



**Early Childhood Care and Education (ECCE)
ECCE 2116 Math and Science
COURSE SYLLABUS
Fall Semester 2018 (201912)**

COURSE INFORMATION

Credit Hours/Minutes: 3/3000
Class Location: Vidalia Main Building Room 317
Class Meets: Monday and Wednesday 11:00-12:50
Course Reference Number (CRN): 20201
Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Mindy Sumner
Email Address: [Mindy Sumner \(msumner@southeasterntech.edu\)](mailto:msumner@southeasterntech.edu)
Campus/Office Location: Vidalia/Main Building, Room 316
Office Hours: Monday-Thursday 1:30-4:00
Phone: 912-538-3256

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Math and Science for Young Children-8th Edition; Author: Charlesworth
International Standard Book Number (ISBN): 978-1-305-08895-5

Students should not share login credentials with others and should change passwords periodically to maintain security.

REQUIRED SUPPLIES & SOFTWARE

Notebook, paper, pen/pencil. Students will be conducting learning activities, therefore they will need supplies such as paper, glue, markers, etc. The type and cost of supplies varies per semester and per activity.

COURSE DESCRIPTION

This course presents the process of introducing math and science concepts to young children. It includes planning and implementation of developmentally appropriate activities and development of math and science materials, media and methods. Topics include inquiry approach to learning; cognitive stages and developmental processes in developing math and science concepts with children birth to five; cognitive stages and developmental processes in developing math and science concepts with children in kindergarten and

primary grades; planning math and science activities; and development of math and science materials, media and methods.

MAJOR COURSE COMPETENCIES

Topics include:

1. Inquiry approach to learning
2. Cognitive stages and developmental processes in developing math and science concepts with children birth to five.
3. Cognitive stages and developmental processes in developing math and science concepts with children in kindergarten and primary grades.
4. Planning math and science activities.
5. Development of math and science materials, media, and methods.

PREREQUISITE(S)

ECCE 1103

COURSE OUTLINE

1. Inquiry Approach to Learning
2. Cognitive/Developmental Processes in Math/Science with Children Birth to Age Five
3. Cognitive/Developmental Processes in Math/Science with Children in Kindergarten to Primary Grades
4. Planning Math and Science Activities
5. Development of Math and Science Materials, Media and Methods

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.

STUDENT REQUIREMENTS

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, 10 points will be deducted for work turned in late or work not turned in at the beginning of class. Work will not be accepted if it is over one week past the due date. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

ATTENDANCE

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.

Instructors are 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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, 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 \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (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 for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

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

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. A grade 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...)

Assignments must be turned in on the specified date. All work must be printed off and turned in at the beginning of class the date that it is due. If a student is absent from class, all work must be turned in at the beginning of class the next day upon returning to class. If this is not done, 10 points will be deducted for work turned in late or work not turned in at the beginning of class. Work will not be accepted if it is over one week past the due date. Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **STUDENTS WILL ONLY BE ALLOWED TO TAKE ONE MAKEUP TEST DURING THE SEMESTER!** Students are responsible for policies and procedures included in the STC Catalog and Student Handbook.

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 Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

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

1. 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.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) 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.

3. 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 third 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

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member 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).

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

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, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (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.

GRADING POLICY

Assessment/Assignment	Percentage
Test	25%
Weekly Assignments	35%
Activities/File Folders	40%

GRADING SCALE

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

ECCE 2116 Math and Science Fall Semester 2018 Lesson Plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 1 8/13-8/20	Syllabus And Assignments	Syllabus, Class Procedures, Conservation Tasks, Chapter Assignment Presentation	-Begin Working on Conservation Tasks -Begin Working on Chapter Assignment Presentation	5 a, c
Week 2 8/20-8/27 Due 8/27	Chapter 1	Development, Acquisition, Problem Solving, and Assessment	-Read Chapter 1 -Define Vocabulary -Conservation Tasks -Lecture Notes -Test Due: 8/27 (at the beginning of class)	1, 2, 5 a, c
Week 3 8/27-9/5 Due 9/5	Chapter 2	Basics of Science, Engineering, and Technology	-Read Chapter 2 -Define Vocabulary -Download NAEYC's position statement on Math and Science and answer review questions of NAEYC's position statement -Lecture notes -Test Due: 9/5 (at the beginning of class)	3, 4 a, c
Week 4 9/5-9/12 Due 9/12	Chapter 3	Pre-Kindergarten and Kindergarten Concepts and Skills	-Read Chapter 3 -Define Vocabulary -Download the Georgia Standards of Excellence (GSE) for grades K-3 -Lecture Notes -Test Due: 9/12	1, 3, 4 a,b,c,
Week 5 9/12-9/19 Due 9/19	Chapter 4	More Pre-Kindergarten Concepts and Skills	-Read Chapter 4 -Define Vocabulary -Lecture notes -Test Due: 9/19	3, 4 a,b,c,

