



Course Syllabus: **Early Childhood Curriculum**
CERTIFICATION MAJORS
West College of Education
ECED 4133 – x20/DX1
Online

Instructor: Beth Barnard

Office Phone: 940-397-4137 E-mail: Elizabeth.barnard@msutexas.edu
Office Hours: Mon 1PM-3PM, Tues 8:30AM-10:30AM, Wed 9AM-11AM

Course Description

Early Childhood Curriculum- Planning the learning environment, developing learning activities, organizing the school day, and interpreting children’s growth to parents. Emphasis on developmentally appropriate practice.

Textbook & Instructional Materials

Jackman, H. L. (2018). Early education curriculum: a child’s connection to the world, 7th edition. New York: Wadsworth.

Instructor Response Policy

The best way to contact me is via email. I will check my email daily between the hours of 8:00AM and 5:00PM Mon – Fri. Every effort will be made to respond within 24 hours; however, this does not apply to weekends or holidays. Office hours listed above or we can set up a time to talk virtually, on the phone or in person outside of those hours.

Study Hours and Tutoring Assistance

Instructor is available to meet by appointment. Please email Mrs Beth with any questions you have. Responses/answers will be provided via email or a time can be set up for a phone call or appointment.

Attendance Policy

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- • Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- • Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- • Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- • Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- • Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- • Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- • Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- • Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- • Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

During the scope of this course, students will have the opportunity to:

- 1. identify and create a developmentally appropriate learning environment that meets the needs of all young children.**
- 2. identify and develop a curriculum for the total growth and development of young children including: language arts, creative art, music and movement, science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition and health.**
- 3. plan and set up learning centers for young children.**
- 4. develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.**
- 5. identify the value and benefits of play for young children.**
- 6. identify and create experiences for promoting young children's positive self- concept and social relationships, multicultural experiences, etc.**

1. Focus of the Course

- Good Environments for Young Children, Teachers, and Families
- Guidance Techniques and School/Home Interaction
- The Value of Play
- Curriculum Development
- Language Arts
- Creative, Artistic, and Sensory Expression

- Music and Movement Education
- Science and Technology
- Mathematics
- Social Studies, Anti-Bias Curriculum, and Field Trips
- Nutrition and Health
- Transition Activities

Standards/Objectives

National Association for the Education of Young Children (NAEYC) Standards:

Standard 1 - Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Standard 2 - Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

Standard 3 - Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate

to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences

Standard 4 - Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

Standard 5 – Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

Standard 6 – Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Pedagogy and Professional Responsibilities

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

Domain 1 – Designing Instruction and Assessment to Promote Student Learning

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. The beginning teacher:

- recognizes the wide range of individual developmental differences that characterizes students and the implications of this developmental variation for instructional planning.
- recognizes factors affecting the physical growth and health of students and knows that students' physical growth and health impact their development in other domains.
- recognizes factors affecting the social and emotional development of students and knows that students' social and emotional development impacts their development in other domains.
- knows the stages of play development and the important role of play in young children's learning and development
- recognizes the importance of helping students apply decision-making, organization, and goal-setting skills.
- uses knowledge of the developmental characteristics and needs of students to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child.
- Understands how development in any one domain (cognitive, social, physical, emotional) impacts development in other domains.

Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. The beginning teacher:

- demonstrates knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning, and assessment.
- accepts and respects students with diverse backgrounds and needs.

- knows how to use diversity in the classroom to enrich all students' learning experiences.
- knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners and students with disabilities.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

The beginning teacher:

- understands the significance of the Texas Essential Knowledge and Skills (TEKS) in determining instructional goals and objectives.
- demonstrates knowledge of various types of materials and resources that may be used to enhance student learning and engagement, and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes, and to meet varied student needs.
- plans lessons and structures units so that activities progress in a logical sequence and support stated instructional goals.
- plans learning experiences that provide students with opportunities to explore content from integrated and varied perspectives.

Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

The beginning teacher:

- understands the role of learning theory in the instructional process and uses instructional strategies to facilitate student learning
- understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge, and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.
- recognizes how various characteristics of students (attention span, need for physical activity, movement) impact teaching and learning.

- Stimulates reflection, critical thinking, and inquiry among students by providing opportunities to manipulate materials, provides repetition for increased conceptual understanding, and supports the concept of play as a valid vehicle for learning.
- analyzes ways in which teacher behaviors impact student learning, and plans instruction and assessment that minimize the effects of negative factors and enhance all students' learning.
- understands the importance of self-directed learning and plans instruction and assessment that promote students' motivation and their sense of ownership of and responsibility for their own learning.
- incorporates students' different approaches to learning (auditory, visual, tactile, kinesthetic) into instructional practices.

Domain II – Creating a Positive, Productive Classroom Environment

Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

The beginning teacher:

- uses knowledge of the unique characteristics and needs of students to establish a positive, productive classroom environment by encouraging cooperation and sharing, teaching children to use language to express their feelings.
- establishes a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students.
- presents instruction in ways that communicate the teacher's enthusiasm for learning
- uses a variety of means to convey high expectations for all students
- knows characteristics of physical spaces that are safe and productive for learning, recognizes the benefits and limitations of various arrangements of furniture in the classroom, and applies strategies for organizing the physical environment to ensure physical accessibility and facilitate learning in various instructional contexts.
- creates a safe, nurturing, and inclusive classroom environment that addresses students' emotional needs and respects students' rights and dignity.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. The beginning teacher:

- knows how to establish and implement routines and procedures to promote an organized and productive learning environment.
- demonstrates an understanding of how young children function in groups and designs group activities that reflect a realistic understanding of the extent of young children’s ability to collaborate with others.
- recognizes the importance of creating a schedule for young children that balances restful and active movement activities and that provides large blocks of time for play, projects, and learning centers.
- schedules activities and manages time in ways that maximize student learning, including using effective procedures to manage transitions and to manage materials and supplies.

Domain III – Implementing Effective, Responsive Instruction and Assessment

Competency 007: The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

The beginning teacher:

- uses language that is appropriate to students’ ages, interests, and backgrounds.
- communicates directions, explanations, and procedures effectively and uses strategies for adjusting communication to enhance student understanding.

Competency 008: The teacher provides instruction that actively engages students in the learning process.

The beginning teacher:

- applies various strategies to promote student engagement and learning
- presents content to students in ways that are relevant and meaningful and that link with students’ prior knowledge and experience.
- engages in continuous monitoring of instructional effectiveness

EC-6 Core Subjects

The following objectives will be met through class activities, chapter assignments, exams, and lesson presentations.

Domain I – English Language Arts and Reading

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.

The beginning teacher:

- designs a variety of one-on-one and group activities like dramatic play, language play, stories, songs and rhymes to build on children’s current oral language skills.
- selects and uses instructional materials and strategies that promote children’s oral language development, reflect cultural diversity; and respond to the strengths, needs, and interests of individual children, including English Language Learners.
- provides instruction and opportunities for children to develop skills for adapting spoken language for various audiences, purposes, and occasions. • selects effective, developmentally appropriate instructional practices, activities, and materials to promote children’s knowledge and skills in the social sciences.
- provides instruction that relates skills, concepts, and ideas in different social science disciplines.
- helps children make connections between knowledge and methods in the social sciences and in other content areas.

Domain IV – Science

Competency 020 (Science Instruction): The teacher uses knowledge of science content and methods to plan effective, engaging, and safe instruction and to assess learning.

The beginning teacher:

- designs and adapts curricula and selects science content to address the interests, knowledge, abilities, experiences, and needs of all children.
- plans and implements instruction that prompts all children’s engagement in processes of scientific inquiry.
- creates, implements, and enforces rules and safety procedures to promote and maintain a safe learning environment during laboratory and field activities.
- understands the implications of stages of child growth and development for designing and implementing effective learning experiences in science and selects

effective, developmentally appropriate instructional practices, activities, and materials to promote children's scientific knowledge and skills.

