# Course Information

## Course Description:
This course is a study of developmentally appropriate practices and the teacher’s role in supporting development of children ages birth through eight. Also included is an emphasis on curriculum planning including goals, environment, and roles of teachers and of families, materials, and settings. Field experience is required.

## Learning Outcomes:
Upon successful completion of the course, the student will be able to:

- **Outcome 1:** Demonstrate knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children. (NAEYC Standards 1a, 1b, and 1c)

- **Outcome 2:** Demonstrate knowledge of and ability to implement meaningful, integrated learning experiences for young children in content areas of language and literacy, mathematical thinking, nature and sciences, social studies, and artistic expression for early education. (NAEYC Standard 5c)

- **Outcome 3:** Identify specific positive guidance strategies for use in the early childhood setting. (NAEYC Standards 1a, 1b, 4a, 4b)

- **Outcome 4:** Demonstrate knowledge of child observation and documentation techniques. (NAEYC Standards 3a, 3b)

- **Outcome 5:** Demonstrate understanding of teaching strategies to identify outcomes in content areas of language and literacy, mathematical thinking, nature and science, social studies, and artistic expression for early education. (NAEYC Standards 4b, 4c)

- **Outcome 6:** Demonstrate knowledge of strategies for engaging families in student learning. (NAEYC Standard 2c)

- **Outcome 7:** Utilize a variety of resources, including the Internet, technology, and literature, to teach content areas of language and literacy, mathematical thinking, nature and science, social studies, and artistic expression for early education. (NAEYC Standard 5c)

## Prerequisites:

## Course Topics:
- Child development domains including social-emotional, physical, cognitive and language.
- Strategies for supporting development in each domain.
- Observing, recording, and documenting development.
- Meaningful curriculum based on children’s abilities, interests, and family and cultural contexts.
- Planning integrated curriculum activities to achieve positive child outcomes in: Mathematics, literacy, nature/science, and art
- Positive, direct guidance techniques.

NAEYC Standards Addressed:
**Standard 1 – Promoting Child Development & Learning**
a) Knowing and understanding young children’s characteristics and needs, from birth through age 8.
b) Knowing and understanding the multiple influences on early development and learning.
c) Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

**Standard 3 – Observing, Documenting, and Assessing to Support Young Children and Families**

a) Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
b) Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

**Standard 4 – Using Developmentally Effective Approaches**

a) Understanding positive relationships and supportive interactions as the foundation of their work with young children.
b) Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
c) Using a broad repertoire of developmentally appropriate teaching/learning approaches.

**Standard 5 – Using Content Knowledge to Build Meaningful Curriculum**

a) Understanding content knowledge and resources in academic disciplines: language and literacy, the arts, mathematics, science, physical activity, health and safety, and social studies.
b) Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
c) Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

**Specific Course Requirements:**

This course has the expectation that the student will complete at least 2 hours of observation in an early childhood classroom.

**Textbooks, Supplementary Materials, Hardware and Software Requirements**

<table>
<thead>
<tr>
<th>Required Textbooks/ Courseware:</th>
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<tbody>
<tr>
<td>Visit the DSCC Bookstore at <a href="http://www.dscc.edu/bookstore">http://www.dscc.edu/bookstore</a> to purchase your textbook.</td>
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<table>
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<tr>
<th>Supplementary Materials:</th>
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<table>
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<tr>
<th>Software Requirements:</th>
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<tbody>
<tr>
<td>None.</td>
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**Instructor Information**

<table>
<thead>
<tr>
<th>Instructor Name:</th>
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<tbody>
<tr>
<td>Sherry Harpole, M.S.Ed.</td>
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<table>
<thead>
<tr>
<th>Instructor Contact Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glover Building, Dyersburg Main Campus Room 250</td>
</tr>
<tr>
<td><a href="mailto:harpole@dscc.edu">harpole@dscc.edu</a></td>
</tr>
<tr>
<td>(731) 286-3362</td>
</tr>
</tbody>
</table>
To access your instructor’s information online:
Visit [www.dscc.edu](http://www.dscc.edu)
1. Click Current Students on the top navigation bar.
2. Click Faculty Profile link located on the left-hand navigation bar.
3. Choose your instructor’s name from the drop-down list.
4. Click the Submit button.

**Office Hours/Virtual Office Hours:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Dyersburg</td>
<td>M (9:30-10:00am, 12:15-1:15pm); W (9:30-10:00am, 12:15-2:00pm); F (9:30-10:00am)</td>
</tr>
<tr>
<td></td>
<td>Covington: TR (11:00am-2:00pm)</td>
</tr>
</tbody>
</table>

To access your instructor’s information online:
Visit [www.dscc.edu](http://www.dscc.edu)
1. Click Current Students on the top navigation bar.
2. Click Faculty Profile link located on the left-hand navigation bar.
3. Choose your instructor’s name from the drop-down list.
4. Click the Submit button.

**Instructor Response Time:**
I will make every attempt to respond to course email within 24 or 36 hours during the work week, though it may not be possible in all cases. I will notify you when I will not be able to meet the stated response time.

**Assessment and Grading**

**Testing Procedures:**
This course has a final exam and assignments that comprise the final grade.

**Grading Procedures:**
Attendance and Participation: 10%
Homework Assignments: 60%
   1. Child Observation: 25%
   2. Integrated Curriculum Plan: 50%
   3. Daily Schedule: 15%
   4. Behavior Guidance Articles: 10%
Final Exam: 30%

Late assignments will receive a grade deduction of 10% for each day late.