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 6 9/19-9/26 Due 9/26	Chapter 5	Pre-K-K Ordering, Measurement, Data Collection and Analysis	-Read Chapter 5 -Define Vocabulary -Lecture notes -Test Due: 9/26	3, 4 a,b
Week 7 9/26-10/3 Due 10/3	Chapter 6	Integrating the Curriculum	-Read Chapter 6 -Define Vocabulary -Lecture notes -File Folders due for Operations with Whole Numbers; Place Value; Classifying or Comparing -Test Due: 10/3	5 a,c
Week 8 10/3-10/10 Due 10/10	Chapter 7	Transitioning from Preschool to Kindergarten to Primary	-Read Chapter 7 -Define Vocabulary -Lecture notes -Test Due: 10/10	5 a, c
Week 9 10/10-10/17 Due 10/17	Chapter 8	Whole Number Operations, Patterns and Fractions	-Read Chapter 8 -Define Vocabulary -Lecture notes -File Folders due for Geometry; Part/Whole; and Fractions -Test Due: 10/17	5 a, c
Week 10 10/17-10/24 Due 10/24	Chapter 9	Place Value, Geometry, Data Analysis and Measurements	-Read Chapter 9 -Define Vocabulary -Lecture notes -Test Due: 10/24	5 a, c
Week 11 10/24-10/31 Due 10/31	Chapter 10 Mathematics Concepts and Operations for the Primary Grades	Overview of Primary Science, Life Science and Physical Science	-Read Chapter 10 -Define Vocabulary -Math Classroom Center -Lecture notes Due: 10/31	3, 4, 5 a, c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 12 10/31-11/7 Due 11/7	Chapter 10 Investigations in Primary Science	Overview of Primary Science	-Read Chapter 10 -Define Vocabulary -Lecture notes -File Folders due for Pattern OR Ordering; Graphing -Test Due: 11/7	3, 4, 5 a, c
Week 13 11/7-11/14 Due 11/14	Chapter 11	Earth and Space Sciences, Environmental Awareness, Engineering, Technology, and Science Applications	-Read Chapter 11 -Define Vocabulary -Critter Report -Lecture notes -Test Due: 11/14	5 a, c
Week 14 11/14-11/26 Due 11/26	Chapter 12	Materials and Resources: Math and Science in the Classroom and Home	-Read Chapter 12 -Define Vocabulary -Lecture notes -File Folders due for Measuring; Time -Test Due: 11/26	2 a, b, c
Week 15 11/26-12/3 Due 12/3	Standards	Turn in All Activities, Continue Presentations	-Science Center Activity Due: 12/3	5 a, b, c

COMPETENCY AREAS: (WILL VARY FOR EACH COURSE/TAKEN FROM STATE STANDARDS)

1. Inquiry approach to learning,
2. Cognitive stages and developmental processes in developing math and science concepts with children birth to five,
3. Cognitive stages and developmental processes in developing math and science concepts with children in kindergarten and primary grades,
4. Planning math and science activities,
5. Development of math and science materials, media, and methods.

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.

WRITING RUBRIC

NAME _____ DATE _____

ASSIGNMENT _____

Criteria	4	3	2	1
Neatly written/typed according to directions	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
Length	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
On topic	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
Spelling/Grammar	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
Main Idea(s) /Supporting Details/Cohesion	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:

Critter Report Presentation Rubric

Name: _____

You will be assigned a "Critter" to present a report to the class. In your presentation, you will include the life cycle of the critter, how they live, what they eat, and five important facts. You should include a picture of your critter and be able to explain the parts of its body. This should be in a power point presentation. BE CREATIVE!

Category	10-Excellent	8-Good	6-Average	4-Poor
Life Cycle	Shows full understanding	Shows a good understanding	Shows an average understanding	Does not seem to understand
Where they live	Shows full understanding	Shows a good understanding	Shows an average understanding	Does not seem to understand
What they eat	Shows full understanding	Shows a good understanding	Shows an average understanding	Does not seem to understand
5 facts	5 facts	4 facts	3 facts	1-2 facts
Visual Aid	Clear, easy to understand and identify body parts	Identifies body parts	Needed some help identifying body parts	No visual aid
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language somewhat generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Preparedness	Student is completely prepared and has obviously rehearsed.	Students seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture	Stands up straight, looks relaxed and confident	Stands up straight, but looks scared	Sometimes stands up straight establishes eye contact	Slouches
Eye Contact	Establishes eye contact with everyone in the room during the presentation	Establishes eye contact with one in the room during the presentation	Sometimes establishes eye contact	Does not look at people during the presentation.
On topic	The entire presentation was on topic	Most of the presentation was on topic	The presentation was somewhat on topic	Half or more of the presentation was not on topic

Score: _____

Comments: