



**ECCE 1101 Introduction to  
Early Childhood Care and  
Education  
COURSE SYLLABUS  
Hybrid  
Fall Semester 2017**

**Semester:** 201712  
**Course Title:** Introduction to Early Childhood Care and Education  
**Course Number:** ECCE 1101  
**Credit Hours/ Minutes:** 3 / 2250  
**Class Location:** 2125  
**Class Meets:** Hybrid: 40%/Face-to-Face 60% M 5:00-6:30  
**CRN:** 20081  
**Preferred method of contact:** [kwilson@southeasterntech.edu](mailto:kwilson@southeasterntech.edu)

**Instructor:** Kay Wilson—M.Ed.  
**Office Hours:** Monday – Thursday 1:00 – 4:00  
**Office Location:** Building 2, 2126  
**Email Address:** [kwilson@southeasterntech.edu](mailto:kwilson@southeasterntech.edu)  
**Phone:** 478-289-2213  
**Fax Number:** 478-248-6353  
**Tutoring Hours:** N/A

**REQUIRED TEXT:** Working With Young Children , 7th edition, Publisher: Goodheart-Wilcox, ISBN: 978-1-59070-813-2

**REQUIRED SUPPLIES & SOFTWARE:** Pencils/Pens, Textbook, Notebook, MS Word or Notepad and Access to the Internet Note: Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither BLACKBOARD nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

**COURSE DESCRIPTION:** This course introduces concepts relating the responsibilities and procedures involved in a variety of early childhood care situations. Topics include historical perspectives, professionalism, guidance, developmentally appropriate practices, learning environment including all children, cultural diversity, and licensing accreditation and credentialing.

**MAJOR COURSE COMPETENCIES:** Topics include historical perspectives, professionalism, guidance, developmentally appropriate practices, learning environment including all children, cultural diversity, and licensing accreditation and credentialing.

**PREREQUISITE(S):** Provisional Admission

**COURSE OUTLINE:**

- 1 Historical Perspectives
- 2 Professionalism
- 3 Guidance
- 4 Developmentally Appropriate Practices
- 5 Learning Environment
- 6 Cultural Diversity
- 7 Licensing and Accreditation

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## **HYBRID PROCEDURE**

Hybrid classes require students to complete a portion of the required contact hours traditionally by attending classes on campus while completing the remaining portion online at the student's convenience with respect to the instructor's requirements.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

The instructor is responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** If a student misses a test, unannounced quiz, or assignment, a grade of zero will be assigned. There will be no make-up work. Unannounced quizzes are subject to be given on any day. A grade of zero will be assigned for any quizzes missed. There will be no makeup of quizzes. Any zeros recorded will be included in the final score calculation.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

### **Procedure for Academic Misconduct**

The procedure for dealing with academic misconduct and dishonesty is as follows:

#### **--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

#### **--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

#### **--Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**GRADING POLICY**

30% Tests

45% Assignments/Discussion

25% Classroom Project

**GRADING  
SCALE**

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

**TCSG GUARANTEE/WARRANTY**

**STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**ECCE 1101 Introduction to Early Childhood Care and Education  
LESSON PLAN**

Date	Chap / Less	Content	Assignments & Tests Due	Comp Area
<b>All Assignments are DUE on Mondays</b>				
Week 1 Aug 15-22  Due 8/22	Chapter 1-2	<i>Working with Young children</i> Working With Young Children and the Types of Programs  Portfolio Requirements, Criminal Background Checks, HepB , Liability insurance	Discuss Portfolio information Complete Terms and Review and Reflect Questions from Chapters 1 – 2  <b>Hybrid: Answer the discussion question (respond to at least one person)</b> <b>Review Notes</b>	*1, 2, 5 **a,
Week 2 Aug 22-29  Due 8/29	Chapter 3-4	Observing and Assessing Children and Principles and Theorist	Complete Terms and Review and Reflect Questions from Chapters 3 – 4 Download NAEYC Code of Ethic from the Internet and type 1/2 page paper on the importance Answer the discussion question (respond to at least one person) TYPE one observation on a child <6 years old (observation should be at least 15 minutes)  <b>Hybrid: Answer the discussion question (respond to at least one person)</b> <b>Review Notes</b> <b>Develop a PowerPoint presentation on a Theorist related to child development.</b>	*3, 4, 7 **a,c,
Week 3 Aug 29-Sep 6  Due 9/6	Chapters 9	Preparing the Environment and Selecting Toys, Equipment, Educational Materials	Complete Terms and Review and Reflect Questions from Chapters 9  <b>Work on Classroom Project</b> <b>Hybrid: Answer the discussion question (respond to at least one person)</b> <b>Review Notes</b>	*1, 3, 4 **a,b,c,
Week 4 Sept 6-12 Due 9/12	Chapters 10 - 13	Developing Guidance Skills, Guidance Challenges and Establishing Classroom Limits	Complete Terms and Review and Reflect Questions from Chapter 10-13  <b>Hybrid: Answer the discussion question (respond to at least one person)</b> <b>Review Notes</b> <b>Plan a one Week Menu</b> <b>Describe what should be in a 1st Aid Kit</b>	*3, 4 **a,b,c,
Week 5 Sept 12-19  Due 9/19	Chapter 14	Developing Guidance Skills	Complete Terms and Review and Reflect Questions from Chapter 14  <b>Hybrid: Answer the discussion question (respond to at least one person)</b> <b>Review Notes</b>	*3, 4 **a,
Week 6 Sept 19-26 Due 9/26	Chapter 15 and 16	Guidance Challenges and Establishing Classroom Limits	Complete Terms and Review and Reflect Questions from Chapters 15 and 16  Type a 1 page paper on WHY we must set limits for children  <b>Hybrid: Answer the discussion question (respond to at least one person)</b> <b>Review Notes</b> <b>Type a 1 page paper and cite your sources On Why We Must Set Limits</b>	*5, 6 **a,c,
Week 7	Chapter	Handling Daily Routines	Complete terms and Review and Reflect	*5, 6

