

Undergraduate Council  
 New Course  Course Change  
Core Category: NONE Effective Fall 2009

or  
 Graduate/Professional Studies Council  
 New Course  Course Change  
Effective Fall     

1. Department: EPSY College: EDUC

RECEIVED SEP 03 2008

2. Person Submitting Form: Dr. Andrea Backscheider Telephone: 713-743-0412

APPROVED SEP 24 2008

3. Course Information on New/Revised course:
- Instructional Area / Course Number / Long Course Title:  
HDFS / 4319 / Theory and Practice in Programs for Young Children II
  - Instructional Area / Course Number / Short Course Title (30 characters max.):  
HDFS / 4319 / Thry Pract Prgms Yng Child II
  - SCH: 3.00 Level: SR CIP Code: 1907010007 Lect Hrs: 3 Lab Hrs: 1

4. Justification for adding/changing course: **To reflect change in prerequisite course**

5. Was the proposed/revised course previously offered as a special topics course?  Yes  No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:  
     /      /
- Content ID:      Start Date (yyyy3):

6. Authorized Degree Program(s): B.S., Human Development and Family Studies

- Does this course affect major/minor requirements in the College/Department?  Yes  No
- Does this course affect major/minor requirements in other Colleges/Departments?  Yes  No
- Are special fees attached to this course?  Yes  No
- Can the course be repeated for credit?  Yes  No

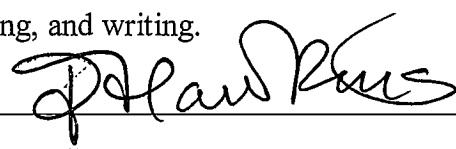
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture & laboratory (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

HDFS / 4319 / Theory and Practice in Programs for Young Children II

- Start Date (yyyy3): 20081 Content I.D.: 024908

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)  
Cr: 3. (3-1). Prerequisites: HDFS 2317, HDFS 3350, and HDFS 4317 or permission of instructor.  
Description (30 words max.): Child development research and theory for early education. Intervention strategies and evaluation of developmental progress in number activities, pretend play, art, music, reading, and writing.

10. Dean's Signature:  Date: 8/28/08  
Print/Type Name: Dr. Jacqueline Hawkins, Assoc. Dean

Additional information regarding CBM003 form for HDFS 4319: Theory and Practice in Programs for Young Children II

This CBM is submitted to add a prerequisite: HDFS 4317. Under current prerequisites, it is possible for students to be concurrently enrolled in HDFS 4317 while enrolled in HDFS 4319. This has proven to be difficult because the content and skills learned in HDFS 4317 are necessary prerequisites to successful performance in HDFS 4319.

University of Houston  College of Education**COLLABORATION  
FOR LEARNING & LEADING****HDFS 4319: Theory and Practice in Programs for Young Children II****Section 34662      Lab Section 34664****Fall 2008****Monday 1 p.m.-4 p.m.****Instructor:** Sharon Johnson

Office Hours – Tuesday 10-11:30 a.m., Thursday 2-3:30 p.m., and by appointment

Office – Cameron Building-205      (713) 743-4124

E-mail – sajohnso@mail.uh.edu

Mailbox – Educational Psychology, 491 Farish Hall

**Required Textbooks**Bredekamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children (ISBN# 0-935989-79-X).McWilliam, R. A. & Casey, A. M. (2007). *Engagement of every child in the preschool classroom*. Baltimore, MD: Brookes Publishing. (ISBN# 978-1-55766-857-8).**Website for Course**Available via WebCT. Go to [www.uh.edu/wect](http://www.uh.edu/wect).