**Grading Scale:**
A= 91-100
B= 81-90
C= 71-80
D= 61-70
F= 60 or below

**Assignments and Participation**

**Assignments and Projects:**
This is a general overview of course topics and assignments. For a detailed list of

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topics and Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus, Field Experience Handbook Overview</td>
</tr>
<tr>
<td>Week 2</td>
<td>What defines curriculum?</td>
</tr>
<tr>
<td>Week 3</td>
<td>Writing Lesson Plans Based on Child Assessment and Desired Outcomes</td>
</tr>
<tr>
<td>Assignments and dates, please see the course calendar in D2L.</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Writing Lesson Plans Based on Child Assessment and Desired Outcomes</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Writing Lesson Plans Based on Child Assessment and Desired Outcomes</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Integrating Curriculum Across the Classroom</td>
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<tr>
<td><strong>Week 7</strong></td>
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</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Emergent Curriculum</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Creating Environments That Teach</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Creating Environments That Teach</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>Child Guidance, Discipline, and Punishment within the NAEYC Code of Ethical Conduct</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Child Guidance, Discipline, and Punishment within the NAEYC Code of Ethical Conduct</td>
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<tr>
<td><strong>Week 13</strong></td>
<td>Families as Partners</td>
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<tr>
<td><strong>Week 14</strong></td>
<td>Families as Partners</td>
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<tr>
<td><strong>Week 15</strong></td>
<td>Child Observation Study</td>
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<tr>
<td><strong>Week 16</strong></td>
<td>Integrated Curriculum Presentations</td>
</tr>
</tbody>
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**Punctuality:** The classroom door will be shut and locked per DSCC policy when class starts.

**Attendance Policy:** View the DSCC Attendance Policy at [http://www.dsc.edu/attendance_policy/](http://www.dsc.edu/attendance_policy/).

**Class Participation:** Students must participate in all aspects of the course. Students are expected to communicate with the instructor as a learning resource, students must check the course bulletin board frequently for announcements, and students must actively participate in threaded discussion events.

**Course Ground Rules**

**General:**
1. Participation is required.
2. No cell phone use during class, including texting.
3. Communication with other students in team projects is expected.
4. Learn how to navigate within the course management system.
5. Keep abreast of course announcements.
6. Use the *assigned* college email address as opposed to a personal email address.
7. Address technical problems immediately.
8. Observe course *etiquette* at all times.

**Email:**
1. Always include a subject line.
2. Remember that without facial expressions some comments may be taken the wrong
way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
3. Use standard fonts.
4. Do not send large attachments without permission.
5. Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
6. Respect the privacy of other class members.

| Discussions: | 1. Review the discussion threads thoroughly before entering the discussion. Be a lurker, then a discussant.
2. Try to maintain threads by using the "Reply" button rather than starting a new topic.
3. Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others’ ideas.
4. Be patient and read the comments of other group members thoroughly before entering your remarks.
5. Be cooperative with group leaders in completing assigned tasks.
6. Be positive and constructive in group discussions.
7. Respond in a thoughtful and timely manner. |
| Web Resources: | 1. *Columbia Guide to Online Style* by Janice R. Walker and Todd Taylor
2. *Citation Styles Online* http://www.bedfordstmartins.com/online/cite6.html |

**Other Important Information**

**Library Resources**
For the DSCC library or help desk visit www.dsc.edu/lrc.

To ask a question about books, interlibrary loans or other LRC information, call the LRC at 731-286-3361.

For the Tennessee Virtual Library go to www.tn.regentsdegrees.org and click on TBR Virtual Library.

**Reporting Fraud, Waste, or Abuse**

**Technical Assistance/Help Desk:**
For technical assistance, contact the DSCC Help Desk.
Dyersburg Campus - (731) 288-7780
Jimmy Naifeh Center (JNC) - (901) 475-3177
Gibson County Center (GCC) - (731) 222-5180

Visit the Help Desk on the web at www.dssc.edu/helpdesk for tutorials and other how to guides.
You may also contact the Help Desk by email at helpdesk@dssc.edu.

**Students With Disabilities:**
Dyersburg State Community College is committed to providing a discrimination free environment for all students. Students with disabilities are encouraged to inform the College of any assistance they may need. Please notify the ADA Coordinator at (731) 286-3242.

**Syllabus Changes:**
From time to time during the semester, it may be necessary to make changes to the material in the course syllabus. Any necessary changes to the course syllabus will be sent to you by email and posted within the online course material.
| Server Outage Disclaimer: | The server on which DSCC’s web supported/online courses are hosted will be occasionally unavailable due to upgrades and/or maintenance. Regularly scheduled outages will occur during the early morning hours of the second Sunday and third Tuesday of each month. There may also be unplanned downtime due to failures of one kind or another. Because the server is not located at DSCC, the College cannot directly correct these situations. You will need to contact your instructor(s) directly to make accommodations should an unplanned outage prevent you from taking a quiz or submitting an assignment. |
| Safety / Security | Dyersburg State makes crime statistic information available to the public through the Annual Security Report. This report can be found at [www.dssc.edu/security](http://www.dssc.edu/security).  
DSCC has an emergency preparedness plan and periodically conducts tests of this plan. To sign up for emergency notifications, Login to Rave at [https://www.getrave.com/login/DSCC](https://www.getrave.com/login/DSCC) and add your contact information. Notice: Standard carrier message and data rates may apply |
| Implementation date approved by Instructional Council: | Provide the date of the semester for which Instructional Council approved implementation of the last changes to the syllabus (course description and/or learning outcomes). |