



**ECHE 3313 Early Childhood Cognition
Spring, 2018**

ECHE 3313 is a required course for the EC-6 GEN program and the ECE and ECA Minor

**College of Education
Department of Language, Literacy & Special Populations**

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Office hours: Mondays through email and appointments
Additional times by appointment

Day and time the class meets: Monday 5:30 to 8:20

Location of class: The Woodlands - The Woodlands Center Campus room 250

Course Description: The curriculum in the preschool and primary grades is presented with an emphasis on the Texas Essential Knowledge and Skills. The philosophical orientation of early learning and development, classroom arrangements, selection of material and activities, evaluation procedures, and developmentally appropriate practices will be studied. Credit 3.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).

Important: Learning fundamental principles, generalizations, or theories.

Reading Material:

Required Textbook: Lasley, E., Haas, L., Nabors, D., & Polnick, B, (2014). *Learning though play: Early childhood theory, development, exploration and engagement*. Dubuque, IA: Kendall Hunt.

Recommended: Copple, C. & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). Washington DC: National Association for the Education of Young Children.

Recommended websites : Texas Essential Knowledge and Skills (TEKS) –
<http://www.tea.state.tx.us/index2.aspx?id=6148>

Texas Pre-Kindergarten Guidelines –
<http://www.tea.state.tx.us/index2.aspx?id=2147495508>

Texas Infant, Toddler, Three-Year-Old Early Learning Guidelines -
<http://earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf>

Tk20 Account statement

Tk20 Account **is not** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format:

The format of this class is face to face with additional support of the electronic platforms Top Hat and Blackboard. The course will include online and face to face assignments, PowerPoint presentations, Word documents and additional resources. It is necessary that the student have access to Microsoft Office to open and use the PowerPoint and Word documents as well as internet access to access Top Hat, Blackboard and other electronic sources. Students will submit materials hard copy and electronically. This will include discussion boards, reflections, in class assignments and check points as well as research paper and project submissions.

Course Content: ECHE 3313 is an early childhood course designed to prepare pre-service educators for working with young children preschool through fourth grade. Students will focus on the foundations of early learning and cognition and how to plan developmentally appropriate learning experiences for young children.

Throughout this course Students will demonstrate their ability to:

1. Identify, define, and explain the development of young children's cognition.
2. Demonstrate the importance of developing instructional goals that are suitable for students with varied learning needs.
3. Uses knowledge of how children learn and develop to provide opportunity that support children's physical, cognitive, social and emotional development.
4. Identify, define, and explain a variety of developmentally appropriate teaching strategies.
5. Demonstrate the ways in which early childhood educators teach thematically while engaging in an interdisciplinary curriculum.
6. Understands and applies theories of cognition to the development of classroom environments and learning experiences.
7. Identify ways teachers of young children guide behavior.
8. Identify the role of assessment through cognitive processes and products.
9. Demonstrate and apply informal and formal assessments using age appropriate strategies to evaluate children's work and abilities.
10. Develops and designs indoor and outdoor age appropriate learning environments that support children's cognitive processes and products.
11. Devise strategies for working with diverse families, specialists, and paraprofessionals.

Course Requirements/Expectations:

- **Time requirement:** This is a 3 hour credit course. **Each week** the student will attend one 3 hour class session at the Woodlands campus AND spend approximately 9-12 hours reading and preparing for the next week's course work and assignments. There may be online or alternate assignments posted to substitute for face to face meetings, as selected by the

instructor.

- **Field Experience:** no field experience is associated with this class.
- **Attendance policy:** Class attendance is expected. Classroom discussions and activities will enhance the learning of the course material. The University allows 3 hours of absence without deductions. After the initial 3 hours of absence **TEN points (10 points)** will be deducted for **each hour of absence**. See extra credit opportunities as needed. Staying up with the class material and responding to in class and online discussions are important to your success in the class. All course work must be submitted on or before due date listed. Note that the time of submission is 5:30 pm on the due date.
- **Late assignment policy:** Assignments are expected to be submitted on or before the due date noted on the course calendar. Late assignments are accepted but will result in point deductions. - One point deduction if submitted after the beginning of class, and an additional point per day (example if the assignment is due on Tuesday prior to class and is submitted later on Tuesday, one point deduction if submitted on Wednesday, 2 points deducted), All assignments are due before class on the listed due date unless that date has been changed by the instructor.
- **Assignments and grading:** Work may be submitted in class as well as electronically through Top Hat and Blackboard. Grading criteria/rubrics will be provided when the assignment is introduced. In class activities will not always have a rubric. Assignments that allow for “out of class” time to prepare will have a defined grading rubric. Attach the grading rubric at the end of each submitted assignment – same file. If no rubric is submitted, or if the rubric is submitted in a separate file/ or not attached will result in a 1 point deduction. All written work is expected to be neat, professional and typed, In class assignments may be submitted handwritten or electronically submitted. All grading criteria and time restrictions will be given when the assignment is introduced. If at any time you have questions about an assignment contact the professor for clarification, hec_lsb@shsu.edu. or call 936-662-4189 cell.
- **Cell phones, tablets and computers** may be used for educational purposes during class times. **Cell phones may not be used for personal use during class time.** [Sam Houston State University Academic Policy Statement 100728](#)
- **Professionalism** must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator, you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.
- **Student Information on:** Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the Classroom are located at this SHSU website. Students are expected to read, understand and adhere to the above information.
(<http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf>) <http://www.shsu.edu/syllabus/>

