

**Nashville State Community College
Social and Behavioral Science
Early Childhood Education**

**Master Course Syllabus
Full 15-Week Term**

ECED 2315 – Early Childhood Curriculum

The purpose of the syllabus is to inform you how this course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the course term, you will be notified.

Course Information:

Course Title: Early Childhood Curriculum

Credits: 3

Class Hours: 3

Course Description:

An introduction to the early childhood profession, including an emphasis on professionalism and developmentally appropriate practice. Topics include an overview of history of early education; theoretical program models; different types of early childhood programs, community resources; professional organizations, and contemporary trends and issues in programs for children ages birth through eight. Field experience required.

Instructor Information:

Name:

Email:

Office Phone:

Alternative Phone #:

Office Location:

Office Hours: By appointment;

Scheduling QR Code for Appointments:

Instructor Zoom Room link:

Course Delivery Method

- **Online:** Course is fully online (asynchronous) and has no scheduled on-campus meeting requirements.

Required Textbook(s) & Other Materials:

Textbook(s): Bredekamp, S. (2019). *Effective practices in early childhood education: Building a foundation* (4th ed.). Pearson.

ISBN-13: 978-0135177372

Reference Materials:

Tennessee Early Learning Developmental Standards

<https://www.tn.gov/education/instruction/academic-standards/early-learning-development-standards.html>

Once you have registered for your courses, you should make sure you have the correct textbook and materials for each course. Before courses begin, you can do this by looking up your courses on the [bookstore's website](https://www.bkstr.com/nscstore/shop/textbooks-and-course-materials) (<https://www.bkstr.com/nscstore/shop/textbooks-and-course-materials>) using your A# or by entering your course information. If you are registered with the Access Center and need an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3363 or accesscenter@nsc.edu.

Honors Option: Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

Course Outcomes: At the end of the term, this is what you should know and/or be able to do:

1. Demonstrate knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children. **(1a, 4b, 4d)**
2. Demonstrate knowledge of and ability to implement meaningful, integrated learning experiences for young children in content areas of language and literacy, mathematical thinking, nature and sciences, social studies, and artistic expression for early education. **(4b, 4c, 4d)**
3. Identify specific positive guidance strategies for use in the early childhood setting. **(4a, 4b)**
4. Demonstrate knowledge of child observation and documentation techniques. **(3b)**
5. Demonstrate understanding of teaching strategies to meet outcomes in content areas of language and literacy, mathematical thinking, nature and science, social studies, and artistic expression for early education. **(5a, 5b, 5c)**
6. Demonstrate knowledge of strategies for engaging families in student learning. **(2c)**
7. Utilize a variety of resources, including the Internet, technology, and literature, to teach content areas of language and literacy, mathematical thinking, nature and science, social studies, and artistic expression for early education. **(SS5, 4b, 6c)**

NAEYC Initial Standards:

The AAS Degree in ECED at Nashville State is accredited by the National Association for the Education of Young Children (NAEYC). The following NAEYC Initial Standards for Early Childhood Education Professional Preparation are addressed in this course:

Standard 1: Promoting Child Development and Learning

- 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging

learning environments for young children.

Standard 2: Building Family and Community Relationships

2c. Involving families and communities in young children’s development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection

Standard 4: Using Developmentally Effective Approaches

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children.

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

Standard 5: Using Content Knowledge to Build Meaningful Curriculum

5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6: Becoming a Professional

6a. Identifying and involving oneself within the early childhood field.

