



Course Syllabus Educating Young Children TECA 1311

Semester with Course Fall, 2017
Reference Number (CRN) CRN 37383

Instructor contact information (phone number and email address)
Katherine A. Abba
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Office Location and Hours
Stafford Campus
STF3 204
Office hours: Monday., 2:00-4:00pm
Wednesday, 5:00-6:00pm
Or, by appointment

Course Location/Times Tu/Th 11:00-12:20PM
Stafford Campus. Rm. STF3204

Course Semester Credit Hours (SCH) (lecture, lab) If applicable
Credit Hours 3.00
Lecture Hours 3.00
Laboratory Hours

Total Course Contact Hours 48

Course Length (number of weeks) 16 weeks

Type of Instruction Lecture/ Online Assignments
Field experience required

Course Description:

- 1) An introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues;
- 2) course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards;
- 3) requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations;

4) course includes a minimum of 16 hours of field experience.

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| Course Prerequisite(s) | None |
| Academic Discipline/CTE Program Learning Outcomes | NAEYC Standard 1. Promoting Child Development and Learning NAEYC Standard 4. Using Developmentally Effective Approaches NAEYC Standard 6. Becoming a Professional |
| Course Student Learning Outcomes (SLO): 4 to 7 | Upon successful completion of this course, students will: <ol style="list-style-type: none"> 1. Identify the features of a quality developmentally appropriate program for young children. 2. Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education. 3. Analyze various early childhood programs and curricular models that have influenced practice. 4. Describe current and future trends and issues in the field of education. 5. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings. 6. Describe and adhere to professional code of legal and ethical requirements for educators. |
| Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.) | <p>Identify the features of a quality developmentally appropriate program for young children.</p> <ol style="list-style-type: none"> 1.1 Identify types and characteristics of different early childhood programs. 1.2 Contrast early childhood programs. <p>Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education.</p> <ol style="list-style-type: none"> 2.1 Describe contributions of historical theorists to the field of early childhood education. <p>Analyze various early childhood programs and curricular models that have influenced practice.</p> <ol style="list-style-type: none"> 3.1 Identify types and characteristics of different early childhood programs. 3.2 Contrast early childhood programs. <p>Describe current and future trends and issues in the field of education.</p> <ol style="list-style-type: none"> 4.1 Discuss public policy, how it is developed and its impact on children and families. 4.2 Identify child care research findings and report on the effects of early education on children, their families, and/or society. <p>Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings.</p> <ol style="list-style-type: none"> 5.1 List the four developmental areas. <p>Describe and adhere to professional code of legal and ethical requirements for educators.</p> <ol style="list-style-type: none"> 6.1 List characteristics of an early childhood professional. 6.2 List educational and experience requirements for early childhood positions. |
| SCANS and/or Core | <u>Personal Qualities:</u> The student will access course requirements (<i>self management</i>) |

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| Curriculum Competencies: If applicable | and make plans to complete requirements (<i>responsibility</i>); share knowledge of own skills and abilities (<i>self-esteem</i>); demonstrate understanding and politeness in group discussions (<i>sociability</i>); and understand the impact of violating belief and ethical codes of the early childhood community (<i>integrity/honesty</i>). <u>Systems:</u> The student will acquire knowledge about cultural differences in families (<i>understands systems</i>), understands how culture affects family (<i>monitor/correct system performance</i>) and be able to offer assistance to families (<i>design/improve systems</i>). |
| Course Calendar | See below |
| Instructional Methods | Distance (100%) Web-enhanced (49% or less) Face to Face |
| Required Component | <p>This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course—<u>field experience assignment and program reports</u>.</p> <p>This course also requires an "Ethical Dilemma Response Paper", a 2 page response paper to an early childhood ethical dilemma. The response must include student's response to the dilemma and the ethical principles and/or ideals that support the response.</p> |
| Student Assignments | <p>1. News Assignment = 50</p> <p>2. Theorist Presentation (50 pts.) –Choose one theorist, or influential early childhood educator, and write a paper discussing his or her contributions to the field of early childhood. See description in Blackboard (approximately 750-1000 words) References from a minimum of 2-3 sources (APA format) must be included. You are required to submit your paper to ASK ONLINE and to make the changes suggested in your edited paper. <i>You must receive a grade of 70% on this assignment or above to pass the class.</i> (Paper = 100 pts.) As a group, you will also make a presentation to the class about your chosen theorist. Demonstrate his or her influence in the form of an activity, demonstration, or materials. (Presentation = 15 points)</p> <p>3. Program Reports (8 @ 50 pts.) These reports give you a chance to find out about programs and services available to young children and their families in our community. Contacts with various programs, agencies, or institutes will help you understand the role and function of the community programs. <i>ALL 8 REPORTS REQUIRED TO RECEIVE A GRADE FOR THE COURSE (70% or above per report)</i></p> <p>4. Ethical Dilemma Response Paper (100 pts.)</p> |

