



Department: ____Child Development____
Course Title: ____Educating Young Children____
Section Name: ____TECA____
Semester: ____Spring____
Time: ____TBA____
Classroom: ____On-line____

Instructor: __Mary Hanson____
Email: __mhanson@odessa.edu____
Office: __Sedate Hall 120____
Phone: __432-335-6483____
Office Hours: __Monday 9-12____
 Tuesday 9-11____
 Wednesday 9-12____
 Thursday 9-11____

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. Presents the development theorists, the four areas of development, the ages and stages of development as well as how to choose and implement appropriate activities. Lab assignments are designed to allow students to use their reasoning ability to solve problems, make decisions and interpret observational forms. Lab fee required. (ICOs 1, 2, 4, 5, 6) Prerequisite: None.

Required Texts:

Joanne Hendrick and Patricia Weissman's The Whole Child: Developmental Education for the Early Years, Ninth Edition Pearson Publishing

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core

Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013*, page 73)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for _____ (Source: *Odessa College Catalog of Courses*)

| Outcome | ICO |
|---|--|
| 1. To practice professionalism in the classroom with children, other educators, parents and directors | 1) <i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| 2. To write effective lesson plans keeping in mind the child's developmental levels | 2) <i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication |
| 3. | 3) <i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions |
| 4. To practice professionalism in the classroom with children, other educators, parents and directors | 4) <i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal |
| 5. To practice professionalism in the classroom with children, other educators, parents and directors | 5) <i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making |

| | |
|--|---|
| 6. To locate activities that encourage cultural differences and acceptance | 6) <i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |
|--|---|

Odessa College Policies

Comment [RJ1]: The following are OC policies and need to be included in your syllabus.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013*; *Student Rights & Responsibilities*
<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013*, page 29-30)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013*, page 52)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the

THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement—Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for a reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provide my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended time that I will be unavailable and provide them with alternative contact information (for me or my supervisor) in case of emergencies during the time I am unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- line up alternative computer and internet access in case my primary computer crashes or my internet services are unavailable;
- recognize that the college provides free WiFi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

- getting "kicked off" of the system during test or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and

requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- access my course several times during the week to keep up with assignments and announcements.

Institutional Calendar Fall 2012 (8/27-12/14)

<http://www.odessa.edu/college-calendar12-13.pdf>

Comment [RJ2]: Needs to be changed each semester.

Registration:

| | |
|--|----------------------------|
| On the Web (5 am to Midnight, 7 days a week)..... | Apr 16-Aug 26 |
| In Person (See Business Hours Above)..... | Apr 16-26 |
| ***REGISTRATION PAYMENT DEADLINE | |
| * For students registered who register prior to Aug 6..... | Payment is DUE Aug 6 (Mon) |
| * For students who register on or after Aug 6..... | Due on Day of Registration |
| Classes Begin..... | Aug 27 (Mon) |
| Late Registration & Schedule Changes (Add/Drop): | |
| On the Web (5 am to Midnight, 7 days a week)..... | Aug 27-29 |
| In Person (See Business Hours Above)..... | Aug 27-29 |
| ** Late Registration & Add/Drop Payment Deadline..... | Due on Day of Registration |
| Holiday (Labor Day - Office Closed - No Classes)..... | Sept 3 (Mon) |
| Census Day..... | Sept 12 (Wed) |
| Deadline for Fall Degree Application..... | Sept (Fri) |
| Last Day to Drop or Withdraw with a "W"..... | Nov 14 (Wen) |
| Thanksgiving Holiday (begins 5:30 pm Tues, Nov 20)..... | Nov 21-24 (Wed-Sun) |
| Last Class Day..... | Dec 8 (Sat) |
| Final Exams..... | Dec 10-13 (Mon-Thurs) |
| Fall Graduation..... | Dec 14 (Fri) |
| End of Semester..... | Dec 14 (Fri) |
| College Offices Closed..... | Dec 24-Jan 6 (Mon-Sun) |

Course Policies

Communication is key. Please ask questions. Emailing me is the quickest way to get a response from me. When communicating, please state which class you are referring to and your phone number. Assignments turned in early is acceptable. Late assignments are highly discouraged.

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students

Students enrolled in this course are frequently seeking a position in teaching and/or directing. Most students are nontraditional and juggling work, school, and family.

Course prerequisites

None

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy

Please understand that this is a required course for the child development program in order to prepare you for teaching. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email. Also, check in

Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

1. Participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Grading Scale:

- "A" = 900-1000 points
- "B" = 800-899 points
- "C" = 700-799 points
- "D" = 600-699 points
- "F" = 0-599 points

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Overview of assignments

- **Student Information Sheet**

I realize the start of the semester can/is stressful. Filling out more paperwork can't be fun. However, it would prove helpful if you'd fill out the attached sheet. Please complete it and preferably send it back to me electronically. Or, you can fax it to me at 432-335-6703. This sheet will help me get to know you better. Please complete the form by February 1st. I am looking forward to a wonderful semester!! Thanks for loving children, M. Hanson

Lab Hours



It is also mandated by the state that you complete lab hours. Lab hours are when you volunteer or get paid to actually work with young children. The ages of the young child can range from 6 weeks old to 8 years old. You need to complete 30 hours at a minimum to get the credit to pass this class. This assignment is worth 200 points. You must start on your hours now as most child cares require a background check which can take up to two weeks to get back. You also must have a current TB shot. If you can complete your hours at the day care at OC called the Children's Center, then take your social security number and your driver's license to the Children's Center's office. The staff in the office will help you with the background check. It will cost you about \$40 but will be good for anywhere you go. Ask them about the TB shot as well as they have information for you as to where you can go to get the shot. Remember to go back after three days to see the results of the shot or it will not count.

