EDU 103 – D01
Preschool Child Care

Instructor: Michelle B. Morris, M. Ed.
Office Hours: HC 207
M/W 12:45 – 2:15
R 2:45 – 5:15

Phone: 410-334-2959
Email: mmorris@worwic.edu

Class Day/Time: MW 2:30 – 4:00
Class Location: JC 100

“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes, and having fun.” — Mary Lou Cook

Required Text:


Other Required Materials:
Regular computer and internet access  Jump Drive  Microsoft Office
One Trifold board  Bulletin Board Border  Colored or Clear Folders  Stapler
Crayons/Markers  Glue  Scissors  Post Its  Colored Construction Paper

Blackboard Requirements:
Blackboard is being used as a supplementary site in this course. To access course content in Blackboard, you need to have access to a computer with an Internet connection (other Requirements may apply). Computers that meet these requirements are available on Campus in:

BH 217, FOH 305, HH 100, GH 204 and AHB 108.

Please follow the directions below to access your course syllabi and all other materials posted for this course:
1. Log-on to www.worwic.edu
2. From the Wor-Wic homepage, point to “myWorWic” (top right) and click the “Login to myWorWic” link.
3. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password). Don’t know your user ID or password? Contact Student Services.
4. Locate the course name and number from the list provided. Click on our course.

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals
- Sharing of account passwords with friends, family members, or any unauthorized individuals.

Violators are subject to college disciplinary procedures.

Course Description:

This course covers the design and implementation of the preschool curriculum. Specific consideration is given to language development, mathematics, science and the arts. Together, EDU 102 and 103 meet the 90 hours of approved training for senior staff members required by the childcare administration and the Maryland Department of Human Resources. Hours: 39 lecture and 15 observation. Prerequisites: EDU 101 and EDU 102 with grades of “C” or better. This course is usually offered in the spring.

Course Objectives: Upon successful completion of this course, the student will be able to:

<table>
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<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
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</table>
| 1. Demonstrate a comprehensive understanding of working with young children at their individual developmental levels and planning an appropriate curriculum for the children. \textit{GEO’s} 1, 2, 3, 7, 9 | A. List reasons to plan.  
B. Write sample lesson plans.  
C. Develop a comprehensive unit plan appropriate for a wide range of developmental levels. | 1. Test Questions  
2. Thematic Unit  
3. Bulletin Board  
3. In-class group projects |
| 2. Explain and implement the teacher’s role as a facilitator in children’s | A. List the roles of teachers.  
B. Evaluate a teacher’s performance as a facilitator of learning. | 1. Test Questions  
2. Placement Observation  
3. Bulletin Board |
activities, the development of creativity and support of aesthetic appreciation.  
**GEO’s 1, 2, 3, 8, 9**

3. Describe an appropriate physical environment for activities for young children and understand the importance of room arrangement in relation to safety and use of learning centers **GEO’s 2, 3, 8, 9**

4. Identify a variety of equipment, activities and opportunities to promote the physical development (gross and fine motor skills), intellectual, and social-emotional development in preschool children.  
**GEO’s 7, 8, 9**

5. Discuss appropriate activities and materials for toddlers, young preschools, and older preschoolers.  
**GEO’s 1, 2, 3 9**

6. Discuss the general planning guidelines for activities within the curriculum for preschool children.  
**GEO’s 1, 2,**

<table>
<thead>
<tr>
<th>4. In-class group projects</th>
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<tbody>
<tr>
<td>1. Test Questions</td>
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<tr>
<td>2. Placement Observation</td>
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<td>3. Thematic Unit</td>
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<tr>
<td>4. In-class group projects</td>
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| A. List reasons for considering room arrangement in an early childhood classroom.  
B. Design an appropriate early childhood classroom.  
C. Assess an early childhood environment for safety and ease of use.  
4. In-class group projects |
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| A. Demonstrate the facilitation of learning by creating various projects and displays.  
C. Demonstrate the facilitation of learning by creating various projects and displays.  
4. In-class group projects |
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</tbody>
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**Information Literacy Requirements:** GEO 7

This course requires library research. The Media Center at Wor-Wic offers electronic access to encyclopedias, journals, and magazines. The complete text of many articles can be read on the computer screen, downloaded to disc, or printed. Students not finding sufficient information through the Media Center's resources are encouraged to use Blackwell Library at Salisbury University. Every Wor-Wic student is eligible for a free Gull Card at Blackwell. The bibliographic references must include references from the electronic library database collection(s). GEO 7
Suggested Steps for Optimum Success Using Blackboard:

These links will help you get oriented with how to maneuver through Blackboard and will assist you in getting your computer ready to be compatible with Blackboard. I suggest that you take time to go through the following five steps before using Blackboard, on your own computer. These steps will help to eliminate some issues you may have.

