COURSE SYLLABUS

ECD 123
ENVIRONMENTS for YOUNG CHILDREN
Spring 2020

Class Time:
Thursday 6:00-8:45 M154

Instructor: Moppy Billingsley

B.S., University of Central Arkansas

M.S.E., Henderson State University

Office Hours:
I am at Louise Durham Elementary School from 7:45-3:45 each day. Leave a message when you call, and I will call you back as soon as possible. If you call and leave a message on my cell, leave your phone number and I will call you back.

Phone: Cell: 243-7333
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Statement of Prerequisites:
Completion of ECD 103 ECD 113

Required Text:
Essentials for Working with Young Children & Workbook,Second Edition.
CDA Competency Standards

Catalog Description:
A combination of classroom and field based experiences stressing developmentally appropriate techniques and materials fostering successful development and learning in young children.

Course Description: Three credit hours. This course is designed to provide the student with a broad knowledge base on how to design a program for children developing both typically and atypically. The course provides the opportunity to plan environments that are physically and emotionally secure. The students will plan and implement activities that are age, stage and culturally appropriate for children birth to age five. The course content is based upon guidelines established by the Council for Early Childhood Professional Recognition.

Rationale:

A high quality program provides a safe and nurturing environment that promotes the physical, social emotional and cognitive development of young children while responding to the needs of families. A major determinant of this quality is the extent to which knowledge of child development is applied in program practices - the degree to which the program is developmentally appropriate.

Goals:

1. To understand the concept of developmentally appropriate practices.

2. To use knowledge of developmentally appropriate practices to define and evaluate methods and materials for young children.

3. To use principles of developmentally appropriate practices in creating a safe, healthy learning environment for children.

4. To use principles of developmentally appropriate practices to advance physical and intellectual competence.

5. To use principles of developmentally appropriate practices to support social and emotional development and provide positive guidance.
6. To understand the role of the teacher in establishing positive relationships with families and being an advocate for children and families.

7. To understand the role of the teacher as a professional and a manager.

Course Objectives and Expected Student Learning Outcomes:

1. To read and discuss material from the text and supplementary and resource materials which supply additional information on appropriate methods and learning experiences.

2. To demonstrate the application of appropriate activities with young children through field experiences.

3. To use methods and materials which provide opportunities to encourage curiosity, exploration, problem solving, verbal and non-verbal communication, creativity, positive self-esteem and basic concept development.

4. To apply the concepts and theories of developmentally appropriate practices in developing the competency goals for the Child Development Associate credential.

5. To apply the concepts and theories of developmentally appropriate practices in developing the Professional Portfolio for the Child Development Associate credential.

Course Content:

I. Maintaining a Safe Classroom
a. Toy and materials safety
b. Emergency procedures
c. Appropriate supervision

II. Maintaining a Healthy Classroom
a. Encourages children to follow common health and nutrition practices
b. Ensures children's health and cleanliness
c. Recognizes unusual behavior or symptoms of children who may be ill and provides for the children

III. Establishing a Learning Environment
a. Learning centers
b. Appropriate materials for self-directed play and learning
c. Changes materials periodically

IV. Advancing Physical Skills
a. Assesses large motor skills and provides appropriate activities
b. Assesses small motor skills and provides appropriate activities
c. Provides opportunities for creative movement

V. Advancing Cognitive Skills
a. Helps children develop curiosity
b. Helps children develop basic concepts

VI. Advancing Communication Skills
a. Talks that encourage listening and speaking
b. Using books to motivate listening, speaking, and emergent reading
c. Materials and activities to support emergent writing

VII. Advancing Creative Skills
a. Pretend play and fantasy role play
b. Art materials and activities
c. Create and have fun with music

VIII. Building a Positive Self-Concept
a. Lets children know they are accepted
b. Accepts diversity
c. Helps children experience success

IX. Promoting Social Skills
a. Helps children learn to work and play cooperatively
b. Helps children learn to enter play
c. Helps children learn to make friends

X. Providing Guidance
a. Uses positive prevention measures
b. Uses positive intervention methods
c. Uses positive reinforcement techniques

XI. Promoting Family Involvement
a. Encourages parent participation
b. Recognizes and supports family differences
c. Supports families under stress

XII. Providing Program Management
a. Team approach to planning
b. Assuring a quality program
c. Evaluating curriculum outcomes

XIII. Promoting Professionalism
a. Commitment to professionalism
b. Ethical behavior
c. Opportunities for professional growth

Course Conduct:
This course is conducted through lectures, discussion and videos. In this class you will be creating your Professional Portfolio which includes your philosophy statement and your six statements of competencies. Since the items in this portfolio are one of the deciding factors for you receive your CDA credential it is beneficial that you use the services of Student support to **check** your work for grammatical and spelling errors.

