CDEC 1311
Educating Young Children
Fall 2024

INSTRUCTOR CONTACT INFORMATION
Instructor: **Sharon Kruger, M.Ed.**
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Office Location: MC 231
Office Hours: See Starfish for Available Office Hours

CREDIT
3 Semester Credit Hours

MODE OF INSTRUCTION
Online

PREREQUISITE/CO-REQUISITE:
none

COURSE DESCRIPTION
And introduction to the education of the young child. Includes developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to:

1. Define development and define each of the four basic developmental areas. (SCANS C. 12, F4.1)
2. Discuss the contributions of key historical and contemporary theorists to the field of early childhood education. (SCANS C11. 1, C-12. 2, F1. 5, F18. 4, F10. 3)
3. Explain the features of a developmentally appropriate program for young child. (SCANS: C11. 2, C-12. 1, C13. 3, F1. 3, F4. One, F8. 2, F10. 2, F11)
4. Define development and define each of the four basic developmental areas; describe the types of early childhood programs. (SCANS: F1. 2, F2, F2.1, F4.1, F1. 1, F5. 4, F8. 2, F11. 2)
5. Analyze future trends and issues of the early childhood profession. (SCANS: C11. 3, C13. 3, F1. 3, F2. 2, F 4. 1, F5. 4, F 6. 3, F7. 3, F8. 3)
6. Comments and understanding of the characteristics and developmental stages of an early childhood professional. (SCANS: C-14. 4, C 15. 3, F1. 2, F2. 2, F4. 1, F5. 3, F6. 4, F8. 3, F-10. 1, F 13. 3, F-14. 2, F15. 2)

SCANS Skills and Competencies

Beginning in the late 1980s, the US Department of Labor **S**ecretary's Commission on **A**chieving **N**ecessary **S**kills (SCANS) conducted extensive research and interviews with business owners, union leaders, supervisors, and laborers in a wide variety of work settings to determine what knowledge workers needed in order to perform well on a job. In 1991 the Commission announced its findings in *What Work Requires in Schools*. In its research, the commission determined that " workplace know how" consists of two elements: foundation skills and workplace competencies.

CORE OBJECTIVES

Refer to Course Objectives

REQUIRED TEXTBOOK AND MATERIALS

Beginnings and Beyond: Foundations of Early Childhood Education by Anne Miles Gordon, and Kathryn Williams Brown, 8th edition. Wadsworth,Cengage Learning.

ISBN number is 978-0-495-80 817-6

Required Electronic Course Materials: none

> *Recommended: none*
> *Optional Material: provided on Bb*

ATTENDANCE POLICY

1. You must log into Blackboard and access this course a minimum of 3 times per week.
2. Cheating of any type will not be tolerated.
3. Late assignments will be accepted with a deduction as a late penalty. Students will receive a zero for assignments not completed.
4. If you wish to drop this course, you must drop it administratively. If you do not drop, you will receive an F for the course.
5. Internet usage- students are to use proper netiquette when participating in course email, assignment submissions and online discussions.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](). If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE EVALUATION

Grading Policy and Evaluation
GRADING OF ASSIGNMENTS AND ASSESSMENTS

EDUCATING YOUNG CHILDREN (CDEC 1311) online			
ASSIGNMENTS	**#**	**each**	**points**
discussion posts (complete on topic or incomplete)	**12**	**5 pts ea**	**60**
respond to discussion posts (complete on topic or incomplete)	**12**	**5 pts ea**	**60**
written answers to questions about the reading (5 point rubric for assignment)	**11**	**5 pts ea**	**55**
open book quiz (5 point multiple choice)	**11**	**5 pts ea**	**55**
video quizzes (pass or fail)	**11**	**10 pts ea**	**110**
Group assignment 1 --- create a one-month theme curriculum for an infant class	**1**	**50 pts**	**50**
Group assignment 2 --- create a one-month theme curriculum for a preschool class	**1**	**50 pts**	**50**
FINAL assignment --- create a one-month theme curriculum for a toddler class	**1**	**55 pts**	**55**
TOTAL			**500**

Grade: A=500 to 450   B=449 to 400   C=399 to 350
D=349 to 300   F=299 &below

MAKE-UP WORK

    I take late work for 4 days past the due date at a 25% penalty. If you see that you cannot meet the due dates, please contact me before your work is late. Accommodation can be made for events beyond the student's control.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty.

AI STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignment appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own, original work, unless otherwise specified. Students should contact their instructor with any questions as to acceptable use of AI / ChatGPT in their courses.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to

express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

Course Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Additionally, students are expected to:

- Log on at least two times a week – on different days in order to completely weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;
- Participate in the weekly threaded discussions;

If you find that you cannot meet the class' minimum discussion requirements, please contact your instructor as soon as possible.