1. Contact Student Services at 410-334-2800 if you do not know your user ID and password.
2. From the Wor-Wic homepage, point to “myWor-Wic” (top right) and click the “Login to my Wor-Wic” link. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password).
3. Do the Distance Online Orientation and Student Tutorial: http://www.worwic.edu/Academics/DistanceEducation/StudentTutorial/
6. Turn off pop up blockers and firewalls on your computer or laptop.

Services for Students with Disabilities:

Wor-Wic Community College provides reasonable accommodations for students with disabilities, in compliance the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office in BH 109 or by calling directly at 410-334-2900. For more information, see Wor-Wic’s Services for Students with Disabilities web page.

Sexual Violence Disclosures

Wor-Wic Community College seeks a campus free of sexual violence which includes sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Please be aware that if a student discloses a personal experience verbally or in writing as a Wor-Wic student to a faculty or staff member, the employee cannot maintain confidentiality and has the mandatory responsibility to notify one of the
college’s Title IX coordinators. However, if you’d like to make a confidential disclosure of any such violence, you can contact Wor-Wic’s director of counseling (X-2900) or you can contact the Life Crisis Center at 410-749-HELP or 2-1-1.

Information on rights of victims of sexual violence and related resources is available in the college catalog and at the public safety page of Wor-Wic’s website: http://www.worwic.edu/Administration/PublicSafety.aspx.

Communication with the Instructor:

All students are expected to be in class and to attend all scheduled events. However, it is expected that students will need to contact the instructor at times other than those scheduled. This can be facilitated through an office visit, phone conversation or email. **Students wishing to email the instructor must utilize their Wor-Wic Community College email address.** Occasionally students may also find it necessary to email a paper to the instructor. Again, **only work emailed via a Wor-Wic Community College email will be accepted.**

Course Evaluations:

This course participates in a college-wide, online course evaluation program to assess the overall effectiveness of our course design. Wor-Wic Community College does not utilize paper/pencil course evaluations for the evaluation of credit courses.

The College has selected and utilizes SmartEvals as the vendor to run this program. SmartEvals maintains the highest level of security with the evaluation information and the information is only housed on SmartEval’s computer servers; not on WWCC servers. Individual faculty is made aware of the feedback gained from the SmartEval process for each semester after the final grades for the semester have been reported. A faculty member is unable to identify individual evaluations and/or any data which has the potential to reveal the identity of a student (i.e. a student who is the only male in the course).

Your cooperation in completing the online evaluation at the designated time is greatly appreciated by the college and by Mrs. Morris. The results from the course evaluations provide valuable feedback to Mrs. Morris that she utilizes to make needed changes to the curriculum and/or teaching style(s). It is hoped that your participation in the SmartEvals process will be both positive and constructive and that improvements to the overall course can be made as a result of your feedback. Please feel free to ask Mrs. Morris for specific examples of how she has incorporated the feedback from previous SmartEval processes to improve and/or change this course.

At the appropriate time each semester the “Course Evaluations” tab will appear on the bottom, left menu of our course Blackboard sight. The window for completion is generally two weeks. You will also receive notification via your WWCC student email account. Please disable your pop-up blockers on your personal internet browser in order to access the evaluation. Please direct any questions or concerns that you have about the online course evaluation system to Hope Ellis (hellis@worwic.edu)
Graded Course Assignments: Please view the scoring rubrics on the course Blackboard sights for more specific, detailed points break down for each assignment. Where ever possible samples of completed assignments are also available on Blackboard

Final Exam and Online Quizzes: (1 @ 150 points)

A final exam will be administered during the scheduled final exam time. The final exam will be cumulative and will count 150 points.

ADDITIONAL GRADED ASSIGNMENTS:

1. Attendance/Class Assignments (25 points each x 6 assignments = 150 points) and Participation in Colleague Demo Lessons (10 points each day x 10 days = 100 points)

Due to the format of this course attendance is crucial. Research shows an unequivocal relationship between a student’s time in class and his/her grade in that class. To achieve maximum learning potential you must commit to attending class on a regular basis. There will be NO MAKE-UPS for any missed assignments on days that you are absent. On a few occasions the 25 point activity may be completed or due on Blackboard. Due to financial aid requirements, an attendance sign-in sheet will be circulated for the first 15 minutes of each class. Students who are not present, and/or who have not signed in, within that 15 minutes time frame will not receive attendance credit for that class session.

Additionally, part of the learning process is participation in colleague demo lessons. Students are expected to be ‘sample students’ for each other and to give full respect, consideration and cooperation to one another. Texting, completing other class work and/or other rude behavior will not be tolerated. During each demonstration circle time lesson and demonstration of learning centers students will be expected to participate. The instructor will complete all sample assignments from that days lessons and assign points. Students who do not turn in all sample assignments from that day (or none) will have their grade adjusted accordingly. There will be no make ups for these points for any reason. You must be present and participate to earn the points.

2. Semester Theory Research Project (240 points) GEO 1,2,3,6,7; CO 1, 8 To receive a grade students must submit a message via Blackboard for each section of this project! Click on “Assignments” — “Theory Notebook” and send to Mrs. Morris by the due date listed on the syllabus.
There are numerous child development theories that exist. The key to a firm foundation in education is the study and evaluation of these theories. Therefore, students will construct a theory action research paper that attempts to explain many of the most prevalent theories. Throughout the semester students will complete outlines of ten (10) prominent child development theorists. The students will complete and turn in two (2) theorist outlines at a time. These deadlines will be specified in the tentative course outline. Mrs. Morris will assign the 8 theorists. *It is expected that students will utilize the Wor-Wic Community College database for research related to the completion of this assignment.* For each pair of theorists students need to include the following:

1. Include a title page
2. Be organized in a presentable and professional manner
3. Include an APA works cited page. You must use at least one research article for each theorist required. This must be listed on your page. You may also use your text.
4. Research and summarize the theorists. This includes – key vocabulary/definitions related to education, any ages/stages of development with descriptions, statement(s) of general beliefs and/or theory, any equipment or pedagogical inventions, basic biographical information
   a. In outline form, summarize all key concepts for each theorist. This includes – key vocabulary/definitions related to education, any ages/stages of development with descriptions, statement(s) of general beliefs and/or theory, any equipment or pedagogical inventions, basic biographical information
   b. For each theorist find at least two other theorists who believed similarly. List the first and last names. To find associated persons mentioned in articles, in the textbook or do a search for “theorists associate with ________”.
   c. Include a summary of contributions/advantages and limitations/disadvantages (for each theory) in the early childhood setting.
   • This should be in outline form or paragraph form.
   • Think about teaching and children – what is good about this theory and what is bad about this theory?
   • List two of each in this section

The list of theorists that students will be responsible for researching is as follows:

- Part One – Howard Gardner and Benjamin Bloom
- Part Two – Madeleine Hunter and Kenneth Rubin
- Part Three – Noam Chomsky and Arnold Gesell
- Part Four – Sara Smilansky and Mildred Parten

**3. Developing and writing a thematic unit/lesson plans:** (175 pts.) *GEO 1,2,3,7,8; CO 1-6*

Utilizing a thematic approach to curriculum development students will construct a thematic unit suitable for use in an early childhood setting. This activity will be the basis of a students work for this course and, if completed correctly, will demonstrate his/her attainment of core concepts that have been taught. *You may not recycle unit topics from previous education courses.* To complete the thematic unit students should do the following:
a. Choose a theme or topic.

b. Create and/or locate at least five (5) lesson plans for each teaching area – dramatic play/music, reading/language arts, science, math, art, social studies. For each content area, summarize the related plans in chart form. Each subject chart/plan should have the following information included:

1. The subject and theme at the top of the page
2. The grade level/age intended
3. Title of the lesson
4. Estimated time length for the lesson
5. All materials needed to complete/teach the lesson
6. At least two CCSS standards that are addressed by this lesson

c. Behind each content area chart students must include a typed, detailed and specific anticipatory set, procedure and evaluation method(s) for each of the ten lessons on the chart. These should be in the same order that they appear on the chart.

d. Write a one page summary of a possible field trip you could take with your children to enrich your unit. Include the name of the destination, the cost per child, mode of transportation and a summary of the learning experiences available during the trip. The website or documents used for this information must be included on the APA resources page.

e. Compile a chart that shows ten (10) trade books suitable for reading and/or display with your unit. The chart should display the following information: the title, author, isbn number, at least one CCSS standard that the book addresses. Students should also include a copy of each book cover. Covers can be retrieved from a site such as Amazon.com or BarnesandNoble.com and can be placed behind the chart. The website utilized for this information must be included on the APA resource page.

f. Locate at least three content specific bulletin boards that relate to your theme. For each bulletin board cut/paste a picture of the bulletin board. Under each picture please list at least one standard that is addressed. Each website and/or document utilized for the bulletin boards must be included on the APA resource page.

g. Use a minimum of four (4) resources to obtain ideas for the unit/lesson plans. Your textbook may be used to locate ideas but does not count as one of your required four (4) resources. Additionally, the Common Core State Standards website, any websites used to locate bulletin boards, the website utilized for your field trip and the website(s) utilized to locate the information for your ten books must be included on this page.
h. Organize the unit in a presentable, professional manner with the following components included:

1. Cover page
2. Table of contents
3. Trade books
4. Six (6) completed charts (one for each subject/content area) followed by a detailed anticipatory set, procedure and evaluation.
5. Completed thematic web
6. One field trip summary
7. Photos of at least 3 bulletin boards
8. Supplemental Resource and Trade Books Chart (At least 10 books)
9. Completed thematic web
10. A bibliography showing all sources (if you use your textbook you will have at least 9 resources on this page in APA format.)

Upload the entire assignment to Blackboard to receive a grade.

4. Lesson Presentation (100 points) GEO 1, 2, 3, 7, 8; CO 1, 2, 3, 6

After discussing each of the areas of lesson/activity planning and developing individual thematic units, each student will teach one lesson to the class. Students should bring all materials/handouts necessary (with exception to glue, scissors, and crayons) and a copy of the lesson plan (following attached lesson plan guide). The lesson should be presented in the same manner as it would be taught to a group in a childcare setting. Students must submit a detailed, written, complete lesson plan that includes at least two CCSS addressed by the lesson, a complete list of materials, anticipatory set, procedure and evaluation plus a resources page. It is not recommended that the student rely on simply reading a book and/or completing an art project as his/her lesson content. This should be a content area (math, science, language development, social studies) lesson. This must be presented with a partner to facilitate the best use of time due to enrollment.

Upload the typed lesson plan to Blackboard to receive a grade.

5. Lesson Observation/Placement (225 points) GEO 1, 2, 3, 8; CO 4, 5, 6. All written components must be submitted via Blackboard

Each student will be placed in a classroom for a minimum of 15 hours. Placements will be arranged by the field placement coordinator. Student may not choose or arrange their own placements. Students will not be excused from classes to complete hours. They are in addition to the other required hours. During this 15 hour visit students will be expected to complete the following tasks:
<table>
<thead>
<tr>
<th>Task</th>
<th>Total Points</th>
<th>How to Submit</th>
<th>When to Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Placement Request Form</td>
<td>15 points</td>
<td>Hard copy to</td>
<td>Prior to receiving placement (see date on tentative schedule)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mrs. Morris</td>
<td></td>
</tr>
<tr>
<td>Field Placement Guidelines Form</td>
<td>15 points</td>
<td>Hard copy to</td>
<td>Prior to receiving placement (see date on tentative schedule)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mrs. Morris</td>
<td></td>
</tr>
<tr>
<td>Finger Print Form</td>
<td>15 points</td>
<td>Hard copy to</td>
<td>Prior to receiving placement (see date on tentative schedule)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mrs. Morris</td>
<td></td>
</tr>
<tr>
<td>Field Placement Contract</td>
<td>15 points</td>
<td>Hard copy to</td>
<td>Upon completion of placement (see date on tentative schedule)</td>
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<tr>
<td></td>
<td></td>
<td>Mrs. Morris</td>
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<tr>
<td>Field Placement Log of Hours</td>
<td>15 points</td>
<td>Hard copy to</td>
<td>Upon completion of placement (see date on tentative schedule)</td>
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<td></td>
<td></td>
<td>Mrs. Morris</td>
<td></td>
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<tr>
<td>Employee Success Characteristics Form</td>
<td>125 points</td>
<td>Hard copy to</td>
<td>Upon completion of placement (see date on tentative schedule)</td>
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<td></td>
<td></td>
<td>Mrs. Morris</td>
<td></td>
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<tr>
<td>Three Field Placement Journals (minimum)</td>
<td>45 points</td>
<td>On Blackboard</td>
<td>Upon completion of placement (see date on tentative schedule)</td>
</tr>
<tr>
<td>Thank You Letter (copy)</td>
<td>15 points</td>
<td>On Blackboard</td>
<td>Upon completion of placement (see date on tentative schedule)</td>
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</tbody>
</table>

Students must visit and journal at least three visits to their placement site. For each Journal entry the student should include the following information: 1) Site Name 2) Grade Level 3) Date and time frame 4) summarize the high points of the day in a solid, well written paragraph 5) two things that you learned; please be specific. Students do not need to include student names. Please refer to students as “Student X”, “Jim”, “Ellie”, etc. to protect the anonymity of the students you are working with. The journals will be uploaded to Blackboard. Please see the due dates on the tentative course outline.

