

University of North Texas at Dallas
Fall 2016
SYLLABUS for Distance Learning

Department of	Human Services
School of	Education
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Office Hours:	Mondays 1:30 p.m. – 4:00 p.m. Tuesdays 3:00 p.m. – 5:00 p.m. Wednesdays 2:30 p.m. – 4:30 p.m. Thursdays 10:00 a.m. – 1:00 p.m. by appointment or email Fridays by appointment only
Classroom Location:	Hybrid/DAL 1, Room 204
Class Meeting Days & Times:	Monday 11:30 a.m. – 12:50 p.m.
Course Catalog Description:	Historical foundations of early childhood education, current programs, best practices and legal and ethical issues. Introduction of how understanding development of typical and atypical young children influences objectives, activities, materials, and teaching strategies and techniques in an early childhood classroom.
Prerequisites:	DFST 1013 Human Development
Required Text:	Morrison, G. S., (2009). <i>Early Childhood Education Today, 13thth edition</i> . Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
Course Goals or Overview: The goals of this course are as follows -	
This course implements the professional preparation standards of the National Association for the Education of Young Children (NAEYC). These are: Standard 1: <i>Promoting Child Development and Learning</i> Standard 2: <i>Building Family and Community Relationships</i> Standard 3: <i>Observing, Documenting, and Assessing to Support Young Children and Families</i> Standard 4: <i>Using Developmentally Effective Approaches to Connect with Children and Families</i> Standard 5: <i>Using Content Knowledge to Build Meaningful Curriculum</i> Standard 6: <i>Becoming a Professional</i> NAEYC Standards for Early Childhood Professional Preparation Programs, July, 2009	
Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Use their understanding of young children’s development, characteristics, social and cultural backgrounds, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all students.

2	Discuss the importance and complex characteristics of children's families and communities and the importance and complex characteristics of children's families and communities. Use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.
3	Identify the importance of using developmentally appropriate curriculum, assessments, schedules, room arrangements, and parental involvement in early childhood environments. Analyze and evaluate case studies and other course content used to highlight the characteristics listed.
4	Know, understand, and use positive relationships and supportive interactions as the foundation for teaching with young children.
5	Understand the importance and structure of each content area in young children's learning and know essential concepts, inquiry tools, and academic resources for teaching and instructional planning. Synthesize this information to create lessons and develop a learning environment for young children.
6	Identify with and conduct themselves as members of the early childhood profession. Know and use ethical guidelines and other professional standards related to early childhood practice. Evaluate case scenarios and other course content to determine the ethical guidelines and professional standards involved.

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

RED indicates that there is an **assignment to turn in or complete.**

BLUE indicates a **test or quiz.**

Literature and Current Topics Presentations are due the night before you are scheduled to present.

Schedule	Topic(s)	Activities	Due Date
Week 1 August 22 – August 28	Introduction – Opening Activity Early Childhood Education Overview NAEYC Standards Development Appropriate Practice (DAP) Current Issues in Early Childhood Education	Read Chapter 1 & 2 Discussion Assignment 1 Discussion Assignment 2 See your Class Notes syllabus concerning Discussion Initial Posts and Response due dates	Discussion Assignment 1 First Post due Wednesday, August 24 Discussion Assignment 2 First Post due Friday, August 26 Discussion Responses due Sunday, August 28
Week 2 August 29 – September 4	Assessment in the Early Childhood Profession Children's Literature Presentation Information and Sign-Up Current Topics Presentation Information and Sign-Up	Exam 1 Read Chapter 3 Discussion Assignment 3	Exam 1 Due Sunday September 4 by Midnight Discussion Assignment 3 First Post due Wednesday, August 31 Discussion Responses due Sunday, September 4
Week 3 September 5 - September 11	ONLINE – Labor Day Holiday	Read Chapters 4 & 5 Discussion Assignment 4	Discussion Assignment 4 First Post due Wednesday, September 7

