



Introduction to ECCE--1101

Semester: Fall 2015  
Course Title: Intro to Early Childhood Ed.  
Course Number: ECCE 1101  
Credit Hours/Minutes: 3/2250  
Class Location: Rm. 317  
Class Meets: Tuesday, 1:15-3:55  
CRN: 20187

Instructor: Allison Barr, M.Ed.  
Email: [abarr@southeasterntech.edu](mailto:abarr@southeasterntech.edu)  
Office Hours: WR: 8:00-8:45; TW 1:00-4:00 and W and 4-5  
Phone Number : 912-538-3256  
Fax Number: 912-538-3156  
Office Location: 314

**REQUIRED TEXTS:** Working With Young Children , 7<sup>th</sup> Edition by Judy Herr, Publisher: Goodheart-Wilcox,

**REQUIRED SUPPLIES:** Pencils/Pens, Textbook, Notebook

**COURSE DESCRIPTION:** 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.

**PREREQUISITES:** Provisional Admission

**MAJOR COURSE COMPETENCIES/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:

- 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.

**All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.**

**STUDENT REQUIREMENTS:** Students are expected to complete all work shown on the lesson plan. Students are also expected to complete all tests on the dates specified on the plan. Students are responsible for policies and procedures included in the *STC Catalog*. A grade of C or better is required for this class.

**National Fingerprint-Based Criminal History Background Check:** *All students enrolled in ECCE 1121 Practicum and ECCE 2240 Internship must undergo a fingerprint-based criminal history background check through a local Cogent Systems site and receive a Satisfactory Determination Letter from the Georgia Department of Early Care and Learning before beginning their Practicum or Internship at child care facilities. It is the responsibility of the*

***student to pay the fingerprint-based criminal history background check fee. Students assigned to an internship or practicum at a site that is not required to be licensed by DECAL may not be subject to the fingerprinting requirement. These students, however, may be required to meet similar or other standards established by the local board of education. \*Additional standards may be established by individual site operators which must be met before a placement at a particular site for internship or practicum is finalized. The final approval of a placement is contingent upon acceptance by the individual center/facility operator.***

**Special Needs:** Students with documented special needs may be provided with an individualized Instructional Plan with specifications for scheduled instructional time. It is the student's responsibility to inform the Special Needs Specialist as students and instructors are required to have documented evidence prior to receiving or allowing special accommodations. See STC Catalog and Student Handbook, Student Affairs section for further information regarding special needs.

**Special Needs Addendum:** Students with disabilities who believe they may need accommodations in this class based in the impact of a disability are encouraged to contact Jan Brantley, Room 218 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

**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 the Special Needs Office. Swainsboro Campus: Jan Brantley (478) 289-2274—Vidalia Campus: Helen Thomas Room 108 (912) 538-3126.

**MAKEUP TEST(S) / ASSIGNMENTS/QUIZZES:** If a student misses a test, a grade of zero will be assigned. Only students with extenuating circumstances (who contact the instructor on or before the day of the test regarding their absence) will be allowed to take a makeup test, which will replace the zero. Assignments will not be taken late (no exceptions). If a student is absent the day of a quiz he/she will receive a grade of zero. Quiz grades cannot be made up.

**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 entire policy/procedures will be discussed with you by the instructor. The policy can also be found in the *STC Catalog*. ALL work is expected to be a student's original work.

#### **PROCEDURE FOR ACADEMIC MISCONDUCT:**

##### **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.

**CELL PHONE POLICY:** Cell phones are not to be used while in class. When a student enters the classroom, the cell phone should be placed on silent or vibrate. If cell phones become a problem, the instructor reserves the right to give a quiz to the entire class each time a phone rings/vibrates or anytime a student is caught using a phone in class.

**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).

**ACCESS TO TECHNOLOGY:** For information regarding Angel, the Information Delivery System (IDS), Student Owl Mail, and BannerWeb, please see the IT Department link on STC’s website at <http://www.southeasterntech.edu>.

**GRADING POLICY:**

| ASSIGNMENTS           | GRADING SCALE |   |              |
|-----------------------|---------------|---|--------------|
| Tests                 | 30%           | A | (90% - 100%) |
| Assignments/Quizzes   | 45%           | B | (80% - 89%)  |
| Participation         | 5%            |   |              |
| Classroom designs (2) | 20%           |   |              |
|                       |               | C | (70% - 79%)  |
|                       |               | D | (60% - 69%)  |
|                       |               | F | BELOW 60     |
|                       | 100%          |   |              |

**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.





|                     |   |   |   |           |
|---------------------|---|---|---|-----------|
|                     |   | <p><b>Conservation website &lt;-----&gt;</b></p> <p><a href="http://www.psywww.com/intropsych/ch10_development/conservation_experiments.html">http://www.psywww.com/intropsych/ch10_development/conservation_experiments.html</a></p>   | and DEMONSTRATE it to the class. Use website to the left to research. |           |
| Chapters 5, 6 and 7 | <p>Understanding Children Birth-2</p> <p>Understanding Children 2-3</p> <p>Understanding Children 4-5</p> | <p>Cover chapters</p> <p><b>TEST 1-4 chapters today</b></p> <p><b>DUE today:</b> 2 brochures to explain the milestones for all of the following:</p> <p>1-Physical development (milestones)</p> <p>2-Cognitive development</p> <p>3-Social/emotional development</p> <p><b>One brochure birth to 2 year</b></p> <p><b>Second brochure 3 year olds</b></p> <p>Discuss Newsletter requirements due in 2 weeks</p>   | 3, 4  | **A, c, d |
| Chapters 8 and 14   | <p>Middle Childhood</p> <p>Developing Guidance Skills</p>   | <p>Cover chapters</p>   | 3   | **A, c, d |
| Chapters 15 and 16  | <p>Guidance Challenges</p> <p>Establishing Classroom Limits</p>   | <p>Cover chapters</p> <p><b>DUE NEXT Tuesday:</b> turn in a 1 page typed newsletter you created in <b>Publisher (IDS)</b>—T his newsletter should describe 5 behaviors and explain how to deal with and/or prevent the 5 different behavior problems explained on pages 391-399. Make sure to include details/pictures/4-5 specific ways to deal/prevent each.</p> <p>Newsletter must be colorful, easy to read, thorough, give specific info about each problems. One page only. SEE ATTACHED RUBRIC</p> | *3, 4, 5  | **A, c, d |
| Chapter 17          | <p>Handling Daily Routines</p> <p><b>WORK ON PPT. in class on the theorist you chose</b></p>              | <p>Cover chapter</p> <p><b>DUE today :</b> newsletter on behaviors listed from pages 391-99</p> <p><b>TEST today:</b> Chapters 5-8</p> <p>Make sure you are working on PowerPoint on theorist!</p> <p>Classroom designs are DUE</p> <p>_____</p>  | *3,5,4  | **A, c, d |
| Chapter 18          | <p>The Curriculum</p>   | <p>Cover chapter</p> <p>In class: practice writing complete lesson plans with GELDS use sample on page 461</p> <p>Also...practice writing behavior objectives CORRECTLY—use text.</p> <p>Worksheet—action verbs that can be</p>   | *3,4,5,   | **A,c,d   |

|  |            |                                     |  |                              |
|--|------------|-------------------------------------|--|------------------------------|
|  |            |                                     | used to write objectives   |                              |
|  | Chapter 29 | Programs for Infant and Toddlers    | Cover chapter<br>TEST today: 14-18 chapters<br>Due next week ---create 3 parent forms (like the one on page 721).<br>#1 parent information sheet<br>#2 infant daily record sheet<br>#3 weekly behavior chart for toddlers-graded by thoroughness, spelling, neatness, creative, original ...you must create your own for your own childcare center-- | *5, 6<br><br>**A, c, d       |
|  | Chapter 31 | Guiding children with Special Needs | Cover chapter<br>DUE Today: 3 parent forms<br>PowerPoint due in TWO weeks—on theorist!   | *, 3, 4, 6,<br><br>**A, c, d |
|  | Chapter 32 | Involving Parents and Families      | Cover chapter<br>In class: Conduct parent/teacher conferences with a partner for a grade (rubric). The person playing the part of the teacher will be graded. Each “teacher” will be given a specific problem to address with parent(s)....biting, hitting, lying, tantrums...<br>Work on classroom designs— DUE                                     | 3,4<br><br>**A, c, d         |
|  |            | MARCH 30-April 5                    |  |                              |
|  | Chapter 33 | A career for you in EC              | Cover chapter<br><b>DUE Today: POWERPOINTS (will not be accepted late—copy of ppt to instructor with rubric attached)</b><br>TEST Today: Chapters 29, 31, 32   | *2<br><br>**A, c, d          |
|  | Chapter 9  | Preparing the Environment           | Cover chapter<br>DUE TODAY: 2 classrooms designs—one for infants and the second one for toddlers (see attached directions)   | *4, 5<br><br>*a, b, c, d     |
|  | Chapter 10 | Selecting toys and equipment        | Cover chapter<br>IN CLASS: discuss how to choose DA toys for all ages<br>Review for final exam   | *3, 4, 5,<br><br>*A, c, d    |
|  | FINAL EXAM |                                     | final exam 33, 9, and 10   | *2,3,4,5<br>**A, c, d        |

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RUBRIC---PowerPoint Presentation---ECCE \_\_\_\_\_ Assignment\_\_\_\_\_

THEORIST: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

|                                       | 4   | 3  | 2  | 1  |
|---------------------------------------|---|--|--|--|
| <b>Student Preparation</b>            | Student preparation was very evident  | Student preparation was somewhat evident   | There was little evidence of student preparation   | Student preparation was not evident  |
| <b>10 Slides</b>                      | There were at least 10 slides   | There were at least 9 slides   | There were at least 8 slides   | There were at least 7 slides   |
| <b>Speaking Voice/Language</b>        | Speaking voice and language were totally appropriate for the presentation---less than 2 speaking errors | Speaking voice and language were mostly appropriate for the presentation---less than 3 speaking errors | Speaking voice and language were somewhat appropriate for the presentation---less than 4 speaking errors | Appropriateness of speaking voice and/or language were lacking for this presentation---less than 5 speaking errors |
| <b>Topic well covered</b>             | Topic was extremely well covered  | Topic was well covered   | Topic was somewhat covered   | Topic was lacking coverage   |
| <b>Interesting</b>                    | Presentation was very interesting   | Presentation was interesting   | Presentations was somewhat interesting   | Presentation was lacking in this area  |
| <b>Handout</b>                        | Handout on the topic was provided before the presentation   | -----  | -----  | Handout was not provided   |
| <b>Time Limit</b>                     | Was at least 12 minutes   | Was at least 11 minutes  | Was at least 10 minutes  | Was less than 10 minutes   |
| <b>Spelling and Grammar on slides</b> | No more than 2 spelling and/or grammar errors   | No more than 4 spelling/grammar errors   | No more than 5 spelling and/or grammar errors  | More than 5 spelling/grammar errors  |

COMMENTS: Total Points \_\_\_\_\_ X 3.1 points = FINAL GRADE \_\_\_\_\_



WRITING RUBRIC: NAME \_\_\_\_\_ DATE \_\_\_\_\_

CLASS \_\_\_\_\_ (Revised 4-0 Turned in on time? Y N \_\_\_\_\_)

|   | 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-PARAGRAPHS</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 |

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

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

Comments:

BROCHURE RUBRIC:

NAME \_\_\_\_\_ On Time? Y N \_\_\_\_\_

TITLE \_\_\_\_\_

|                            | <b>4</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>  |
|----------------------------|---|--|---|---|
| <b>GRAPHICS</b>            | All graphics go well with the content                           | Most of the graphics go with the content                 | Some of the graphics go with the content              | Few of the graphics go with the content             |
| <b>ACCURACY</b>            | All of the facts are accurate                                   | All but one fact is accurate                             | All but two facts are accurate                        | More than two facts are inaccurate                  |
| <b>ATTRACTIVE</b>          | The brochure is exceptionally attractive                        | The brochure is mostly attractive                        | The brochure is somewhat attractive                   | The brochure needs work in this area                |
| <b>SPELLING/GRAMMAR</b>    | No errors   | One -2 errors  | 3-4 errors  | More than 4 errors                                  |
| <b>Printed on ONE PAGE</b> | The brochure is printed on one page –front / back               | -----  | -----   | The brochure is not printed on one page— front/back |
| <b>Number of Graphics</b>  | There are at least 4 graphics                                   | There are at least 3 graphics                            | There are at least 2 graphics                         | There is only one graphic                           |
| <b>WELL ORGANIZED</b>      | The information in the brochure is exceptionally well-organized | The information in the brochure is mostly well organized | The information in the brochure is somewhat organized | The brochure is confusion in its organization       |

Total number of points \_\_\_\_\_ x \_\_\_\_\_ = Final grade of \_\_\_\_\_

COMMENTS:

NEWSLETTER RUBRIC:

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

ECCE \_\_\_\_\_ On Time? YES NO

|  | 4   | 3   | 2   | 1   |
|--|---|---|---|---|
| <b>5 Behaviors</b>                                       | 5 behavior problems were discussed  | At least 4 behavior problems were discussed                 | At least 3 behavior problems were discussed                 | At least 2 behavior problems were discussed                 |
| <b>Behaviors defined</b>                                 | All 5 behaviors are well defined  | At least 4 behaviors are well defined                       | At least 3 behaviors are well defined                       | At least 2 behaviors are well defined                       |
| <b>Easy to understand</b>                                | The newsletter was totally easy to read and understand                    | The newsletter was mostly easy to read and understand       | The newsletter was somewhat easy to read and understand     | The newsletter needed work in this area                     |
| <b>Correct spelling</b>                                  | The newsletter had zero- one error in spelling                            | The newsletter had 2-3 spelling errors                      | The newsletter had 4 spelling errors                        | The newsletter had more than 4 spelling errors              |
| <b>Correct Grammar</b>                                   | There was zero-one mistakes in grammar                                    | There were 2-3 grammar errors                               | There were 4 grammar errors                                 | There was more than 4 grammar errors                        |
| <b>Suggestions/Explanations to help behavior problem</b> | At least 5 suggestions were explained to help solve EACH problem behavior | At least 4 suggestions were explained to help EACH behavior | At least 3 suggestions were explained to help EACH behavior | At least 2 suggestions were explained to help Each behavior |
| <b>Creative</b>  | The newsletter is totally creative and unique (pictures and graphics)     | The newsletter is mostly creative and unique                | The newsletter is somewhat creative and unique              | The newsletter needs much work in this area                 |
| <b>Accurate</b>  | The information is totally accurate                                       | The information is mostly accurate                          | The information is somewhat accurate                        | The information needs work in this area.                    |

TOTAL NUMBER OF POINTS \_\_\_\_\_ X 3.1 = Final Grade of \_\_\_\_\_

COMMENTS:

CONDUCTING A PARENT CONFERENCE RUBRIC

NAME \_\_\_\_\_

DATE \_\_\_\_\_

|                                | <b>3</b>   | <b>2</b>  | <b>1</b>  |
|--------------------------------|--|---|---|
| Prepared                       | Student was totally prepared to ask and answer questions | Student was mostly prepared to ask and answer questions | Student was somewhat prepared to ask and answer questions |
| Relaxed/Calm                   | Student was totally relaxed and calm                     | Student was mostly relaxed and calm                     | Student was somewhat relaxed and calm                     |
| Professional during conference | The behavior of the student was totally professional     | The behavior of the student was mostly professional     | The behavior of the student was somewhat professional     |
| Handled Problem appropriately  | Student handled the problem appropriately                | Student handled the problem with some difficulty        | Student handled problem with much difficulty              |

TOTAL \_\_\_\_\_ X 8.3Final Grade of \_\_\_\_\_

COMMENTS:

## **HOW TO CREATE A POWERPOINT in Microsoft PowerPoint 2007**

Go watch the tutorial at the website below.

<http://office.microsoft.com/en-us/powerpoint-help/create-a-basic-presentation-in-powerpoint-2007-HA010194282.aspx>

If that doesn't help, ask the STC Library Staff for assistance. Do not wait until the PowerPoint is due to get assistance.

## CLASSROOM DESIGN DIRECTIONS:

### Google “LAKESHORE LEARNING CLASSROOM DESIGN”

#### DIRECTIONS:

Click on “**free resources**” then click on “**classroom designer**” then click “**create new classroom**” then type your complete name in where it says NAME and whether it is toddler or infant.....EXAMPLE: “Allison Barr infants”

Put in Classroom dimensions as 30 ft. and 0 inches X 30 ft. and 0 inches

**MAKE SURE EACH ROOM DOES NOT COST OVER \$2800.00.**

Click on “add existing classroom features” to add FREE items (computers, doors, tables, chairs....)

Click on “**add Lakeshore items**” to add the things you pay for

(move the items to where you want them or need them to be—you can also rotate items by clicking on the orange circle at the top of the page)

**ADD CENTER LABELS** (click “add center labels” (label **each center**---Art Center, Dramatic Play Center....). You should have at least 6 center areas labeled.

EACH CENTER should have items in it, not just a label!

Click on “**view a list of your Lakeshore items**” and print out this list and your classroom design.

Make sure you have plenty of centers for the specific age group. Make sure the centers are arranged in an appropriate manner—quiet near the quiet and loud near the loud centers. Each center should have at least one item in it. Read the text about how to arrange centers and what should be in each center.

Print this in color (needed for your Internship portfolio).

This will be graded according to how well the student follows all directions and how the centers are arranged—quiet away from noisy etc....

(follow same directions for both)