The thank you letter should be approved by Mrs. Morris prior to mailing or delivering. Students may send a handwritten thank you note, by a pre-printed card and add a short message or type a formal letter. In either case, the scanned card or formal letter must be submitted on Blackboard by the due date specified on the syllabus.

Any thank you letters or field placement journals that are posted on Blackboard utilizing a lower case "i" (in place of the grammatically correct "I"), fail to utilize overall proper capitalization at the beginning of sentences and proper nouns and/or fail to utilize basic punctuation at the end of sentences will automatically receive a grade of "0". There will be no exceptions to this rule.

****Students who fail to complete the Field Placement/Lesson Observation will automatically receive a grade of "F" in the course regardless of performance on other assignments. Likewise, students complete the placement but fail to complete & turn in required paperwork will also receive a grade of “F” in the course. Further, any student who is caught plagiarizing in this course (regardless of assignment) will receive a grade of "F" on the field placement. Plagiarism is a violation of teacher ethics and therefore this will also result in a grade of “F” for the course. ****
6. Bulletin Board (100 points) GEO 1,2,3,7; CO 1, 3, 4

Create an interactive bulletin board that can accompany one of the lessons taught from your Thematic Unit. Remember to make your board appealing to our specific age group (colorful, fun, and easy to use). All materials for your bulletin board must be home-made with exception to the background paper, letters and border. Each bulletin board should include a minimum of three interactive, hands-on activities that teach/review age appropriate CCSS standards. The standards must be displayed on the bulletin board (may be typed and in one corner) in a form that is legible and able to be read by all. You will present your bulletin board in class. Please check the Tentative Course Outline for specific due dates for all projects.

**Upload to Blackboard one page with the following information printed:**

a. Student’s name
b. Bulletin Board title
c. List each of your activities (there should be a minimum of 3 educational activities listed)
d. Provided a list of at least 5 CCSS standards that the activities on your theme board will address
e. A list of all resources used in APA format

7. Handwriting Book (75 points) GEO 1, 2, 3, 7, 8; CO 1, 6, 7

Students will obtain and complete the Cursive handwriting book from the college bookstore. No instruction will be provided in class for the completion of this book after the first week. Upon completion students should submit this to Mrs. Morris for grading. This book should be completed in its entirety. Any directions not followed will result in lost points. Students may choose to request the black and white, free text or to print black and white copies from the media center.

8. Author Study (85 points) GEO 1,2,3,7,8; CO 1, 2, 3, 6

Select and evaluate five (5) children’s books that would be suitable for classroom use. These five books must be written by the same author. Summarize each book. The book critiques should include the following:

a. Title
b. Author
c. Illustrator
d. Awards or recognition
e. Summary
f. Copy of the book’s cover

Each book presented must have a full, written lesson plan to accompany it. **A complete lesson plan will include:** subject area, grade level, theme,
expected time frame, at least 2 CCSS standards that are addressed by the activity, a detailed materials list, an anticipatory set, a detailed procedure, an evaluation section, and copies of any patterns needed to teach the lesson.

The five book critiques/extension activities should be organized in a professional manner and following the following criteria:

a. title page
b. table of contents
c. book summaries
d. book covers
e. detailed lesson plan for each book
f. bibliography

These five (5) books may not duplicate any of the ten (10) books contained in the trade book list in your thematic unit. Students may choose to relate the books chosen for this project to their thematic unit. Students also have the option of having this project stand alone as a separate, mini unit.

Upload to the entire assignment to Blackboard for your grade.

9. Theme Center Presentation (75 points) GEO 1,2,3,7,8; CO 1, 2, 3, 6

Students will choose a mini-unit topic and then students will construct a Theme Center for use in the classroom. The Theme Center should be constructed on a standard size, tri fold science board. On the board students should include the following:

b. a title
c. decoration/layout that is aesthetically pleasing to children and matches the theme of your critiques
d. a minimum of three hands-on, educational learning activities that relate to your book critiques theme. Students must be able to access the activity on their own from the board and complete the activity with little to no help from the teacher. The activities must be attached to the board somehow.
e. two additional activities for ‘early finishers’ to choose. These may be color sheets, word searches, puzzles, etc. but must be attached somehow to the board. Students must be able to access the activity on their own from the board (not in front of the board on a desk).
f. Use your best Zaner-Blozer handwriting, use store bought letters or use computer generated, typed text.
g. Any additional items that you think add to your board.
h. **Upload to Blackboard one page with the following information printed:**
   a. Student’s name
10. PRAXIS I Assignment (100 points) (CO 2, 3, 5; GEO 1, 2, 3, 7)

Praxis I is a graduation requirement for all education transfer students here at Wor-Wic Community College. Therefore, students must make themselves aware of the assessment criteria and make plans to achieve passing scores. To achieve these goals each student will complete a research project on the assessment. Specifically, students need to research and complete the following:

Upload to the entire assignment to Blackboard for your grade.