You will need a valid UH College of Education student e-mail address and password in order to log on with WebCT. This syllabus, assignment handouts, and announcements will be posted on WebCT. All e-mail correspondence with the instructor concerning this course should be posted via WebCT. Your written assignments will be submitted on WebCT. **You should check the course WebCT site at least once a week, preferably a few days before class.**

**Description and Goals of Course**

From the UH Undergraduate catalog:

**4319: Theory and Practice in Programs for Young Children II**Cr. 3. (3-1). Prerequisites: HDFS 2317, 3350, and credit for or concurrent enrollment in HDFS 4317 or consent of instructor. Child development research and theory for early education. Intervention strategies and evaluation of developmental progress in number activities, pretend play, art, music, reading, and writing.**This is a 3-hour course plus a lab. You must be enrolled in HDFS 4319 Section 34662 AND Lab Section 34664.**

The general goal of this course is to provide an application of the theories, concepts and research in the development of children from birth through 8 years of age. We will look at assessment and instruction in the physical, cognitive, social and emotional domains, as

well as language development in infancy, preschool and primary years. In addition, instruction for children with atypical development will be addressed, as well as a multicultural perspective.

Upon successful completion of this course, students will acquire the following:

- knowledge about applying the theories, major concepts and research about early childhood education.
- application of skills in assessment and instruction in educational programs for all children in the classroom, from birth through 8 years of age.
- management of children's behavior in the classroom by using routines, daily schedules, transition strategies, and engagement activities.
- positive attitudes regarding educational instruction for all children.

The format of the course will be flexible, including a mixture of lecture, large and small group discussion and collaborative learning activities. Research indicates that students learn better when they are actively involved in learning tasks, so throughout lecture and the class sessions, you will be asked questions about the weekly assigned readings and work on in-class participation activities and assignments. It is important that students are responsible to their colleagues in the learning community by doing the readings and assignments.

### Course Requirements and Grading

#### 1) **Three Exams** (Exam 1 = 15%, Exam 2 = 15%, Exam 3 = 20%)

Three exams are scheduled. **Exam 1** (Monday, 2/20, 1-2:00 p.m.) will cover Trawick-Smith chapters 1-9 and Yelland – chapters 1, 2, 3, 4, 8. **Exam 2** (Monday, 3/26, 1-2:00 p.m.) will cover Trawick-Smith chapters 10-13 and Yelland – chapters 5, 10. **Exam 3** (Monday, 5/7, 2:00-3:00 p.m.) will cover Trawick-Smith chapters 14-18 and Yelland chapters 6, 11. The format of these exams will be multiple choice and will cover material from the lectures, class sessions and activities, and textbook. You will be responsible for material covered in class that is not in the textbook, as well as material in the textbook that is not covered in class. You are encouraged to form study groups to review material and prepare for the exams.

On exam days, scantron forms will be provided for you. The exams will be administered in the classroom on the Monday dates listed.

Please note: The exams will only be administered on the dates and times listed, so plan accordingly. If you arrive late to the exam, you will still need to turn in your exam at the end time indicated. NO make-up exams will be scheduled, except in the case of *extreme* emergency (e.g., personal illness, death in the family). Students requesting a make-up exam must obtain approval from the instructor *prior to* the exam and provide official written documentation verifying the emergency.

#### 2) **Class Participation, Activities, Discussions, and Assignments** (25%)

Active, meaningful participation is an important aspect of this course. Consider the fact that you are doing a practicum in a classroom in the Human Development Lab School

(HDL); therefore, your participation assists both you and your classmates in understanding the subject matter presented.

You will be graded on your class participation, including your role in discussions on WebCT and the successful completion of class activities and assignments. Bring your textbooks to class each week. There will be several in-class activities and assignments throughout the semester. This includes short quizzes, small group work, "5-minute essays", or other brief assignments requiring students to apply or expand upon something they read or learned in class, reflect upon their own personal experiences or ideas, etc. There will also be times when you are asked to pose a question for discussion, as well as respond to classmates' questions. You will have these discussions on WebCT.

The in-class activities and assignments are designed to help you learn the course material in a more meaningful manner. In addition, they are also an incentive to attend class. The instructor may collect activity assignments on any given day and use them toward the calculation of this portion of your grade, and activities/assignments **cannot** be made up or substituted for any reason. Because sometimes things happen and you have to miss class, everyone will earn 4 bonus participation points that will be added in when this portion of your grade is calculated.