Sept 26-10/3 Due 10/3	17		<p>Questions from Chapter 17</p> <p>Hybrid: Answer the discussion question (respond to at least one person)</p> <p>Hybrid: Review Notes Create a detailed daily schedule for toddlers—must be from 7am -6pm.</p> <p>There should <u>be at least 12</u> different times/activities listed.</p> <p><b>EXAMPLE:</b></p> <p>7:00-7:30 children arrive</p> <p>7:30-8:00 breakfast time for toddlers (complete for entire day—use book for activities for toddlers)</p>	**a,c,
Week 8 Oct 3-10 Due 10/3	Chapter 18	The Curriculum	<p>Complete Terms and Review and Reflect Questions from Chapter 18</p> <p>Hybrid: Answer the discussion question (respond to at least one person)</p> <p>Hybrid: Complete 2 lesson plans on Art and Music (use the example given in class as a guide)</p> <p>MIDTERM</p>	*5, 6 **a,c,
Week 9 Oct 10-17 Due 10/17	Chapter 19-21	Guiding Art, Storytelling, and Play	<p>Complete Terms and Review and Reflect Questions from Chapters 19-21</p> <p>Hybrid: Answer the discussion question (respond to at least one person)</p> <p>Hybrid: Type a 3 page paper or create a PowerPoint presentation on the Importance of Art, Storytelling, and Play in the Preschool setting. Please cite your sources.</p>	*5, 6 **a,c
Week 10 Oct 17-24 Due 10/24	Chapter 29-30	Programs for Infant and Toddlers and School Age Children	<p>Complete Terms and Review and Reflect Questions from Chapters 29-30</p> <p>Hybrid: Answer the discussion question (respond to at least one person)</p> <p>Hybrid: Conduct an Internet search on childproofing your home. Type a 1 page paper and cite your source. (What kinds of accidents happen in the home? What safety devices are recommended? Etc.)</p> <p>Hybrid: Create a detailed daily schedule for After-schoolers—must be from 3pm -6pm.</p>	*3, 4, 5, 6 **a,c
Week 11 Oct 24-31 Due 10/31	Chapter 31	Guiding Children With Special Needs	<p>Complete Terms and Review and Reflect Questions from Chapter 31</p> <p>Hybrid: Answer the discussion question (respond to at least one person)</p> <p>Hybrid: Create a list of products designed to serve children with disabilities.</p>	*6 **a,c
Week 12 and 13 Oct 31 – Nov 14 Due 11/14	Chapter 32 Chapter 33	Involving Parents and Families A career for you in ECCE	<p>Complete Terms and Review and Reflect Questions from Chapter 32</p> <p>Hybrid: Answer the discussion question (respond to at least one person)</p> <p>Hybrid: Create a Parent Letter inviting them to their child's Holiday Party.</p>	*2, 6, 7 **a,b,c

			Hybrid: Conduct an Internet search on the types of Accreditations available for child care facilities. Type a 1 page paper and cite your sources.	
Week 13 Nov 14 – 21  Due 11/21	Chapter 10	Selecting toys and equipment	Complete Terms and Review and Reflect Questions from Chapter 10  Hybrid: Answer the discussion question (respond to at least one person)  Hybrid: Create a list of 15 toys/games that would be appropriate for each of the following program goals. Then circle the 5 toys/games that you would choose to purchase.	*3, 4, 5 **a,b,c
Week 14 and 15 Nov 21 Dec 5  Due 12/5			Download Copy of Family, Group and Center Standards from Bright From the Start Website and keep for your Portfolio  Hybrid: FINAL TEST	*7 a

**\* Competency Areas:**

1. Historical Perspectives
2. Professionalism
3. Guidance
4. Assessment and Curriculum Planning
5. Learning Environment
6. Cultural Diversity
7. Licensing and Accreditation

**\*\*General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

## Rubrics

### You will have weekly Discussion Questions.

Students will be required to answer discussion board questions that will be posted within Blackboard. The topics will be posted at least a week prior to the due date. The answers to the discussion questions should be detailed and thoroughly answers the topic. Also, students will be required to respond to at least one answer posted by their classmates. The responses should include why you do or do not agree with the student's response. It is ok to disagree with your classmate on his/her answer but the responding student should be professional in his/her response to his/her classmate. Be constructive in discussion these topics with your classmates.