- What is PRAXIS? What parts of the test must a Maryland certified early childhood teacher complete and with what scores?
- Where can a local student register for and take the PRAXIS?
- What is the cost to take each section?
- Locate at least five resources that a Wor-Wic Community College student can use to prepare him or herself for the PRAXIS. At least two of these resources must be “sample test” resources. For each resource please provide the name, exact location, summary of the resource, cost (if any), etc…
- How do you personally plan to prepare yourself for the PRAXIS exams?
- Please include a title page and complete APA formatted works cited page when you submit this assignment for grading.

Extra Credit Options:

The instructor will offer several opportunities for extra credit throughout the semester. Extra credit is not required of the instructor nor is it required of a student. A summary of opportunities, dates/times, locations and points possible is included below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Location</th>
<th>Time</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete and Return the Syllabus Acceptance Form</td>
<td>In your syllabus</td>
<td>n/a</td>
<td>3 points</td>
<td>The second class session</td>
</tr>
<tr>
<td>Schedule and Attend Individual Writing Conference</td>
<td>BH 227</td>
<td>Various</td>
<td>3 points each conference = Maximum points earned 15 points</td>
<td>Verification provided by the Writing Center</td>
</tr>
<tr>
<td>Attend the Infant &amp; Toddler Fair</td>
<td>HC Lobby</td>
<td>TBA</td>
<td>5 points</td>
<td>TBA</td>
</tr>
<tr>
<td>Attend 1 FEA meeting</td>
<td>Clubs Room</td>
<td>TBA</td>
<td>2 points</td>
<td>Verification provided by FEA President</td>
</tr>
<tr>
<td>Attend 1 FEA Event</td>
<td>TBA</td>
<td>TBA</td>
<td>3 points</td>
<td>Verification provided by FEA President</td>
</tr>
</tbody>
</table>
Grading: Letter grades are computed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1585 - 1427</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>1426 - 1268</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>1267 - 1110</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>1109 - 951</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 951</td>
<td>Below</td>
</tr>
</tbody>
</table>

Emergency Policy In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Mode of Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Placement</td>
<td>235 points</td>
<td>Face-to-Face and Blackboard</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>250 points</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>Theme Center</td>
<td>75 points</td>
<td>Face-to-Face and Blackboard</td>
</tr>
<tr>
<td>Lesson Demo</td>
<td>100 points</td>
<td>Face-to-Face and Blackboard</td>
</tr>
<tr>
<td>Thematic Unit</td>
<td>175 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Author Study</td>
<td>85 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Praxis I Assignment</td>
<td>100 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Bulletin Board</td>
<td>100 points</td>
<td>Face-to-Face and Blackboard</td>
</tr>
<tr>
<td>Theory Project</td>
<td>240 points</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Handwriting Book</td>
<td>75 points</td>
<td>Face-to-Face</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150 points</td>
<td>Face-to-Face</td>
</tr>
</tbody>
</table>

Late Submissions and Avoidance Expectations:

All student work is expected to be completed and turned in by the assigned due date. All graded, written assignments must be submitted in electronic form via our course Blackboard site unless otherwise specified by Mrs. Morris. Due dates are specified on the tentative course outline. Unless a there is a technical issue with Blackboard or the fault of the instructor occurs due dates for assignments WILL NOT BE RESET and DUE DATES WILL NOT BE EXTENDED. Blackboard is available 24 hours a day/seven days per week and due dates are clearly outlined in advance. Resetting and/or date extensions are not necessary. There are no make-up days for presentations due to the overall six week structure of the class.

Additionally….

- No late work will be accepted after the last class session.
- Only legally documented absences (i.e. emergency room treatment, childbirth, court summons, military service requirement(s), non-elective surgery) will be considered for late acceptance. In these specific cases documentation must be provided, a due date will
be agreed upon by the student and Mrs. Morris and there will be no late penalty (if submitted by the new due date).

- Assignments submitted incorrectly through Blackboard will be considered late and, therefore, receive a grade of a zero. The only exception to this policy will be the first required assignments (the Theories 1 & 2 assignment). Assignments submitted without a file attached or an incorrect file will be considered late and, therefore, receive a grade of a zero. The only exception to this policy will be the first required assignments (the Theories 1 & 2 assignment).

