

<http://faculty.tamu-commerce.edu/jthompson/364/364Syllabus.pdf> or [.doc](#)



ECE 364
Survey of Theories Influencing Childhood Development
Fall 2009
Online

Course Description: This course provides a survey of learning theories and processes. Special emphasis will be placed on cognitive theory as related to learning and performance. Basic theories and beliefs will be linked to programs they have helped form. Special emphasis will be placed on current emerging theories of early childhood development.

Instructor's Name: Josh Thompson, Ph.D.
Office Location: Commerce: Sowers Bldg, EdS 221
Mesquite: MPLX 129

Office Hours: **EdS221:** Monday & Wednesday 10:00 am – noon
MPLX: Thursday 3:00 – 4:00 pm
Online: Monday – Thursday 9:00 pm – 10:00 pm

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Course Webpage: <http://faculty.tamu-commerce.edu/jthompson/364/364f09.htm>

Required Textbooks: Morrison, G. S. (2009). *Early Childhood Education Today (11th ed.)* Upper Saddle River, N.J.: Merrill Prentice Hall.

Textbook website: http://wps.prenhall.com/chet_morrison_earlychild_10

National Association for the Education of Young Children. (2009). *Developmentally Appropriate Practice*. Washington, DC: NAEYC. Available online: <http://www.naeyc.org/positionstatements/dap> or <http://faculty.tamu-commerce.edu/jthompson/Resources/NAEYC2009PSDAP.pdf>.

Goals of the Course: Early Childhood Education is examined through historical and philosophical roots. Attention is given to selected theories and practices that create learning environments that meet the needs of young children today. Special emphasis will be given to understanding Developmentally Appropriate Practices, how early childhood programs were developed, and ways in which educators meet the special needs of young children.

Measurable Objectives:

1. To trace the history of early childhood education (ECE)
2. To compare and contrast ECE philosophies
3. To distinguish contributions of prominent figures in ECE
4. To evaluate various models of ECE
5. To examine the *NAEYC Code of Ethical Conduct* position statement for ECE
6. To identify contemporary issues in ECE
7. To develop a personal ECE philosophy
8. To associate ECE ExCET/TEExES competencies with course content

Course Requirements:

1. Quizzes: Read all assigned readings. Participate in frequent chapter quizzes as posted in eCollege units, or as assigned on the publisher's textbook website: http://wps.prenhall.com/chet_morrison_earlychild_10. Set up a profile there, in chapter 1, using my name: Josh Thompson, and email: josh_thompson@tamuc-commerce.edu, as Instructor. Send as plain text. **10% of the final grade.**

2. Discussions: Read all assigned readings and participate in frequent online class discussions, whole class or small groups. Most are asynchronous – not live. Note the discussion board rubric in eCollege: Tools: Document Sharing: Discussion Board Rubric.rtf. Occasional synchronous (real-time, live) CHAT or CLASSLIVE sessions participation required. **10% of the final grade.**

3. Exams: Complete two **exams** over course content. Exams will consist of multiple-choice, true false and short answer questions. Students will demonstrate an understanding of the topics presented. Each of two **exams** is worth **10% of final grade.**

4. Ethics Paper: Prepare a **reaction paper** to the *NAEYC Code of Ethical Conduct* position statement found in the textbook appendices. The paper should be a reaction and not just a summary. Students are expected to address the impact of the code on the profession and on their education. **10% of final grade.**

5. Advocacy: Enroll in *Exchange Everyday*, a daily electronic newsletter all about Early Childhood Education. *ExchangeEveryDay* is the official electronic newsletter for ChildCareExchange.com. It will be delivered to you five days a week bringing news stories, success stories, solutions, trend reports, and much more. To subscribe to *ExchangeEveryDay*, a free daily e-newsletter, go to www.ccie.com/eed. Starting with the topics you read from *ExchangeEveryday*, start reading widely about the state of Early Childhood in our culture. Read widely from the newspaper, online news services (CNN, MorningNews.com, NPR, etc), and teacher magazines. Keep a file of news clippings, electronic files, or weblinks that relate to schools, family and young children. Make a list of major issues and concerns in ECE. Select a topic to advocate for (minimum of 5 clippings related to this topic). This topic must affect children or families in some way. Write a **professional advocacy response** to the appropriate audience asking them to support your position. **10% of final grade.**

For further extra credit on this advocacy assignment, post your professional advocacy response in an appropriate public blog, or send the letter by mail to the appropriate audience. Contact me if you wish to do this.

6. Observations: Observe in four ECE programs, a childcare center, a Head Start center, a public school pre-kindergarten or kindergarten class, and a Montessori or Reggio Emilia-inspired school. The minimum time spent in each facility is one hour, preferably in the morning. Write a two page **observation report** describing what you learned, to be submitted online. Each of the **four papers is worth 10% of final grade.**

The paper must include the following:

School, center, or facility

Address

Contact person (for example, teacher, secretary, administrator, or director)

Contact telephone number or email (these will be checked to confirm your visit)

The rest of the report should describe the type of program, the demographics of the children served, and include references to your detailed observations. Finally from inferences drawn you should describe how this program adheres to the model, and then state your own personal impressions in the conclusion.

For further extra credit on this observation assignment, you may add 2 hours of volunteer work at the Northeast Texas Children’s Museum. Contact me if you wish to do this.

Instructional Methods and Delivery Systems to be Used:

This course is taught wholly online. The nature of this class is highly collaborative. Students normally work together in groups to craft their understanding and knowledge of the course objectives, and to complete the course requirements. Your collaboration in discussion groups will shape your learning.

Grading Scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

Late work is penalized up to half.

Tips on How to be Successful in This Class:

Participate. Learning is an adventure, not a fast-food, drive-through event. Create meaningful applications and interpretations of the course materials through observing children in real learning situations, and bring your documentation of their learning, along with your questions about their learning, un-learning, or not-learning.

Methods Used to Evaluate Instruction: You are responsible to shape class instruction to meet your needs. Let me know what is and is not working for you. You will complete a course evaluation at the end of semester.

Statement on Student Behavior from Student Guidebook: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Handbook of Policies, Procedures and Conduct)
* Required

* Required Statement on Accommodations for ADA eligible students:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact me, and the Office of Student Disability Resources and Services

Texas A&M University-Commerce
Halladay Student Services Building, Room 303 A/D
903-886-5150 or 903-886-5835
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