ECED 4330  
Health, Nutrition and Locomotor  
Concepts for the Young Child  
Summer II, 2014

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Office Hours: July 24, 9:30-11:30 a.m.; July 29, 9:30-11:30 a.m.;  
August 4, 9:30-11:30 a.m.;  
All others by appointment, only.

ECED 4330 is a hybrid course:
ECED 4330 uses BlackBoard as a partial teaching and learning environment. All students enrolled in this course must have access to Bb9 in order to be successful. Bb9 is available through the TAMU-CC homepage (tamucc.edu) and requires students to have their NET ID to log into the course on BlackBoard.

Because ECED 4330 is a hybrid course and will be using BlackBoard as part of the teaching environment, the professor and University assume that students enrolled in the course have, or will promptly obtain, the technical expertise, hardware, and software required to be successful in this course.

A student tutorial is available on The Island Online website at http://iol.tamucc.edu. If you have problems logging in, the BlackBoard helpdesk phone number is 361-825-2825.

You must check your BlackBoard account for announcements, assignment dues dates, and/or Assignment directions!

The course uses PDF files and you must be able to access these files. Therefore, you need make sure you have downloaded Adobe Reader, a free download.

It is imperative that you carefully & thoroughly read the course syllabus. You can access the schedule, assignments by name and the discussions by use the tabs on the left hand side of the course homepage in BlackBoard.

If you have any difficulty accessing any of the course content, please let me know as soon as possible. The best and easiest way to contact me is through the TAMU-CC Islanderemail in BlackBoard. If you choose to contact me via
the telephone, please slowly & distinctively leave your name & this course number.

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

Email:
Use the “Islander Email” tool on the tool bar on the left side of the course content page in BlackBoard to contact me with questions and/or issues relating to this class.

It is important that you provide me with your first and last name as well as If I cannot identify you, I won't respond. Further, I won't respond to emails sent through any system other than the Islander email account. This ensures an electronic ‘paper trail’ exists in case there are any misunderstandings.

Devices:
It is strongly recommended that students NOT use tablets, iPads or forward their email to their phones ad those devises can be unreliable and content is often lost.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distance Education for assistance. Links to IT can be found on the course homepage by using the “Start Here” tab.

I. Course Description

The relationship between health, nutrition, and locomotor development in the young child is investigated.

II. Rationale

Educators must know the nutritional requirements for young children; it directly correlates with the TEKS for Health. Childhood obesity is at a critical point in this country, teaching proper nutrition and proper eating habits is so important. The health concerns faced by educators of their students are essential knowledge. This class explores the many health concerns and how to deal with them in the classroom setting. An element of safety in school setting is emphasized in this course

III. State Adopted Proficiencies for Teachers

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.

IV. TExES Competencies

COMPETENCY 044 (HEALTH)
THE TEACHER USES KNOWLEDGE OF THE CONCEPTS AND PURPOSES OF HEALTH EDUCATION TO PLAN AND IMPLEMENT EFFECTIVE AND ENGAGING HEALTH INSTRUCTION.

The beginning teacher:

A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the life span.

B. Demonstrates knowledge of major areas in health instruction, including body systems and development (e.g., structures and functions of various body systems and relationships among body systems), illness and disease (e.g., types of disease, transmission mechanisms, defense systems, disease prevention), nutrition (e.g., types of foods and nutrients, maintenance of a balanced diet), stress (e.g., effects of stress, stress-reduction techniques) and fitness (e.g., components of fitness, methods for improving fitness).

C. Knows and understands stages of human growth and development, including physical and emotional changes that occur during adolescence.

D. Understands substance use and abuse (including types and characteristics of tobacco, alcohol and other drugs and of herbal supplements).

E. Understands types of violence and abuse (including causes and effects of violence).
and abuse and ways to prevent and seek help in dealing with violence and abuse).

F. Selects and uses instructional strategies, materials and activities to teach principles and procedures related to safety, accident prevention and response to emergencies.

G. Applies critical-thinking, goal-setting, problem-solving and decision-making skills in health-related contexts and understands the use of refusal skills and conflict resolution to avoid unsafe situations (e.g., bullying).