Student Assessment(s) All above assignments; midterm and final exam

Instructor's Requirements Arrive to class on time, read all chapter material prior to class, participate actively in class, and use of academic English in all written assignments.

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| HCC Grading Scale | A = 100- 90 | 4 points per semester hour |
| | B = 89 - 80: | 3 points per semester hour |
| | C = 79 - 70: | 2 points per semester hour |
| | D = 69 - 60: | 1 point per semester hour |
| | 59 and below = F | 0 points per semester hour |
| | IP (In Progress) | 0 points per semester hour |
| | W(Withdrawn) | 0 points per semester hour |
| | I (Incomplete) | 0 points per semester hour |
| | AUD (Audit) | 0 points per semester hour |

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Incomplete Policy The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the course work within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A") (see HCC Student Handbook, Academic Information Section).

Instructor Grading Criteria

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| <u>Assessments</u> | |
| Final Exam | 100 |
| Reading Notes Quizzes (counts as Midterm = (10 @ 10 pts.) | 100 |
| News Assignment = | 50 |
| Ethical paper = (1 @ 100) | 100 |
| Theorist Presentation= | 50 |
| Program Reports= (8 @ 50) | <u>400</u> |
| | 800 |

Grades

800- 720 = A

719- 640 = B

639- 560 = C

559- 480 = D

<510 = F

Instructional Materials

Morrison, G.S. (2017). *Fundamentals of early childhood education*. (8th ed.)
Saddle River, NJ: Pearson.

**EGLS3 – Evaluation for
Greater Learning Student
Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston

**Access HCC Online
(distance education)**

Access HCC Online Policies on their Web site:

Policies on their website:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

HCC Online Attendance Policy

All students are expected to attend classes regularly, thus online students must log in to the course on a regular basis. Online students who do not log in and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the HCC Online orientation does not count towards attendance.

Active participation means turning in assignments each week. If you are having technical difficulties and cannot log in, you must immediately contact your professor and the *Eagle Online* Help desk or you will be counted as absent.

Accommodations due to a qualified disability

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to

<http://www.hccs.edu/district/students/disability-services/>

HCC Policy Statement: Sexual Misconduct

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

Campus Carry

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry>

Harvey Recovery: “Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.”

Course Calendar

| Date | Readings/ Classwork | Assignments Due |
|---|--|--|
| Sept. 12,14 | Introduction/Course Content An Early Childhood Professional/Chapter 1 | Reading Quiz Schedule Program Reports |
| Sept. 19,21 | Chapter 1-2 | Early Childhood in the News Assignment due 9/15 Reading Quiz Schedule Program Reports |
| Sept 26, 28 | Chapter 3 | Schedule Program Reports |
| Oct. 3,5 | <i>Chapter 3 round-up</i> | Reading Quiz/ Group Theorist Presentations Oct. 3 and 5 Schedule Program Reports |
| Oct 10,12 | Chapter 4 | Reading Quiz Program Report 1 and 2 due 10/13 |
| Oct 17 NO CLASS Oct. 19 | Chapter 5 | Reading Quiz Schedule Program Reports Ethical Dilemma Paper due 10/20 |
| Oct. 24,26 | Chapter 6 | Reading Quiz Program Report 3 due 10/27 |
| Oct. 31, Nov. 2 | Chapter 7 | Reading Quiz |
| Nov. 7,9 | Chapter 8 | Reading Quiz |
| Nov. 14,16 | Chapter 9 | Program Reports 4, 5, and 6 DUE 11/17 |
| Nov. 21 November 23 – Thanksgiving NO CLASS | Chapter 10 | Reading Quiz |
| Nov. 28,30 | Chapter 11/12 | Reading Quiz |
| Dec. 5,7 | Chapter 13 | Program Reports 7 and 8 DUE 12/8 (no reports accepted after this date) |
| Dec 12 | Final Exam | Chapters to be announced |

