

GRAYSON COLLEGE

Master Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information

TECA1311 Educating Young Children

This course is 100% online.

Professor Contact Information

Keri Harvey, Ph.D.

(903)415-2556

harveyk@grayson.edu

Office: LA 212-C

Office Hours: Because of Covid, online office hours

Monday: 12pm-1pm

Tuesday: 9-11am, 12:30-1:30pm

Wednesday: 8am-9am

Thursday: 8am-1pm

Friday: 8am-9:30am

Course Pre-requisites, Co-requisites, and/or Other Restrictions

16 hours of required observation in a public school or licensed child-care facility.

Course Description – 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. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Association for the Education of Young Children position statement related to developmentally appropriate practices for children from birth through age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations; and the course includes a minimum of 16 hours of field experiences.

Student Learning Outcomes

Upon successful completion of this course, students will:

1. Identify the features of a quality developmentally appropriate program for young children. **NAEYC 1a, 5b, 6b**

2. Explain contributions of historical and contemporary professionals and theorists to the field of early childhood education. **NAEYC 1a, 5b**
3. Analyze various early childhood programs and curricular models that have influenced practice. **NAEYC 6a, 6c, 6d**
4. Describe current and future trends and issues in the field of education. **NAEYC 1c, 2a, 3a, 4b, 5a**
5. Apply classroom observation and assessment skills to identify developmentally appropriate programs in diverse early childhood educational settings. **NAEYC 1b, 7b**
6. Describe and adhere to professional code of legal and ethical requirements for educators.

Required Textbooks (ISBN # included) and Materials

Exploring your Role, by Jalonga. 4th edition.

You can rent a book online or you can buy book from bookstore or the publisher.

Methods of Evaluation (*Grading policy including percentages for assignments, grade scale, etc.*)

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the Grades button in course. Quiz grades will be released immediately following the quiz. Rubrics will be used to assess your lesson plans assignments and portfolio.

Late Work Policy

No late work will be accepted. Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 20% per day. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. Assignments not submitted in correct format are considered late and will receive a zero. If you know you are going to be out of town, plan ahead and complete your work before you leave town.

Grading

Evaluation of the student's progress will be the joint responsibility of the students and the instructor.

Assignments

points

Introduction, Picture in Canvas, Orientation quiz, NAEYC Standards quiz	75
Discussions 6 X 25	150
Chapter quizzes 15 X 10 pts each & Module Assignments 4 X 25 pts each	250
Field Observation Projects & site location posting & time log (Submitted at 4 hours, 8 hours & 16 hours)	300
Class Participation/Professionalism	50

Grade Scale:

100-90% =A
89-80%=B
79-70%=C
69-60%=D
Below 60%=F

Quizzes & Tests

There are online quizzes for each chapter/ module. They are open book, but have a time limit. You will be allowed two attempts at each quiz. They cover both the chapters and the power points. You will not be able to take the quizzes after the due date unless you have a doctor's note. The last day to take the quiz is posted on the quiz in Canvas. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO make-ups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

Introduce Yourself to the Class:

Create an introduction as a community building experience. In 10-12 sentences answering the questions on the Introduction discussion board to introduce yourself to the class.

Upload an appropriate picture of yourself into your Canvas settings. A picture in a bikini or of you holding a beer is not an appropriate picture. You will not get any credit for the picture if it is not appropriate.

Field Observations:

This course requires 16 hours of field observation in a licensed child-care or in public school in 3rd grade or below. Because of Covid, the observation hours will be completed online via video observations with assignments/reflections on the videos.

Grading Criteria for Discussions

- Create an initial post (200 words minimum) in the discussion board related to the topic or answering the questions using references and in-text citation and then
- Reply to 2 other people’s postings.
- There is an initial post date for your first thoughts or research (200 words) to be published the Thursday before the module closes. Then by due date of the module, you are to respond to 2 peers posts in 100 words each posts. Your posting will be graded according to the following criteria:

Grading Criteria for Discussions

Full Credit	Half Credit	No Credit
-post one comment and two responses	- post one comment and one responses	- did not post comment or response
-demonstrate excellent knowledge and understanding of question	- demonstrate average knowledge and understanding of question	- did not complete postings by deadline (late postings will receive no credit)
-comment or response must be a minimum of 100 words	- comment or response must be a minimum of 100 words	- did not demonstrate knowledge of question
-comment and response must be respectful	- comment or response must be respectful	- did not comment or respond respectfully
-citation with reference	- did not cite or reference source	- no source cited or referenced
-complete postings by the deadline	- complete postings by the deadline	

-initial posts made
Thursday before due
date (200 words
minimum)

-2 peer responses are
posted by discussion
due date (100 words
each)

Methods of Instruction

An **explanation** of

(1) How the instructor will **communicate** with the students and how the students will communicate with each other?

Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to email, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool. In addition, students have the option to use Canvas email.

(2) How will online participation be **assessed and graded**?

In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, 3 to 4 times per week. According to the syllabus, part of the course grade will come from online course participation. If you miss assignments, this is considered an absence in this online course.

(3) How will the instructor **monitor the online activities** of the students?

Online course activities will be monitored through a variety of methods including active participation by the instructor in various course areas as well as utilization of the Course Tracking tool in GC Canvas. The Course Tracking tool provides detailed statistics for each student for various activities in the course.

(4) How will the **standards of appropriate online behavior** be maintained?

The instructor will monitor discussion boards and posts and will model appropriate behavior and provide feedback to students.

(5) The level of **technical competence** required of the students.

Students are expected to have a basic understanding of personal computers, Internet browsing, desktop applications such as Microsoft Word, and file management (uploading, downloading, or sending files).

(6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?

Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com ([Links to an external site.](#))[Links to an external site.](#)

([Links to an external site.](#)) ([Links to an external site.](#))[Links to an external site.](#) the latest version of Sun JAVA (www.java.com ([Links to an external site.](#))[Links to an external site.](#)

([Links to an external site.](#)) ([Links to an external site.](#))[Links to an external site.](#)

the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information,

visit www.grayson.edu ([Links to an external site.](#))[Links to an external site.](#)

([Links to an external site.](#)) ([Links to an external site.](#))[Links to an external site.](#)

*and select the Help Desk link. **Grayson College students can get Microsoft Office for free on their computer. Please ask the helpdesk about this.***

(7) The **alternative procedures for submitting** work in the event of technical breakdowns

Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via Canvas email. Computer labs on campus and public libraries can be alternative sites. Alternative arrangements, if permitted, will be discussed at that time. If you ask the instructor a question about an assignment an hour before the due date, you are not planning ahead and being a responsible student.

(8) **On-campus meeting requirements**

There are none for this course.

(9) How **academic honesty** will be enforced.

An online tutorial of "What is Plagiarism?" will be reviewed and documentation of attendance will be necessary prior to the acceptance of any written work. Papers may be submitted to turnitin.com or any other resource deemed necessary to analyze a student's work.

Course & Instructor Policies

Make-up policy

Late work is not accepted in this course!

Makeup is ONLY available for those with a doctor's note or if I approve the absence **before** the due date AND you e-mailed me about it. An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Grayson College school-sponsored activity, or approved religious holiday- however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Class Attendance Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

****Paper Formats ****

All assignments and papers must be in APA style <https://owl.english.purdue.edu/owl/section/2/10/>

(Links to an external site.)

double spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures, discussion boards, journals or PowerPoints). All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word or Excel.. If you do not have these programs you must use an .rtf file, which is a rich text file or a pdf.

If a file submitted is NOT in one of these formats, you will receive a 0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if submitted in the wrong assignment.

Classroom behavior

In the face-to-face classroom, students are expected to have read the chapter PRIOR to class and participate in classroom discussions and activities.

In the online classroom, we will be following rules of Netiquette. For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way. When emailing the instructor a question, be polite and professional. Do not start the email with, Hey!

Students are treated with respect in emails and the instructor expects to be treated with the same respect.

