



Course Syllabus Educating Young Children TECA 1311

Semester with Course Reference Number (CRN)	Fall 2014 (25560)
Instructor contact information (phone number and email address)	Dr. Pamela M. Norwood Telephone: (713) 718-6303 program office or 718-6236 personal office Email: pamela.norwood@hccs.edu
Office Location and Hours	Educational Development Center Building, Room D-103 Mondays (4-6pm), Wednesdays (4-6pm), and Thursdays (3-4pm), Fridays by appointment
Course Location/Times	Educational Development Center Building, Room D-117 Mondays, 12pm-3pm
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours
Total Course Contact Hours	48
Continuing Education Units (CEU): if applicable	
Course Length (number of weeks)	16 weeks
Type of Instruction	Lecture Field experience required
Course Description:	An introduction to the profession of early childhood education, focusing on developmentally appropriate practices, types of programs, historical perspectives, ethics and current issues.
Course Prerequisite(s)	
Academic	1. NAEYC Standard 1. Promoting Child Development and Learning 2. NAEYC Standard 4. Teaching and Learning

Discipline/CTE Program Learning Outcomes

3. NAEYC Standard 5. 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.

1.1 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

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*).

Systems: 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

Week/Dates	Topic	Required Readings and Assignment Due
Week 1/ Aug 25	Introductions, Course Overview	
Week 2/ Sept 1	NO CLASS Labor Day Holiday	

Week 3/ Sept 8	You and Early Childhood Education; Ethical Conduct	Chapter 1 Handout-NAEYC Code of Ethics
Week 4/ Sept 15	Early Childhood Education Today	Chapter 2 <i>Artifact #1-Bring a news article about a current early childhood issue (20 points)</i>
Week 5/ Sept 22	History and Theories	Chapter 3 *Theorist/Scholar Report DUE (100 points)
Week 6/ Sept 29	Implementing Early Childhood Programs	Chapter 4
Week 7/ Oct 6	Teaching with Standards	Chapter 5 *Ethical Dilemmas Response Paper DUE (100 points)
Week 8/ Oct 13	Observing and Assessing Young Children	Chapter 6 <i>Artifact #2-Bring an example of a classroom Assessment Tool (20 points)</i>
Week 9/ Oct 20	EXAM #1 (100 points)	Review Chapters 1-6
Week 10/ Oct 27	Infants and Toddlers	Chapter 7
Week 11/ Nov 3	The Preschool Years	Chapter 8 <i>Artifact #3-Bring Prekindergarten Guidelines from Another State (20 points)</i>
Week 12/ Nov 10	Kindergarten Today	Chapter 9 *Program Reports Project DUE (100 points)
Week 13/ Nov 17	The Early Elementary Grades: One Through Three	Chapter 10 <i>Artifact #4-Bring idea for Literacy, Math, or Science Development Activity in PK-3 (20 points)</i>
Week 14/ Nov 24	Educating Children with Diverse Backgrounds and Special Needs; Parents, Families, and Communities	Chapters 11 and 13 *Ideal Classroom Design DUE (100 points)
Week 15/ Dec 1	Guiding Children's Behavior	Chapter 12 <i>Artifact #5-Bring idea for Prosocial Behavior Activity (20 points)</i>
Week 16/ Dec 8	EXAM #2 (Final) (100 points)	

Instructional Methods	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- <u>field experience assignment and key assessment</u> .
Student Assignments	Theorist Report, Ethical Dilemmas Response Paper, Program Reports (8), Ideal Classroom Design, and Assigned Artifacts
Student Assessment(s)	Two (2) major exams (consisting of multiple choice, true/false, and short answer questions); weekly on-line quizzes based on the reading assignments given, and the student assignments noted above.
Instructor's Requirements	<p>IR 1. Extra Credit-Students who are not absent more than twice will eligible for 25 extra credit points that will be applied towards the final grade. They will also be able to submit one (1) additional extra credit assignment from a list that is provided on the Assignment Descriptions handout.</p> <p>IR 2. Late Assignments-Course assignments will be considered LATE if they are not received by Friday of the week during which the assignment is due. <u>Five (5) points per class session</u> will be taken off the original grade of each assignment that is turned in beyond but within two weeks of the due date. After two weeks, these assignments may still be accepted but the final grade will be reduced by 20% as a penalty. No LATE ASSIGNMENTS will be accepted during the week of finals.</p> <p>IR 3. Use of Electronic Devices-Although admittedly convenient, most modern technological devices are considered inappropriate and distracting in the classroom. The use of cell phones, pagers, beepers, and/or palm pilots is severely discouraged in this class. If you must carry one of these devices, make sure you turn it OFF or on VIBRATE before arriving to class. Please refrain from answering or responding to any calls, text messages, or other means of communication inside the classroom. Leaving the class to respond to such a call should be done only in the case of a verifiable emergency. Repeated violations of this policy will result in you being asked to leave the class session or withdraw from the course.</p> <p>IR 4. Make-Ups-All students who have a documented, college- approved excuse for missing an assignment may make up the assignment without any grade reduction or penalty. Approved excuses include personal illness, a death in the immediate family, and participation in official college functions. Students who are unable to attend during an examination day should contact the instructor as soon as possible to reschedule. Make-up examinations must be completed in the instructor's office or other designated location within TWO WEEKS of the original date of the exam. Please note that failure to take the collaborative exam(s) on the date scheduled will result in the student having to take the examination on an individual basis!</p>

IR 5. **Monitoring of Student Progress**-It is highly recommended that you keep backup copies of all of your submitted work and that you keep all of your graded assignments until the final grades are posted.

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 the 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.

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.

Instructor Grading Criteria

800 points total

A=720-800	D=480-559
B=640-719	F=479 or below
C=560-639	

Instructional Materials

Morrison, G.S. (2014). Fundamentals of Early Childhood Education (7th ed.). Albany, NY: Pearson.

HCC Policy Statements:

Access Student Services Policies on their Web site:

<https://www.hccs.edu/programs/catalog/student--services/>

Distance Education and/or Continuing Education Policies

**Access DE
Policies on their
Web site:** <http://www.hccs.edu/online/>

**Access CE
Policies on their
Web site:** <https://www.hccs.edu/continuing-education/>

Notice: HCC is committed to provide a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oi@hccs.edu.