space.
- Cheating is: Collusion, which means the *unauthorized* collaboration with another person in preparing written work offered for credit when you represent that work to be your own.

The Semester Writing Assignment will be submitted to TurnItIn.com, which is a service HCCS subscribes to for identifying plagiarized material.

**In this class, the standard penalty for academic dishonesty is a grade of zero on the assignment. The penalty for gross plagiarism and cheating**

on exams is failure in the course. Depending on severity and frequency, academic dishonesty can lead to a recommendation for probation or dismissal from the College System.

If you ever have any question about what is cheating, what is plagiarism or what is unauthorized collusion, please contact your instructor before you do anything or submit anything. It is much better to ask first than to get caught later.

### **Student Attendance:**

You are expected to attend all lecture classes and labs regularly. You are also responsible for materials covered during your absences. Instructors may be willing to consult with you for make-up assignments, but it is your responsibility to contact the instructor.

Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

You may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab).

For example:

- For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), you can be dropped after six hours of absence.
- For a four credit-hour lecture/lab course meeting six hours per week (96 hours of instruction), you can be dropped after 12 hours of absence.

### **3-peaters:**

NOTICE: Students who take a course more than twice face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor / counselor about opportunities for tutoring/other assistance prior to considering course withdrawal or if you are not receiving passing grades.

The Texas State Legislature has begun to impose penalties on students who drop courses excessively. In 2007, the Legislature passed a law limiting students to no more than 6 total course withdrawals throughout their academic career in obtaining a

baccalaureate degree. To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your instructor will “alert” you and HCC student services of the chance you might fail a class because of excessive absences and/or poor academic performances. You should visit with your instructor, a counselor, or HCC online Student Services to learn about your options.

**Withdrawal Deadline: This is your policy about dropping students: here is a sample**

It is your responsibility to withdraw officially from a class and prevent an “F” from appearing on your transcript. When considering withdrawal from a course, remember that:

- No grade is given and your transcript reflects no record of the course if you withdraw before the Official Date of Record.
- A “W” (indicating withdrawal) appears on your transcript if you drop a course after the Official Date of Record and before the final deadline.
- **The final deadline to drop the course is April 1, 2013 at 4:30 P.M.**

**INTERNATIONAL STUDENTS:** Receiving a W in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. ONLY ONE online/distance education class may be counted towards the enrollment requirement for International Students per semester. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**Student Course Reinstatement Policy:** Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Faculty members have a responsibility to check their class rolls regularly, especially during the early weeks of a term, and reconcile the official class roll to ensure that no one is attending class whose name does not appear on the rolls. Students who are dropped from their courses for non-payment of tuition and fees, who request reinstatement after the official date of record (OE

date), can be reinstated by making payment in full and paying an additional \$75 per course reinstatement fee. A student requesting reinstatement should present the registrar with a completed Enrollment Authorization Form with the signature of the instructor, the department chair, or the dean, who should verify that the student has been regularly attending class. Students who are reinstated are responsible for all course policies and procedures, including attendance requirements. A dean may waive the reinstatement fee upon determination that the student was dropped because of a college error. The dean should note the nature of the error in a memo to the registrar with the appropriate documentation.

**Instructor Requirements:**

*ATTENDANCE:* Although attendance will be taken at the beginning of class, this is merely for administrative purposes. I do not require students to attend class, and I WILL NOT DROP ANYBODY for low attendance. This being said, attendance to the lectures is absolutely necessary if you want to do well in the class. If you fail to attend class, not only will I have little or nothing to base your participation grade on, but you will miss important material from my lectures. Much of this material is NOT in the assigned readings but WILL be on the exams. In other words, it's up to you whether or not you want to attend, but if you don't, then you are likely to do poorly on the assignments. I recommend making friends with at least one other student so that you can share notes if/when you need to skip a meeting.

*MAKE-UPS:* There will be no make-ups except in cases of legitimate emergency (note: Having a hangover, or being in jail for DWI or DUI, will not be considered a legitimate emergency). This policy applies to all exams (or possible quizzes).

*CHEATING AND PLAGIARISM:* I have a NO TOLERANCE policy regarding cheating and plagiarism. Not only will you receive a 'F' for the course if caught cheating or plagiarizing, but the Dean will also be notified of your actions. Don't cheat! It's not worth it

**I WILL NOT DROP A STUDENT. IT IS THE STUDENT'S RESPONSIBILITY TO PROCESS THE PAPERWORK BEFORE THE DUE DATE. THOSE STUDENTS WHO FAIL TO DO SO WILL BE ASSIGNED A LETTER GRADE BASED ON THE SCHEME BELOW.**

**Program/Discipline Requirements:** A minimum of 50% of the student's semester average must come from writing assignments.

**HCC Grading Scale:**

**A = 90 – 100**

**B = 80 – 89**

**C = 70 – 79**

**D = 60 – 69**

**F = 59 and below**

**Instructor Grading Criteria:** The semester grade will be calculated by:

Code of Ethics Paper (2-5 pages)	20%
Midterm	20%
Field Experience/8 Program Reports	20%
Attendance/Participation/Quizzes	20%
Final Exam	20%
Total Possible Points:	100%

*“This syllabus is meant as a guide and is subject to change at the discretion of the instructor. If there are any changes made, the student will be notified in a timely manner.”*

**Enjoy a great semester of learning new things.**