Professor: Leah Carruth, Ph.D.  Phone: 325-486-6948  
Email: leah.carruth@angelo.edu  Office: Carr 119

Office Hours: MW: 1-2:30  
TTh: 11-2:30 or by appointment

Day & Time of Course Sections:  
Section One (T/R) 8:00-9:15  
Section Two (T/R) 9:30-10:45

Course Description: This course links cognitive, physical, social, and affective developmental domains to children’s experience and environment. The focus is on connecting developmental sequence and theory to real world experience and practice. The role of adult influence on children’s development is emphasized.

This course has a required field experience component of 10 clock hours.

Prerequisite: ECH 2305; preferred prerequisite or concurrent registration in EPSY 3303

Methods of Instruction: Directed reading, small group discussion, whole group discussion, small group activities, lecture, coaching, tutorials, and student presentations.

General Course Requirements:  
• Students are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course.  
• Students are expected to check ASU email on a regular basis.  
• Students are expected to attend class prepared to participate fully in all discussions and activities.  
• Students must access Blackboard for electronic posting of the syllabus, assignments, announcements, grading information, and schedules.  
• Students are to download documents when required and may be required to bring copies to class. Contact the ASU Help Desk at 325-942-2911 to learn how to access Blackboard.

Required Text:  
NOTE: The textbook requirement (Mayesky) will also be used in ECH 4350.

Required Materials:
- You will be required to develop a professional binder of activities for young children, using a view binder and having material in page protectors.

Required Technology:
- ASU email account
- Blackboard access and navigation skills
- Internet access, research, and word processing skills

**Technology problems do not give you an extended time to complete assignments nor prevent points lost on assignments. You have one time to have an acceptable technology issue, ie., printer not working, didn’t save, etc.

Course Goals:
- Understand developmentally appropriate curriculum as best practice for motor development in early childhood education
- Develop content of, perspectives on, and strategies for implementing developmentally appropriate curriculum for a diverse population of children
- See relationships among child development and early childhood curriculum related to motor development and growth of the young child

For purposes of university evaluation (IDEA):

** Essential Goal: (#2) Learning fundamental principles, generalizations, or theories

** Important Goals:
- (#1) Gaining factual knowledge;
- (#4) Developing specific skills, competencies, and points of view needed by professionals in this field

<table>
<thead>
<tr>
<th>Texas Educator Standards</th>
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<tbody>
<tr>
<td><strong>Health</strong></td>
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<tr>
<td>Standard I. The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior. 1.1k, 1.2k, 1.5k, 1.2s, 1.4s</td>
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<tr>
<td><strong>Physical Education</strong></td>
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<tr>
<td>Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills. 1.4k, 1.9k, 1.4s, 1.5s, 1.9s</td>
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<tr>
<td>Standard III. The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities. 3.1k, 3.4k, 3.1s, 3.3s, 3.8s</td>
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<tr>
<td>Standard IV. The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development. 4.1k, 4.2k, 4.1s, 4.3s</td>
</tr>
<tr>
<td>Standard V. The physical education teacher provides equitable and appropriate instruction for all students in a diverse society. 5.1k, 5.2k, 5.3k, 5.1s, 5.2s, 5.3s</td>
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<tr>
<td>Standard VI. The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals. 6.3k, 6.4k, 6.5k, 6.1s, 6.3s, 6.4s, 6.8s, 6.10s</td>
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<tr>
<td><strong>Music</strong></td>
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<tr>
<td>Standard VII. The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation. 7.11k, 7.11s, 7.12s, 7.13s</td>
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Angelo State University Learning Goals
1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS: Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.