		Discussion Assignment 5	Discussion Assignment 5 First Post due Friday, September 9 Discussion Responses due Sunday, September 11
Week 4 September 12 – September 18	Presentation for Article Assignment Historical Foundations The Impact of the Theorists Children’s Literature Presentations	Read Chapter 6 Discussion Assignment 6 Select your Article for the Article Annotation Assignment. Bring a copy of the cover of your selected article to the next class!	Discussion Assignment 6 First Post due Wednesday, September 14 Discussion Responses due Sunday, September 18
Week 5 September 19 – September 25	Theory and Practice The role of the Student and Teacher Children’s Literature Presentations	Exam 2 Due Sunday by Midnight Read Chapter 7 Discussion Assignment 7 Select your Topic for the Current Topics Presentation before the next class via Discussion Board	Exam 2 Due Sunday, September 25 by Midnight Discussion Assignment 7 First Post due Wednesday, September 21 Discussion Responses due Sunday, September 25 Select your Topic by Sunday, September 25
Week 6 September 26 – October 2	Child Care Today Quality and Monitored Services Children’s Literature Presentations Current Topics Presentations	Read Chapter 8 Discussion Assignment 8 Article Annotation Assignment	Discussion Assignment 8 First Post due Wednesday, September 28 Discussion Responses due Sunday, October 2 Article Annotation Assignment Due Sunday, October 2
Week 7 October 3 – October 9	Federal Programs State Standards Choose Teams for Experiential Learning Project Children’s Literature Presentation Current Topics Presentations	Exam 3 Read Chapter 9 Discussion Assignment 9	Exam 3 Due Sunday, October 9 by Midnight Discussion Assignment 9 First Post due Wednesday, October 5 Discussion Responses due Sunday, October 9
Week 8 October 10 – October 16	Class Field Trip to Eastfield	Read Chapters 10 Program Observation due Lesson Plan 1	Program Observation due Sunday, October 16 Lesson Plan 1 due Sunday, October 16

<p>Week 9 October 17– October 23</p>	<p>Infant and Toddler Development The Preschool Children’s Literature Presentations Current Topics Presentations</p>	<p>Read Chapter 11 Discussion Assignment 10 Discussion Assignment 11 Bring a DRAFT of Lesson Plan 2 to class</p>	<p>Discussion Assignment 10 First Post due Wednesday, October 19 Discussion Assignment 11 First Post due Friday, October 21 Discussion Responses due Sunday, October 23 DRAFT Lesson Plan 2 for class due Monday, October 24</p>
<p>Week 10 October 24 – October 30</p>	<p>Chapter 11 Kindergarten – Past and Present Lesson Planning for Preschool and Kindergarten Children’s Literature Presentations Current Topics Presentations</p>	<p>Read Chapters 12 & 13 Discussion Assignment 12 Lesson Plan 2 due</p>	<p>Discussion Assignment 12 First Post due Wednesday, October 26 Discussion Responses due Sunday, October 30 Lesson Plan 2 due Sunday, October 30</p>
<p>Week 11 October 31 – November 6</p>	<p>Early Childhood Primary Grades The Role of Technology Children’s Literature Presentations Current Topics Presentations</p>	<p>Exam 4 Discussion Assignment 13 Read Chapter 14</p>	<p>Exam 4 Due Sunday, November 6 by Midnight Discussion Assignment 13 First Post due Wednesday, November 2 Discussion Responses due Sunday, November 6</p>
<p>Week 12 November 7 – November 13</p>	<p>Guidance for the Young Child</p>	<p>Read Chapter 15 Discussion Assignment 14 Lesson Plan 3 Due Recommended: Choose literature and begin planning your Experiential Learning Activity</p>	<p>Discussion Assignment 14 First Post due Wednesday, November 9 Discussion Responses due Sunday, November 13 Lesson Plan 3 due Sunday, November 13</p>
<p>Week 13 November 14 – November 20</p>	<p>Understanding Multiculturalism Children’s Literature Presentations Current Topics Presentations</p>	<p>Read Chapter 16 Submit your Group Presentation – Experiential Learning Project by Friday, November 18th.</p>	<p>Group Presentation – Experiential Learning Project due Friday, November 18th.</p>
<p>Week 14 November 21 – November 27</p>	<p>Online Class</p>	<p>Revise and finalize your Group Presentation – Experiential Learning Project</p>	<p>Group Presentation – Experiential Learning Project Revisions needed by Monday, November 28</p>

Week 15 November 28 – December 4	Class Field Trip to the Dallas Arboretum	Final Group Presentations- Experiential Learning Project	Discussion Assignment 15 First Post due Wednesday, November 30 Discussion Responses due Sunday, December 4
Final Exam Week December 5 -9	Children with Diverse Needs Parents and Families Children’s Literature Presentations Current Topics Presentations	Exam 5 Due by the end of the Day – Monday, December 12th	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Discussion Posts

Quizzes

Exams

Grading Matrix:

Activities/Assignments	Value (percentages)
Program Observation	50 (7%)
Exams	100 pts (13%)
Children’s Literature Presentation	50 (7%)
Lesson Plans	75(10%)
Group Presentation – Dallas Arboretum Experiential Learning Project	100 (13%)
Current Topics Presentation	100 (13%)
Article Analysis Assignment	75 (10%)
Discussion Board Assignments	150 (20%)
Class Attendance and Participation	50 (7%)
Total:	750 pts (100%)

Grade Determination

A = 90% or better

B = 80 – 89 %

C = 70 – 79 %

D = 60 – 69 %

F = less than 60%

Course Assignments

1. Exams

Students will be responsible for **textbook chapter information**, all class presentations, lecture content, class discussions, handouts, etc. for each online exam. The chapters and content for exams are as follow:

- PART 1 Early Childhood Education and Professional Development – Chapters 1-3
- PART 2 Foundations: Histories and Theories – Chapters 4 & 5
- PART 3 Programs and Services for Children and Families – Chapters 6 - 8
- PART 4 Teaching Today's Young Children: Linking Development and Learning Chapters 9 - 13
- PART 5 Meeting the Special Needs of Young Children – Chapters 14 – 17

2. Children's Literature Presentation

- Each student will select a children's book from a school or local library and read the book in class as a planned story time for a group of prekindergarten or kindergarten students. The presentation will include introducing the story and the actual reading (including questioning techniques and things you will do that actively involved the young audience). Please do not bring props or visuals. **Before your presentation, you must turn in a Literature Cover Sheet according to the example provided in Blackboard.** A rubric for presentation guidelines is on Blackboard.

3. Program Observation

- Each student will observe the facilities and classrooms of an accredited early childhood development center. After the observation, each student will complete an observation rating sheet and write a personal reflection about the observations. Either a class trip will be planned to do the assignment, or you will find an accredited center on your own. The observation rating sheet form is on Blackboard. Type the personal reflection at the bottom of the rating sheet. Your reflection should be at least 200 – 300 words.

4. Lesson Plans

- Each student will write three lesson plans for this course as follow:
 - Lesson Plan 1: Infant or Toddler Aged Children
 - Lesson Plan 2: Kindergarten
 - Lesson Plan 3: Primary Grades (1-3)
- Infant and toddler lesson plans are created and structured differently than for school-aged children. Samples templates, internet research, class directions, and the observation field trip will provide plenty of ideas for the Lesson Plan 1. Be sure you plan activities that are appropriate for the age group you select. For example, consider the cognitive development of an infant when planning books for story time. Finding literature and books are very helpful for planning lessons at any early childhood age level. **Infants benefit more from books with less print, attractive pictures of familiar everyday items, and opportunities for sensory experiences.** Your local library or accredited childcare facilities can assist you with finding age-appropriate literature. Even an internet search will yield many options.
- The lesson plan template for Lesson Plan 1 is designed for you to plan lesson and activities for an entire week. Using the template examples provided is strongly recommended.
- For Lesson Plan 2 and 3 students will write a plan for one lesson that will take place on just one day at a particular time in the day for your chosen content. For example, if you choose to do a math lesson, you would write a lesson for the time frame allotted for math instruction at a typical elementary school. Many school schedule approximately 90 per day for each content area. Please do not include homework in any part of this lesson.

- Begin preparing to create Lesson Plan 2 and 3 **by thoroughly reviewing the Texas Essential Knowledge and Skills (TEKS)** documents for the grade levels assigned. **Read the entire section for the grade level of the content area standards.** Decide the content area for your lesson (English Language Arts, Math, Science, or Social Studies) for your lesson. Integrated lessons are encouraged, but the main focus of your objectives and assessment should be on just one content area.
- After choosing a content area, choose 1 or 2 objectives in which you can imagine the specifics of what students will be able to demonstrate at the end of your lesson.
- The next step is to research lessons and activities that would help your young learners achieve mastery of your selected TEKS as objectives. The main parts of your lesson plan are the objectives, procedures and activities, and assessment after the instruction. These parts of your lesson must be aligned, meaning that your objectives, activities, and assessment all match for the desired end result.
- Information about the Texas Essential Knowledge and Skills for grades K-3 will be provided on Blackboard and discussed in class. Lesson plan templates will be provided to use for submitting the assignment on Blackboard.

5. Current Topics Presentation (This may be an online assignment depending on enrollment)

- Each student will select a current topic in Early Childhood Education and create a 10 – 15-minute presentation for the class by either making a YouTube video or creating a PowerPoint with audio included. Other technology to create your online presentation must be approved by the instructor.
- Many topics ideas are discussed in the course text. Topic ideas will be discussed in class. You will select your chosen topic in class or on Blackboard by the date assigned in class. Once you have selected your topic, and it is approved by the instructor, you may not change your topic. **On or before the date of your presentation, you will submit your YouTube or PowerPoint presentation link to Blackboard for your grade.** Presentation links turned in after the date of the presentation may be subject to late penalties. The last slide must be a list of your references. At least one reference should be from a peer-reviewed professional source.
- After your presentation is submitted, it may be made available for your classmates to view and add comments if the assignment focus is online.
- Additional details about this assignment will be discussed in class.

6. Annotated Bibliography – Article Analysis Assignment

- Each student will **select one article** about Early Childhood Education from a scholarly peer-reviewed journal and write an annotation for the article. There are three sections to write for this paper. Approximately one-third of the paper should be a brief summary of the article, and one-third an evaluation of the article's content. The last section of the paper should include a personal reflection about the usefulness of the information in the article for early childhood educators. This assignment should be 2-3 pages typed using the APA format and submitted in Blackboard. Be sure to refer to the rubric before you begin writing and before you turn your paper in for a grade.

7. Discussion Assignments

- Discussion assignments in this course are designed for you to reflect on the role of the early childhood educator in a variety of situations that require the use of professional judgment. **Your initial post that answers the Discussion Board question or Case Study scenario is due two days after your class meets each week.** You must respond to at least two other classmates. Responses to classmates are due before the start of the next Week. (For example, if your class meets every Tuesday, your first post is due Thursday before midnight, and your response is due the following Monday before midnight). Here are a few ideas for responding to classmates:
 - Sharing an insight gained from the post
 - Validating someone's point of view
 - Making a suggestion

You must respond in ways that show evidence of a deep reflection of the reading assignment and peer commentary. At least a short paragraph for each response is recommended. A response of just 1 or 2 sentences usually lacks evidence of any deep reflection and may not receive maximum points.

8. Dallas Arboretum Experiential Learning Project

- You will work in teams of 2 or 3 to create a Storytime activity for groups of early childhood aged children who are guests at the Dallas Arboretum. Teams will select an age-appropriate book related to a theme featured at the Arboretum. You will plan how to read the book to volunteer guests and target your presentation towards prekindergarten or kindergarten children knowing that other guests such as parents and younger siblings may be a part of your audience.
- Each part of the project and specific criteria for this presentation will be explained thoroughly in the rubric and in class. **Group members are encouraged to report any team members that does not contribute to the project, and the reported team member may receive zero points as a final grade.**

9. Class Participation and Attendance

- Since this course is hybrid, your class attendance and participation grade include coming to class and online participation. **Students who are absent for any reason will have attendance points deducted for that day.** If you are late to class by more than 10 minutes, it will affect your attendance grade. Please arrive to class on time and ready to participate in discussions and class activities. The course is designed for everyone to be very interactive. Discussions, group sharing, and presentations are included with each class session. Your input is valued and sought after each class period.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at

http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untdallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette:

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untdallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- <https://blackboard.secure.force.com/publickbarcodeview?id=kAB700000008Oom>
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html