Domain V – Fine Arts, Health, and Physical Education

Competency 024 (Visual Arts): The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of art and uses this knowledge to plan and implement effective art instruction.

The beginning teacher:

- knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes, and multisensory experiences.
- selects appropriate techniques used to create art in various media, including drawing, painting, and construction, and promotes children's ability to use those techniques to create original artworks.
- Understands how children develop cognitively and artistically and knows how to implement effective art instruction and assessment that is individually, culturally, and age appropriate.

Competency 025 (Music): The teacher understands concepts, processes, and skills involved in the creation, appreciation, and evaluation of music and uses this knowledge to plan and implement effective learning experiences in music.

The beginning teacher:

- knows how to involve children in activities that promote lifelong enjoyment of music and provides children with a wide range of opportunities to make and respond to music.
- integrates instruction in music with instruction in other subject areas.

Competency 027 (Physical Education): The teacher uses knowledge of the concepts, principles, skills, and practices of physical education to plan and implement effective and engaging physical education activities for young children.

The beginning teacher:

- applies knowledge of movement principles and concepts to develop children's motor skills.
- selects and uses developmentally appropriate learning experiences that enhance children's locomotor, nonlocomotor, body-control, manipulative, and rhythmic skills.

- modifies instruction based on individual differences in growth and development.
- selects and uses instructional strategies to promote children’s knowledge and application of rules, procedures, etiquette, and fair play in developmentally appropriate games and activities.
- designs, manages, and adapts physical education activities to promote positive interactions and active engagement by all children.

Dispositions

The early childhood faculty expects students to demonstrate the performances essential for meeting the early childhood instructional needs of all students. *Early childhood education professionals are committed to using research-based instruction.*

Early childhood education professionals assess learner needs to plan appropriate instruction.

Early childhood education professionals are aware that best assessments are conducted over time and compare the child’s past and present abilities.

Early childhood education professionals display positive dispositions related to early childhood.

Early childhood education professionals value students’ interests, reading abilities, and backgrounds as foundations for the early childhood program.

Early childhood education professionals model related early childhood experiences enthusiastically as valued lifelong activities.

Early childhood education professionals help families find enjoyable ways to support learning begun at school.

Attitude

- Demonstrate the following dispositions that are essential for learning:
- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)

Passion (invest in ideas, processes, products, and most of all – other people)

Assessments

Students will demonstrate mastery of these standards by their participation in class, a book talk, a prop box presentation, a thematic unit and presentation, and course exams.

Grading Procedures

A 90-100%	Work is outstanding and exemplary
B 80-89%	Work that is above the minimum requirements
C 70-79%	Work that meets expected level of performance for most students
D 60-69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Weekly Discussions 100 pts

Weekly discussions in D2L must be completed by Friday at midnight. Each week is worth 10 points and there are 15 weeks of opportunity. The 10 highest scores will count towards your grade.

2. Thematic Unit Lesson Presentation 100 pts

You will be required to prepare a thematic unit appropriate for an early childhood classroom:

You will be required to:

- select a theme
- create unit goals
- create a curriculum planning web
- create one lesson plan and virtual learning center from the curriculum planning web

3. Thematic Unit Prop Box Lesson Plan and Presentation 100 pts

You will be required to prepare one virtual prop box including materials related to your thematic unit. You will be required to create an activity plan explaining how you will use the prop box in a lesson/activity. Remember that the purpose of a prop box is to encourage dramatic/imaginative play. Please keep this in mind when preparing the virtual prop box and activity plan.

4. Thematic Unit Book Talk Presentation 100 pts

Each student will be required to give a book talk on a book related to your thematic unit using Flipgrid. The book talk will include a brief summary of the book along with a detailed explanation of how you would use the book in your classroom. This will be an oral presentation; however, a written one-page paper will accompany your presentation.