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

Course Competencies:

The following are detailed course competencies, or specific skills or knowledge, intended to help you achieve the course outcomes:

- **Objective 1:** Gaining factual knowledge (terminology, classifications, methods, trends)
- **Objective 2:** Learning fundamental principles, generalizations, or theories
- **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Topics to Be Covered:

- The Young Child: Developmental Domains
- NAEYC Code of Ethical Conduct
- Developmentally Appropriate Classrooms
- Curriculum Development
- Language and Literacy Development
- Cognitive Development
- Social Emotional Development
- Math and Science Content Knowledge

- Families and Teacher Relationships
- Creative Development
- Physical-Motor Development
- Observation and Assessment

Course Assessments: We will use the following assessments to demonstrate your understanding, knowledge, and skills:

- **Modules:** This course is designed in module format on the Content page. The module activities include a set of experiences (learning explorations) and assignments to support your active learning and engagement with the content. You are expected to work through and complete each item in each module. The modules are presented in an asynchronous format, meaning that you are able to work on your class readings and assignments at your own time and pace. You do not have to be online at any particular time during the week. However, there are important weekly deadlines you must meet. You must adhere to the course schedule in terms of completing and turning in assignments.
- **Readings/Quizzes:** You are expected to read each assigned chapter(s) and be prepared to have a quiz each week on the content covered.
- **Discussions:** There are 5 required discussion posts which occur bi-weekly. Flip will be utilized to fully address the discussion topic with at least one reference to assigned readings and module content. Original post and replies to two (2) peers must be submitted on Mondays by 8:00 AM. The replies should add depth to the conversation and relate to the discussion topic.
- **Curriculum Plan Project:** You will choose an age-appropriate topic to explore with young children (ages 2-5). The entire project is developed based on the topic of choice. **You will be required to go into a center and complete one activity from section 6A with a group of children.** You will develop this plan over the course of the semester. In modules 5-8 you will be submitting your learning experiences from section 6A based on the content covered that module. You will have two (2) learning experiences due each week. The points received from these weekly submissions will be tallied added to the grading rubric of the final project submission.
- **Exams:** The midterm and final exam will be multiple-choice, true/false, and short answer, covering materials presented in lecture, chapter readings, additional readings, and videos. Exams can be accessed under the Evaluation tab, then select Quizzes. No student will be allowed to take the exam early or late. There will be no make-up exams for students who are absent unless there is a documented medical emergency. **You do not go to the Testing Center to take exams**

Course Assessments Point Break Down Chart		
<i>Assignment Name</i>	<i>Number of Assignments</i>	<i>Total Points</i>
Getting Started Module Activities	3	20 pts
Chapter Quizzes	10	100 pts
Discussions (Original Post & Replies)	5	50 pts

Curriculum Plan Project	1	130 pts
Midterm Exam	1	50 pts
Final Exam	1	50 pts
		400 points

Submitting Assignments:

You can turn in assignments one way in this class – by submitting to the Assignment Dropbox by the date listed on the Course Schedule. For example, if the assignment is due at 8:00 AM on Monday and turned in after 8:00 AM, it is considered late. In the dropbox you will see a due date and close date; the close date is the last day that an assignment can be submitted in the late submission window. Once an assignment dropbox has “closed” submissions will no longer be accepted. Your assignments will be graded online and once posted you will be able to see your grade and feedback. Assignments cannot be submitted through email unless there is a known issue with D2L.

Grading Policy:

All ECED majors working on a technical certificate or an AAS degree are required to receive a C or above in all ECED classes.

Grades are posted in the Gradebook on NS Online. To see your grades in this format, click on the "Evaluation" tab at the top navigation area of the course and select "Grades". All your grades are visible to you, and you can track your progress overall in the course.

It is expected that students follow instructions carefully, study the grading criteria, and ask questions if they do not understand an assignment. For each fieldwork assignment, you will be required to complete the grading rubric as a self-grading component of the assignment. The purpose of this self-grading is to focus your attention on the expectations for the assignment and enhance your own self-evaluation and critical thinking skills. Completing the rubrics will help you practice self-assessment and identify areas for improvement; these are very important skills for a professional in early education. Even though you may submit a self-scored rubric, the instructor will make the final determination on all grades and scores.