Student Syllabus Guidelines

SHSU Academic Policy Manual -- Students

[Procedures in Cases of Academic Dishonesty #810213](#)

[Disabled Student Policy #811006](#)

[Student Absences on Religious Holy Days #861001](#)

[Academic Grievance Procedures for Students # 900823](#)

- **SHSU Academic Policy Manual-Curriculum and Instruction**

- **Use of Telephones and Text messages in Academic Classrooms and Facilities #100728**
- **Technology during instruction:** Cell phones must be silenced before class and texting during class will not be accepted. There times in which cell phones and computers will be used in class discussions, group work and research during class time.
- **Technology during exams: Quizzes in this class are through TopHat and or Blackboard**
- **Technology in emergencies:** It is understandable that all students have lives outside of the classroom. Emergencies do occur when we least expect them. With your phone in silent mode during class time, if you receive an emergency call, please step out of the classroom and take care of your needs. If you need to leave the classroom for the emergency, notify the professor through email later that day or as soon as you the emergency situation is stable.

Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Matrix:

Course Objectives Throughout this course, students will:

- Identify, define, and explain the development of young children's cognition.
- Demonstrate the importance of developing instructional goals that are suitable for students with varied learning needs.
- Uses knowledge of how children learn and develop to provide opportunity that support children's physical, cognitive, social and emotional development.
- Identify, define, and explain a variety of developmentally appropriate teaching strategies.
- Demonstrate the ways in which early childhood educators teach thematically while engaging in an interdisciplinary curriculum.
- Understands and applies theories of cognition to the development of classroom environments and learning experiences.
- Identify ways teachers of young children guide behavior.
- Identify the role of assessment through cognitive processes and products.
- Demonstrate and apply informal and formal assessments using age appropriate strategies to evaluate children's work and abilities.
- Develops and designs indoor and outdoor age appropriate learning environments that support children's cognitive processes and products.
- Devise strategies for working with diverse families, specialists, and paraprofessionals.

Topics/Objectives	Activities/Assignments (including field based activities)	Measurement (including performance based)	Standards Alignment S1- SPA Alignment (ACEI)	Standards Alignment CF – Conceptual
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			S2 – SPA Alignment (NAEYC) TS – Texas Educator Standards/Competencies DDP – Diversity and Dispositions Proficiencies	Framework Indicator NET*S – ISTE/NETS Technology Standards for Students
Identify, define, and explain the development of young children's cognition.	Child Development Binder Check for Understanding moments	Binder rubric In class checks Exams	ACEI 1 NAEYC 1 a-c, 5 a-c DDP 10	CF 1 NET*S
Demonstrate the importance of developing instructional goals that are suitable for students with varied learning needs.	Child Development Binder Creating Lesson Unit Discussions	Unit Lesson Plans Modification/Extension paper Materials and description rubric Discussions Group discussion summaries Quizzes and Exams	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-d, 5 a-c DDP 2, 10	CF 1,3 NET*S 4
Uses knowledge of how children learn and develop to provide opportunity that support children's physical, cognitive, social and emotional development.	Child Development Binder Creation of Lesson Unit Creation of materials Reflections	Unit Lesson Plans Reflection paper Learning materials rubric Quizzes and Exams	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-d, 5 a-c DDP 2. 10	CF 1,3 NET*S 4
Identify, define, and explain a variety of developmentally appropriate teaching strategies.	Discussions	Unit lesson Plan rubric Rubric Transitions Quizzes and exams	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-d, 5 a-c DDP 2, 6, 10	CF 1,3 NET*S 2, 4
Demonstrate the ways in which early childhood educators teach thematically while engaging in an interdisciplinary curriculum.	Lesson Unit and Lesson materials	Unit Lesson Plans Learning materials rubric	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 b, 5 a-c	CF 1,3 NET*S 2, 4
Understands and applies theories of cognition to the development of classroom environments and learning experiences.	Lesson Unit Classroom Design	Lesson Unit plan Rubric/ Classroom design and materials selection rubric	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 5 a-c	CF 1,3 NET*S 2, 4
Identify ways teachers of young children guide behavior.	Discussion	Rubric Praise/support cards Discussion	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-b	CF 1,3 NET*S