5. Exams 100 pts

There will be two scheduled exams for this course. The format for the exam will be multiple-choice and short answer.

TOTAL POINTS – 500

Submitted Work

Correct spelling and use of appropriate grammatical skills are expected on each written assignment or project. Most of the assignments/projects will be typed and utilize an appropriate style (*Times New Roman, 12 point font, double spaced*). Assignments that are handwritten need to be eligible, neat and clean. **Unacceptable work will be returned, un-graded, or lead to reduction in grade.** In addition, plagiarized or copied work will receive a grade of ZERO with no make-up allowed.

Extra Credit

No extra credit assignments will be given or accepted.

Late/Incomplete Submission of Assignments

Work must be turned in when it is due for full credit. Late work will only be accepted in emergency situations that have been cleared with Mrs. Beth. This means only illness or family emergency.

Late work is discouraged as a rule. In the event that an assignment is submitted late, here is the grading scale for such:

10 point reduction for every day the assignment is late

This reduction does not begin at 100 points. It begins with the grade accessed for the quality of work submitted, then points removed for each day the submission is late.

Incomplete assignments are not accepted. I do not give partial credit.

An assignment is considered incomplete if it has multiple parts as expressed in the instructions and is submitted with even one part missing/incomplete. It will be returned

with a zero and must be resubmitted with all components before a grade will be assessed. At that time, it is considered late and will fall under that policy as well and suffer grade reduction.

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a PDF unless otherwise specified in the assignment guidelines. A minimum of 5 of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

MSU-TEXAS Policies and Procedures:

Student Handbook

Refer to: [Student Handbook-2022-23](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit,

and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: "[Run. Hide. Fight.](#)"

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Disability Support

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability and are registered with the Office of Disability, please let your instructor know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Confidentiality

In our teacher preparation courses we all learn from open discussion about school issues, problems, and possible solutions. As we talk in class about school incidents it is vitally important to **avoid** identifying specific people or schools. Even if an event happened to you, describe it as, "I heard this occurred in a school somewhere near here..." In written reports, too, do not include the real names of schools or school people; create **fictional** names. If you are in a class and think you may know which school someone might be referring to, keep your guess to yourself. It is very unethical for you to reveal information from a class discussion. Everyone at MSU has worked hard for years to nurture good relationships with our local schools. Do your part to maintain them.

Plagiarism Statement

Below is a list of the most common forms of plagiarism, which should be avoided to prevent disciplinary actions.

- Buying a paper from a research service or term paper mill
- Turning in another student's work
- Turning in a paper a peer has written for the student
- Copying a paper from a source text without proper attribution
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks
- Paraphrasing materials from source text without appropriate documentation

To prevent possible intentional or unintentional plagiarism, all students are advised to seek assistance from program faculty regarding proper methods of source citation.

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from [Student Handbook](#) . All assignments submitted in BRIGHTSPACE will also be checked through Turn It In for originality. Assignments with more than 50% match will be given a 0.

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

MSU Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the second floor atrium of Prothro-Yeager. Tutoring is available Monday through Thursday from 9 am to 4 pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 pm to 9 pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Notice:

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Appendix A: Standards/Competencies

Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Weekly Discussions	1,3,4,5,6	NAEYC 1,2,3,4,5,6 PPR Competency 1 EC6 Competency 24
Thematic Unit Lesson Presentation	1,2,3,4,5,6	NAEYC 1,2,3,4,5,6 PPR Competency 1-8
Thematic Unit Prop Box Lesson Plan and Presentation	1,3,5	PPR Competency 1-4 EC6 Competency 1,4,12,16,20,24,25,27
Thematic Unit Book Talk Presentation	2	PPR Competency 1, 2 EC6 Competency 4
Exams	1,2,3,4,5,6	NAEYC 1,2,3,4,5,6 EC6 Competency 1,4,12,16,20,24,25,27