2. CORE SKILLS: Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.

3. SPECIALIZED KNOWLEDGE: Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.

4. SOCIAL RESPONSIBILITY: Students will understand their responsibility as citizens in a complex, changing society.

5. CULTURAL IDENTITY: Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.

InTASC Standards
Standard #1: Learner Development (b, g)
Standard #2: Learning Differences (b, c, d, f, k)
Standard #3: Learning Environments (a, d)
Standard #4: Content Knowledge (g)
Standard #5: Application of Content (h)
Standard #6: Assessment (b, e)
Standard #7: Planning for Instruction (a, b, g)
Standard #8: Instructional Strategies (a, i, k)
Standard #9: Professional Learning and Ethical Practice (a, c, e, i)

Texas Approved Educator Standards
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Angelo State University Undergraduate Learning Goals
http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%202022-03-15.pdf

TExES Standards /Competencies  http://cms.texas-ets.org/texes/prepmaterials/tests-at-a-glance/

InTASC STANDARDS:  http://www.angelo.edu/content/files/22151-intascmodelcoreteachingstandards2011pdf

Assignments: Information on assignments will be posted on Blackboard after being delivered verbally in class. Class calendar, topics, and due dates will also be posted on Blackboard and updated regularly. Points are listed after assignments).

- Play Development Article and Presentation – Students will choose a topic from a supplied list to research, collaborate with peers and present to the class as a group. (25)
- Article Summary and Presentation – Students will choose a topic to find an individual article to share with the class. Topics will be determined by the week article is presented. (15 points article, 20 points for replies)
- Creative Activities/Teacher Resource Binder – Students will develop a binder with developmental activities and resources for future use. (60)
- Lesson Plans – Students will write three lesson plans. (25 each)
- Exams – Students will complete exams on Blackboard for each chapter. (155)
- Multicultural Learning Center – Students will work with a group to develop a learning center for preschool children that focuses on content and culturally relevant materials. Children at the public library will use these centers. (100)
- Observations – Students will have 10 hours of observations in an assigned Head Start classroom. Written reflections will be written for each observation. (10 each)
• In-class Activities and Homework – These activities are important to the concepts taught in class. They will count toward the final grade. (50)

• Attendance, Professionalism, Participation – (100)

(NOTE-Field Observations: The field observations will be a graded part of this course. The student may not begin field experience until all necessary orientations have been attended and all necessary paperwork has been completed. It will be considered an unprofessional act to fail to fulfill field experience requirements as designed and expected. Failure to attend **ALL** of the field experience hours will result in failure of the course. **Yes, that means if you miss even one field experiences hour, you will fail the course.** Host teachers will evaluate assigned students using a provided rubric.)

**Grading Scale:**
- 630-700 = A
- 560-629 = B
- 490-559 = C
- 420-489 = D
- 419--below=F

**Grading Policies:** All assignments are due on the date specified. Notification **may** be repeated on Blackboard. Absence when an assignment is made, discussed or due does **not** excuse you from the due date. Any assignment not received on the due date will only be accepted up to one week from the due date and will be subject to late penalties. The following components are factored into the final grade:

1. **Attendance:** Class attendance and courtesy during class is a professional responsibility. Attendance will be taken during each class period. You will be allotted two excused absences for the semester that allow for occasions such as illness, bad weather, funeral attendance, and other such personal events. Please try to save your two excused absences. **If you have more than two absences, you will lose 5 points from the total points for EACH additional absence.** Tardies and leaving class early are absolutely unacceptable and will be reflected in your final average. University policies apply to absences. [http://www.angelo.edu/opmanual/#s10](http://www.angelo.edu/opmanual/#s10)

2. **Completion and quality of assignments**

3. **Participation in, and preparation for, class activities and discussions:** Assigned reading will be completed prior to class so you can participate in class discussions and also so you may receive clarification of concepts.

4. **Adherence to university policies and professor requirements regarding electronics**
**Written Assignments:**
Any written assignment or project submitted should be of high professional quality. This expectation includes:

1. All writing assignments must be produced on a word processor unless otherwise defined. Please use double line spacing and a standard 12-point font unless otherwise requested.