U of A Rich Mountain Credit Hour Calculator:
For every course credit hour, you should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing homework, and other activities that enhance learning. For a three hour course, a typical student should expect to spend at least nine hours per week dedicated to the course. This includes the time spent in class.

Methods of Evaluation:

Points are earned by the student in the following areas:

Attendance 100 point
Professional Philosophy statement 50 points
Professional Portfolio 100 points
Statements of Competence (50 points each) 300 points

Total 550 points
I will keep a record of in-class activities, they can help your grade. You will lose attendance points for each class you miss.

Percentage Grading Scale

90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

Methods of Instruction:

Direct Instruction
Guided Discussion
Small Group Discussion and Problem Solving
Individual Inquiry and Investigation
Individual Projects and Research

Important Information:

MAKE A COPY OF ASSIGNMENTS FOR YOURSELF! For your own protection, make a copy and keep it. Assignments must be turned in on the due date. Assignments not turned in during class on the assigned day will be marked down. There are no exceptions. Also, you must follow the direction given and any questions regarding assignments should be asked in advance; do not wait until the day before something is due.

Participation:

I value participation. Your presence in class is required. If you choose not to participate, it will affect your grade. If you are not present, you can not participate or contribute to

the class. **Any in-class activities may not be made up if you miss them.** Often borderline grades are decided by class participation.

Course Requirements:

1. Professional Portfolio The following documentation for the Child Development Associate credential will be completed:
   o Professional Philosophy Statement
   o Statements of Competence (6)
   o Resource Collection
2. Mandatory Reporting Requirements Regarding Children training video from Arkansas IDEAS

Academic Honesty

You are expected to complete your own work in a timely manner. While academic dishonesty is not conclusively defined in the college catalog, you are expected to be honest in your completion of assignments. Copying another's homework, or allowing yours to be copied will result in a zero for that work. If your answers are so similar as to become suspect, I will notify you in writing. You will be asked to meet with me to discuss the matter further. I may request another instructor or administrator be present at this meeting.

Disability Policy:

It is the policy of U of A Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations, for example in seating placement, examinations, or access to information on the web, should contact the Vice Chancellor of Student Affairs, 394-7622 ext.1440

Arkansas Clean Air Act:

In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

Student Misconduct:

Students committing misconduct are subject to disciplinary sanction (s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs

and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the U of A Rich Mountain catalog.

UA Rich Mountain Mission:

U of A Rich Mountain Community College exists to provide all residents of the Ouachita Mountain Region with exemplary educational and enrichment opportunities to improve the quality of life and standard of living.

Cell Phones:

The use of cell phones in the classroom is prohibited. Please turn phones off or to vibrate and store it out of sight during class time.

Tutoring Services:

Are available through LEAC, learning enrichment and advising center

*Syllabus is subject to change

Practice Questions

1. The amount of adult supervision that is needed depends on
   a. the number of children in the group.
   b. the activity.
   c. the developmental needs of children who are present.
   d. all of these.

D

2. The first-aid kit should be kept
   a. out of the reach of children.
   b. in an easily accessible location, clearly marked, and out of the reach of children.
   c. in a restroom.
   d. in a drawer, far from where children will play.

B

3. Frequent hand washing is important because
   a. children need to keep hands clean.
   b. it keeps germs from spreading.
   c. it is a positive social skill.
   d. it is a law.

B

4. An open-ended question
   a. has one right answer.
   b. has no right or wrong answer.
   c. has two answers.
   d. has a commonly repeated answer.

B

5. Children should be provided with these items for washing their hands:
   a. Cold water, bar soap, and paper towels
   b. Hot water, liquid soap, and a cloth towel
   c. Warm water, liquid soap, and paper towels
   d. Water and paper towels

C

23/30 16C

6. Children need their own space in the classroom for their coat and other belongings because
   a. it promotes their positive self-concept.
   b. it helps maintain good health.
   c. a and b.
   d. none of the above.

7. An example of a positive *nonverbal* communication is
   a. a smile.
   b. saying, "Good morning."
   c. ignoring a child's actions.
   d. moving away from a child.

8. At mealtime, a caregiver should
   a. insist that children finish all food on their plates.
   b. not offer any dessert until all their food is finished.
   c. only offer dessert to the children who remained quiet at the table while eating.
   d. none of the above.

9. When arranging a classroom, a teacher should
   a. keep the quiet and noisy activities together.
   b. put related activities near each other.
   c. provide a large, open area in the center of the room.
   d. arrange the furniture all along the walls.

10. The best example of an open-ended material would be
    a. an alphabet puzzle.
    b. playdough and cookie cutters.
    c. a coloring book and crayons.
    d. unit blocks.