### Rubric for the Discussion Board

Discussion Board Rubric			
# of discussion posts	# of discussion replies	Grade	Due Date, Grammar and Spelling Requirements
1	1	100	Students who post their initial discussion board response to the discussion board topic and respond to at least one answer posted by their classmate will be given a 100 on the assignment if the post is turned in by the due date and free of grammatical and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post. A 10 point deduction will be given to any student who only responds to their classmate with an answer of "yes/no" or "I agree/disagree."
1	0	70	Any student that does not respond to at least one answer posted by their classmates will not receive a grade above 70 on the discussion post. The grade of 70 will be the highest grade that the student will be able to receive on the discussion post if the post is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion post is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion post.
0	1	50	Students who only respond to a classmate's discussion post will not receive a grade above 50 on the discussion topic. The grade of 50 will be the highest grade that the student will be able to receive on the discussion response if the response is turned in by the due date and free of grammatical errors and spelling errors. The student will receive a 10 point deduction for each day that the student's discussion response is turned in past the due date. The student will receive a one point deduction for each grammatical and spelling error in the student's discussion response.
0	0	0	Students will receive a 0 on the discussion topic the student does not post an answer or response to a classmates discussion post.

## Rubric for Power Point Presentation

PowerPoint Presentation RUBRIC:

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC: \_\_\_\_\_

	4	3	2	1
<b>Length</b>	Presentation was at least 10 minutes in length	Presentation was between 8-9 minutes	Presentation was between 6-7 minutes	Presentation was less than 6 minutes
<b>Original</b>	The PowerPoint was totally original	The power point was original	The power point was somewhat original	The power point was lacking in originality
<b>Informative</b>	The power point was very informative on subject	The power point was informative on subject	The power point was somewhat informative on the subject	The power point was lacking in this area
<b>Helpful to ECCE</b>	The information contained in the power point was very useful/helpful to ECCE	The information was informative to ECCE	The information was somewhat useful/helpful to ECCE	The power point was lacking in this area
<b>Creativity</b>	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
<b>Voice –Eye Contact</b>	The speaker’s voice could be heard and eye contact was maintained throughout the entire presentation	The speaker’s voice could be heard and eye contact was maintained throughout most of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least some of the presentation
<b>Handout</b>	A handout was given at time of presentation	-----	-----	A handout was not given out at time of presentation
<b>Slides</b>	Presentation included at least 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides

Points \_\_\_\_\_ X 3.5 = \_\_\_\_\_ (final grade on POWER POINT)

Comments \_\_\_\_\_

**WRITING RUBRIC:**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

	4	3	2	1
<b>Neatly written/typed according to directions</b>	The paper was very neatly written or typed—according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
<b>Length</b>	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
<b>On topic</b>	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>Main Idea(s) /Supporting Details/Cohesion</b>	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments

## ECCE 1101 Classroom Design Rubric

NAME \_\_\_\_\_ DATE \_\_\_\_\_

TOPIC: Design of Classrooms

	4	3	2	1
<b>Classrooms</b>	Contained 3 Complete Classrooms	Contained 2 Complete Classrooms	Contained 1 Complete Classrooms	Contained 0 Complete Classrooms
<b>Developmental Appropriate Equipment</b>	The equipment in the classrooms were completely development appropriate	The equipment in the classrooms were development appropriate	The equipment in the classrooms were somewhat development appropriate	The equipment in the classrooms was not development appropriate
<b>Original</b>	The setup of the classrooms were totally original	The setup of the classrooms were original	The setup of the classrooms were somewhat original	The setup of the classrooms were lacking in originality
<b>Informative Presentation</b>	The power point was very informative on subject	The power point was informative on subject	The power point was somewhat informative on the subject	The power point was lacking in this area
<b>Helpful to ECCE</b>	The information contained was very useful/helpful to ECCE	The information was informative to ECCE	The information was somewhat useful/helpful to ECCE	The classrooms were lacking in this area
<b>Creativity</b>	The power point was very creative and unusual	The power point was creative	The power point was somewhat creative	The power point was lacking in creativity
<b>Voice –Eye Contact</b>	The speaker’s voice could be heard and eye contact was maintained throughout the entire presentation	The speaker’s voice could be heard and eye contact was maintained throughout most of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least half of the presentation	The speaker’s voice could be heard and eye contact was maintained throughout at least some of the presentation
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>Slides</b>	Presentation included at least 15 slides	Presentation included at least 13 slides	Presentation included at least 11 slides	Presentation included less than 10 slides

Points \_\_\_\_\_ X 2.8 = \_\_\_\_\_

Comments:

### **\*\*Disclaimer Statements\*\***

**\*\*\*\*Instructor reserves the right to change the syllabus and/or lesson plan as necessary.**

**\*\*\*\*The syllabus displayed in advance of the semester in a location other than the course you are enrolled in is for planning purposes only.\*\*\***