2. All written work must indicate evidence of competency in writing. This means that it is expected to be free of errors in typing, spelling, grammar, punctuation, sentence structure, syntax, style, and organization. Do not use contractions unless you are quoting. **You will lose 5 points on each assignment for excessive errors.** Reread your work before submitting and read it aloud to yourself.

3. Submitting papers:
   - Some assignments may be required to be submitted in page protectors.
   - Headings should be brief (name, date, assignment title, no extra space to make page requirement)
   - Assignments are due at the beginning of the class period.

**Persons Seeking Accommodations:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112, University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

ASU OP 10.15 Providing Accommodations for Students with Disabilities
http://www.angelo.edu/opmanual/#s10

**Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*. Prepared materials found on the Internet are not allowed.


**Plagiarism**
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is a literary theft.

In your papers for this course, it is unacceptable to copy word for word without quotation marks and the source of the quotation. Quotes should be used sparingly as it is expected that you summarize the information in your own words while giving credit to the source. Resources to help you understand this policy better are available at the ASU Writing Center.

[http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php)

**Withdrawal Policy:** Please check the University policy regarding the last day to drop a class.
Semester Calendar:  Please refer to the university website for the holiday and final exam calendars.

Syllabus Changes: The professor reserves the right to make changes as necessary to the syllabus and course calendar. If changes are needed, the professor will send an email, an announcement through BlackBoard. It is the student’s responsibility to look for information regarding changes from the professor on a daily basis.

College of Education Cell Phone/Electric Paging Device Policy:

1. The University's cell phone policy is in effect during class. The policy is posted in the classroom.

2. Cell phones or other electronic devices are to be turned OFF or SILENCED upon entering class.

3. Backpacks and large bags are to stay off of the tables.

4. Digital devices may used at the discretion of the professor.

Reference websites:

  Blackboard access:  http://blackboard.angelo.edu
  Texas Education Agency:  http://www.tea.state.tx.us
  State Board for Educator Certification (Texas):  http://www.sbec.state.tx.us


## COURSE OUTLINE/SCHEDULE

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<th>Week 1</th>
<th>Intro to course/syllabus/expectations, Developmentally appropriate practices</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Field work experiences/Head Start presentation, Identity Statement,</td>
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<tr>
<td>Week 3</td>
<td>Art and Physical/Mental Development, fine motor, center director meetings, article presentations</td>
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<tr>
<td>Week 4</td>
<td>gross motor development, art activities, observations begin, exam</td>
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<tr>
<td>Week 5</td>
<td>Play, Development and Creativity, Play paper, game lesson plan, observations, article presentations</td>
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<tr>
<td>Week 6</td>
<td>Play paper presentations, observations</td>
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<tr>
<td>Week 7</td>
<td>Observations, States of Play, Cultural relevance, exam</td>
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<tr>
<td>Week 8</td>
<td>Creative Movement, poetry, finger-play lesson plan, observations, article presentations</td>
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<tr>
<td>Week 9</td>
<td>movement activities, observations, exam</td>
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<tr>
<td>Week 10</td>
<td>Creative food experience, nutrition read aloud lesson plan, observations, article presentations</td>
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<tr>
<td>Week 11</td>
<td>Food safety, recipe cards, observations</td>
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<td>Week 12</td>
<td>Health and Safety, observations, article presentations</td>
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<td>Week 13</td>
<td>Culturally relevant teaching, observations</td>
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<td>Thanksgiving Break Thursday</td>
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<tr>
<td>Week 14</td>
<td>learning centers, Creativity, diversity and early childhood programs, observations</td>
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<tr>
<td>Week 15</td>
<td>present learning centers</td>
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<tr>
<td>Week 16</td>
<td><strong>FINAL EXAM – CARR Rm 191</strong></td>
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<tr>
<td></td>
<td><em>(8:00 section) Tuesday, December 12th from 8-10:00</em></td>
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<tr>
<td></td>
<td><em>(9:30 section) Thursday, December 14th from 8-10:00</em></td>
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