



**UNIVERSITY OF TEXAS  
EL PASO**

**College of Education- Department of Teacher Education**

<b>Title of Course:</b> ECED 2320	<b>Class hours:</b> 3
<b>Semester:</b> Summer 2024	<b>Instructor Information:</b> Name: Jen Gilken, PhD Email: <a href="mailto:jgilken@bmcc.cuny.edu">jgilken@bmcc.cuny.edu</a> or <a href="mailto:jmgilken@utep.edu">jmgilken@utep.edu</a> Office hours: Fri. 2pm – 4pm
<b>Day/Time:</b> Fully Online; Runs: Monday-Sunday Schedule	
<b>Credits:</b> 3	

**Course Description:**

This course focuses on the theories, methods and materials of early care and education for toddlers (children eighteen to thirty-six months) in diverse educational settings. The following topics are explored in depth: social, emotional, cognitive and physical development of toddlers; basic principles of toddler care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote toddler growth and learning; and establishing respectful and responsive partnerships with families.

**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. For this course, you can expect each week to spend 3 hours of “class time” + 3 *or more* hours of study and prep time, which equals a *minimum* of 6 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. Gilken immediately ([jgilken@bmcc.cuny.edu](mailto:jgilken@bmcc.cuny.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.

**Readings:**

This course does not require the purchase of a textbook. Instead, selected 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.

### **Copyright:**

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. Hachey [email [jmgilken@utep.edu](mailto:jmgilken@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 to 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.* This course 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 jmgilken@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.*

I will have virtual office hours on Friday from 2pm – 4pm. You can email me for a quick response or email me to set up a phone consultation during this time. My email is jmgilken@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. Outside of my virtual office hours, you can expect a response from me with 24-48 hours (usually sooner) for any email communication you send.

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 or 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:**

<b>ECED students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1) Recognize that each toddler is a unique person with developing strengths and capacities who is worthy of respect;	All Course Assignments
2) Identify multiple influences that impact toddler behavior and development, in particular the relationships between the toddler, the significant others in the toddler's life, the environment and the cultural setting;	Discussion boards
3) Explain the benefit of building caring and responsive relationships with toddlers and families, including distinguishing the attributes of respect, consistency, trust and continuity of care;	All Course Assignments
4) Apply knowledge of toddler development and care practices that recognize the importance of social/cultural influences to design healthy and supportive learning environments for toddlers;	Final paper Daily schedule assignment
5) Apply knowledge of language and literacy development, along with recognition of multicultural and social diversity, to evaluate children's literature for use in the toddler classroom;	Final paper Toddler book review

6) Design meaningful, differentiated, relationship-based toddler care experiences that emphasize play, multimodal integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional, physical and self-help).	Critical response paper All course assignments
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**Evaluation & Coursework Requirements of Students:**

Coursework Requirements

Weekly Discussion	480 Points _____
Daily Schedule	100 Points _____
Toddler book review	100 Points _____
Final Paper	220 Points _____
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Total	900 Points _____

How Grades are Determined

Grade	Earned Points
A	800 -900
B	700- 799
C	600- 699
D	500- 599
F	Below 400

General Criteria for Grading Assignments:

<b>Does not meet expectations (Loss of many points)</b>	<b>Meets expectations (Loss of few points)</b>	<b>Exceeds expectations (Loss of no points)</b>
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 (from the textbook and via embedded links to download/access articles/videos), 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; course work is ALWAYS due by 11:45pm MT on the day indicated in the task directions.**

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.

Weekly Discussion (480 Points total)

Every week, there will be assigned readings/videos to watch related to our session discussion topic, along with three related questions for you to think about and share your thoughts. You should respond to ALL questions in your discussion posting. The total length of your responses should be at least **500 words** (you will include the total word count at the end; the number of words for each answer does not have to be equal). Your responses to Weekly Discussion Questions are due by **11:45 pm on Friday** of the weeks they are assigned. Feedback to peers are due by **11:45 on Sunday** of the week assigned (50 points per discussion x 8 weekly discussions = 400 points) + (feedback to 2 peers for each discussion board worth 5 points per feedback = 80 points each)

Critical Response (100 pts)

After reading the article, A Day in Day Care for Two Year Old's, and reviewing the materials for this module, answer the following prompts:

Mastery	Meets	Working
You have answered each prompt completely.	You have partially answered each prompt.	You did not answer the prompt.
You referenced and made strong connections to at least 2 of the other readings and/or videos.	You made attempted to make connections to readings and videos.	You did not make connections to the readings or videos provided
You applied a critical lens, thought about the role of culture and families as well as	You applied an emerging critical lens, thought about the role of culture and families as well as individual	You did not apply a critical lens- did not discuss the role of culture and families as well

individual children when answering each prompt.	children when answering each prompt	as individual children when answering each prompt
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### Daily Schedule (100 pts)

Using the template provided create a daily schedule for a toddler classroom. Please think about the article and materials presented in this class when you design a daily schedule. Remember that rituals and routines are key for toddlers. Also consider minimizing transitions and remember that the schedule should be developmentally appropriate for toddlers.

Mastery	Meets	Working
You have created a developmentally appropriate schedule for toddlers- the activities and experiences that you included are a match with toddlers' development	Some of the activities and experience are not developmentally appropriate for toddlers and are not a match with toddlers' development	The schedule, activities and /or experience are not appropriate for toddlers
You created a schedule that incorporates rituals and routines in a way that the day will be predictable for toddlers	You made attempted to incorporate rituals and routines in a way that the day will be predictable for toddlers	The schedule is not predictable for toddlers
You considered the daily caregiving and individual needs of toddlers in the schedule	You considered some of the daily caregiving and individual needs of toddlers in the schedule	You did not consider the daily caregiving and individual needs of toddlers in the schedule

### Toddler Book Review (100 pts.)

Language and literacy are a key component in toddler classrooms. For this assignment you will bring together the information from all of the readings and videos to choose books that you would have in your toddler classroom to support language and literacy development.