This is what I hope everyone's participation in this class will look like:

*On-time and prepared* to participate in the *entire class session*; demonstrates an understanding of the readings for the day by using concepts from course and readings to help explain or justify verbal or written comments; actively involved in class activities *without dominating*; asks good, thoughtful questions when appropriate; responds to other students' comments and opinions in a respectful, constructive manner; good leadership in small groups; helps keep small groups on task; respects instructor and classmates by not talking off-task or engaging in non-course related activities (e.g., cell phone, e-mail, sleeping, etc.), or leaving class early.

Please note: There are no make-ups allowed for missing class when an in-class activity/assignment is collected. If you miss class, you were not able to participate. It will be your responsibility to find out what you missed from your classmates. It is not appropriate to ask the instructor to re-teach the class to you individually. If there is a legitimate reason for repeated attendance problems, please come see the instructor.

### 3) Lab (25%)

Your lab grade will be comprised of:

1. completing 5 sessions/12.5 or 10 clock hours in the Lab School.
2. wearing appropriate attire during your practicum time at the Lab School.
3. writing journal reflections.
4. conversing with children in the classroom.
5. planning a weekly schedule for a class.
6. planning a weekly lesson plan for a class.

If you are not wearing appropriate attire, you will be asked to leave the HDL classroom for that day and you will have to make-up that time.

More information will be given to you about the format for your journal reflections. You must complete a journal entry for each practicum session. This entry must be submitted to WebCT.

You will present your schedule and some of your activities to your peers. This presentation will be part of your final exam.

### Grading Scale

In determining your grade for the course, the following straight scale will be utilized. This means that you are not in competition with your classmates, only yourself. For example, if everyone earns 95%, then everyone will earn an "A."

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	< 60

Sample Course Grade Calculation: The following is an example of how grades will be calculated at the end of the semester. Use the example of final grade points to see the grade this "student" would earn.

Activity	Points Earned	x	Percentage	=	Final Points Toward Grade
Exam 1	72		.15		10.80
Exam 2	80		.15		12.00
Exam 3	88		.20		17.60
Particip.	32 accumulated out of a possible 41 (this is for example purposes only) 4 added as bonus = 36		.25		21.95

	(36/41 x 100 =87.80)		
Lab	18 points accumulated out of a possible 20 (18/20 x 100=90)	.25	22.50
			<b>84.85 = "B"</b>

### **Additional Course Policies and Procedures**

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

Statement on Course Material. Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Important Information for Students regarding Academic Honesty, the Academic Calendar, Religious Holy Days, and Disabilities can be accessed at [http://www.uh.edu/provost/stu/stu\\_syllabsuppl.html](http://www.uh.edu/provost/stu/stu_syllabsuppl.html).

Academic Honesty and Plagiarism. All students are expected to conform to the University of Houston Academic Honesty Policy (<http://www.uh.edu/dos/hdbk/acad/achonpol.html>). In particular, "Representing as one's own work the work of another without acknowledging the source (plagiarism)" and cheating on exams are specifically prohibited. If you witness a violation of this policy during class, report it immediately to this instructor. If the violation occurs outside the classroom, report it to the instructor as soon as possible.

Any infraction of academic honesty will result in a grade of F for the assignment and may result in a grade of F for the entire course. All students should familiarize themselves with these policies to avoid any possible misunderstandings and/or infractions.

Professional Conduct. Students in the Human Development and Family Studies and psychology programs are studying to enter service-oriented careers. That means that dealing with the public in a polite and professional manner is a large component of the job. Therefore, all students are expected to practice professionalism in this course. If e-mails are sent to this instructor, the tone should be polite.

Cell Phones, Pagers, Headphones, etc. Please turn off or place on silent mode all electronic devices during class time and refrain from using them. Exceptions to this policy include laptops used for taking notes during class.

University Sanctioned Activities. Students who will miss class due to participation in university sanctioned activities must identify themselves to the instructor at the beginning of the semester (prior to the absence), provide a copy of their travel schedule/letter, and make arrangements to complete missed work.

