

UNIVERSITY OF NORTH ALABAMA
Fall 2013

ECE 474-01
Early Childhood Programs
Credit: 3 semester hours

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Office Hours: Monday 8:40-9:20, 12:00-12:50, 2:20-3:00
Tuesday 10:50-11:15, 12:30-2:00
Wednesday 8:40-9:20, 12:00-12:50, 2:20-3:00
Thursday 10:50-11:35
Friday by appointment

Course Prerequisite: HES 362 Child Development
Admission to teacher education

Course Description:

Practical techniques for the teacher of pre-kindergarten and kindergarten children. Emphasis is placed on developmentally appropriate curriculum and program development as well as the needs of the pre-kindergarten and kindergarten child.

Textbook:

Copple, C. and Bredekamp, S. Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6. (2006). NAEYC. Washington, D.C.
College LiveText edu solutions membership

Course Objectives:

Upon completion of this course the student will be able to:

1. demonstrate knowledge of techniques for using manipulative materials and play as instruments for enhancing development and learning
2. demonstrate knowledge of criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the early childhood education curriculum
3. demonstrate an ability to use manipulative materials and guided play, including exploration and inquiry, to enhancing development and learning **(2)(a)3.(iii) CF 1, CF 6**
4. demonstrate an ability to create healthy, respectful, supportive, and challenging learning environments as determined by the developmental needs of children **(2)(a)3.(i) CF 1, CF 4**
5. demonstrate knowledge of the physical, social, emotional, and cognitive characteristics and diverse needs of young children **(2)(a)2.(ii) CF 5**

Content:

Textbook:

- I. Developmental Needs of Pre-Kindergarten and Kindergarten Children: physical, social, emotional, and cognitive characteristics and diverse needs P. 69-89
(2)(a)3.(i) CF # 1, CF # 4; (2)(a)2.(ii) CF 5
 - A. Physical Needs and Characteristics
 - B. Social Needs and Characteristics
 - C. Emotional Needs and Characteristics
 - D. Cognitive Needs and Characteristics
 - E. Diverse Needs

- II. Creating healthy, respectful, supportive, and challenging learning environments as determined by the developmental needs of children P. 26-30
(2)(a)3.(i) CF # 1, CF # 4
 - A. Classroom Space
 - Selecting
 - Organizing
 - Evaluating
 - B. Resources and Equipment
 - Selecting
 - Organizing
 - Evaluating
 - C. Learning Experiences
 - Selecting
 - Organizing
 - Evaluating

- III. Pre-Kindergarten and Kindergarten Curricula P. 1-22
 - A. Divergent Components **(2)(a)3.(i) CF # 1, CF # 4**
 - B. Teaching and Learning Theories: P. 57-68
 - A Global Perspective
 - C. Enhancing Development and Learning Through The Use of Manipulative Materials **(2)(a)3.(iii) CF # 1, CF # 6** P. 31-46
 - D. Enhancing Development and Learning Through P. 31-46
 - Play, including exploration and inquiry **(2)(a)3.(iii) CF # 1, CF # 6**

Course Requirements:

All requirements of the course must be satisfactorily completed to receive credit for the course.

1. Field Experiences
 - Observation of 4- & 5-year-olds
 - Analyze Pre-Kindergarten and Kindergarten Classrooms
 - Assist a Pre-Kindergarten and Kindergarten Teacher
2. Papers/Projects (50% of final grade)
 - Using catalogs and an assigned budget, resources, equipment, and materials for learning experiences will be selected. Using graph paper, a blue print will be created of a pre-kindergarten or kindergarten classroom.
 - Livetext: A four page written evaluation will be provided that explains:
 - The justification for the selection of materials
 - The rationale for the organization of the classroom
 - How the organization and materials will be used to provide essential learning experiences for the children to meet their physical, social, emotional, and cognitive characteristics and diverse needs .
 - Assessment: related Livetext rubric.
 - (Objectives 2, 4, & 5 – Standard **(2)(a)3.(i) CF # 1, CF # 4; (2)(a)2.(ii) CF 5**)
 - A five page maximum paper will be written on learning through the use of manipulative materials and play. This will be submitted through Livetext and assessed with the related Livetext rubric. (Objectives 1 & 3 – Standard **(2)(a)3.(iii) CF # 1, CF # 6**)
3. Examinations (50% of final grade)
 - Midterm: Pre-Kindergarten & Kindergarten Children and Classroom Space and Environments (Objectives 2 & 4– Standard **(2)(a)3.(i) CF # 1, CF # 4**)
 - Final: Pre-Kindergarten & Kindergarten Curricula

Grading Procedures:

- 100 – 93 = A
92 – 84 = B
83 – 75 = C
74 – 65 = D
64 – 0 = F

To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.

Due Date: Assignments are due on the designated date. Late assignments will be accepted with a **five point deduction** for each class session it is late, beginning with the due date.

For requirement two, 1 point will be deducted for each error (spelling, grammar, punctuation, typographic).

For requirements three and four, 1 point will be deducted for each error (spelling, grammar, punctuation) beyond the third error.

A professional subjective evaluation will be made on all assignments.

CHEATING: Any student caught cheating, including plagiarism, will receive at the minimum a ZERO on the assignment and possibly an automatic F in the course or have the situation turned over to judicial affairs. The severity of the consequences will be determined by the professor.

PROFESSIONAL BEHAVIOR: It is expected that professional behavior will be exhibited in all experiences related to this course. Students who choose to behave in unprofessional ways are subject to a final grade reduction of one letter grade.

Policies:

Attendance: Three points will be deducted from the student's final average for each absence beginning with the fifth absence. Any combination of two of the following: tardies, leaving class early, or sleeping in class, will equal one absence.

The use of cell phones, lap tops, ipods, or other devices during class may result in the dismissal of the student for the remainder of the class session and the student will receive a five point deduction from the student's final point total. This penalty will be assessed with each offense.

It is the responsibility of the student to read and understand the syllabus.

After written and oral explanations of assignments and policies are given it is the student's responsibility to fully understand what is required and expected.

Accommodation Statement

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-764-4214).

Academic Honesty. Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

I have received a copy of the syllabus for ECE 474-01 for the Fall 2013 term. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name _____ Date _____