Course Syllabus
Educating Young Children
TECA 1311

Semester with Course Reference Number (CRN)	Fall, 2016 CRN 14825
Instructor contact information (phone number and email address)	Katherine A. Abba 713 718 5471 Katherine.abba@hccs.edu
Office Location and Hours	Central Campus, CE EDC Bldg., 106-D Wednesday 4-6:00pm, Thursday, 2:30-5:30 pm, By appointment
Course Location/Times	TuTh 12:30PM-2:00PM Stafford-Scarcella Center Rm W111
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.

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	1. Discuss the contributions of key historical and contemporary theorists to the field of early childhood education. 2. Explain the features of a developmentally appropriate program for young children. 3. Define development and define each of the four basic developmental areas. 4. Describe the types of early childhood programs. 5. Analyze future trends and issues of the early childhood profession. 6. Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional.
Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)	**Discuss the contributions of key historical and contemporary theorists to the field of early childhood education.** 1. Describe contributions of historical theorists to the field of early childhood education. **Explain the features of a developmentally appropriate program for young children.** 2.1 Identify types and characteristics of different early childhood programs. 2.2 Contrast early childhood programs. **Define development and define each of the four basic developmental areas.** 3.1 List the four developmental areas. **Describe the types of early childhood programs.** 4.1 Identify types and characteristics of different early childhood programs. 4.2 Contrast early childhood programs. **Analyze future trends and issues of the early childhood profession.** 5.1 Discuss public policy, how it is developed and its impact on children and families. 5.2 Identify child care research findings and report on the effects of early education on children, their families, and/or society. **Demonstrate an understanding of the characteristics and developmental stages of an early childhood professional.** 6.1 List characteristics of an early childhood professional. 6.2 List educational and experience requirements for early childhood positions.
SCANS and/or Core Curriculum Competencies: If applicable	<u>Personal Qualities:</u> 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).* <u>Systems:</u> The student will acquire knowledge about cultural differences in families *(understands systems),* understands how culture affects family *(monitor/correct system performance)* and be able to offer assistance to families *(design/improve systems).*
Course Calendar	See below

Instructional Methods Distance (100%)
Web-enhanced (49% or less)
Face to Face

Required Component 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-field experience assignment and program reports.

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.

Student Assignments **1. Class assignments (3 @ 35 pts.)** –The purpose of these assignments is to enhance the class material. **See course calendar for due dates and Canvas for assignment descriptions and rubrics.**

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. ***You must receive a grade of 70% on this assignment or above to pass the class.*** (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)

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. ***ALL 8 REPORTS REQUIRED TO RECEIVE A GRADE FOR THE COURSE (70% or above per report)***

4. **Ethical Dilemma Response Paper (50 pts.)**

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.

Program/Discipline Requirements: If applicable	**NOTICE** This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "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."

Orientation Students who are completing lab, practicum, or field experience components at Houston Community College Child Development Lab School must complete a mandatory Orientation to the Department of Early Childhood Studies. Contact the department at 713-718-6303 for more details about the orientation.

Required component assignments/Key Assessments Revision Policy Only one revision allowed per student on key assessments and required component assignments. The maximum grade a student can earn on a revised assignment is 70 % of the possible points. If a student uses any tutoring service, he or she must take/send assignment description or directions with the first draft. **IF** student does not pass the assignment the first time, any or all of the following will be required:

    a.   Conference with professor
    b.   Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request):

APA Tutorials
http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658

OR

http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html

Plagiarism Tutorial

http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

    c.   See an in-person tutor at professor's discretion

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	**Assessments**

Tests= (1 @ 100 pts.)   100
Theorist Presentation=   40
Program Reports= (8 @ 50pts) 400
Assignments= (3 @25pts.)   75
Reading/Notes Quizzes (counts
  as Midterm = (20 @ 5 pts.)   100

700 (15 points of extra credit built in)

Grades
700-630 = A
629-560 = B
559-490 = C
489-420 = D
   <419= 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 Community College Student System online near the end of the term.