11. The children have been asking for the same book to be read at story time every day for the past week. You will
    a. happily reread it, because you know children benefit from repetition.
    b. read a book that is similar to the one they enjoy.
    c. tell the children that they have heard that book too many times and will need to choose a new one.
    d. skip story time for a few days until they have forgotten about that book.

12. Children's play materials should be
   a. kept in closed containers.
   b. kept on low, open shelves.
   c. kept on shelves out of their reach.
   d. kept in a storage cabinet, to be taken out by the caregiver.

B

13. A developmentally appropriate group time
   a. lasts only a short time.
   b. gets the children actively involved.
   c. permits children to leave, if they wish.
   d. all of the above.

B

14. Why do you give children a warning before activities are about to change?
   a. It gives them time to clean up their toys.
   b. It provides them time to finish up an activity.
   c. It helps to quickly get their attention.
   d. It is a signal to come to the next activity right away.

B

15. You want children to learn the rules of conversation, so you
   a. give them practice talking, listening, and responding in casual conversation as you sit with them at the lunch table.
   b. let them know they cannot talk during lunch.
   c. tell them not to interrupt while you are talking.
   d. remind the children to use "inside voices."

A

16. A good early childhood practice is
   a. having the children line up to use the restroom.
   b. having the children sit outside the restroom to wait for their turn.
   c. having the children all do an art activity together.
   d. asking the children to pretend to be butterflies as they walk to the playground.

D

17. An activity that develops small-motor skills would be
   a. swinging.
   b. beanbag throwing.
   c. bead stringing.
   d. jumping.

C

18. An activity that develops small-motor skills would be
   a. manipulating playdough.
   b. walking on a balance beam.
   c. throwing a ball.
   d. riding a tricycle.

B

19. You have a small budget to use for purchasing materials for your classroom. When choosing, you will first consider
   a. the price and how much you can buy with what you have.
   b. the age range listed on the packaging.
   c. whether the materials are developmentally appropriate, are mostly open-ended, and will enable the children to experience success.
   d. whether the materials are familiar to the children from TV commercials.

C

20. Two boys want the same truck to haul blocks across the room. One boy goes to the housekeeping area and gets a basket. This is an example of
   a. an open-ended question.
   b. problem solving.
   c. a small-motor exercise.
   d. guidance.

B

21. When talking with a child, the caregiver should
   a. speak loudly.
   b. get down to the child's eye level.
   c. whisper softly to the child.
   d. stand and talk with the child.

B

22. Caregivers should
   a. control the conversations that children have with them.
   b. be good listeners.
   c. ask a lot of open-ended questions.
   d. b and c.

D

23. You want the children to learn cooperation, so you
   a. insist that a child let everyone play with the toy he brought for show-and-tell.
   b. discipline the children for not helping pick up the toys in the room.
   c. play a song about cooperation.
   d. provide activities that require taking turns, sharing materials, and solving problems together.

D

24. Children's artwork should be
   a. put on bulletin boards in the hallways.
   b. placed high on walls so other children cannot touch it.
   c. displayed at the children's eye level.
   d. put immediately into the children's cubbies to be taken home.

C

25. A creative arts project is
   a. marble painting on turkey shapes.
   b. painting at the easel on pumpkin-shaped paper with orange and black paint.
   c. painting with orange and black paint on white paper.
   d. sponge painting on a white ghost shape.

B

26. One of the children is having a tantrum just as circle time is beginning. The best way to proceed would be to
   a. stay close to the child and explain to the others that she is having a hard time right now but will be all right in a few minutes. Let your co-teacher start the circle time.
   b. call her parents to take her home.
   c. take her to the director's office until she calms down.
   d. have the child sit in the time-out chair until she can control her emotions and return to the group.

A

27. A creative activity is
   a. cooking using a recipe.
   b. stringing beads.
   c. using playdough.
   d. assembling a twenty-piece puzzle.

A

28. Which activity is creative?

a. Using a CD that tells children how to move

b. Dancing with scarves to an instrumental CD

c. Using musical instruments with a CD that tells children when to play them

d. Singing "Where is Thumbkin?"

29. A good technique for dealing with favorite toys is to

a. provide duplicates of them.

b. put them away when children squabble over them.

c. provide them as rewards for good behavior.

d. none of the above.

30. You are aware that many of the children watch a great deal of TV and videos at home. You would like the parents to support their children's development at home instead of relying on screen media. You will

a. confront the parents at drop-off time about the detrimental effects of too much screen time for young children.

b. send home a listing of suggested TV shows and children's videos.

c. send home book and activity packs that the children can enjoy with their families.

d. send home an educational video each Friday.