



Department: ___Child Development_____

Course Title: _____The School Age Child_____

Section Name: ___CDEC 2341_____

Semester: ___Fall_____

Time: ___TBA_____

Classroom: ___On-line_____

Instructor: ___Mary Hanson_____

Email: ___mhanson@odessa.edu_____

Office: ___Sedate Hall 120_____

Phone: ___432-335-6483_____

Office Hours: ___Monday 11-3

 Tuesday 8:30-9:30

 Wednesday 11-2

 Thursday 8:30-9:30

 Friday 11-12_____

Course Description:

A study of appropriate programs for the school age child (5 to 13 years), including an overview of development, appropriate environments, materials, and activities and teaching/guiding techniques. Focuses on social, emotional, mental and physical development processes. Designed particularly for anyone working with individuals or groups from school age through adolescence. (ICOs 1, 2, 4, 5, 6)

Required Texts:

Click,Phyllis M. Caring for School-Age Children (6th Edition) Delmar Publishers

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
<p>1. To effectively engage school-agers with lessons that promote school work.</p>	<p>1) <i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p>
<p>2. To effectively write lesson plans age appropriate for school-agers.</p>	<p>2) <i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication</p>
<p>3.</p>	<p>3) <i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p>

<p>4. To work with children ranging in ages 5-12.</p>	<p>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</p>
<p>5. To aid in conflict between two school-agers.</p>	<p>5) <i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making</p>
<p>6. To practice professionalism while working with students, colleagues, and parents.</p>	<p>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</p>

Odessa College Policies

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 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
 - provided 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 times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm 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 is unavailable;
 - recognize that the college provides free wi-fi 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 tests 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.

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 typically non-traditional students. They usually are seeking employment to be a teacher and/or director.

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 through Blackboard. 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. Check in to your blackboard class at least five days a week.
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” = 900-100
- “B” = 800-899
- “C” = 700-799
- “D” = 600-699
- “F” = 0-599

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](#)

-  [Student Information Sheet.tif](#) (57.094 KB)

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

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Assignments



Enabled:

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

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

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Lab Hours

- : ○  [Lesson Plan 1311.doc](#) (36 KB)

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.

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↑ Observation

- [Plan Activity for lab classes.docx](#) (14.308 KB)

Attached is the lesson plan format to follow when I observe you teaching. The state mandates that I observe you at least once in the semester or you cannot pass. Therefore, this assignment is a must!!! You are already practicing writing lesson plans in a different assignment. You will write this lesson plan up as well AND teach children. Set up an observation time. It is your responsibility to do so. Do so within the first two weeks of class please. If you are from out-of-town. Or, if you and I cannot match a time for me to come watch you teach, then video tape you teaching. My preference is to see the video still in your camera with you there. We've had so much trouble viewing the observations from copied DVD's. Even a thumb drive would be better than a DVD.

Please feel free to watch a short youtube video. Once into youtube, search for captmara. Then scroll down to the video that reads lesson plans. This video explains what I'm looking for from you. Please do not wait on this important and necessary assignment!!!

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

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

Thank you.

This assignment is due no later than 4/9. This assignment is worth 100 points. Thank you.

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↑ Discussion Questions

Under the tab that reads "Discussions", click on it to complete discussion questions. Each section of questions are worth 50 points. There are four different sections. These sections coincide with questions for 1-4 is due the same day as the discussion questions for 1-4.

Chap 1-4 is due 10/27.

Chap 5-8 is due 11/10.

Chap 9-12 is due 11/17.

Chap 13-16 is due 11/24.

Click on the word Discussions. Once inside, copy the question if you like so that you don't have to try and remember it. Then, click on the button that reads 'Create Thread'. In the title section, write whichever DQ you are completing: DQ 1 for example. Next, answer your question in the large box in the middle of the screen. Be ready for this next important step: you MUST click on the word SUBMIT in order for everyone, including myself, to read your response. Please respond to at least one other person with every DQ. Thank you.

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↑ Research

Research the requirements for a school-age child care teacher in Texas and two adjoining states. What are the differences. If you were writing the requirements, what else would you add?

You will need to use the internet to find the answers. This assignment correlates with chapter 1 of the text. Create the paper in a word document and email it to me. This assignment is due 2/5.

- **↓ Review Questions**



In place of quizzes, I'm expecting you to complete review questions. Several chapters will be grouped together and the work from those chapters will be turned in together and not individually.

For each chapter, choose any FOUR questions located under the Review Question section found at the end of each chapter. Write out the question, write out the answer and provide the page number(s) in which you found the answers.

Chapters 1-4 review questions are due 10/27. Once again, complete four questions, answers, and page numbers from each of the chapters. Therefore, you will send me a total of 16 questions, etc. on the due date.

Chapters 5-8 are due 11/10.

Chapters 9-12 are due 11/17.

Chapters 13-16 are due 11/24.

- **↓ Paper**

- : ○ [MLA Citation Examples written by HCC Library.docx \(40.918 KB\)](#)

Paper - Choose a topic concerning school age children between the ages of 5 and
Your final is nontraditional in that you will not be taking a

traditional test such true and false, or short answer. Your on-going final can easily be completed early making final's week (the last week of school) so much less stressful. The final will consist of three parts:

1. On an 8 and a half by 11 sheet of paper, draw an ideal after school care set up for school agers. Label and offer detail to this project as it is worth 25% of your final. You will scan and email me a picture along with the other work or you can turn in all the work to me in person.
2. Come up with three questions from each chapter. Do not copy the book's questions but rather come up with your own as you are reading the chapter. Write out the questions, answers and page numbers. Your questions can be true and false, multiple choice, fill in the blank, or whatever you want as well as any combination that you may want. This portion of the test is worth 50% of the test.
3. The last 25% of your final is locating or coming up with five appropriate activities for school agers. Two of the activities need to be academic such as relating to math or reading while the other three activities can be for group participation and/or just for fun. Let me know where you found the activity and details on how the activity(s) work. Thank you.

Again, turn in the test successfully completed and turned in at once. Do NOT send each part separate from one another. I would appreciate you turning in the final early. Toward the end of the semester, things get crazy. The last day to turn in the final will be 12/8.

Schedule (Tentative and Subject to Change)

- Discussion Questions and review questions are due at the same time:

DQ 1-4 (25pts) and
RQ 1-4 (100pts) are
due 10/27.

DQ 5-8 (25pts) and
RQ 5-8 (100pts) are
due 11/10.

DQ 9-12 (25pts) and
RQ 9-12 (100pts) are
due 11/24.

DQ 13-16 (25pts) and
RQ 13-16 (100pts) are
due 12/8.

Research assignment
is due 10/23.

Paper is due 11/17.

Observation is due
11/10.

Lab Hours is due 12/1.

Final is due 12/8.

Assignments are welcomed and encouraged to be turned in earlier. Late assignments will incur docked points. Your success in this class is important to me. Communicate concerns and/or questions you have BEFORE a problem exists. Thank you!!