Visitors to Class. Persons who are not registered students in the course may not attend class (e.g., children, friends, relatives).

Incompletes. I generally do not allow students to take an Incomplete in a course because they were too busy (e.g., took too many courses and/or had a job) to complete the course requirements. If you find you do have a legitimate reason for needing to request an Incomplete, please talk to the instructor as soon as possible.

Students with Disabilities. Students requesting accommodations must be registered with CSD and meet with this instructor when providing a current, official accommodation form as soon possible in order to allow enough time to make the proper arrangements.

### Outline of Course and Assignments

Readings should be completed **before** class each week. This is the schedule we will follow unless it seems prudent to make adjustments. Any changes will be announced in class.

<b>Date Due</b>	<b>Readings</b>	<b>Assignment Due</b>
Aug. 25	NAEYC Position Statement: Developmentally Appropriate Practice in Early Childhood Programs serving Children from Birth through Age 8	Part 1 - B&C
Sept. 1	Labor Day – No Class	
Sept. 8	What is Engagement and Why Is It Important?; Developmentally Appropriate Practice: The Early Childhood Teacher as Decisionmaker <i>Lab Assignment</i>	Ch. 1 - M&C Part 2 - B&C  <i>TBA</i>
Sept. 15	Classwide Strategies for Improving Engagement – Creating the Environment <i>Lab Assignment</i>	Ch. 2 - M&C  <i>TBA</i>
Sept. 22	Classwide Strategies for Improving Engagement – Planning Activities <i>Lab Assignment</i>	Ch. 3 - M&C  <i>TBA</i>
Sept. 29	<b>EXAM 1 1:00-2:15 p.m.</b> <b>Parts 1, 2 – B&amp;C; Chapters 1, 2, 3 - M&amp;C</b> Strategies for Improving Engagement in Individual Children (part 1) – Routines-Based Interview	Ch. 5 - M&C
Oct. 6	Classwide Strategies for Improving Engagement – Managing Behavior <i>Lab Assignment</i>	Ch. 4 - M&C  <i>TBA</i>
Oct. 13	Strategies for Improving Engagement in Individual Children (part 2) – Developing Functional Outcomes and Goals <i>Lab Assignment</i>	Ch. 6 - M&C  <i>TBA</i>



Oct. 20	Developmentally Appropriate Practice for Infant and Toddlers <i>Lab Assignment</i>	Part 3 - B&C  <i>TBA</i>
Oct. 27	Developmentally Appropriate Practice for 3-through 5-Year-Olds <i>Lab Assignment</i>	Part 4 - B&C  <i>TBA</i>
Nov. 3	<b>EXAM 2 1:00-2:15 p.m.</b> <b>Parts 3, 4 – B&amp;C; Chapters 4, 5, 6 – M&amp;C</b> Measuring Opportunities for Embedding Individual Goals	Ch. 9 - M&C
Nov. 10	Developmentally Appropriate Practice for 6-through 8-Year-Olds in the Primary Grades <i>Lab Assignment</i>	Part 5 - B&C  <i>TBA</i>
Nov. 17	Strategies for Improving Engagement in Individual Children (part 3) – Embedded Intervention, Integrated Specialized Services <i>Lab Assignment</i>	Chs. 7, 8 - M&C  <i>TBA</i>
Nov. 24	Measuring Classwide Engagement with the Engagement Check II <i>Lab Assignment</i>	Ch. 10 - M&C  <i>TBA</i>
Dec. 1	Measuring Individual Engagement	Ch. 11 - M&C
Dec. 17	<b>Final Exam EXAM 3</b> <b>2-3 p.m.</b> <b>Part 5 – B&amp;C; Chapters 7, 8, 9, 10, 11 – M&amp;C</b> <b>Classroom Schedule and Lesson Presentations</b> <b>3:15-5 p.m.</b> <b>(NOTE TIME CHANGE FROM CLASS)</b> <b>Location – Classroom</b>	