



Florida Gateway College Fall (B12) 2019 Early Childhood Educational Foundations

COURSE NUMBER EEC 1309C-311 (online)
DATE September 12, 2019 – December 9, 2019
INSTRUCTOR Dr. Dawn Cross – Teacher Preparation Programs
 Academic Programs
 (386) 754-4336
dawn.cross@fgc.edu
 Building 27, Office 20
 Office Hours:
 Monday – Thursday 8:00 am - 11:30 am

PREREQUISITES None

COURSE DESCRIPTION

This course provides the students with knowledge of philosophy, theories and instructional practices of early childhood education. Methods of teaching will include readings, class discussion boards, audio/visual presentations, individual and group activities and field assignments. 3 credits

Florida DOE COURSE OBJECTIVES

The student will be able to:

1. Demonstrate knowledge of child growth and development,
2. Demonstrate knowledge of early childhood education: preschool,
3. Demonstrate knowledge of appropriate methods of guidance and classroom management,
and
4. Demonstrate knowledge of the early childhood education profession.

NAEYC Standards met through this course:

- Standard 1. Promoting Child Development and Learning.
- Standard 3. Observing, Documenting, And Assessing To Support Young Children And Families.
- Standard 4. Using Developmentally Effective Approaches
- Standard 6. Becoming a Professional
- Standard 7. Early Childhood Field Experiences.

REQUIRED READINGS/TEXTBOOKS

Beloglovsky, M. and Daly, L. (2015). Early learning theories made visible. St. Paul, MN. Red Leaf. ISBN# 978-1-60554-236-2

Epstein, A.S. (2014). The intentional teacher. Washington DC, NAEYC. ISBN#978-1-938113-06-2

APPLICABLE LEARNING RESOURCES

Published materials, videos, and websites are embedded in course modules on Canvas to extend the application of the week's study content and assignments.

LEARNING ACTIVITIES

Late Discussion Board posts will not be accepted and will receive a score of 0, responses will be accepted if they are not late and will receive partial credit

Work assignments must be completed on time. However, if an assignment needs to be turned in later than the due date, 10% per day will be deducted. Students must contact the instructor at least 12 hours BEFORE the assignment is due to ask permission for a late submission and to propose a new due date. After two late assignments, students will not be granted the extension and will receive a zero for the late assignments. This applies to all assignments including tests and quizzes

Syllabus and Online Etiquette Quiz: Within the first 3 days of class you are required to complete and submit the Syllabus and Online Etiquette Quiz. 10 points.

Introduction: Within the first 3 days of class you are required to post an introduction of yourself. 10 points.

Upload a picture into Canvas: You will upload a picture of you into your profile on Canvas. This lets the rest of us see who we are talking to in discussions. The picture should be of you and only you. No kids, significant others, or animals, and no filters please. 10 points.

Discussion Board: You will have 8 weekly Discussion Board posts throughout the semester.

- First, you will post an initial response to the assigned topic under the appropriate board by **Thursday at 11:59 pm.**
- Then, you will post **at least 2** peer responses by Sunday at 11:59 pm. You must choose to respond to classmates that have fewer than 2 responses already, so that everyone gets responses. If you log in and everyone already has 2, then you must choose someone that has fewer than three, and so on - but make sure that it is after the Thursday deadline or you will need to wait.
- Finally, the following week you will need to respond to everyone that responded to your initial post by Tuesday at 11:59 pm. This closes the conversation and allows you to follow up with any questions that may have been asked. This includes a response to me, but only if I ask a question.
- If someone responds to your post after the Sunday deadline, you do not need to respond to them.

- Your initial post needs to be thoughtful and relevant to the assigned topic and a minimum of 100 words, post to peers must be a minimum of 50 words. These responses to peers should be on topic and relevant, and asking questions for clarification (and to keep the conversation moving) is a good idea. The purpose of the Discussion Board is to share your knowledge and help expand other people's thinking.
- Your initial post is due earlier than responses so everyone has a chance to read and think about what has been written. If everyone waits until Sunday night to write the initial post, no one will have time to respond.
- Late posts are not accepted.
- Responses will be accepted if they are not late and you will receive partial credit.
- 20 points per week (160 points total).

Weekly Quizzes: There are 9 weekly quizzes in the course. You can use your textbook and notes to check your answers before submitting your quizzes. You have 30 minutes to complete each weekly quiz, but once a quiz is started, you must complete it, you cannot save it and return to it at a later time. 10 points each (90 points total)

Theorist Assignment: This is a multi-step project. The first part is a group assignment where you and the other members of your group (I choose the group) will research and create a presentation on a learning theorist that I assign you. For the second part of the project, I will share the presentations that your group created with the rest of the class. This will be a learning opportunity for you to be the expert on one theorist, but learn about the others as well. The final step of this is to create a fake social-media page for your theorist from part 1, and integrate conversations and posts from the others that you learned about in part two. The platform for this social media page will be provided for you. More details available on Canvas. Part 1 – 50 points, part 2 – 30 points, part 3 – 50 points. (130 points).

Classroom Evaluation: Using the form that I provide you, you will be performing a classroom evaluation, similar to the ECERS/ITERS that many centers use currently. You will also be writing a summary of the evaluation, making recommendations for continued excellence or improvements. 100 points.

Learning Through Play Documentation: You will be observing a class, group, or individual student and documenting how that child or group of children is learning through play. This will be submitted as a presentation and you are not allowed to use PowerPoint. I will be providing other platforms for you to utilize in this presentation, but it is up to you to learn the presentation tool and navigate how to create and share presentations within it. More information and examples will be available on Canvas. 100 points.

Final Exam: The final exam is a collection of multiple choice, true/false and short answer questions. It must be completed by the end of Final Exam Week. 100 points.

Expectations: All assignments will be professionally written in an academic format, at a minimum using complete sentences with correct grammar and spelling. APA formatting and indented paragraphs will be expected as needed. Your scores will be lowered for incomplete, incorrect or poorly written work.

GRADING SCALE

Grade	Percentage (%)	Point Total
A	90 – 100	639-710
B+	87 – 89.9	617-638
B	80 – 86.9	568-616
C+	77 – 79.9	546-567
C	70 – 76.9	497-545
D+	67 – 69.9	475-496
D	60 – 66.9	426-474
F	≤ 59	0-425

GRADING IS BASED ON THE FOLLOWING

Item	Objectives	NAEYC Standards	# of points	% of total
Syllabus Quiz			10	1%
Introduction Discussion		6	10	1%
Canvas Picture		6	10	1%
Weekly Discussion Board (8 x 20)	1-4	1,3,4,6	160	25%
Weekly Quizzes (9 x 10)	1-4	1,3,4	90	13%
Theorist Presentation	1,2,4	1,6	130	17%
Classroom Evaluation	1-4	1,3,6,7	100	14%
Learning Through Play	1-4	1,3,4,6,7	100	14%
Final Exam	1-5	1,3,4	100	14%
Total Points Possible			710	100%

Course Policies:

- If an assignment is going to be late, email the instructor at least 12 hours before the due date, and you must propose a new due date at that time. Otherwise the assignment will not be accepted late. Discussion board posts are not accepted late.
- It is your responsibility to communicate with the instructor if something is confusing or unclear. If there are no questions, the instructor will assume that there are no issues. It is always better to ask.
- Email is the best way to communicate with the instructor. The emails go directly to my phone and I will respond as quickly as possible.

- Emails that are received between 9pm and 7:30 am will not be answered until after 8am the next day. Otherwise they will be answered in the order they are received, but it may take up to 24 hours. You may re-email me, but please give me at least 24 hours to respond.
- This course will utilize the module view in Canvas. If you are not following the modules, you will miss content. You can change the settings in Canvas so that your home screen for our course is the modules, and you can “close” modules as you complete them.
- I will post an introduction video every week. This will introduce the topic for the week, and give you an overview of some of the content the readings and other materials we will be covering. I will also use these videos to explain more about assignments that are coming up. These videos are part of the course and must be watched first (after you respond to the classmates that responded to your initial post from last week). Course content will not be available to you until you watch the introduction video.
- Standard spelling and grammar are expected on all assignments. While I am a bit more lenient with discussion boards, I do take off points for spelling and grammar. If this is not one of your strong suits, please use a word processing program that has a grammar check (Microsoft Word has it built in, but it sometimes needs to be turned on) or getting a subscription to a grammar checker (I recommend Grammarly). Another idea is to have someone else proofread your papers. This is especially important for those who are not native English speakers, as the English language is weird and tough to write in.
- This course is entirely online. Therefore, it is the student’s responsibility to schedule study and work time. You can expect to spend an average of 10-15 hours per week on this course.
- Because the course is entirely online, you will need a reliable computer and internet connection. There are many features of Canvas that will not be supported by a phone or a tablet. Also, the likelihood of technology issues increases dramatically as due dates approach - it is advised that you don’t wait until the due date to work on assignments, just in case your computer, wifi, internet, or other technology fails to cooperate. Starting early will give you wiggle room to find alternate means of completing assignments.
- Unless otherwise stated, all assignments should be typed and submitted through Canvas. Assignments cannot be accepted through Email.
- If I email you with a question, I expect a response within 24 hours. Remember, it is your responsibility to let me know if you are going to be out of contact for an extended period of time. Special consideration will be given for weather related events that may disrupt communications. Not communicating with me may result in loss of points due to non-participation/unprofessional behavior.
- Plagiarism will not be tolerated. You must submit original work and if you do include the thoughts, words, or ideas of another you will need to give them credit. This is an Education course so we use APA formatting for citations and references.

- All communication with classmates and myself must be civil and respectable. I welcome questions and feedback, but will not tolerate derogatory remarks and raised voices. I reserve the right to deduct professionalism points for any and all occurrences of unprofessional behavior or communication.

ATTENDANCE & TARDY POLICY:

This class is entirely online. **It is your responsibility to have regular access to the Internet in order to be successful in this course.** You **MUST** sign-in and participate in the online course a minimum of two times per week. Otherwise, it will be counted as an absence. Students are allowed to have one absence for class (Monitored through discussion board participation. One missed post = 1 absence). For each additional absence five (5) points will be deducted from your final score. Additionally, in order to have access to the course material you must complete and submit the Syllabus Quiz within the first three (3) days of class. Taking the Syllabus Quiz lets me know that you have received and read the syllabus, you are accepting the requirements of this class, and you are planning on continuing your enrollment. Students who do not take the quiz will be considered non-participating, which may result in being dropped from the course or receiving a grade of “F”. I will monitor each student’s activity weekly in Canvas. Students need to check their **FGC email account** every day: this will be our primary way of communicating individually. A final note about the attendance: If something happens and you will not be able to participate in class activities (for example, going out of town, Internet problems), you need to let me know. If I send an email I expect a response within 24 hours, or by the date requested in the email. It is your responsibility to keep me informed of how you are doing or problems you are having regarding participation in class.

INTERNET/TECHNOLOGY USE POLICY (for students on campus)

As a student at Florida Gateway College, you will be given access to wireless Internet. Wireless Internet privileges are to be used for academic purposes only while in the classroom setting. Throughout this course, you will be asked to use technology, as well as the internet. Screens should be face-down at all times during instruction, unless otherwise noted. ***Please turn off all cell phones and other devices upon entering the classroom.**

SCHEDULE OF CLASS EVENTS:

	Class Schedule and Assignments	Due Date
Week 1: Sept 12	Early Childhood Education Introduction Read Chapter 1 Syllabus Quiz, Introduction Discussion, Canvas Picture	Quiz, Intro, Picture - Sun, Sept 15 Discussion Responses - Tuesday, Sept 17
Week 2: Sept 16	Best Practices– Chapters 2 and 3 Discussion Board #1 Weekly Quiz #1 Groups Assigned	Initial Post: Sept 19 Quiz: Sept 22
Week 3: Sept 23	Learning Theorists Introduction Multiple readings, check Canvas Discussion Board #2 Weekly Quiz #2	Initial Post: Sept 26 Quiz: Sept 29
Week 4: Sept 30	Social and Emotional Learning – Chapter 4 Discussion Board #3 Weekly Quiz #3	Initial Post: Oct 3 Quiz: Oct 6
Week 5: Oct 7	Physical Development and Health – Chapter 5 Discussion Board #4 Weekly Quiz #4 Theorist Presentations Due at NOON	Initial Post: Oct 10 Quiz: Oct 13 Theorist Project: Oct 13 - NOON
Week 6: Oct 14	Responses Due Sunday	All theorist responses and evaluations due Oct 20
Week 7: Oct 21	Environments Discussion Board #5 Weekly Quiz #5	Initial Post: Oct 24 Quiz: Oct 27
Week 8: Oct 28	Chapter 6 Discussion Board #6 Weekly Quiz #6 Part 3 of Theorist Project - Fakebook	Initial Post: Oct 31 Quiz and Fakebooks: Nov 3
Week 9: Nov 4	Chapter 7 and 8 Discussion Board #7 Weekly Quiz #7 Classroom Environmental Evaluation Summary	Initial Post: Nov 7 Quiz and Environmental Classroom eval Summary: Nov 10
Week 10: Nov 11	Chapter 9 Discussion Board #8 Weekly Quiz #8	Initial Post: Nov 14 Quiz: Nov 17
Week 11: Nov 18	Chapter 10 Weekly Quiz #9	Initial Post: Nov 21 Quiz: Nov 24
Week 12: Nov 25	Learning Through Play Presentations due	Play Presentation: Dec 1
Finals Week: Dec 2	Final Exam Course Evaluation	Exam: Dec 7 Please note that this is SATURDAY. Absolutely no late work will be accepted after this date
For initial discussion posts, the due date is Thursday for each week		

