**ECE 433 – Developmentally Appropriate Programs for Young Children**  
**Summer 2008 Mini**  
**College of Education**  
**Department of Language, Literacy and Special Populations**  
*ECE 433 is required for EC - 4 Certification*

**Professor**
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**Office Hours:**
University Center 12:00 – 3:00

**Required Text:**

**Course Description:**
An in-depth study will be made of developmentally appropriate practices in schools for young children. Appropriate curriculum and instruction, thematic unit development, early childhood assessment and a study of the standards including Texas Essential Knowledge and Skills and NAEYC Standards are major areas of emphasis. Field experiences will allow students opportunities to teach group lessons and practice assessment and planning strategies with young children. Prerequisites: ECE 273, ECE 275, ECE 319, and ECE 329. For the mini mester, there is an additional pre-requisite of 2.5 GPA for previous fall semester. Credit 3.
**Standards Matrix:**

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
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</thead>
<tbody>
<tr>
<td>Plan an appropriate lesson for kindergarten children</td>
<td>Kindergarten Lesson Plan And lesson teach</td>
<td>Written lesson plan Critique of taught lesson by peers and professionals 1.1s; 1.3s; 1.4s; 1.6s; 1.10s 4b; 4c; 4d 1.0, 3.1, 3.2, 3.4 CF1, CF2, CF3, CF4, CF5</td>
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<tr>
<td>Prepare an appropriate material for use with ECE child (Pre-K – 1)</td>
<td>Instructional Material used in Kindergarten lesson Assessment material used with ECE child</td>
<td>Used in Kindergarten Lesson - rubric Rubric with assessment material 1.16s; 1.20s 4b; 4d 2.1-2.7, 3.2 CF1, CF2</td>
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<tr>
<td>Prepare a Thematic Project</td>
<td>Written unit of lessons centering around a specified unit/theme</td>
<td>Written unit plus three checkpoints to determine if students are on course with the assignment - rubric 1.19s; 1.20s; 1.21s; 1.23s 4a; 4b; 4c; 4d 1.0, 2.1-7, 3.2, 3.4 CF1, CF2, CF3</td>
</tr>
<tr>
<td>Define significant characteristics of various recognized early childhood models</td>
<td>Online and written exams Group presentations</td>
<td>Exams Group Presentation 2.1s; 2.2s; 2.3s; 2.5s 4b; 5 1.0, 3.1 CF1, CF3</td>
</tr>
<tr>
<td>Define developmentally appropriate practice</td>
<td>Discuss and reflect on the definition of developmentally appropriate practice as presented by the National Association for the Education of Young Children</td>
<td>Class group work and discussion 2.1s; 2.2s; 2.3s; 2.18s; 2.19s; 2.20s; 2.21s 4c; 4d; 5 1.0, 3.1 CF1, CF3</td>
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<tr>
<td>Demonstrate the knowledge of children’s development</td>
<td>Assessment visits and written Portfolio</td>
<td>Documentation of time, activities and written portfolio 3.7s; 3.8s; 3.11s; 3.14s 4b; 4c; 4d 1.0, 4.0 CF1, CF2, CF3, CF4, CF5</td>
</tr>
</tbody>
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Web address for state standards: [www.texas.nesinc.com](http://www.texas.nesinc.com)

Web address for specialty organization standards: [www.naeyc.org](http://www.naeyc.org)

**Course Format:**
ECE 433 will utilize class discussions, lecture, individual and group projects using research and collaboration, video presentations, individual preparation of a thematic project, lesson planning, development of classroom materials, teaching of a lesson, designing assessment activities, working with a young child to determine the child’s strengths, and areas of needed experience, the development of a child’s development portfolio with recommendations and reflections along with displayed collegiality and dispositions will be used to determine course grade. Students are responsible for their effort and learning. The more you invest. the more you will learn.
Assignments and Readings:
Textbook and other assigned readings are important to your understanding of the material. Readings are expected to be done prior to the class in which they are discussed. Having read and understood the material will allow for a rich discussion. Assignments are expected to be turned in at the beginning of the class session unless otherwise designated. Late assignments will result in point deductions. All written work is expected to be typed and professional in content and appearance. All grading criteria will be given when the assignment is introduced. Items may be digitally dropped. Electronically dropped items follow the same “turn in times”.

Course Content:
When ECE 433 is complete, students will have acquired significant information about:
(1) kindergarten/prekindergarten lesson planning and implementation;
(2) preparation of a classroom material to accompany the lesson;
(3) preparation of a thematic project;
(4) research and discussion of various models in early education and theories of ECE learning including:
   - Inclusion classrooms
   - High/Scope
   - Reggio Emilia
   - Montessori Education
   - Mixed-Age classrooms
   - Head Start;
(5) the Guidelines/TEKS for pre-kindergarten and kindergarten;
(6) developmentally appropriate practice, as defined by the National Association for the Education of Young Children;
(7) child development, assessment strategies, and planning for curriculum

Grading: There will be a possible total of 400 points accumulated in the completion of this course.

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>400 points</th>
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<tbody>
<tr>
<td>372 - 400</td>
<td>A</td>
</tr>
<tr>
<td>340 - 371</td>
<td>B</td>
</tr>
<tr>
<td>300 - 339</td>
<td>C</td>
</tr>
<tr>
<td>260 - 299</td>
<td>D</td>
</tr>
<tr>
<td>Below 260</td>
<td>F</td>
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A=93% and above  B=85-92%  C=75-84%  D=65-75%  F= below 65%

Lesson Plan 30 points (20 pts. initial check – 10 points final copy)
Lesson Teach 30 points (Peer evaluation and teacher evaluation)
Instructional Material 20 points
Thematic Project draft 60 points (3 check points 20 points each)
Thematic Project final 30 points (electronic submission)
Research paper on EC Program 30 points
Presentation of Program 20 points (Group grade)
Portfolio of child development 30 points
Assessment material 20 points
Quizzes (3) - on Blackboard 30 points (10 points each)
Discussions (4) 20 points (5 points each)
Exam #1 20 points (midterm)
Final paper - take home 20 points
Exam #2 - in class/online 20 points
Participation/dispositions 20 points

Blackboard.com Information:
All assignments, grading rubrics, announcements, quizzes, discussion material, and group
participation information will be posted on Blackboard. It is your responsibility to access the
class Blackboard site daily. Email and group postings can be accessed through the Blackboard
site as well.

Attendance Policy:
Students may not miss more than three hours of absences during the semester. 10 points are
deducted for each hour of absence after the initial 3 hours. Remember this summer session
class is 4 hours in length. Any day of absence will result in point deductions. Class sessions
are important to your understanding of the material as well as participation. If you miss any
class, it is your responsibility to obtain the needed handouts, information, and materials. Two
tardies or early leaves to/from class (30 minutes or less) are the equivalent of one hour of
absence. It is your responsibility to sign the roll sheet during each class period.

Student Information on: Academic Dishonesty, Classroom Rules of Conduct, Student
Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the
Classroom. (http://www.shsu.edu/syllabus/) Students are expected to read, understand and
adhere to the above information.