



**UNIVERSITY OF TEXAS
EL PASO**

College of Education- Department of Teacher Education

Title of Course: ECED 3305 SEC 001 CRN 29152 Approaches to Early Care & Education	Class hours: 3
Semester: Spring 2022	Instructor Information: Name: Jessica Slade, Ph.D. Email: jdgaines@utep.edu Office hours: Email for an appointment. Emails will be answered within 24-48 hours Monday –Friday 9am-4pm MT (usually sooner). NO EMAILS WILL BE ANSWERED ON SUNDAYS
Day/Time: Fully Online; Runs: Monday-Sunday Schedule	
Credits: 3	

Course Description: This course provides a comprehensive exploration of the historical, philosophical, sociological, and political bases for the care and education of young children. It covers historical and contemporary approaches to early childhood education; multicultural and social ecological factors in early care and schooling, particularly for diverse bilingual settings; advocacy and current issues in early childhood education practice.

Course Format Information: This course will be conducted *fully online* [there are no in-person/campus-based class meetings]. It runs on a Monday to Sunday schedule; course work throughout the week is due at specific days/times, however, you are NOT required to be online at any specific time. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course site VERY carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Slade immediately (jdgaines@utep.edu).

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Required Reading:

This course does *not* require the purchase of a textbook. All the required readings and video/audio files for the course are provided in Blackboard via our course site, either as an attached PDF which can be downloaded or through a clickable Internet link. You are allowed access to *one* copy of any PDFs within the courses site-- per copyright law, they are not intended for further mass distribution. Readings/video/audio files that are assigned by linking to the Internet are also subject to copyright law, but these links may be shared as they are open to the public.

Our online course site is copyrighted and is the property of UTEP and ECED faculty. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact Lead ECED Faculty, Dr. Alyse C. Hachey at ahachey@utep.edu.

UTEP Learning Resources:

(UTEP provides a variety of student services and support, including the resources below.)

- UTEP Library: You can access to a wide range of resources, including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: <http://uwc.utep.edu>

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the

director of CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Slade [email jdgaines@utep.edu to set up a phone meeting].

Guide to Online Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to actively engage in the learning community of this class.*

This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2. *You are expected to exhibit appropriate behavior for a higher learning environment.*

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.

- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high level time management skills and turn your work in ON TIME.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will NOT be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Missing two weeks of discussion and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

If Blackboard is down and you cannot get into our course site to post work by the required due date: ALL coursework should be posted in our online course site. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at jdgaines@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

4. *You work is expected to be your own.*

Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct **WILL** be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. *You are expected to contact me for help if needed throughout the semester.*

My office hours for this spring are by appointment. Please email me to set up a day/time for a phone or Zoom meeting.

My email is jdgaines@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. **PLEASE NOTE: I answer email Monday-Friday from 9am-4pm. If you send me an email after 4pm on Friday afternoon, you will not receive a response from me until mid-Morning on the following Monday. Therefore, if you need to reach me on a Friday, email early!** You can expect a response from me with 24 hours (usually sooner) for any email communication you send during the week.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—**BE PROACTIVE!!!** I am here for you (email, phone, Zoom). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS ECE5354 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Identify the influences of social, cultural, ecological (family, community, etc.) factors on early care and schooling for children in diverse & bilingual settings;	Knowledge Gain Quizzes; Class Participation Work
2. Outline the components of Developmentally (and Culturally) Appropriate Practice and related teaching strategies;	Knowledge Gain Quizzes; Class Participation Work
3. Evaluate how various perspectives of the child and child development has impacted the purpose and types of educational programing for young children, both historically and in contemporary times;	Knowledge Gain Quizzes; Class Participation Work
3. Compare and contrast how various early childhood approaches interpret appropriate content, types of social interaction and learning standards/goals in the early childhood classroom;	Knowledge Gain Quizzes; Class Participation Work
5. Critically examine the role of social justice and multicultural inclusiveness in early childhood educational practices;	Class Participation Work; Final Project

6. Develop an education/advocacy plan, taking into account Developmentally Appropriate Practice; the socio-cultural context of your children and their families; and your beliefs and knowledge about effective and impactful approaches to the education of young children.	Final Project
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Evaluation & Coursework Requirements of Students:

Coursework Requirements

Mandatory Orientation & Syllabus Quiz	50 Points
Knowledge Gain Quizzes	112 Points _____
Participation Tasks	600 Points _____
Education/Advocacy Presentation	238 Points _____
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Total	1000 Points _____

How Grades are Determined

Grade	Earned Points
A	900 -1000
B	800- 890
C	700- 790
D	600- 690
F	Below 600

General Criteria for Grading Assignments:

Does not meet expectations (Loss of many points)	Meets expectations (Loss of few points)	Exceeds expectations (Loss of no points)
The information provided is not organized and detailed or conclusions drawn from the information is not supported or accurate. The assignment is incomplete/does not include all required sections according to the directions. All written portions include repeated grammatical and spelling errors; no or improper citations.	The information provided is somewhat organized and detailed and conclusions drawn from the information is somewhat supported and accurate. The assignment is mostly complete/ includes most required sections according to the directions. All written portions include few or no grammatical and spelling errors; proper citations with few errors.	The information provided is organized and detailed and conclusions drawn from the information are supported and accurate. The assignment is complete/includes all required sections according to the directions. All written portions include no grammatical and spelling errors; proper citations with no errors.

Individual grading rubrics are found in the directions for each coursework task, which are located in our online course site.

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by class session (i.e., each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading

(with embedded links to download/access articles), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due for that class session (i.e. during that week).

All weekly tasks MUST be submitted by the given deadline as outlined in our course site.

The following is a summary overview of the required coursework for the entire semester and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site in Blackboard.

Mandatory Orientation and Syllabus Quiz (50 Points Total)

Beginning day 1 you will sign up for a time to attend a virtual orientation. This orientation will take approximately 1 hour, and will be on a zoom call. Once you have attended the virtual orientation you will receive access to the syllabus quiz.

[Attendance at Virtual Orientation = 40 Points X Syllabus Quiz = 10 Points = 50 Points Total]

Knowledge Gain Quizzes (112 Points total)

Each week, there will be assigned readings/videos to watch related to our topic. As a basic check of your new knowledge gain, you will complete a mini-quiz consisting of 2 questions. Questions will be multiple choice and you will have access to the course materials to select your answers. Your responses to the Knowledge Gain Quizzes are due by **11:45 pm MT on Sunday** of the weeks they are assigned [each mini-quiz will be unavailable after this time and there are NO make-ups]. [4 Points x 2 questions = 8 Points per Knowledge Gain Quiz x 14 Weeks= 112 Points Total]

Class Participation Work (600 points total)

Since we do not actually meet in person, participation in this course occurs through online postings and interactions in our course site. There are three types of participation that you will be involved in during the semester:

- **Discuss it!** For this type of participation, an open-ended question will be presented and you will need to post a video response on your thoughts/answer.
- **Design it!** For this type of participation, you will be asked to create materials or activities based on a specific approach that you could do with young children. You will need to post a video sharing your designed materials/experiences and explaining them to the class.
- **Assess it!** For this type of participation, you will be asked to review and evaluate some provided materials or activity specific for young children. You will need to post a video sharing your thoughts on the developmental appropriateness and potential of the provided material/activity.

The point of each video (regardless of type) is for you to show the knowledge you have made and to make critical connections to the content topic of the week. Participation Video Postings are due by **12pm (Noon) Saturday** of the weeks they are assigned.

In addition to your initial video post, you will be required to watch your classmates' video posts and provide feedback on TWO of your classmates' video postings. Video postings will be uploaded into Flip Grid (directions provided in our course site). Written Feedback postings to classmates will be posted in our weekly discussion boards in Blackboard.

Feedback to Classmates is due by **11:45 pm MT on Sunday** of the weeks they are assigned.

[40 Points for each Video Posting x 10 Points for Feedback to TWO classmates (5 points for each feedback) = 50 Points Total for each Participation Task. There will be 12 Participation Tasks assigned x 50 Points possible = 600 Points Total.]

Education/Advocacy Presentation (238 Points total)

As an early childhood professional, one of the ways to advocate for young children is by building support and educating audiences (i.e., parents/families, school personnel, elected officials and/or the general public) about best practices and effective/impactful approaches in the field. For this assignment, you will create a Powerpoint presentation such that could be shared at a parent open-house or posted on an early childhood center website.

A detailed breakdown of the required components for your Powerpoint presentation is found in the Week 15-16 session of our online course site. Your Final Presentation is due by **11:45pm MT on Thursday, May 5th.**

[238 Points for your Final Presentation]

Note: Although part of Week 15 and all of 16 is reserved for you to work on your EC STE(A)M Toolkit, the scope of this assignment is such that you should begin thinking about and working on it by no later than week 8 or 9 of this course.

Class Schedule: Please note that the schedule below is subject to change.

Week	Dates	Topic	To do
1	January 18 Thru January 23	Orientation and Intro to ECED Approaches	Mandatory Orientation -(due @ 11:45pm MT, Sun) Syllabus Quiz -(due @ 11:45pm MT, Sun) Knowledge Gain Quiz #1 (due @ 11:45pm MT, Sun)
2	January 24 Thru January 30	Developmentally Appropriate Practice	Knowledge Gain Quiz #2 -(due @ 11:45pm MT, Sun) Participation Task Video #1 - (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #1 - (due @ 11:45pm MT, Sun)

3	January 31 Thru February 6	Socio-Cultural Factors: Bronfenbrenner, Vygotsky and Funds of Knowledge	Knowledge Gain Quiz #3 (due @ 11:45pm MT, Sun) Participation Task Video #2- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #2 - (due @ 11:45pm MT, Sun)
4	February 7 Thru February 13	The Developmental Interaction/Bank Street Approach	Knowledge Gain Quiz #4 (due @ 11:45pm MT, Sun) Participation Task Video #3- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #3 - (due @ 11:45pm MT, Sun)
5	February 14 Thru February 20	Maria Montessori & The Montessori Approach	Knowledge Gain Quiz #5 (due @ 11:45pm MT, Sun) Participation Task Video #4- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #4 - (due @ 11:45pm MT, Sun)
6	February 21 Thru February 27	The Waldorf Approach	Knowledge Gain Quiz #6 (due @ 11:45pm MT, Sun) Participation Task Video #5- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #5 - (due @ 11:45pm MT, Sun)
7	February 28 Thru March 6	Reggio Emilia & the Arts- based Approach	Knowledge Gain Quiz #7 (due @ 11:45pm MT, Sun) Participation Task Video #6- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #6 - (due @ 11:45pm MT, Sun)
8	March 7 Thru March 13	The High/Scope Approach	Knowledge Gain Quiz #8 (due @ 11:45pm MT, Sun) Participation Task Video #7- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #7 - (due @ 11:45pm MT, Sun)
--	March 14 Thru March 20	NO CLASS	ENJOY SPRING BREAK!
9	March 21 Thru March 27	Constructivism & The Project Approach	Knowledge Gain Quiz #9 (due @ 11:45pm MT, Sun) Participation Task Video #8- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #8 - (due @ 11:45pm MT, Sun)
10	March 28 Thru April 3	EC Standards/Core Knowledge Approach and Direct Instruction Approach	Knowledge Gain Quiz #10 (due @ 11:45pm MT, Sun) Participation Task Video #9- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #9 - (due @ 11:45pm MT, Sun)
11	April 4 Thru April 10	The Multicultural Approach (Culturally Relevant/Sustaining Pedagogy)	Knowledge Gain Quiz #11 (due @ 11:45pm MT, Sun) Participation Task Video #10- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #10 - (due @ 11:45pm MT, Sun)

12	April 11 Thru April 17	Select International Approaches: Finland & Sweden	Knowledge Gain Quiz #12 (due @ 11:45pm MT, Sun) Participation Task Video #11- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #11 - (due @ 11:45pm MT, Sun)
13	April 18 Thru April 24	Select International Approaches: Australia & New Zealand	Knowledge Gain Quiz #13 (due @ 11:45pm MT, Sun) Participation Task Video #12- (due @ 12pm (noon) MT, Sat) All feedback to classmate videos for week #12 - (due @ 11:45pm MT, Sun)
14	April 25 Thru May 1	Select International Approaches: China & Japan	Knowledge Gain Quiz #14 (due @ 11:45pm MT, Sun) The rest of this week is devoted to the preparation of your final project.
15	May 2	Final Presentation	Education/Advocacy Presentation - (due@ 11:45pm, Thurs, May 5 th)