



ECCE 1101 Introduction to Early Childhood Care and Education

COURSE SYLLABUS Summer Semester 2018

COURSE INFORMATION SUMMER

Credit Hours/Minutes: 3/2250
Campus/Class Location: Vidalia Main Building 317
Class Meets: Tuesday and Thursday 8:00-10:15
Course Reference Number (CRN): 60116
Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Mindy Sumner
Campus/Office Location: Vidalia Main Building, Room 316
Classroom: Main Building, Room 317
Office Hours: Monday & Wednesday 1:00-4:00 and Tuesday & Thursday 8:00-12:00
Email Address: [Mindy Sumner \(msumner@southeasterntech.edu\)](mailto:msumner@southeasterntech.edu)
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

Working With Young Children, 8th edition, Publisher: Goodheart-Wilcox, ISBN: 978-1-631260247.
Students should not share login credentials with others and should change passwords periodically to maintain security.

REQUIRED SUPPLIES & SOFTWARE

Reliable access to internet, Microsoft Excel, and Microsoft Word. Internet browser should be Internet Explorer (IE) 7 or higher or Mozilla Firefox 2.0 or higher. If you do not have computer access, see your instructor for information regarding use of open labs on both Swainsboro and Vidalia campuses.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (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 take an online 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

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.

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.

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 \(hthomas@southeasterntech.edu\)](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% 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" (Withdrawn) 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" (Failing 0-59) 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 deduct points 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 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, Remote Lab Access, 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	30%
Weekly Assignments	70%

GRADING SCALE

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

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Summer Semester 2018 Lesson Plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p style="text-align: center;">Week 1 May 15-22 Assignments Due May 22</p>	<p style="text-align: center;">Chapter 1 - 2</p>	<p>Working With Young Children and the Types of Early Childhood Programs</p>	<p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 1 – 2</p>	<p style="text-align: center;">1,2,5 a,c</p>
<p style="text-align: center;">Week 2 May 22-29 Due 5/29</p>	<p style="text-align: center;">Chapter 3-4 and 9-10</p>	<p>Observing and Assessing Children and Principles and Theorist Preparing the Environment and Selecting Toys, Equipment, and Educational Materials hit</p>	<p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 3 – 4 and 9-10</p> <p>Download National Association of Education of Young Children (NAEYC) Code of Ethic from the Internet and type 1/2 page paper on the importance</p> <p>TYPE one observation on a child less than 6 years old (observation should be at least 15 minutes)</p>	<p style="text-align: center;">3,4,7 a,c,</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 3 May 29-June 5 Due 6/5	Chapters 11-13	Promoting Children’s Safety, Planning Nutritious Meals, and Snacks, and Guiding Children’s Health	Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 11-13 Plan a One Week Menu Describe what should be in a 1st Aid Kit	3,4 a,b,c,
Week 4 June 5-12 Due 6/12	Chapter 14-17	Developing Guidance Skills Guidance Challenges, Establishing Classroom Limits, an Handling Daily Routines	Complete Content and Academic Terms at the beginning of the chapter and Review and Recall Questions at the end of Chapter 14-17 Type a 1 page paper and cite your sources on Why We Must Set Limits Create a detailed daily schedule for toddlers—must be from 7am -6pm. There should be at least 12 different times/activities listed. EXAMPLE: 7:00-7:30 children arrive 7:30-8:15 Free Play 8:15-8:45 Breakfast and Clean Up	3,4 a,b

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p>Week 5 June 12-19 Due 6/19</p>	<p>Chapter 18</p>	<p>The Curriculum</p>	<p>Complete Content and Academic Terms at the beginning of the chapter and Review and Recall Questions at the end of Chapter 18 Complete 2 lesson plans on Art and Music (use the example given in class as a guide) MIDTERM</p>	<p>5,6 a,c</p>
<p>Week 6 June 19 Due 6/26</p>	<p>Chapter 19-21</p>	<p>Guiding Art, Blockbuilding, Sensory Experiences, Storytelling, Play , and Puppets</p>	<p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 19-21 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>	<p>5,6 a,c</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p>Week 7 June 26-July 10 Due 7/10</p>	<p>Chapter 29-31</p>	<p>Programs for Infant and Toddlers and School Age Children, and Guiding Children With Special Needs</p>	<p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 29-31</p> <p>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>Create a detailed daily schedule for After-schoolers— must be from 3pm - 6pm.</p> <p>Create a list of products designed to serve children with disabilities.</p>	<p>3,4,5,6 a,c</p>
<p>Week 8 July 10-17 Due 7/17</p>	<p>Chapters 32-33</p>	<p>Engaging Parents and Families A career for you in ECCE</p>	<p>Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 32-33</p> <p>Create a Parent Letter inviting them to their child's Holiday Party.</p> <p>Conduct an Internet search on the types of Accreditations available for child care facilities. Type a 1 page paper and cite your sources.</p>	<p>2,6,7 a,b,c</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 9 July 17-24 Due 7/24	Chapter 5-8	Understand Children Birth to Age Middle Childhood	Complete Content and Academic Terms at the beginning of each chapter and Review and Recall Questions at the end of each chapter for Chapters 5-8 Create a list of 15 toys/games that would be appropriate for this age group Download Copy of Family, Group and Center Standards from Bright From the Start Website and keep for your Portfolio FINAL TEST	7 a,b,c

COMPETENCY AREAS

1. Historical Perspectives
2. Professionalism
3. Guidance
4. Developmentally Appropriate Practices
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.

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