Classroom Conduct:

You are expected to be punctual, alert, and prepared for the class. This involves being seated and prepared prior to the beginning of class, having all necessary materials and being present until the instructor dismisses the class. **Students who are more than 15 minutes late, fall asleep in class or leave class more than 20 minutes before a class ends will have daily activity points deducted.** It is expected that restroom breaks may be necessary during class. Please be courteous to your fellow students should you need to enter/exit during class. Likewise, please be courteous (i.e. – quiet, attentive, positive) when the instructor, guest speaker(s) or other students are contributing to class. Further, college policy does not permit the bringing of guests – i.e. children, spouses, significant others, etc.- to class. Additionally, all cell phones should be turned to ‘off’ or ‘vibrate’ while in class. Text messaging (involving cell phones) should not be conducted during class time. The instructor reserves the right to require cell phones to be packed away (not visible) during class or to totally prohibit their use during class. Lastly, please ask questions in class. If you are confused, more than likely several classmates are too.

Academic Honesty:

Academic honesty is expected of all students. Plagiarism and cheating are violations of academic honesty. Any student found violating the academic policy will receive an automatic “O” for the assignment and the matter will be handed over to the Student Disciplinary Committee. Documented evidence of the plagiarism or cheating will be kept in the Human Services Department Office.

PLAGIARISM:
In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be in quotation marks and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
4. All paper and presentations must be the student’s own work.

Any student found violating any of the above guidelines for avoiding plagiarism will receive an automatic “0” for the assignment and then the matter will be turned over to the Student Disciplinary Committee. Documented evidence of the plagiarism will be kept in the Human Services Department Office.

There are ambiguities in concepts of plagiarism. Each instructor will be available for consultation regarding any confusion a student may have.

**Cheating:**

Cheating is the act of obtaining information or data improperly, by dishonest or deceitful means. Examples of cheating are copying from another student’s test paper, obtaining information illegally on tests or other deceitful practices.

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**Tentative Course Outline**

**Spring 2017 EDU 103D01**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon. 01/16</td>
<td>MLK Jr. Day – No Class Session</td>
<td>Online:</td>
</tr>
<tr>
<td></td>
<td>Weds. 01/18</td>
<td>Class Introductions</td>
<td>: Work on your online quizzes</td>
</tr>
<tr>
<td>2</td>
<td>Mon. 01/23</td>
<td>The Concept of Creativity</td>
<td>In Class:</td>
</tr>
<tr>
<td></td>
<td>Weds. 01/25</td>
<td>The Concept of Creativity</td>
<td>All Placement Paperwork Due to Mrs. Morris by 01/25/2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>: Work on your online quizzes</td>
</tr>
<tr>
<td>3</td>
<td>Mon. 01/30</td>
<td>The Concept of Creativity</td>
<td>Online:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>: Upload Theories #1 and #2 to Blackboard by 02/03/2017 @ 11:59 pm</td>
</tr>
<tr>
<td>Date</td>
<td>Class</td>
<td>Topic</td>
<td>Instructions</td>
</tr>
<tr>
<td>-----------</td>
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<td>--------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Weds. 02/01</td>
<td>Part One: Understanding Curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Mon. 02/06 | Part One: Understanding Curriculum |                                | **Online:**
|           |                   |                                | : Work on your online quizzes                                                  |
|           |                   |                                | : Upload Praxis I assignment via Blackboard by 11:59 pm on 02/10/2017         |
| Weds. 02/08 | Part One: Understanding Curriculum |                                |                                                                              |
| Mon. 02/13 | Part Two: Physical Development Curriculum |                                | **Online:**
|           |                   |                                | : Work on your online quizzes                                                  |
|           |                   |                                | : Upload Theories #3 and #4 to Blackboard by 02/17/2017 @ 11:59 pm            |
| Weds. 02/15 | Part Two: Physical Development Curriculum |                                |                                                                              |
| Mon. 02/20 | Part Three: Communication Curriculum |                                | **Online:**
|           |                   |                                | : Work on your online quizzes                                                  |
|           |                   |                                | : Upload Author Study via Blackboard by 11:59 pm on 02/24/2017               |
| Weds. 02/22 | Part Three: Communication Curriculum |                                |                                                                              |
| Mon. 02/27 | Part Three: Communication Curriculum |                                | **In Class:**
|           |                   |                                | : Theme Boards presented in class on 03/01/2017                               |
|           |                   |                                | **Online:**
|           |                   |                                | : Work on your online quizzes                                                  |
| Weds. 03/01 | Theme Board Presentations |                                |                                                                              |
| Mon. 03/13 | Part Four: Arts Curriculum |                                | **In Class:**
|           |                   |                                | : Handwriting books due in class on 03/15/2017                               |
| Weds. 03/15 | Part Four: Arts Curriculum |                                | **Online:**
|           |                   |                                | : Work on your online quizzes                                                  |
|           |                   |                                | : Upload Theories #5 and #6 to Blackboard by 03/17/2017 @ 11:59 pm           |
| Mon. 03/20 | Bulletin Board Presentations |                                | **In Class:**
<p>|           |                   |                                | : Bulletin Boards presented in class on                                        |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Mon. 03/27</td>
<td>Bulletin Board Presentations</td>
<td>In Class: Bulletin Boards presented in class on 03/23/2017 for C, F, J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part Five: Inquiry Curriculum</td>
<td>Online: Work on your online quizzes</td>
</tr>
<tr>
<td></td>
<td>Weds. 03/29</td>
<td></td>
<td>: Upload Bulletin Board documentation via Blackboard by 11:59 pm on 03/31/2017</td>
</tr>
<tr>
<td>11</td>
<td>Mon. 04/03</td>
<td>Part Five: Inquiry Curriculum</td>
<td>Online: Work on your online quizzes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>: Upload Lesson Plan w/works cited page via Blackboard by 11:59 pm on 04/07/2017</td>
</tr>
<tr>
<td>12</td>
<td>Mon. 04/10</td>
<td>Lesson Presentations</td>
<td>In Class: Lessons presented in class on 04/10/2017 for C, G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Presentations</td>
<td>Online: Work on your online quizzes</td>
</tr>
<tr>
<td></td>
<td>Weds. 04/12</td>
<td></td>
<td>: Upload Theories #7 and #8 to Blackboard by 04/14/2017 @ 11:59 pm</td>
</tr>
<tr>
<td>13</td>
<td>Mon. 04/17</td>
<td>Lesson Presentations</td>
<td>In Class: Lessons presented in class on 04/17/2017 for A, J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Presentations</td>
<td>Online: Work on your online quizzes</td>
</tr>
<tr>
<td></td>
<td>Weds. 04/19</td>
<td></td>
<td>: Upload all Field Placement assignments in Blackboard Assignments by 11:59</td>
</tr>
<tr>
<td>14</td>
<td>Mon. 04/24</td>
<td>TBA</td>
<td>In Class: Lessons presented in class on 04/24/2017 for F, I</td>
</tr>
<tr>
<td>----</td>
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<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Weds. 04/26</td>
<td>Final Exam 2:00 – 4:00</td>
<td>pm on 04/21/2017</td>
</tr>
</tbody>
</table>

