Course Number and Section: ECED 3324.001
Instructor: Dr. Jana Sanders
Office: Early Childhood Development Center (ECDC) #206
Telephone: 361-825-3328
Email: jana.sanders@tamucc.edu
Office Hours: Monday: 11:00-1:45; 3:30-4:00
 Tuesday: 11:15-12:15; 2:00-3:45
Course Meeting Time & Location:
Semester: Fall 2019

ECED 3324 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 long into the course on Blackboard.

Because ECED 3324 uses Blackboard, 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!

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 Islander email in Blackboard. If you choose to contact me via the telephone, please slowly & distinctively leave your name & this course number.

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 ECED 3324 in the email. 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 phones, tablets, iPads** or forward their email to their phones as those devices 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

This course provides the student with an overview of the physical, cognitive, social, emotional, and psychological development of children from infancy through early childhood. Students must understand overall development to fully understand the children that they will teach and the families they will serve.

II. Rationale

It is critical for students to understand the developmental levels of children. Concepts studied in the class will assist students in working with children.

III. TExES Competencies

1.1k health-related behaviors and how they promote or compromise health;
1.2k types of foods and nutrients, principles of nutrition, and how to apply principles of nutrition to ensure a balanced diet;
1.3k types and characteristics of tobacco, alcohol, other drugs, and herbal supplements, and laws related to these substances;
1.4k the structure and function of body systems and the roles of body systems in maintaining health;
1.5k components of fitness and how to maintain and improve fitness;
1.6k skills for building and maintaining healthy interpersonal relationships (e.g., using listening skills, resolving conflict, communicating effectively);
1.7k causes, effects, and types of abuse and violence and ways to prevent and seek help in dealing with situations involving abuse and violence;
1.9k the relationships among body systems, factors that influence the functioning of body systems, and how to maintain the healthy status of body systems;
1.10k stages of human growth and development, including physical and emotional changes that occur during adolescence;
1.12k strategies for coping with unhealthy behaviors in the family (e.g., abuse, alcoholism, neglect);
1.13k types and symptoms of eating disorders;
1.14k 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);
1.15k health-care responses to early detection and warning signs of illness, internal injury, or threat to safety;
1.17k sources of health information and ways to access and use health information;
1.18k the influence of various factors (e.g., media, technology, relationships, environment) on individual, family, and community health;
1.20k the causes of stress, effects of stress on individual and family health, and techniques for reducing the effects of negative stressors;
1.21k types of illness and disease (as addressed by the TEKS), their causes and transmission mechanisms, the body's defense system, and ways to prevent disease and speed recovery from illness; and
1.22k hazards in the environment that affect health and safety; and
1.1s analyze ways to reduce health risks through behavior and to enhance and maintain health throughout the life span;
1.2s relate safe, unsafe, and/or harmful behaviors to positive and negative health-related consequences throughout the life span;
1.3s analyze how personal health decisions and behaviors affect body systems and health;
1.4s apply principles and procedures related to safety, accident prevention, and response to emergencies;
1.6s apply strategies that demonstrate consideration and respect for self, family, friends, and others (e.g., expressing needs, wants, and emotions appropriately; practicing self-control);
1.9s analyze causes and effects of the use, misuse, and abuse of tobacco, alcohol, and other drugs;
1.12s analyze the consequences of sexual activity and the benefits of abstinence;

IV. Technology Standards
   N/A

V. Course Objectives

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. Apply knowledge of the relationship between health and behavior and the factors influencing health and health behavior (1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.9k, 1.10k, 1.11k, 1.12k, 1.13k, 1.14k, 1.15k, 1.17k, 1.18k, 1.20k, 1.21k, 1.22k, 1.1s, 1.3s, 1.4s, 1.9s, 1.12s)

VI. Course Topics

Topics covered in ECED 3324 include:

- Child Development
- Special Populations
- Health of Children

VI. Instructional Methods and Activities

   Methods and activities for instruction include:
   A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc.)
   B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)

VII. Evaluation and Grade Assignment

The following evaluation procedures will be used in this course:
a. examinations = 100 points each
b. countdown paper = 20 points each
c. chapter quizzes = 10 points each
d. response to selected chapters = 10 points each
e. responses to videos/articles = 10 points each
f. participation and attendance = 30 points
g. ECDC interactions = 10 points each
h. late assignments will be not accepted unless university excused;
i. points will be deducted for misspelled words, grammatical errors, errors in mechanics, sentence fragments, and un-typed assignments;

j. Any exam not taken at the time scheduled will be made up during the final exam. The format of the exam may not be the same as the original exam.

Grading Scale

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

XIII. Textbook


IX. Bibliography

The knowledge base that support course content and procedures include:


IX. Syllabus (CALENDAR)

X. Course Policies

**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., the intercollegiate athletics competition/travel, field trips, students
research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student. 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 are expected to attend all class meetings. Students are expected to be prompt. Any student entering the classroom after the first 10 minutes of class will be counted tardy unless the tardiness is deemed excused by the professor. Students are expected to be prepared with all materials needed for class.

Students in ECED 3324 are expected to attend all scheduled meetings on time unless they are on approved university business as described above. The following criteria will be used for determining your final Attendance/Class Participation grade:
30 points = Perfect attendance, punctual (no absences; no tardies; no early departures);
20 points = One absence, or 1-2 tardies or early departures;
10 points = Two absences, or 3-4 tardies or early departures;
0 points will be awarded for more than three absences, or 5 or more tardies or early departures.

Late Work and Make-up Exams:
Late work is not accepted unless a university excuse is provided or the Instructor deems there to have been an emergency. Documentation of the above must be provided by the student.

Make-up exams will be given at the date of the final. It should be noted that the make-up exam may be in a different format than the original exam.

Extra credit:
Extra credit may be given for additional activities.

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. NO texting during class;
5. NO emailing or accessing the Internet during class, unless directed;
6. demonstrate knowledge of the topic assigned for each class meeting;
7. frequently check their Islander email account;
8. frequently check Blackboard account for assignments & messages;
9. satisfactorily complete exams;
10. respond to selected chapters;
11. respond to videos;
12. present a child development theory to class; and
13. successfully complete quizzes over textbook chapters.
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.

XI. 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

XII. 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

XIII. 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

XIV. 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.

In other words, you must you're your cell phone to vibrate of 'off' and no emailing or text messaging will be tolerated. If you cannot abide by these classroom rules you will be asked to leave.

http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rights_n_responsibilities.htm

XV. 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 could 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 (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of they physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XVI. 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 RulesWeb 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.

"There can be no keener revelation of a society's soul than the way in which it treats its children."

Nelson Mandela, former president of South Africa