Instructor:  Dr. Jana Sanders  
Office: Faculty Center #241  
Telephone: 361-825-3328  
Email: Jana.sanders@tamucc.edu  
Office Hours: Friday: 10:00 a.m.-12:00 p.m. All others by appointment only.

I. Course Description

An intensive study of the social development, the agents of socialization and the socialization process in early childhood.

II. Rationale

This course was developed to acquaint students with to critical aspects involved in children’s social development.

III. State Adopted Proficiencies

A. Equity and Excellence for All Learners;  
B. Learner-Centered Communication; and  
C. Professional Development.

IV. TExES Competencies

001, 008, 011, 021

V. Student Learner Outcomes

By the end of the semester the student will be able to:

a. discuss prosocial behavior;  
b. describe a positive social environment;  
c. list attributes of a nurturing adult;  
d. discuss problem behavior;  
e. examine the effect of culture on children;  
e. examine underlying causes for behavior;  
f. plan for appropriate classroom behavior; and  
g. plan for effective social/emotional development levels of young children.
VI. Course Topics

   A. Child-Centered definition of inappropriate behavior;
   B. Adult-Centered definition of inappropriate behavior;
   C. Negative communications;
   D. Positive communications;
   E. Managing disruptive behavior;
   F. Observation;
   G. Self-discipline;
   H. Solutions and Consequences of behavior;
   I. Friendships of children; and
   J. Children, adults and stress.

VII. Instructional Methods

The following methods and activities will be used:

   a. Lecture,
   b. discussions,
   c. cooperative groups;
   d. and student presentations

VIII. Evaluation and Grade Assignment

The following evaluation procedures will be used in this course:

   a. examinations = 100 points each
   b. online learning modules = 40 points each
   c. online assignments = 20 points each
   c. scenario presentation = 20 points
   d. article file = 40 points
   e. idea file = 40 points
   f. late assignments will be accepted for one half credit;
   g. points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and untyped assignments;

Grading Scale
   A = 100%-92%
   B = 91%-82%
   C = 81%-72%
   D = 71%-62%
IX. Course Schedule and Policies

A. Tentative Course Schedule (See attached)

B. Class policies:
1. be prompt and attend class;
2. be respectful of all students and the professor;
3. turn off cell phones or set to vibrate;
4. refrain from texting during class;
5. refrain from emailing or accessing the internet during class unless the professor asks you to do so;
6. demonstrate knowledge of the topic assigned for each class meeting;
7. frequently check their Islander email account;
8. check their Blackboard account for assignments & messages;
9. satisfactorily complete two exams;
10. satisfactorily complete three online learning modules;
11. develop an article file pertaining to topics covered in the class;
12. develop an idea file pertaining to topics covered in the class; and
13. present a discipline scenario to the class.

Attendance:

Attendance is expected. Due to the interactive nature of this class, and the fact that this class meets for only 10 days, one absence will result in lowering of the student’s final grade ten percentage points. If a student misses more than two class meetings, they should make an appointment with the professor. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted absent unless the tardiness is deemed excused by the professor.

Non-discrimination Policy

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.

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.
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.

Academic Integrity/Plagiarism

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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.
Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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 Rule13.02.99.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.

Disabilities Accommodations*
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 call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*

X. Textbook


XI. Bibliography


"If all children had a safe harbor, none would be at risk."
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