**Access Student
Services Policies on
their Web site:**   http://www.hccs.edu/district/students/student-handbook/

Title IX   a) Title IX of the Education Amendments of 1972 requires that
institutions have policies and procedures that protect students' rights with
regard to sex/gender discrimination. Information regarding these rights is
on the HCC website under Students-Anti-discrimination. Students who
are pregnant and require accommodations should contact any of the ADA
Counselors for assistance.

b) It is important that every student understands and conforms to
respectful behavior while at HCC. Sexual misconduct is not condoned
and will be addressed promptly. Know your rights and how to avoid these
difficult situations by logging in from your HCC student email account,
go to www.edurisksolutions.org Go to the button at the top right that says
Login and click. Enter your student number.

Revised 7/2016

Course Calendar

Date	Readings/ Classwork	Assignments Due
Aug. 23,25	Introduction/Course Content	
Aug. 30, Sept. 1	An Early Childhood Professional/Chapter 1	
Sept. 6,8	Chapter 2	Assign. #1 **(Due Sept.9)**
Sept. 13,15	Chapter 3	
Sept. 20,22	Chapter 3	Theorist presentations(**Due Sept. 22 in class)**
Sept 27, 29	Chapter 4	
Oct. 4, 6	Chapter 5	Program Reports 1-3 **(Due Oct. 7)**
Oct 11,13	Chapter 6	
Oct 18,20	Chapter 7	Assign. #2 **(Due Oct. 20 in class)**
Oct. 25,27	Chapter 8 *(NOV. 2 Last day for Admin/Student Withdrawal)*	
Nov. 1, 3	Chapter 9	
Nov. 8,10	Chapter 10	Assign. #3 **(Due Nov. 11)**
Nov. 15,17	Chapter 12	
Nov. 22	Chapter 13/ Thanksgiving Nov. 24 (no class)	
Nov. 29,Dec. 1	Chapter 11	Program Reports 4-8**(DUE Dec. 2)**
Dec. 8	**Final Exam**	

TECA 1311 Class Guidelines

I. Assignment Requirements

1. Assignments and lecture topics/dates are subject to change. If you miss class, check FIRST with your Learning Community regarding work.

2. **All papers** and assignments must be typed and double-spaced, with 1-inch margins and handed in online. Spelling and grammar are graded and college standards of writing/documentation (APA style) are expected. Attach available rubric to the end of your paper.

3. **Late Work Policy= NO late assignments accepted. You have until midnight the day the assignment is due, unless the assignment is due in class. ALL assignments turned in using Canvas.**

4. There are no make-up exams or quizzes. Exceptions are made only in extreme emergencies, at the discretion of the instructor.

II. Student Responsibilities

1. Be an active participant in the educational process. This means reading and taking notes on the required reading before class and participating in class discussions and activities. Class begins on time and you are expected to be on time.

2. Review Student Services policies on their website: http://www.hccs.edu/district/students/student-handbook/

III. Attendance Policy

1. *Attendance is mandatory.* You are permitted, per HCC policy, 6 hours of class absence, **regardless of the reason**. Instructor does NOT need/want to know the reason for class absence. It is recommended absences are used for emergency purposes only.

2. It is the student's responsibility to keep track of their attendance. Absences exceeding 6 hours will result in a meeting with instructor and likely withdrawal from the course. After the withdrawal date, **every hour of absence over the allowed 6 hours will result in 5 points deducted from the student's overall class grade.**

3. Class begins promptly at the assigned time. Anyone arriving more than 5 minutes late is marked as absent.

IV. Instructional Assignments
(* = required to receive a grade for this course.)**

1. Assignments (3 @ 25 pts) – Instructor will assign these throughout the semester, at least 1 week in advance of the due date. The purpose of these assignments is to enhance the class material. These can be found on CANVAS Online and all assignments submitted in CANVAS

2. Theorist Presentation (40 pts) –Prepare to share with your classmate, using visuals, hands-on demonstration, and active class participation.

3. ***Ethical Dilemma Paper (50 pts) - **This assignment is REQUIRED.** *You must receive a grade of 70% on this assignment or above to pass the class.*

4. ***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. Contact with various programs, agencies, or institutes will help you understand the role and function of the community programs. *ALL REPORTS REQUIRED TO RECEIVE GRADE FOR COURSE (70% or above per report)*

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