The Student Success Center (SSC)

The Student Success Center is located in Building 059. SSC offers a variety of resources for students and faculty. The Success Center has over 60 computers with internet and limited free printing for students. Copies of reference books, textbooks, access to course specific software, and access to tutors for all levels of math and writing are available in the Success Center. Students may submit academic papers to be reviewed by an in-house tutor by emailing to college.success@fgc.edu. Tutoring for other subjects such as Chemistry, Accounting, Anatomy and Physiology, Physics, Spanish, and Public Speaking is available. Please stop by Building 059 for the current tutor schedule. The center also provides space for students to study in subject specific Learning Groups, which provide opportunities for students to work with a Tutor on particular competencies and to focus on strengthening their foundational skills. Proctored tests are available in the SSC by instructor approval only. SSC offers a PERT preparation Boot Camp for students to strengthen their skills with a personalized study plan. If you have any questions please call (386)754-4479 or 754-4413, or email sandi.tomlinson@fgc.edu.

SSC also provides 24 hour online tutor services through Tutor.com. This service is accessed directly through students' Canvas courses. Online tutoring is limited to five hours per student per semester. If additional online tutoring time is needed, you must contact Robert Dawson in the Student Success Center by email: robert.dawsonjr@fgc.edu. Extensions will be granted on a case-by-case review of online tutoring sessions.

The TRiO program is also housed in the Student Success Center offering coaching to enhance, navigate, and simplify the college experience. Qualified students may participate in workshops, travel, individualized tutoring sessions and other educational experiences.

The SSC is open during the following hours:

- Monday – Thursday 8 am to 6 pm (All year)
- Friday 9 am to 4:30 pm (Fall/Spring)
- Saturday 10 am to 2 pm (Fall/Spring)

If you have any questions, you may contact the center by phone at (386)754-4437, 754-4305, or 754-4307, or by email at robert.dawsonjr@fgc.edu

GradesFirst

The Student Success Center, located in Bldg. 59, offers early alert to the entire campus through GradesFirst/EAB. Twice during the semester we provide instructors with the opportunity to ALERT students of their course progress. This is done through the FGC Wolves email account. Students may receive an email stating their success may be at risk in a specific course. If you

receive this email, DO NOT PANIC. Please contact your instructor directly, your Academic Advisor, and the Student Success Center. Your instructor's information is provided in the email.

Please do not allow yourself to struggle. We are here to help you achieve success. The mission of the Student Success Center is to help encourage and promote your educational journey here at FGC and beyond.

Resource Information

If you think you might benefit from the guidance of a professional counselor for any school, work, or life issue, take advantage of the **free, confidential resources of BayCare Behavioral Health**. If you would like to speak to a Counselor over the phone, please call **(800) 878-5470**. It is a safe and secure way to get short-term counseling (up to 3 sessions) on issues including: managing stress/ school, work or life issues/ relationship issues/ family concerns/ anxiety, depression/ grief, trauma, loss/ self-esteem/ substance abuse. **Counseling sessions are completely confidential**. If you are in need of additional resources, please contact the Director of Student Life, Building 7.

Academic Appeal; Grievances; General Complaint

If a student wishes to file an academic appeal, grievance, or general complaint, please visit the college's website (www.fgc.edu) for more information. Under Student Resources and Student Complaints/Appeals, information regarding policy, procedure, and forms related to these topics is provided.

College Course Withdrawal And Drop Process:

Students who register for classes are responsible for all fees associated with those classes. Students who decide not to attend or wish to withdraw from a class are responsible for dropping or withdrawing from class by the appropriate published date (see [Academic Calendar](#)). Students, who have not been identified by their instructor as never attending, will not be automatically dropped or withdrawn. Any student not dropped or withdrawn by the published dates will remain officially registered, liable for all fees, and assigned an earned grade at the end of the semester. A course may be dropped only during the published add/drop period. The student may drop the course online through MyFGC or by submitting a form through the office of Enrollment Services. Dual Enrollment students should follow the established dual enrollment drop process. To withdraw from a course, the student must complete the following before the published withdrawal deadline:

1. Complete the Withdrawal Form and submit it to your instructor. The instructor should sign the form and fill in the last date of attendance.
2. The student must then meet with an academic advisor, who will sign the form. (Building 027, Office 024).

