



**ECCE 2116 Math and Science**  
**COURSE SYLLABUS**  
**Fall Semester 2017 (201812)**

**COURSE INFORMATION**

Credit Hours/Minutes: 3/3000  
Class Location: Building 1 2125  
Class Meets: M&W 10:15-11:50  
CRN: 20220  
Preferred Method of Contact: kwilson@southeasterntech.edu

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Kay Wilson  
Office Location: Building 2 Room 2125  
Office Hours: Monday-Thursday 1:00-4:00  
Email Address: kwilson@southeasterntech.edu  
Phone: 478-289-2213  
Fax Number: 478-289-2276  
Tutoring Hours (if applicable):

**REQUIRED TEXT**

Math and Science for Young Children-8th ED. Charlesworth ISBN 978-1-305-08895-5

**REQUIRED SUPPLIES & SOFTWARE**

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

**COURSE DESCRIPTION**

Presents the process of introducing math and science concepts to young children. 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 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**

It is the student's responsibility to check their email twice a week and to contact the instructor when they are in need of additional assistance in the course.

## **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, 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...)**

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deducted for work that is submitted late.

## **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:

### **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" 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).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<b>ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer</b>	<b>Title VI - Title IX (Employees) - EEOC Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

**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](#).

**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 2216 Math and Science

### Fall Semester 2018 lesson plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 1 8/14-21  Due 8/21	Chapter 1	How Concepts Develop	View Conservation Tasks Review Conservation Tasks Lecture notes	*1, 2, 5 **a, c
Week 2 8/21-28  Due 8/28	Chapter 2	Basics of Science, Engineering, and Technology	Conservation Tasks Due Download NAEYC's position statement on Math and Science review questions of NAEYC's position statement Lecture notes	*3, 4 **a,c,
Week 3 8/28-9/5  Due 9/5	Chapter 3	Pre-Kindergarten and Kindergarten Concepts and Skills	Download the Ga. Performance Standards for grades K-3 -Lecture notes One on one Correspondence Test	*1, 3, 4 **a,b,c,
Week 4 9/5-11 Due 9/11	Chapter 4	More Pre-Kindergarten Concepts and Skills	Lecture notes Student Presentation-Parts and Wholes Test	*3, 4 **a,b,c,
Week 5 9/11-18 Due 9/18	Chapter 5	Pre-K-K Ordering, Measurement, and Data Collecting	Lecture notes Lab Activity-Measuring Lab Activity-Time Test	*3, 4 **a,b

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 6 9/18-25 Due 9/25	Chapter 6	Integrating Curriculum	Lecture notes Student Presentation- Thematic with food Activity-Concepts Words File Folders due for Operations with Whole Numbers; Place Value; Classifying or Comparing Test-Chapter 5	*5 **a,c
Week 7 9/25-10/2  Due 10/2	Chapter 7	Transitioning from Preschool to Kindergarten	Lecture notes Student Presentation- Naturalistic Activities Lab Activity-Shapes Test-Chapter	*5 **a,c
Week 8 10/2-9 Due 10/9	Chapter 8	Whole Number Operations, Patterns and Fractions	Lecture notes Student Presentation- Patterns Activity-Part/Whole File Folders due for Geometry; Part/Whole; and Fractions Test	*5 **a,c,
Week 9 10/9-16 Due 10/16	Chapter 9	Place Value, Geometry, Analysis and Measurements	Lecture notes Student Presentation- Geometry Activity-Legos Test	*5 **a,c
Week 10 10/16-23 Due 10/23	Chapter 10	Primary Science, Life Science and Physical Science	Math Classroom Center lecture notes Activity-Life Science Test	*3, 4, 5 **a,c
Week 11 10/23-31 Due 10/30	Chapter 11	Earth and Space Science	Lecture notes Rocks and Temperature File Folders due for Pattern OR Ordering; Graph Test	*5 **a,c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 12 and 13 10/30-11/13 Due 11/13	Chapter 12	Materials and Resources in the Classroom and Home	Critter Report research Lecture notes Activity-Math Materials File Folder due for Measuring; Time Test	*2 **a,b,c
Week 13 11/13 –20 Due 11/20	Chapter 12	Family Involvement	Critter Reports Due Lecture notes Student Presentation- Science Materials Activity-Physical Science Test	*3, 4, 5 **a,b,c
Week 14 and 15 11/20-27 Due 11/27	Standards		Science Classroom Center Lecture notes Student Presentation- Blocks Student Presentation- Media and Science Activity- Woodworking	*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
<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

## Crittter Report Presentation Rubric

Name \_\_\_\_\_

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

Category	10-Excellent	8-Good	6-Average	4-Poor
Life Cycle	Show full understanding	Shows a good understanding	Shows an average understanding	Does not seem to understand
Where they live	Show full understanding	Shows a good understanding	Shows an average understanding	Does not seem to understand
What they eat	Show 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 sometime generate a strong interest and enthusiasm about the topic	Facial expressions and body language are sued 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 and 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 somewhat on topic	Half or more of the presentation was not on topic