



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Educating Young Children

TECA 1311 50

Emily Stottlemire

Educating Young Children TECA 1311.50

Course Description:

TECA 1311 01 – Educating Young Children

An introduction to the education of the young child, birth through age 12, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities and current issues. All Child Development (CDEC or TECA) courses must be passed with a grade of C or better for graduation. 25% of the requirements must be completed at McLennan. 2.000 Minimum GPA required for graduation. Semester Hours 3 (3 lecture/16 lab)

Prerequisites and/or Corequisites:

No Prerequisites

Course Notes and Instructor Recommendations:

TECA 1311 is currently offered in the spring and fall semesters. The lab component is an important aspect of the course and will involve the student doing lab at both the MCC Child Development Center and an elementary school.

A “hard copy” of all assignments is due at the beginning of each class on the due date. Emailing assignments will not be accepted. Exceptions will be made at the discretion of the professor.

Criminal Record Check: A criminal background check will be done during advising or during the first week of class. If the check reveals a conviction in your name, you may be dropped from class. Persons who have convictions must not work in a school/child-care facility.

Instructor Information:

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|-----------------|--------------------------------------------------------------------------|
| Instructor: | Emily Stottlemire |
| MCC Email: | estottlemire@mclennan.edu |
| Office Phone: | 254/299-8523 |
| Office Location | CSC Child Development Center |
| Office Hours: | Posted in Notebook in Student Commons |

Required Text & Materials:

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|------------|---------------------------------------------------------|
| Title: | <i>Who Am I in the Lives of Children</i> |
| Author: | S. Feeney, D. Christensen and E. Moravcik, Sherry Notte |
| Edition: | 11th Edition |
| Publisher: | Pearson Publisher Co. |
| ISBN: | 978-0-13-473724-9 |

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Supplementary Readings: Readings beyond the required texts will be assigned throughout the semester and will include instructor handouts and library sources/references to be located by the student.

MCC Bookstore Website:

<http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
(www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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Methods of Teaching and Learning:

The content and information for this course will be presented through face to face lecture, power points, videos, class discussion, and in class group work. It is the student's responsibility to read the assigned material in preparation for class. The lab component is an important aspect of this course and will involve students completing lab hours at the MCC Child Development Center and an elementary school. More information will be available in class and from the instructor. Evaluation of the student is discussed later in this syllabus.

Course Objectives and/or Competencies:

By the end of the course, the student will be able to:

1. Discuss contributions of historical and contemporary professionals and theories to the field of early childhood education.
2. Understand strategies for creating an organized and productive developmentally appropriate learning environment.
 - a. Define developmentally appropriate practice and discuss how knowledge of child growth and development impacts
 - b. Analyze the effects of classroom routing and procedures on student learning and how to establish and implement routing and produces to promote at organized and productive learning environment.
 - c. Demonstrate and understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children's ability to collaborate with others.
 - d. Recognize the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects and learning centers.
 - e. Knows the stages of pay development (from solitary to cooperative) and the important role of play (i.e. young children's learning and development).
 - f. Compare a developmentally appropriate classroom with one which is not developmentally appropriate in relation to child-staff ratio, group size and teacher qualifications and training.
3. Describe and compare types of early childhood programs
4. Enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
 - a. Explain characteristics and developmental stages of an early childhood professional.
 - b. List characteristics of an early childhood professional.
 - c. Discuss career opportunities for the early childhood professional
 - d. Understands and uses professional development resources (e.g. mentors, and other support systems, conferences, online resources, workshop, journals, professional associations, coursework), to enhance knowledge pedagogical skills, and technological expertise.

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- e. Engage in reflection and self-assessment to identify strengths, challenges, and potential problems, improve teaching performance, and achieve professional goals.
5. Understands the process of referrals.
 - a. Discuss the referral process including observation and assessments
 - b. Identify school and community resources early childhood professionals would access when making a referral.
6. Understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
 - a. Describe the profession's code of ethical conduct and its application in everyday practice.
 - b. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school and community), including policies and procedure describes in the Code of Ethics and Standard Practices for Texas Educators.
 - c. Knows legal requirements for educators (e.g. those related to special education, students and families rights, student discipline, equity, and child abuse) and adheres to legal guidelines in education-related situations.
7. Identify current trends and issues in the early childhood profession.
8. Participate and observe in 16 hours of field experience in: programs serving children birth through 12 years, with varying curricula models; and 1 professional experience.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the scans Competencies and Foundational Skills. (To view this report, see Attachment A.)

Course Outline or Schedule:

TECA 1311.01 Proposed Topics and Due Dates Fall 2018 Subject to change.

| Date | Topic | Assignment/Reading Due |
|---------------|-------------------------------------------------------------------|-----------------------------------------------------|
| Week 1 | Review Syllabus / Assignment lab | |
| | Finish syllabus review. What Makes a Good Teacher> | Read Chapter 1 Who Am I in the Lives of Children |
| Week 2 | Types of ECE Programs. What is a Professional? Quality, Issues | Chapter 2 |
| | Historical Perspectives | Read Chapter 3 |
| Week 3 | Historical Perspective | Read Chapter 3 |
| | Observation and Assessments | Read Chapter 5 |
| Week 4 | Observation and Assessment | Read Chapter 5 |
| | Meet at the Library (Tentative) | Due: Lab 1 |
| Week 5 | Test 1 | Study for test 1 |
| | Understanding Child Development | Read Chapter 4 Due: Reading Report |
| Week 6 | Development... (continued) | Chapter 4 |
| | | Due: Support Assignment 1 |

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| | Guidance and Relationships | Read Chapter 6 Due: Lab 2 |
| Week 6 | Development –continued- | Chapter 4 Due: :Support Assignment 1 |
| | Guidance and Relationships | Read Chapter 6 Due: Lab 2 |
| Week 7 | Guidance and Relationships | Chapter 6 |
| | Health Safety and Well Being Introduce Learning Environments | Read chapter 7 |
| Week 8 | Learning Environments | Chapter 8 |
| | Test 2 | |
| Week 9 | Understanding and Supporting and Understanding Play | Read chapter 9 Reading Report 2 due |
| | Play-continued- | Chapter 9 |
| Week 10 | Curriculum | Review Chapter 10 and 11 |
| | Curriculum continued | Due: Support Assign 2 |
| Week 11 | Inclusion of Children with Special Needs | Read chapter 12 Due: Lab 3 |
| | Inclusion; Begin Families | Read chapter 12 and 13 |
| Week 12 | Partnership with Families | Read Chapter 13 |
| | Test 3 | Due: Lab 4 |
| Week 13 | Child Abuse Issues | |
| Week 14 | Professionalism | Due: Lab 5 Read chapter 14 |
| | Professionalism | Read Chapter 14 Due: Lab 6 |
| Week 15 | Wrap up/Review for Final | |
| | Review for Final | |
| Week 16 | FINAL EXAM | |

Course Grading Information:

Assignments are due at the beginning of class. Place them in the envelope and sign the envelope. Your signature and the assignment in the envelope verify that your assignment was turned in. Be sure to keep all returned assignments.

Tests will include objective questions and discussion questions. There will be at least three tests and a final exam. Each test will cover any material presented in class or assigned resource material. The final exam will cover all the material presented during the entire semester. You will need a Scantron, form #882E, and a number 2 pencil.

Reading reports illustrating class concepts through summaries of articles from Child Development/Early Childhood journals. See individual assignments.

Assignments to support class lecture/discussions: See individual assignments.

Lab Assignments: See individual assignments given in class.

Evaluation/Grading: The system of grading will be based on the general standard of:

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| Letter Grade | A | B | C | D | F |
|---------------------|----------|----------|----------|----------|-------------|
| Total Points | 100 – 90 | 89 – 80 | 79 – 70 | 69 – 60 | 59 or Below |

A minimum final grade of C is required in all CDEC/TECA classes for graduation.

Student performance will be evaluated by:

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|-----------------------|-----|
| Examinations | 40% |
| Reading Reports | 10% |
| Support Assignments | 15% |
| Class Participation | 10% |
| Lab / Lab Assignments | 25% |

W Withdrew - this grade is given for an instructor or student initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work.

I Incomplete - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. **To be eligible, the student must have essentially completed the course.** If work is not made up within the following long semester, the "I" will be changed to an "F" and the course must be repeated if credit is to be given.

Laboratory Experience: A total of 16 hours must be logged for this class. A grade will not be given until this lab requirement is completed.

A total of 10 hours must be completed at the MCC Child Development Center. The remaining 6 hours must be completed at an elementary school that you will be assigned to.

*Refer to the Lab School Guidelines for lab school hours and other important lab information. There will be 6 graded lab assignments (see individual lab assignments).

Most lab assignments require hands-on participation. The assignment can vary depending on the course. Students who register for class should be prepared to interact with children ages 3 months through 5 years.

Some possible expectations are:

- ✓ Sitting on the floor
- ✓ Talking and singing to children
- ✓ Reading books
- ✓ Comforting children
- ✓ Using messy and creative materials (paint, play dough, goop, water, sand, etc...)
- ✓ Talking to children at eye level
- ✓ Light lifting of materials and equipment

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- ✓ Implementing the lab assignment in the classroom or outside
- ✓ Interaction with children on the playgrounds – moving quickly if needed, assisting children with sand, water, paint, bubbles, etc...
- ✓ Sitting and eating with children during snack and mealtime

Choosing the right class when you log in on the computer is important. If you discover you have made a mistake in choosing a class, let the secretary know immediately. Lab hours/minutes will not be transferable from class to class.

- ♦ **Lab hours may NOT be done during the first week of the semester and during the week of final exams.**

*In order to receive credit for this class
all lab hours and lab assignments must be completed.*

- ♦ **If you are doing make-up lab from a previous semester, please sign in on red folder in front office.**

When doing lab hours at elementary school

The student in Child Studies and Education is expected to exhibit mature and responsible actions in all activities. This includes activities/lab hours at off campus sites. The following is expected:

- Arrive and depart at times arranged. Sign in and out as instructed.
- Follow appropriate dress code.
- Turn your **cell phone off and put it away.**
- Use appropriate and respectful language and behavior with adults and children.
- Remain attentive and interact with children as instructed by supervisors at the offsite location (teachers, staff, and/or administrators).
- Follow **all** instructions from supervisors at the offsite location (teachers, staff, and/or administrators)
- Use courteous manners at all times including greeting people and thanking them when you complete your lab hours.
- Let classroom teacher or appropriate staff know when you are leaving the classroom.

Consequences for not meeting these expectations can include loss of points for the assignment and/or the ability to complete the lab hours. If lab hours cannot be completed because the above expectations are not met, or other reasons, you could be counseled out of the Child Development Program.

More specific information will be provided/discussed in class, including the code of ethical conduct.

Late Work, Attendance, and Make Up Work Policies:

Late Work: No late work will be accepted.

All assignments are due at the beginning of class; the student's signature verifies the assignment was turned in on time.

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If you miss a test you have 2 weeks to make it up. It is your responsibility to schedule a make-up time. The test will be at the Child Development Center front desk and you may take the missed test from the hours of 8:00 am to 3:30 pm. Any time other than those hours must be scheduled with the instructor. A different form of the test may be given. Only one test of the four may be taken late.

Tests taken after the original test date are subject to -20 points.

Each absence will count toward attendance requirements in each course.

***Reminders:**

- A total of 16 hours of lab must be completed by each student for TECA 1311.
- Late assignments will not be accepted.
- To receive an incomplete, you must have a passing grade in the class.
- Students must do at least one hour of lab to get credit for lab log-in.
- Keep all returned assignments.

Student Behavioral Expectations or Conduct Policy

In general, students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity. The Highlander Guide describes the rights, privileges, and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

Ethics: It is the student's responsibility to read the General Conduct Responsibility Policy in the Highlander Guide (MCC Student Handbook) and the Child Development Code of Conduct Guidelines. Any breeches of conduct will result in disciplinary action. Acts of dishonesty and disruptive behavior will not be tolerated. Students may be asked to leave class if necessary.

Distractions: Cell phones and other electronic devices must be turned off during class. I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior. Use time outside of class to catch up on personal conversations.

Tardiness: Students are expected to arrive at class on time and to remain for the entire class period. Arriving after class begins or leaving prior to the end of the class period will affect his/her grade. Two late arrivals, or early departures, equal one absence.

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| <p style="text-align: center;">Points will be deducted if students repeatedly leave class while class is in progress and/or does not return after a break.</p> |
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* **[Click Here for the MCC Academic Integrity Statement](#)**

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

* **[Click Here for the MCC Attendance/Absences Policy](#)**

(www.mclennan.edu/highlander-guide/policies)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* **[Click Here for more information about Title IX](#)**

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you

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know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

** You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*