Please note the time change for your final exam.
EDU 103 Spring 2017

Syllabus/Course Acceptance Form

Please read each bullet below. Initial in the space provided that you have read each bullet. Your initials also indicate that you are aware of each piece of information and that you agree to follow said guidelines.

✓ ______ I am enrolled in _________________ (course prefix and number).
✓ ______ My professor’s name is ________________________________.
✓ ______ I received a copy of the course syllabus and have directions for my assignments.
✓ ______ There is a copy of all grading forms available to me on our course Blackboard page.
✓ ______ I understand that I must submit a message via “Assignments” for every assignment or I will not earn a grade. No exceptions.
✓ ______ I understand that I may not secure my own placement location.
✓ ______ I understand that, upon receipt of my placement information, I am responsible for making all contacts, presenting paperwork and arranging a mutual schedule.
✓ ______ I understand that I am responsible for presenting all required paperwork to my placement supervisor. This includes – my contract, my final evaluation, my hour log. My placement supervisor should not have to ask me for these items. Failure to turn in any of these items will result in a grade of an “F” for the course. No exceptions!
✓ ______ I am aware that I must utilize the paperwork Mrs. Morris has requested. Other paperwork requested by my placement supervisor will not be counted in lieu of the required paperwork.
✓ ______ I understand that I must have daily computer access to successfully complete this course.
✓ ______ I understand that I must be computer proficient and able to work independently on the computer to complete my assignments.
✓ ______ I understand that there is a course attendance policy. I will lose points towards my final average for every contact that I miss regardless of reason for absence.
✓ I have been provided with Mrs. Morris’ office location, phone number, email and office hours.

✓ I understand that I can be dismissed from class and/or referred to the Student Disciplinary Committee for any behavior that is not conducive to student learning.

✓ I have been given a copy of the plagiarism and cheating policy. I understand that I will be referred to the Student Disciplinary committee for any actions indicating a violation of this policy.

I have read and initialed each of the above statements. By signing below I agree that I am able to comprehend each statement above and that I will adhere to these standards of conduct. Failure to sign below will result in my being dropped from the course.

_______________________________  ____________________
Student Signature                                           Date