I. Course Description

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 (if applicable)

   See Attachment 1

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:
   - Code of Ethics and Standard Practices
   - Child Development
   - Special Populations

VI. Instructional Methods and Activities

   EDCI 3324 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.
   A. Traditional Experiences (lecture/discussion, demonstrations, drill, guest speakers, video, student discussions/presentations)
   B. Field Experiences will involve observation, reflection, and teaching of individuals/small groups at the appropriate course level that matches the student’s desired level of teacher certification.

VII. Evaluation and Grade Assignment

   Overview of Course Requirements:
   1. Class attendance and participation;
2. Initial Responses to Assigned Readings (280 pts/33% of course grade);
3. Response to Peers’ Responses to Assigned Readings (280 pts/33% of course grade);
4. Exam #1 (100 pts/11% of course grade);
5. Exam #2 (100 pts/11% of course grade);
6. Exam #3 (100 pts/11% of course grade)

Detailed Description of Course Requirements:

1. Class Attendance and Participation
   The 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].

   Students in ECED 3324 are expected to attend all scheduled class meetings on time unless they are on approved university business as described above. I will afford you one (1) absence. However, after one absence, each unexcused absence from a scheduled class meeting will reduce your final course grade by one letter grade. Two, unexcused, late arrivals will reduce your final course grade by one letter grade. Two or more unexcused absences or four unexcused tardies will place you in jeopardy of failing this course.

2. Initial Responses to Assigned Readings
   (15 @ 20 points ea. for 300 possible points/33% of final course grade)

   We have one required text for ECED 3324. We will have assigned readings in the course text each week of class. Your written responses to the assigned readings will be posted to Blackboard the week before we discuss the topics in class.

   This learning activity requires you to read the assigned readings and post an initial response to each reading by the scheduled due date and time. Your initial responses to the readings and your peers’ responses to your initial responses will form the basis for our face-to-face discussions about the topics/issues addressed by ECED 3324.

   If you have difficulty organizing your thinking about an assigned reading you might want to keep the following questions in mind as you read, and use the questions to help you construct a response:

   1. What parts of the reading were new ideas, concepts, or information for you? Based on your previous knowledge and understandings of teaching and schools, what questions or concerns do you have about the new ideas, concepts, or information you read in the text?

   2. What parts of the reading did you agree or disagree with? Why did you agree or disagree with those parts?
3. As you read, did you get a sense that any of your previous concepts of or beliefs about teaching or schools were changing? Which ones and how were they changing?

4. What parts of the reading were most or least interesting to you? Why were they interesting or not interesting?

5. What is the most important concept in this reading for a classroom teacher to remember? Explain why you think this concept is the most important to be remembered.

You are not required to use any of these questions to help organize your response, or you may use all of these questions to drive your response to the reading.

Do not summarize the reading. We have all read the text and do not need a summary. The written reflections you share with the class are open ended conversations not summaries of the readings or formal essays. The thinking you share with colleagues does 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). However, it ought to represent your serious thinking about the reading.

Your initial response to the reading should be 300-400 words that demonstrate serious thinking about the reading. Responses that demonstrate serious thinking about the reading will receive full credit. Responses that demonstrate anything less than serious thinking will receive less than full credit. If you need help with determining the nature of serious thinking, please ask for help before posting the response to Blackboard.

For a detailed list of due dates and times for “Initial Responses to Assigned Readings” see the Course Schedule in this syllabus.

3. Response to Peers
(30 @ 10 points ea. for 300 possible points/33% of final course grade)

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.

While you are in not required to use the following questions to guide your response to a peer’s initial response to the assigned readings, you may find the following questions helpful:

1. With what did you agree/disagree as you read your colleague’s initial response to the reading? Why did you agree or disagree?

2. What is your experience relative to your colleague’s response? How does your experience inform, expand, or counter your colleague’s response?

3. What thoughts about the topic did your colleague’s response evoke?

4. How did your reading of the text differ from that of the peer to whom you are responding?

5. How did your understanding of the reading or your feeling about it change as you read your colleague’s thinking and feelings about the text?

Use the following format in responding to a peer’s initial response to the reading:
1. Identify the peer to whom you are responding;
2. Provide a summary of the main points of the initial response to which you are
responding; and,
3. Write your personal response to your colleague’s initial response.

Follow the above format for two (2) different peers for each assigned reading.

To receive full credit, your response to a peer must identify the peer to whom you are responding, summarize the main points of the response to which you are responding, and demonstrate thoughtful reflection. Responses to a peer’s initial response to the reading that do not identify the peer to whom you are responding, does not offer a brief summary of the main points of the initial response, and/or does not demonstrate thoughtful reflection on the peer’s initial response will not receive full credit.

For a detailed list of due dates and times for “Response to Peers” see the Course Schedule in this syllabus.

3. Exam #1 (100 possible points/11% of final course grade)
Exam #1 will include material from chapters 1 – 5 in the course text and will consist of multiple-choice and/or short answer questions.

4. Exam #2 (100 possible points/11% of final course grade)
Exam #2 will include material from chapters 6 – 10 in the course text and will consist of multiple-choice and/or short answer questions.

5. Exam #3 (100 possible points/11% of final course grade)
The Exam #3 will include material from chapters 11 – 15 in the course text and will consist of multiple-choice and/or short answer questions.

XIII. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92% - 100%</td>
<td>828 - 900 pts</td>
</tr>
<tr>
<td>B</td>
<td>82% - 91%</td>
<td>738 – 827 pts</td>
</tr>
<tr>
<td>C</td>
<td>72% - 81%</td>
<td>648 – 737 pts</td>
</tr>
<tr>
<td>D</td>
<td>62% - 71%</td>
<td>558 – 647 pts</td>
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<tr>
<td>F</td>
<td>Below 62%</td>
<td></td>
</tr>
</tbody>
</table>

IX. Course Schedule

Tentative Course Schedule ATTACHED

X. Class Policies

• Written Work in ECED 3324
All written work in ECED 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
All assignments must be submitted in hard-copy form during class meetings or via Blackboard depending on what assignment it is. Absolutely no assignments will be accepted through regular TAMUCC email.
No Cell Phones During Class
You must turn your cell phone off during class. This means no texting and no phones vibrating or ringing during class. Absolutely no exceptions.

Submission of Late Work
Assignments submitted one class session past the due date will be accepted for a maximum of 50% credit. Any assignment submitted beyond one class session from the date it was due will not be 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 4320 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].

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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

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.
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 Driftwood 101.” 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

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.

XI. Textbook(s)
The following textbooks are required for ECED 3324:

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

<table>
<thead>
<tr>
<th>ECED Course</th>
<th>EC-6 Competency</th>
<th>Curricular Topic</th>
<th>State Adopted Proficiencies</th>
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<td>ECED 2310</td>
<td>002; 004; 006; 008; 0012</td>
<td>Code of Ethics; Child Development; Motivation; Learning Theories; Special Populations; Pedagogy/Instructional Practices; Differentiated Instruction</td>
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<td>ECED 3311</td>
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<td>ECED 3324</td>
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