Sam Houston
STATE UNIVERSITY

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

Instructor: Dr. Diana Nabors
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Office hours: 8:00 – 9:00 Mondays and Wednesdays, The Woodlands
1:30 – 2:30 Tuesdays, Huntsville
11:00 – 3:00 Wednesdays, email
Other times, online and by appointment

Class Format: Lecture with Developmental Portfolio

Class day and time: Mondays and Wednesdays 9:00 – 10:30, The Woodlands Center

Day and time the class meets: Tuesday and Thursdays – 9:00 – 10:30 Woodlands campus

Location of class: Woodlands - The Woodlands Center Campus room 255

Course Description: This course is intended to provide a foundation for viewing the early years of life as a distinctly different period in the child's life. The early childhood view of the world is based on the child's developing physical, cognitive, linguistic, and socio-emotional skills and processes. Focus will include an emphasis on the child, the family, and the environment in which the child lives. Credit 3. *Prerequisite: None.*

Reading Material:

Required Textbook: Lasley, E., Haas, L., & Nabors, D., (2016*). Learning though play: Early childhood theory, development, exploration and engagement. 2nd Ed.* Dubuque, IA: Kendall Hunt.

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

Course Objectives: 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.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at the following links:

Course Content Matrix:

Topics/Objectives	Activities/Assignments (including filed based activities)	Measurement (including performance based)	Standards Alignment S1- SPA Alignment (ACEI) S2 – SPA Alignment (NAEYC) TS – Texas Educator Standards/Competencies DDP – Diversity and Dispositions Proficiencies	Standards Alignment CF – Conceptual 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	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

| | | Discussions | | |
| | | Group discussion summaries | | |
		Quizzes and Exams		
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 Reflections	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-b DDP 2	CF 1,3 NET*S
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)

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.

 Course/Instructor Requirements:

- **Time requirement:** This is a 3 hour credit course. **Each week** the student will attend two 1 ½ hour class sessions 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 9:00 am 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 Monday prior to class and is submitted later on Monday one point deduction. If submitted on Tuesday, 2 points deducted), All assignments are due before class on the listed as the due date.

- **Assignments and grading:** Work may be submitted in class as well as electronically through 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, dnabors@shsu.edu. or call 936-294-3950 office or 281-813-3810 cell (Limit cell phone calls to M-F 8:00 -5:00)

- **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/

- **SHSU Online and Blackboard Information:** All assignments, grading rubrics, announcements, quizzes, discussion material and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. Microsoft Office is the preferred operating system for opening and creating documents (PowerPoints and Word Documents). Feed bac will be provided using "track changes – all markup"

- **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 Guidelines

University Policies
- SHSU Academic Policy Manual-Students
    - Procedures in Cases of Academic Dishonesty #810213
    - Students with Disabilities #811006
    - Student Absences on Religious Holy Days #861001
    - Academic Grievance Procedures for Students #900823

    Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- SHSU Academic Policy Manual-Curriculum and Instruction

- o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - o 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.
  - o Technology during exams: Quizzes and exams in this class are through blackboard, with time limitations.
  - o 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 rime, 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. This includes electronic sharing of course information. 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.

Course Outline

Assignments:
1. In class check for understanding 4@ 10 pts = 40 pts
2. Child Development Binder = 100 points   - 5 check points of 20 pts each
3. Classroom Design – group project = 30 points
4. Developmentally Appropriate paper – (10 points draft /20 points final) - 30 points
5. Discussion boards 5 @ 10 points – 50 points
6. Unit Lessons = 30 points
7. Age Appropriate Materials = 30 points – (10 pts item, 20 pts reflection)
8. Age Appropriate Song/Fingerplay/game – 20 points
9. Exam = 50 points
10. Classroom participation, effort, and dispositions – 20 points

Course Assignment Schedule

Class Date	Topics/Required Readings -Read before class on this date	New Assignments	Assignment Due Dates -Due at the beginning of class on this date
Wednesday, January 17	Class Expectations and Assignments Introduction to Text	Posting of Syllabi and assignment schedule Discussion #1 – posted	
Monday, January 22	**Chapter 1 –** *Development, Learning, Play and the Role of the Early Childhood Teacher*		
Wednesday January 24	Chapter 1 – *Development, Learning, Play and the Role of the Early Childhood Teacher*	Binder Information Posted Binder Check #1 rubric posted	Discussion Board #1 – 10 points