		Reflections	DDP 2	
Identify the role of assessment through cognitive processes and products.	Reflections Discussion	Reflection papers Exams and quizzes	ACEI 1, 2.1-2-7, 3.1-3.5, 4 NAEYC 3 a-d DDP 2	CF 1,4 NET*S, 4
Demonstrate and apply informal and formal assessments using age appropriate strategies to evaluate children's work and abilities.	Review of standards Child Development Binder	Group paper Exams and quizzes	ACEI 1, 2.1-2-7, 3.1-3.5, 4 NAEYC 3 a-d DDP 7, 10	CF 1,4 NET*S 2, 4
Develops and designs indoor and outdoor age appropriate learning environments that support children's cognitive processes and products.	Classroom Design Selection of materials Reflection paper	Classroom design rubric Materials rubric	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 5 a-c DDP 10	CF 1 NET*S 2 4
Devise strategies for working with diverse families, specialists, and paraprofessionals.	Discussion Reflection	Discussion board Quizzes and exams	ACEI 1, 2.1-2-7, 3.1-3.5, 5.2 NAEYC 1 a-c, 2 a-c, 4 a DDP – 6, 10	CF 1,3 NET*S 2

Complete information on the above standards can be found at the following web addresses.

NCATE Unit Standards: <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

<http://www.tea.state.tx.us/index2.aspx?id=5938>

NAEYC standards: http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm

ACEI standards:

http://education.uncc.edu/eportfolio/documents/word_files/Standards/acei_standards.htm

Educator Preparation Services site for *Conceptual Framework*: http://www.shsu.edu/~edu_edprep/ **CF—**
Conceptual Framework Indicator

NETS – ISTE NETS Technology: http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx
NETS*S – ISTE NETS Technology Standards for Students

NCATE/CAEP Standards

[N/C—NCATE/CAEP Standard 1 \(if there is no SPA\)](#)

Course Activities/Assignments:

1. In class check for understanding 6@ 10 pts = **60 pts**
2. Child Development Binder = **100 points** - 5 check points of 20 pts each
3. Group Theorist Presentation = **20 points**
4. Classroom Design – group project = **20 points**
5. Classroom Selection of materials = **30 points**
6. Discussion boards 5 @ 10 points – **50 points**
7. Unit Lessons = **20 points**
8. Age Appropriate Materials = **30 points** – (10 pts item, 20 pts reflection)
9. Exam = **50 points**
10. Classroom participation, effort, and dispositions – **20 points**

Evaluation/ Grading:

There will be a possible total of **400** points accumulated in the completion of this course.

A=93% and above B=80-92% C=70-80% D=60-70% F= below 60%

372-400 = A

320 – 371 = B

280-319 = C

240 – 279 = D

Below 240 = F

Extra Credit Points – for this course you may earn up to 30 extra credit points.

1. Professional Development Sessions. Submit the **original certificate and a typed summary** and reaction page about the session (**Two points per hour** for ECE sponsored professional development activity, **one point per hour** of other [face to face](#) professional development).

Bibliography: Readings will be provided online through Top Hat.

Additional readings and websites are listed above in the syllabus.

COMMON STUDENT QUESTIONS ABOUT TOP HAT:

1. How do I create an account?

A: Go to app.tophat.com/register/student/298229 For more info contact: support@tophat.com or 1-888-663-5491

2. Top Hat says, “My email is in use.”

A: Go to app.tophat.com, select your school and try logging in with that email. If you can't login in, click “Reset Password”
For more info contact support@tophat.com, or 1-888-663 5491.

3. How do I find the course?

A: Your professor will provide you with the unique 6-digit join code for your course. Click "Add a Course" button after logging in to Top Hat using either Google Chrome or Firefox, and enter this join code.
For more info, Contact support@tophat.com, 1-898-663-5491.

4. My subscription expired/I'm getting reminders to renew my account.

A: Log out of Top Hat on all devices. Using Chrome or Firefox, log into Top Hat at app.tophat.com with the email address that you used when paying for Top Hat. Make sure you are logging into all your TopHat on all of your devices with the same email.
For more info, contact support@tophat.com, 1-888-663-5491

5. The code I bought from the bookstore does not work.

A: Does your code start with u and consist of 14 letters (e.g. uab cdefghijklm)? If not please follow the instructions on your receipt or other documentation provided by the bookstore in order to obtain your Top Hat subscription code.

For more info, contact support@tophat.com, 1-888-663-5491.

GENERAL RECOMMENDATIONS:

- **Web: Access Top Hat on an updated version of Google Chrome or Firefox**
- **Mobile: Make sure you have the latest version of the Top Hat iOS or Android app downloaded on your mobile device**
- **Always contact support@tophat.com, or 1-888-663-5491 with any questions.**