Have your hours completed by 4/30.

Observation

It is a state mandate for you to be observed teaching at least once this semester. You may choose to complete this observation with infants or with toddlers. It is your responsibility to complete and turn in the observation to me. To complete this assignment, you will need to video tape you teaching an individual or a small group of infants and/or toddlers. You will loosely follow the attached lesson plan cycle provided. Once you have completed the video tape and the lesson plan has been written out, then you are to set up a time with me to come to my office and we watch the lesson together. This assignment is due by 4/3. Feel free to contact me with any questions you may have.

See if this link doesn't help with lesson plans:

<http://www.youtube.com/watch?v=xBJm1luJd8E&feature=colike>

Thank you.

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Assignments



<http://www.youtube.com/watch?v=fjK6utuV-yU>

This video will hopefully assist when turning in assignments :).

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Final



For each chapter, write three test questions that you come up with. Your question can be true/false, matching, multiple choice, fill-in-the blank and/or short answer. Write the original test question, provide the answer, and add the page number. Come up with three questions, answers, and page numbers for each chapter. This will include 48 questions. Please number your questions as well as reveal from which chapter it comes from. Email me your final no later than May 1st. Thank you.

The final is worth 100 points.

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Lesson Plan 1

You will complete an activity using the lesson plan format that has been provided. Please email this lesson plan activity upon successful completion. Remember to name the class in the subject area so that I can better organize.

This assignment is due 1/31. It is worth 50 points. Thank you.

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Lesson Plan



You will complete an activity using the lesson plan format that has been provided. Please email this lesson plan activity upon successful completion. Remember to name the class in the subject area so that I can better organize.

This assignment is due 2/14. This assignment is worth 50 points. Thank you.

-

Review Questions 1-4

Email me the review questions from chapters 1-4. Please include the Question and Activity Section. Complete the Diversity and Predicament parts as well. Then, complete the Self-Check Questions which includes two sections: Content-Related and Interactive.

This assignment is due 2/14. This assignment is worth 50 points. Thank you.

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Review Questions 5-8

Email me the review questions from chapters 5-8. Please include the Question and Activity Section. Complete the Diversity and Predicament parts as well. Then, complete the Self-Check Questions which includes two sections: Content-Related and Interactive.

This assignment is due 3/6. This assignment is worth 50 points. Thank you.

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Review Questions 9-12

Email me the review questions from chapters 9-12. Please include the Question and Activity Section. Complete the Diversity and Predicament parts as well. Then, complete the Self-Check Questions which includes two sections: Content-Related and Interactive.

This assignment is due 3/27. This assignment is worth 50 points. Thank you.

- **↕ Review Questions 13-16**

Email me the review questions from chapters 13-16. Please include the Question and Activity Section. Complete the Diversity and Predicament parts as well. Then, complete the Self-Check Questions which includes two sections: Content-Related and Interactive.

This assignment is due 4/17. This assignment is worth 50 points. Thank you.

- **↕ 25 Hands-On Activities**

This assignment involves locating 25 hands-on, age appropriate activities. These activities are what you would locate to make lesson plans. You are to find these appropriate activities from web sites geared for young children. The web offers so many amazing ideas. Include at least five different web addresses. Name which web site, the name of the activity, and a sentence or two about the activity.

This assignment is due 2/28. This assignment is worth 100 points. Thank you.

An example of someone's work on this assignment is attached.

- **↕ Discussion Questions**

Discussion Questions are yet another assignment that needs to be completed in a timely manner. They are the way to participate with others in the class and therefore counts as your participation grade. To get into the Discussion panel, go to the top left portion of the screen and click on the word "Discussions". Once inside, copy and paste the question you are prepared to answer. Then, towards the top of that screen, click on Add Thread. You will simply write DQ 1-4 in the title area, something like that. Then, in the large box, you can copy your question if it helps followed by answering the questions.

Concerning due dates, please follow the due dates of the review question assignments. For instance, Rev Questions 1-4 are due on 2/14. Therefore, the dis ques 1-4 is also due by 2/14. I hope this information helps. I love your

questions. Please communicate with me via email or phone. Your questions makes the class better for everyone. I'm in my office regularly in the mornings so stop by if you wish, also.

Schedule (Tentative and Subject to Change)

| | Topic | Assignment | Assignment Submission |
|------|--|---------------------------------|--|
| 1/31 | | Lesson Plan 1 due | Email this assignment or bring by my office |
| 2/1 | | -Student Information Sheet due- | Email this assignment or bring by my office |
| 2/14 | | Lesson Plan 2 due | Email this assignment or bring by my office |
| 2/14 | Review Questions and Discussion Questions | Rev Ques and DQ 1-4 due | Email me the Rev Ques please and submit DQ through blackboard. |
| 2/28 | This assignment involves locating age appropriate activities from various resources. | 25 Hands-On Activities | Email this assignment or bring by my office |
| 3/6 | Review Questions and Discussion Questions | Rev Ques and DQ 5-8 due | Email this assignment or bring by my office |
| 3/27 | | Rev Ques and DQ 9-12 due | Email this assignment or bring by my office |
| 4/3 | Observation – schedule this assignment with me at least two weeks prior to me observing you teaching young children. | Observation due | I will watch you in person; or you can make a video of you teaching and bring it to me in person; or you may create a you tube video to send me. |

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|------|--|--|-----------|--|
| 4/30 | | Lab Hours – 30 hours or classroom time where you spend time with children. | Lab Hours | You may scan the hours and send through email or you may hand deliver the hours. |
|------|--|--|-----------|--|