Monday, January 29	Chapter 2 – *What's Play Got to Do With It? History of Play*	Discussion Board #2 posted	
Wednesday, January 31	Chapter 2 - *What's Play Got to Do With It? History of Play*		
Monday, February 5	Chapter 3 – *21st Century Early Childhood Education*		In class Check point #1 – 10 points Discussion Board #2 – 10 points
Wednesday, February 7	Chapter 3 - *21st Century Early Childhood Education*	Discussion #3 posted	Child Development Binder Check #1 – 20 points
Monday, February 12	Chapter 4 – *Theoretical Framework for Educational Practice.*		
Wednesday, February 15	Chapter 5 – *Behaviorism, Cultural Transmission and Social Learning Perspectives*	Binder Check #2 rubric posted	Discussion Board #3 – 10 points
Monday, February 19	Chapter 6 –*Romanticism including Humanism*	Discussion #4 posted	In class Check point #2 – 10 points
Wednesday, February 21	Chapter 6 - *Romanticism including Humanism*	Developmentally Appropriate Paper assignment posted – draft rubric and final rubric –	
Monday, February 26	Chapter 7 – *Educational Models Related to Romanticism View of Development*		Discussion Board #4 – 10 points
Wednesday, February 28	Chapter 7 - *Educational Models Related to Romanticism View of Development*	Age appropriate materials assignment posted Age appropriate song/fingerplay/game assignment posted	Child Development Binder Check #2 – 20 points
Monday, March 5	Chapter 8 – Constructivism Cognitive Developmental Theories and Progressive Movement	Discussion #5 posted	In class Check points #3 – 10 points
Wednesday, March 7	Chapter 9 – *Constructivism and Early Childhood Models*	Binder Check #3 rubric posted	Developmentally Appropriate Paper – 10 points (draft)
Monday, March 12	Spring Break – no class meeting		
Wednesday, March 14			
Monday, March 19	Chapter 10 – Infants – *The Beginning of Learning Through Play*		Discussion Board #5 – 10 points Age appropriate song/fingerplay/game – 1-8 - 20 points
Wednesday, March 21	Chapter 10 – Infants -– *The Beginning of Learning Through Play*		Age appropriate materials – 1-8- 30 points
Monday, March 26	Chapter 11 – Toddlers – *Toddlers on the Go – 18-36 months*	Binder Check #4 rubric posted	Child Development Binder Check #3 – 20 points Age appropriate song/fingerplay/game – 9-16 - 20 points
Wednesday, March 28	Chapter 11 – Toddlers - *Toddlers on the Go – 18-36 months*		Age appropriate materials 9-16- 30 points
Monday, April 2	Chapter 12 – *Three-Year-Olds – The Magical Journey*	Classroom Design Project posted	Age appropriate song/fingerplay/game – 117-24 - 20 points

Wednesday, April 4	Chapter 12 – *Three-Year-Olds – The Magical Journey*	Binder check #5 rubric posted	In class Check point #4 – 10 points Age appropriate materials 17 – 24 -30 points
Monday, April 9	Chapter 13 – *Four-Year-Olds: Enthusiastic, Inquisitive, Chatterboxes*	Unit Plans assignment posted	Child Development Binder Check #4 – 20 points Age appropriate song/fingerplay/game – 25-31- 20 points
Wednesday, April 11	Chapter 13 – *Four-Year-Olds: Enthusiastic, Inquisitive, Chatterboxes*		Age appropriate materials 25-31 - 30 points
Monday, April 16	Chapter 14 – *Five-Year-Olds – Fantastic and Foundational*		Classroom Design Project (group 1) 30 points
Wednesday, April 18	Chapter 14 *Five-Year-Olds – Fantastic and Foundational*		Classroom Design Project (group 2) 30 points Age appropriate materials 16-20
Monday, April 23	Chapter 15 – *Primary School Years: Revisiting and Redesigning Play*		Classroom Design Project (group 3) 30 points Developmentally Appropriate Paper – final copy 20 points
Wednesday, April 25	Chapter 15 – *Primary School Years: Revisiting and Redesigning Play*	Final Exam information posted	Child Development Binder Check #5 – 20 points
Monday, April 30	**No class meeting – See online assignment** Final Exam uploaded		Unit Plans – 30 points
Wednesday, May 2	**Putting it all together**		CHECK Blackboard information and any errors must be corrected prior to taking the final exam.
Monday, May 7	**Final Exam – All assignments and grade discrepancies must be submitted/corrected prior to taking the final exam**		FINAL EXAM 50 points
	Throughout course		Classroom participation 20 points
			Total: 400 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).

2. Additional opportunities may be placed on blackboard throughout the semester.