ECED 3324 is an Online Course:

ECED 3324 uses Blackboard as its only teaching and learning environment. All ECED 3324 students must have access to Bb9 to be successful in this course. Bb9 is available through the TAMU-CC homepage and requires ECED 3324 students to have their normal NET ID to log into the course on Blackboard.

Since ECED 3324 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website ([http://iol.tamucc.edu](http://iol.tamucc.edu)). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

**Begin this course by reading the syllabus very carefully.** You can access the schedule, assignments, discussions, and assessments in this course by using the Course Schedule Overview Tab, Assignment Tab, Discussion Board Tab, or Assessment Tab on the tool bar on the left side of the course homepage.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC BlackBoard email. If you choose to contact me via telephone, please identify yourself and the course number clearly.

I will respond to email, Monday through Thursday within 48 hours, with the exception of weekends and/or holidays.

**Technical Difficulties:**

Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

I. **Course Description**

This course provides the student with an overview of the physical, social, emotional, and psychological development of children from infancy through early childhood.
II. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

III. TExES Competencies
See the ECED Matrix Attached

IV. Course Objectives/Learning Outcomes
Students in ECED 3324 will:
1. Identify the principles of child growth and development;
2. Understand the theories of child development;
3. Recognize normal physical development in children;
4. Understand normal cognitive development in children;
5. Understand the role of higher-order thinking skills in the cognitive development of children.

V. Course Topics
ECED 3324 considers the following Subject Matter Curricular Topics:
- NAEYC Code of Ethics and Standard Practices
- Child Development
- Special Populations

VI. Instructional Methods and Activities
ECDC 3324 utilizes a variety of instructional methods and activities. These methods and activities include: reflection, individual work, group discussion, and examination.

VII. Evaluation and Grade Assignment

Overview of Course Requirements:
1. Syllabus Quiz (100 points);
2. Autobiographical Sketch (50 points);
3. Initial Response to Assigned Readings (300 points);
4. Response to Peers’ Responses to Assigned Readings (300 points);
5. Four Exams (400 points)

Final Course Grade:
The following scale describes how course grades are calculated:

- A  =  92% - 100%  (920 - 1000 pts.)
- B  =  82% - 91%  (820 – 919 pts.)
- C  =  72% - 81%  (720– 819 pts.)
D = 62% - 71% (620 – 719 pts.)
F = Below 62%

Grades are reported after the due date of the assignments or exams.

Detailed Description of Course Requirements:
1. Syllabus Quiz (100 points possible)

   The Syllabus Quiz is available in Blackboard by clicking on the Assessment link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Schedule Overview found in the syllabus and on the course Blackboard homepage.

   While students may search for the answers to the Syllabus Quiz in any manner they wish, I encourage students to print the syllabus so they will have a hard copy to shuffle through as they search for answers to questions on the quiz.

   Feel free to collaborate with your peers to check your answers before you take the quiz. You will have two chances to post your answers and you will not be able to revise your answers once you have completed the second attempt. Additionally, Blackboard will save your second attempt as the final score, not the highest score.

   The Syllabus Quiz will consist of ten (10) questions with each question worth ten (10) points for a total of 100 points.

   You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

2. Autobiographical Sketch (50 points possible)

   In 300—600 words, tell your classmates something about you. As a way for all of us to learn something about you, share whatever you think appropriate about:
   - your personal life and family;
   - your work;
   - your hobbies;
   - your school experiences;
   - any honors or awards you have earned; and,
   - your plans for the future.

   Post your sketch to the “Autobiographical Sketch” discussion on the Discussion Board by the due date and time in the Course Schedule Overview.

   Evaluation of the “Autobiographical Sketch” assignment is all or none. If you follow the above assignment and post it to the appropriate place in Blackboard by the date and time in the Course Schedule Overview, you will receive full credit. If you do not follow the above assignment, or if you do not post by the date and time in the Course Schedule Overview, you will receive no credit for the assignment.

   You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.
3. **Initial Responses to Assigned Readings (fifteen (15) initial responses at twenty (20) points each for 300 total points possible)**

This learning activity requires you to read the reading assignments and post an initial reflection/response to the reading.

All postings, **Initial Responses to the Reading are required to add value and substance** to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:

- Agree with the author and explain why you agree.
- Disagree with the author and explain why you disagree.
- Provide a different perspective to the reading.
- Provide a different reference for the reading.
- Provide a different perspective of the ideas in the reading.
- Provide a different example for the application of the ideas in the reading.
- Apply the ideas in the reading to a different set of circumstances.
- Tell a story about how the topic relates to your life.
- Explain how you will apply the ideas in the reading to your future classroom or students.
- Explain how the ideas in the reading might have unintended consequences in the future.

Remember that the written reflections you share with us are open ended conversations shared with classmates, not summaries of the readings BUT a discussion about your understanding of the reading. The thinking you share with the class does not have to be a well-organized essay, but it must demonstrate that you have reflected on what you have read.

Your Initial Responses will receive full credit if they demonstrate serious thinking. Responses that do not demonstrate serious thinking will receive no credit.

**You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.**

4. **Response to Peers (Twenty (20) responses at thirty (10) points each for 300 total points possible)**

You are required to post a written response to at least two (2) of your peer’s “Initial Responses to Assigned Readings” for each assigned reading.

This activity requires you to read your classmate’s Initial Responses to the assigned reading and post responses to at least two (2) of your classmates.

All **Responses to Peers**, should add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, classmates, or any of the authors we read—but any university student should be able to explain the
reason for their agreement or disagreement.