Professionalism is key to being an effective teacher, this semester is an opportunity to demonstrate this skill. It will be expected during class times and especially during field experiences. Please remember that we are guests in the schools/child care centers where we observe. This should be taken into consideration in your dress, speech, and actions. When one become a teacher, professionalism is judged by students, colleagues, administrators, parents, and the community.

Student Conduct & Discipline

Expectations for participation

Students are expected to log in a minimum of three times a week and participate in discussions and check announcements. There is an initial post deadline the Thursday prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been showed to increase learning.

If you are kicked out of a field observation site, you will get a 0 on that part of the class. You will also need to sit down with the instructor and the chair to discuss the situation before continuing in the course. If you refuse to have this meeting, you will fail all parts of the field observation (time log, assignments and anything else related to it).

Written Work

All written work must be typed, double-spaced, 12 pt. Times New Roman font, 1 inch margins, cover sheet, APA formatting and on one side of the page only, stapled, with rubric, if applicable, attached to the front of the work. **All written work unless otherwise specified should be turned in to the assignment box in Canvas.**

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

The instructor reserves the right to submit any and all work in this course into Turn-it-in to see if student plagiarized any of the work being submitted. All work should be original and referenced when appropriate. If work has over 10% on Turn-it-in as copied then the student will make a 0 on that assignment.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law.

Usage of such material is only appropriate when that usage constitutes “fair use” under the Copyright Act.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's schedule of classes. Administrative procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see GC College Catalog for details).

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the

Student Success Center. Students with special needs should contact Jeffri Johnson Hodge, Disability Services Coordinator, in the Testing Center no later than the first week of class. Once appropriate documentation for the disability is received, the DS coordinator will arrange delivery of approved accommodations with students and their instructors. The contact information for the Office of Disability Services is: Jeffri Hodge (903) 463-8751 (voice or TTY) hodgej@grayson.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Financial Aid

Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

Drop Rule

Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

TECA 1311 Tentative Calendar 8wk Schedule

All module assignments are due by 11:59 p.m. on the night of the due date! This is a **tentative** schedule, and I reserve the right to change dates.

Modules	Chapters	Topics/Assignments
		Introductions to course, instructors and peers
		Orientation Quiz
		Introduction due
Module 1	NAEYC position statement	Canvas picture due Plagiarism tutorial completed
	Chapter 1	History of EC education
		Field Site location posted
		NAEYC Quiz due
		Types of Programs
Module 2	Chapter 2	Defining the Young Child
		Developmental & Learning Theories
Week 2	Chapter 3	Discussion due
	Chapter 4	Chapter quiz
		Field Experience #1 due Time log with 4 hours on it due
Module 3	Chapter 5	Developmental & Learning Theories
	Chapter 6	Observation & Assessment of Children
		Chapter quizzes
		Guiding Children's Behavior

Module 4 Chapter 7 Families & Teachers: Partners in Education
Chapter 8

Module 5 Chapter 9 **Field Experience #2 due**
Chapter quiz
Chapter 10 **Time log with 8 hours due**
Creating Environments
Curriculum: Creating a Context for Learning
Discussion due

Module 6 Chapter 11
Chapter 12 Planning for the Body: Physical/Motor Dev
Planning for the Mind: Cognitive Dev
Planning for the Mind: Language & Literacy
Chapter 13 **Chapter quizzes**

Module 7 Chapter 14 Planning for the Heart & Soul: Psychosocial
Issues & Trends in EC Education
Chapter 15 **Chapter quizzes**

Module 8 **Field Experience #3 due: Prezi presentation**
Time log due (16 hours)

NAEYC Competencies

Standard 1. Promoting Child Development & Learning

1a. Knowing & understanding young children's characteristics & needs, from birth through age 8.

1b. Knowing & understanding the multiple influences on early development & learning.

1c. Using developmental knowledge to create healthy, respectful, supportive & challenging learning environments for young children.

Standard 2. Building Family & Community Relationships

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

Standard 3. Observing, Documenting, & Assessing to Support Young Children & Families

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

Standard 4. Using Developmentally Effective Approaches

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6. Becoming a Professional

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

Standard 7. Early Childhood Field Experiences

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)