You should expect to spend 8 – 12 hours per work actively engaged within this course.

Course Requirement

EDUCATING YOUNG CHILDREN (CDEC 1311)
Textbook: Beginnings and Beyond: Foundations of Early Childhood Education
by Anne Miles Gordon, and Kathryn Williams Brown, 8th edition.
FALL 2024 online

week 1 **8/26/2024 to 8/30/2024**	Course introduction and policies Chapter 1: History of Early Childhood Ed pp5 to 45 discussion posts (complete on topic or incomplete) respond to discussion posts (complete on topic or incomplete) open book quiz (5 point multiple choice) video quizzes (pass or fail)
First day classes August 26 *Late registration ends August 30* *Labor Day weekend*	
week 2 **9/3/24 to 9/6/24**	Chapter 2: Types of Programs pp. 47 to 90 discussion posts (complete on topic or incomplete) respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

week 3
9/9/24 to 9/13/24

Chapter 3: Defining the Young Child pp. 97 to 127

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

Last day to dop with refund Sept 11
week 4   9/16/24 to 9/20/24

Chapter 4: Developmental and Learning Theory pp. 129 to 183

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading(5 point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

week 5
9/23/24 to 9/27/24

Chapter 5: Teaching: A Professional Commitment pp. 189 to 224

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

Last day to pay tuition to avoid drop for non-payment   Sept 23
Last day to drop WITHOUT academic penalty Sept. 27

week 6
9/30/24 to 10/4/24

Chapter 7: Understanding and Guiding Behavior   pp. 227 to 304

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

week 7
10/14/24 to 10/18/24

Chapter 8: Families and Teachers: Partners In Education pp. 305 to 326

Chapter 9: Creating Environments pp. 327 to 378

discussion posts (complete on topic or incomplete)

respond to discussion posts (complete on topic or incomplete)

written answers to questions about the reading (5 point rubric for assignment)

open book quiz (5 point multiple choice)

video quizzes (pass or fail)

week 8 **10/21/24 to 10/25/24**	Chapter 10: Curriculum Basics pp. 383 to 429 Chapter 11: Planning for the Body pp. 431 to 453 discussion posts (complete on topic or incomplete) respond to discussion posts (complete on topic or incomplete) written answers to questions about the reading (5 point rubric for assignment) open book quiz (5 point multiple choice) video quizzes (pass or fail)
week 9 **10/28/24 to 11/1/24**	Chapter 12: Planning for the Mind: Cognitive Development pp. 455 to 483 discussion posts (complete on topic or incomplete) respond to discussion posts (complete on topic or incomplete) written answers to questions about the reading (5 point rubric for assignment) open book quiz (5 point multiple choice) video quizzes (pass or fail)

Last day to drop WITH academic penality Nov. 1

week 10 **11/4/24 to 11/8/24**	Chapter 13: Planning for the Mind: Language Development pp. 485 to 524 discussion posts (complete on topic or incomplete) respond to discussion posts (complete on topic or incomplete) written answers to questions about the reading (5 point rubric for assignment) open book quiz (5 point multiple choice) video quizzes (pass or fail)
week 11 **11/11/24 to 11/15/24**	Chapter 14: Planning for the Heart and Soul pp. 525 to 582 discussion posts (complete on topic or incomplete) respond to discussion posts (complete on topic or incomplete) written answers to questions about the reading (5 point rubric for assignment) open book quiz (5 point multiple choice) video quizzes (pass or fail)
week 12 **11/18/24 to 11/22/24**	Chapter 15: Issues and Trends in Early Childhood Education pp. 589 to 625 discussion posts (complete on topic or incomplete) respond to discussion posts (complete on topic or incomplete) written answers to questions about the reading (5 point rubric for assignment) open book quiz (5 point multiple choice) video quizzes (pass or fail)
week 13 **11/25/24 to 11/29/24**	TBD **Group assignment 1 --- create a theme one-month curriculum for infants** (50-point rubric)

	Group assignment 2 --- create a one-month theme curriculum for a preschool class (50-point rubric)
Thanksgiving Day 11/28/24 *Thanskgiving break Nov. 28 and 29*	
week 14	TBD
12/2/24 to 12/6/24	Review for Final Assignment
last class day Dec. 6	**FINAL assignment --- create a one-month theme curriculum for toddlers**
Final Exam	(60-point rubric)
12/7/24 to 12/11/24	