3. Submit the form to the Director of Financial Aid or one of the Director's designees for signature.
4. Take the signed Withdrawal form to the Office of Enrollment Services for processing before the deadline for withdrawal.

A student will be permitted a maximum of two (2) withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for the course. Students, who take courses off campus or have extenuating circumstances that prevent submission of Withdrawal form in person, must:

1. Obtain the instructor's authorization and last date of attendance via email
2. Email the advisor a statement requesting a withdrawal from the course and include the instructor's email with the last date of attendance.
3. The advisor will complete a withdrawal form, attach the emails from the student and instructor in lieu of signatures and forward the form to Financial Aid.
4. A Financial Aid representative will complete and sign the form and forward the form to Enrollment Services to be processed.
5. Want some extra points? In the last questions of your Syllabus quiz, type in "Oh yeah!" to prove that you read through all of this.

It is the student's responsibility to ensure that the required documents are submitted to the advisor prior to the designated withdrawal deadline and to understand all financial and academic implications of the withdrawal. Absence from class or merely notifying the professor does not constitute withdrawal. A student who stops attending class without withdrawing will receive a grade from his/her instructor.

Critical Dates Fall 2019:

Fall Semester Begins	September 12, 2019
Add/Drop Ends	September 16, 2019
First Day of Spring Registration	October 28, 2019
Last day for student-initiated withdrawal	November 13, 2019
Last Day of Class before Finals	December 2, 2019
Final Exams Begin	December 3, 2019

Academic Honesty

Cheating, plagiarism, bribery, misrepresentation, and fabrication are not permitted and will be dealt with severely. Students should make themselves aware of the student code of conduct found in the Student Handbook.

Equity and Diversity

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, ethnicity, national origin, gender, religion, disability, age, marital status, genetic information, sexual orientation, pregnancy, or any other legally protected status in accordance with the law. The equity officer is Sharon Best, executive director of human resources, 149 SE College Place, Lake City, FL 32025, and may be reached at (386) 754-4313.

Disability Statement

The Office of Accessibility Services (OAS) is a resource for both students with disabilities as well as faculty. Students with disabilities in need of academic accommodations must first be registered with the Accessibility Services Office to verify the disability, establish eligibility, and determine reasonable academic accommodations.

After registering with the OAS, students must request their academic accommodation letters be sent each semester to their instructors. Upon receipt of the letter, the instructor will be available during office hours or via email to discuss the accommodations a student will need during the course.

Students with disabilities who are not registered with the OAS or faculty who may have questions or concerns regarding an accommodation, please contact the office at the following:

In person: Building 14, Room 102

Phone: (386) 754-4393

Email: disability.services@fgc.edu

FERPA Statement

The Family Educational Rights and Privacy Act (FERPA) provides certain privacy rights to students related to educational records. This information can be found in the College Catalog, at the Office of Enrollment Services in Building 015 or on the College Website.

SACSCOC Statement

Florida Gateway College is accredited by the Southern Association of Colleges and School Commission on Colleges to award the baccalaureate and associate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of Florida Gateway College.

Anatomy of APA references

Book:

Author, A. A.¹. (year). *Title of book*.² Location: Publisher³.

1. Last name, initial, initial – no first names
2. Only the first word is capitalize. Book title is in italics.
3. Use the location closest to you, this information can be found on the copyright page.

Journal article:

Author, A. A., Author, B. B., & Author, C. C.¹. (year). Title of article². *Title of Journal*³, Volume(number)⁴, pages⁵.

1. Notice the authors are last name, first initials only and separated by a comma with a period at the end.
2. Article titles are not in italics, and only the first word is capitalized.
3. The journal's title is in title case, and italics.
4. Your volume and number will usually be in a bottom corner of one of the pages.
5. This is a range, if you are online you may need to hunt for this information.

** Note the hanging indent for references that go for more than one line. This format is for all types of references.

** If the article was online you will need to add Retrieved From: the entire web address.

Website:

Author, A. A.¹(year)². *Title of website*³. Retrieved from <http://www.websiteaddress.com>⁴

1. Identify author if provided or identify publisher as author of website – the article title is NOT the author.
2. Year and publisher information is usually given at the bottom of the website if not earlier in the page – look for Copyright information.
3. Title of the article, not the website – only the first word is capitalized. The title is in italics.
4. Provide the entire website so that I can find your website.

These are the most commonly used formats. If you have a source of information that is not provided above please use your resources to find the proper format. Some good places to start are <https://www.fgc.edu/students/library/research/> and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html