In every Response to a Classmate, do one or more of the following:

- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a different perspective about the topic.
- Provide a different frame of reference for the topic.
- Provide a different example.
- Apply your classmates’ ideas to a different by related topic.
- Tell a story about how your classmate’s response to the reading relates to your life.
- Explain how your classmate’s response to the reading will affect your teaching in the future.
- Explain how your classmate’s ideas, if applied, might have unintended consequences in the future.

Remember that the written reflections you share with us and your responses to peers are open-ended conversations not summaries of the readings or summaries of your peers’ postings. Your responses to your peers do not have to have a clear beginning, middle, and end.

It does not have to read like a coherent formal essay (though it may, if you so choose). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:

Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:

If student A posts an initial response to the Chapter 4 reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of forty (40, \(20+10+10\)) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts an initial response to the Chapter 4 reading assignment, and posts only one (1) response to one (1) peer, student B will receive a maximum of thirty (30, \(20+10+0\)) points under the Chapter 4 tab in the Blackboard grade book.

If student C posts an initial response to the Chapter 4 reading assignment, and does not post a response to any peer, student C will receive a maximum of twenty (20, \(20+0+0\)) points under the Chapter 4 tab in the Blackboard grade book.

5. Exams: (100 points each for a total of 400 points):
Students will complete four (4) examinations in this course. The four exams will consist of questions drawn from the study guides and from the course text. Once you open an exam you must complete the exam within the time allowed. Each exam will consist of 40 questions and you will have approximately 40 minutes to complete each exam. Since students are expected to know the content before taking the exam, study guides are provided for your success. To access the study guides see the Course Tool Bar on the left of the BlackBoard course.

1. Exam One – Chapters 1, 2, 3 and 4 (100 points)
2. Exam Two – Chapters 5, 6, 7 and 8 (100 points)
3. Exam Three – Chapters 9, 10, 11 and 12 (100 points)
4. Exam Four – Chapters 13, 14 and 15 (100 points)

Each exam will be available to students on the first day of class, but will close on the dates and times in the Course Schedule Overview. Do not open the exam until you are ready to take the exam, as once you begin the exam you must finish the exam. Students are cautioned to complete all readings and to use the text to answer all of the questions on the study guide provided with each exam before attempting the exams.

The exam questions are in order by chapters; however, the questions are not in order, but randomized. This means that the first ten questions are from chapter one, but the questions are any of the questions on the study guide for chapter one. The next set of ten questions is from chapter two, and the questions are any of the questions from chapter two on the study guide and so on for all chapters and all exams.

I believe that exams should be used as a learning tool; Therefore, I have provided study guides for each exam. I believe there should be no surprises on exams. Students should know exactly what they are being assessed on in this class. Sometimes errors can be found on exam questions. Although, I believe all or most errors have been corrected for this class, if you find an error, please don’t panic. Just email me in Blackboard and I will take a look at the question. You can find the Study Guides in course menu in Blackboard.

NOTE: Additionally, you may take the exams as many times as you would like BEFORE the due date. The exam will not be offered after the due date. Additionally, only the LAST attempt will be saved, NOT the highest score. Exam answers will not be given under any circumstance.

Exam grades will be available after “all” students have taken the exam and final grades for the class are posted as stated on the university calendar. If you need additional information about your grades or your academic standing in this class, please contact me.

Please Note: Technical problems with the student’s internet connection, hardware, or software will not result in opportunities to access the exam or to take the exam over after the due date. I recommend that students not wait until the last day to take exams.

Study Guides
Study guides are provided to students for each of the four exams and should be thought of as take home exams. Since actual exams are a sampling of the study guides; answers to the study guides will not be given to students under any circumstance. Since many of the questions on the study guides are conceptual and not simply factual, students are encouraged not to scan the text for answers as this will lead to many inaccurate answers. Students are encouraged to read the text, form study groups and study sessions in order to accurately complete the study guides.
Students may use their text and study guides during an exam.

Since a complete study guide is provided for each exam, students are expected to be able to quickly read, recognize, and answer exam questions. Each exam is specifically designed to preclude students having time to read the questions and search for answers while the exam is open. Students are expected to know the material well before opening the exam.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

VIII. Course Schedule

Please see the Course Schedule Overview in BlackBoard for all due dates.

Class Policies

- **Written Work in ECED 3324**
  All written work in ECED 3324 must be in 10- or 12-point font, double spaced, with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center.

  All written work submitted in hard-copy form must be stapled (if more than one page) and paginated.

- **Do Not Email Assignments**
  Absolutely no assignments will be accepted through regular TAMUCC email.

- **Submission of Late Work**
  Late work is not accepted! There will be no exceptions to this policy.

- **Class Attendance and Participation**
  The degree to which you attend and participate in all of the learning activities in ECED 3324 is a direct indicator of your commitment to the teaching profession and as such is noted by the instructor. The Texas A&M University – Corpus Christi Student Handbook and Code of Conduct 2010-2011 includes the following policy regarding class attendance:

  Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].
• **Academic Honesty**
  University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)

• **Classroom Conduct**
  Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm)

**Disabilities**

“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 believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Corpus Christi Hall, room 116.” [http://disabilityservices.tamucc.edu](http://disabilityservices.tamucc.edu)

The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.

If you are a returning veteran and experience cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)

• **Grade Appeals**
  As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus,
equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

IX. Textbook
The following textbook(s) are required for ECED 3324:


ISBN-10: 0132486202

ECED Matrix
(Classes, EC-6 Competencies, Curricular Topics, State Proficiencies)

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