Course Number and Section:  ECED 3324.001
Instructor:  Dr. Jana Sanders
Office:  ECDC #206
Telephone:  361-825-3328
Email:  Jana.sanders@tamucc.edu
Office Hours:
Course Meeting Time & Location:  Online
Semester:  Summer I, 2020

ECED 3324 is an Online Course:

ECED 3324 uses Blackboard as the total 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 is an online course, 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.

I’ll try to 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 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 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

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture; on-line deliveries; video, etc.)

VIII. Evaluation and Grade Assignment

A. Methods of Final Grade Assessment

a. examinations = 100 points each
b. countdown paper = 25 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. movie assignment = 50 points
g. family brochure = 50 points
h. toy brochure = 50 points
i. syllabus quiz = 10 points
j. getting to know you PowerPoint = 10 points
k. late assignments will be *not* accepted unless university excused or the professor
deems there to have been an emergency; and
l. points will be deducted for misspelled words, grammatical errors, errors
   in mechanics, and sentence fragments.

B. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-92%</td>
</tr>
<tr>
<td>B</td>
<td>91%-82%</td>
</tr>
<tr>
<td>C</td>
<td>81%-72%</td>
</tr>
<tr>
<td>D</td>
<td>71%-62%</td>
</tr>
</tbody>
</table>

IX. Textbook


X. Bibliography

The knowledge base that support course content and procedures include:


XI. Syllabus

See Blackboard for Course Calendar

XII. Course Policies

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.

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 a 0 or failure of the class depending upon the severity of the dishonesty.

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. June 18, 2020 is the last day to drop a class with an automatic grade of “W” this term.

Preferred Methods of Scholarly Citations

Publication Manual of the American Psychological Association, Sixth Edition is the method to be used for citations within papers and PowerPoint presentations.

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 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 sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals*
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane 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.

*Required by SACS or HB2504
"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