H. Knows and understands strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect).

I. Understands types and symptoms of eating disorders.

J. Knows how to use various social and communication skills to build and maintain healthy interpersonal relationships (e.g., tolerance, respect, discussing problems with parents/caregivers, showing empathy).

K. Understands health-care responses to early detection and warning signs of illness, to internal injury and to threat to safety.

L. Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).

M. Understands the influence of various factors (e.g., media, technology, peer and other relationships, environmental hazards) on individual, family and community health.

N. Demonstrates knowledge of sources of health information and ways to use information to make health-related decisions.

O. Selects and uses instructional strategies, materials and activities to help students understand the roles of health-care professionals, the benefits of health maintenance activities and the skills for becoming healthwise consumers.
P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade 6 to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.

COMPETENCY 045 (PHYSICAL EDUCATION)
THE TEACHER USES KNOWLEDGE OF THE CONCEPTS, PRINCIPLES, SKILLS AND PRACTICES OF PHYSICAL EDUCATION TO PLAN AND IMPLEMENT EFFECTIVE AND ENGAGING PHYSICAL EDUCATION INSTRUCTION.

The beginning teacher:

A. Applies key principles and concepts in physical education and physical activity (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) for the promotion of health and fitness.

B. Knows and helps students understand the benefits of an active lifestyle.

C. Understands appropriate methods, including technological methods, for evaluating, monitoring and improving fitness levels.

D. Applies knowledge of movement principles and concepts to develop students' motor skills including understanding key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike).

E. Selects and uses developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative and rhythmic skills.

F. Modifies instruction based on students' individual differences in growth and development.

G. Evaluates movement patterns to help students improve performance of motor skills and to integrate and refine their motor and rhythmic skills.
H. Understands a variety of strategies and tactics designed to improve students’ performance, teamwork and skill combinations in games and sports.

1. Selects and uses instructional strategies to promote students' knowledge and application of rules, procedures, etiquette and fair play in developmentally appropriate games and activities.

J. Designs, manages and adapts physical education activities to promote positive interactions and active engagement by all students.

K. Understands areas of diverse needs (e.g., physical and emotional challenges, learning disabilities, sensory difficulties, language differences) and their implications for teaching and learning.

L. Applies knowledge of physical education content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade 6 to plan, implement and assess effective, developmentally appropriate physical education activities.

V. Student Learner Outcomes

Students in ECED 4330 will:

1. Describe the interrelationship of health, safety, and nutrition;
2. Discuss how nutrition affects children;
3. Identify factors that affect children’s safety;
4. Identify growth and developmental characteristics of the infant, preschool and primary age children;
5. Describe practices that contribute to a child’s improved health;
6. Identify signs and symptoms of common communicable diseases;
7. Identify and describe the four types of child abuse;
8. Discuss ‘Universal Precautions; and
9. Be familiar with and knowledgeable of the TExES health and physical education competencies.

VI. Course Topics

Topics covered in ECED 4330 include:

- Child nutrition and proper eating habits
- Safety and childhood diseases
- Conditions of ADD/ADHD and impact in classroom
- Safety in classroom and playground
- Playground design

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 modules = 20 points each
c. quizzes = 10 points each
d. playground critique = 50 points
e. competency assignment = 100 points
f. late assignments will be NOT be accepted
g. points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and un-typed assignments;

Grading Scale

A = 100%-92%
B = 91%-82%
C = 81%-72%
D = 71%-62%

IX. Course Schedule and Policies

A. Course Calendar (See BlackBoard)

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 directed by the professor;
   6. demonstrate knowledge of the topic assigned for each class meeting;
   7. check their Islander email account, daily;
   8. check Blackboard account for assignments & messages on a daily basis;
   9. satisfactorily complete exams;
   10. complete a playground critique
   11. successfully complete quizzes over textbook; and
   12. develop a competency assignment.
Attendance:

Attendance is expected. Due to the interactive nature of this class, and that the class is held for 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. (Plagiarism is the presentation of the work of another as one’s own work.)

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.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

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


“A person’s a person no matter how small.” ~Dr. Seuss