How to find books:

- 1) Go to your local library and spend time reviewing books in the toddler section
- 2) Go to your local Book Store (Barnes and Noble allows you to look at books in the café without having to purchase the books)
- 3) Go to:

[https://www.youtube.com/results?search\\_query=toddler+book+read+aloud](https://www.youtube.com/results?search_query=toddler+book+read+aloud)

[https://www.youtube.com/playlist?list=PL\\_gnRclx1FfkixVAvJ6FZrrv\\_RemUxuZu](https://www.youtube.com/playlist?list=PL_gnRclx1FfkixVAvJ6FZrrv_RemUxuZu)

scroll through the videos and pick 2 that you want to use for your Toddler Book Review

(remember, not all the read alouds may be appropriate so think about toddler development when you choose a book)



Find (3) books that are appropriate for toddlers. Type 1 paper that is 4-5 pages that explains why you feel each of these books are developmentally appropriate for toddlers/twos. (Refer to the PowerPoint Books for Toddlers to help you pick appropriate books). Imagine that you are a teacher in an early childhood center, and you want to expand your classroom library. You must write a justification for purchasing the books to your director. Remember to consider and explain the cultural relevance of the books and topics when deciding on an author.

Please include for each book:

1. How does the story line or message support toddler development?
2. Are the books culturally and developmentally appropriate for toddlers- do the images and pictures reflect the diversity of families?
3. How does the wording & word choice support toddler language development?
4. How would you use the book in a toddler classroom?

30-35pts	25-30 pts	0-25pts
You chose 3 books that are developmentally and culturally appropriate for toddlers/twos	You chose books that may not be considered developmentally and/or culturally appropriate for toddlers/twos	You chose books that are neither developmentally appropriate nor culturally appropriate for toddlers/twos
You answer all 3 questions in your paper	Our answers were incomplete, or you answered only 2 questions in your paper.	Your answers were incomplete, or you answer 1 question in your paper
You have put together a 3–4–page paper that is mechanically and grammatically correct	Your paper is not 3-4 pages but is mechanically and grammatically correct	Your paper is not 3-4 pages and contains some errors

**Note: Although the last week of the course is wholly reserved for you to work on your Final Case Study Project, the scope of this assignment is such that you should begin thinking about and working on it *by no later than* week 4 or 5 of this course.**

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

WEEK	TOPICS	COURSEWORK DUE
Week 1	<u>Who are Toddlers?</u> 1. Characteristics of toddlers 2. What to expect from toddlers? 3. Bias in toddler programs	<b>Discussion Board #1 Self-introduction</b> -(due @ 11:45pm MT, Fri) <b>Discussion Board #2</b> -(due @ 11:45pm MT, Fri) <b>All feedback to classmates' posting</b> - (due @ 11:45pm MT, Sun)
Week 2	<u>Toddler Environment</u> 1. Principles for planning environments 2. 8 components for design 3. How to prepare the environment	<b>Discussion Board #3</b> -(due @ 11:45pm MT, Fri) <b>All feedback to classmates' posting</b> (due @ 11:45pm MT, Sun)
Week 3	<u>Families, routines, and hellos &amp; goodbyes in toddler curriculum</u> 1. Summarize strategies for supporting families 2. Identify caregiving strategies as curriculum 3. Submit a daily schedule	<b>Discussion Board #4</b> -(due @ 11:45pm MT, Fri) <b>All feedback to classmates' posting</b> (due @ 11:45pm MT, Sun) <b>Daily schedule</b> (due @ 11:45 MT, Sunday)
Week 4	<u>Movement and Physical Development</u> 1. Summarize fine and gross motor skills for toddlers 2. Design curriculum activities that support motor development 3. Describe how to support toddler motor development	<b>Discussion Board #5</b> -(due @ 11:45pm MT, Fri) <b>All feedback to classmates' posting</b> (due @ 11:45pm MT, Sun)
Week 5	<u>Language and Literacy Development</u> 1. Summarize language milestones for toddlers 2. Design curriculum activities for toddlers 3. Describe how to support language and literacy development with toddlers	<b>Discussion Board #6</b> -(due @ 11:45pm MT, Fri) <b>All feedback to classmates' posting</b> - (due @ 11:45pm MT, Sun) <b>Toddler book review</b> (due @ 11:45pm MT, Sun)

<p>Week 6</p>	<p><u>Thinking and Learning - Cognition</u></p> <ol style="list-style-type: none"> <li>1. Summarize the cognitive development milestones for toddlers</li> <li>2. Design curriculum activities that support toddlers</li> <li>3. Discuss strategies to encourage and engage cognitive development</li> </ol>	<p><b>Discussion Board #7</b>-(due @ 11:45pm MT, Fri)</p> <p><b>All feedback to classmates' posting</b>- (due @ 11:45pm MT, Sun)</p>
<p>Week 7</p>	<p><u>Feelings, Self and Friends- Social and Emotion development</u></p> <ol style="list-style-type: none"> <li>1. Summarize the S &amp; E development milestones for toddlers</li> <li>2. Design curriculum activities that support social and emotional development for toddlers</li> <li>3. Discuss strategies to encourage and engage S &amp; E development</li> </ol>	<p><b>Discussion Board #8</b>-(due @ 11:45pm MT, Fri)</p> <p><b>All feedback to classmates' posting</b>- (due @ 11:45pm MT, Sun)</p> <p><b>Final paper</b> (due @ 11:45pm MT, Friday)</p>