The Curriculum Plan Project is required to receive a passing grade in this course. If you fail to turn in the Curriculum Plan Project, you will receive an F for the course. **This is a major assessment in the course that demonstrates your knowledge and skill related to the course outcomes and NAEYC Standards. Completion is mandatory for passing the course.**

Grading Scale:

Letter Grade	Percentage Range	Points Range
A	90-100%	360-400
B	80-89%	320-359
C	70-79%	280-319
D	60-69%	240-279
F	Below 60%	Below 240

FA

If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the “Last Day to Earn F for Attendance (FA).” If you stop attending your course after this date (*March 24, 2023*), you will receive an F.

FN

An FN is awarded if you have never attended your course or done any of the work in an online course.

Late Work Policy & Make-up Procedures for Missed Assignments and Work:

Students are encouraged to turn in all assignments on time. In the event that you miss a due date, you may **turn in the assignment late, up to one week beyond the due date, but no later. Ten percent (10%) of the points for an assignment will be deducted on late work.** No assignments will be accepted more than one week late, and no assignment will be accepted beyond the last class date. Late assignments are to be submitted to the Assignment Dropbox. You do not need to notify the instructor about late work; the Dropbox is pre-set to allow late submissions up to one week late. See example below about reduction of points.

EXAMPLE: An assignment worth 100 points is due Feb. 10th. The final date to submit is on Feb. 17th, a week later. If not turned in on Feb. 10th, then it is considered late and will have 10% (10 points) deducted from total score. You have up until Feb. 17th to turn in the assignment, but no later. As for grading, if you turned in late and earned 90, 10 points will be deducted, and your final score will be 80.

Attendance Policy

General Policy

- *Absences in a course may affect your final grade.*
- *Tardiness may also affect your final grade.*
- *You are responsible for all work/tests that occur during any missed course session(s) regardless of reason(s) for absence.*
- *If you are not well enough to attend a course session (class), you must notify the instructor as soon as possible before the scheduled course time.*
 - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*
- *If you have an unavoidable conflict with a scheduled course session, you must notify the instructor before the course session.*
 - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*

Instructor's Policy

The attendance policy for this course is: **For financial aid** purposes, **attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance (online students are expected to participate in the course at least 3 times a week)
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board/Flip platform
- completing and submitting assignments

Technology Statement

- All classes at the College are web enhanced. "Web enhanced" means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- You may also be required to use free video conferencing platforms (examples: Zoom, Teams, etc.) for course sessions and meetings.
- You will be responsible for appropriate dress while on video. This means that you are expected to dress as if you were in a classroom.
- You will be responsible for a distraction free environment while on video. This means that the professor and others in the course should not be able to hear noise in your home, such as cell phones, TVs, or barking dogs. The best way to do this is to keep yourself on "mute" until you need to speak.
- You will be responsible for making sure your background is neutral. Keep in mind that students and professors come from all around the world, and you are all a part of our community. Therefore, please avoid having images in your background that may be offensive to your classmates.
- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on the [access to internet and technology website](#).

Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.

You should check the NSCC website for current hours of operation.

D2L/NS Online and myNSCC

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nsc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nsc.edu emails contain important information from college offices, such as Financial Aid.

ADA Compliance Statement

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail accesscenter@nsc.edu.

Classroom Misconduct

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as “disruptive conduct” in their courses. Please review the [Nashville State Student Code of Conduct policy](#). Please be aware that children are not allowed in class or to be left unattended on campus.

Academic Misconduct

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses. For this reason, cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in that future career. Nashville State has a clear [Academic Misconduct Policy](#) that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an “F” or a “zero” for such violations or for the term grade.

- **Plagiarism** includes using the words or ideas of another as one’s own, either on purpose or unintentionally. This includes, but is not limited to, copying whole, portions, or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written, digital, or oral) without giving credit to the author or source using an appropriate citation style. You must be able to prove that your work is your own.
- **Penalties for Plagiarism:** Cheating and plagiarism (using someone’s work without acknowledging the source from which it came) constitutes academic dishonesty. There are established college reporting procedures if a student is suspected of committing an academically dishonest act. In addition to other possible disciplinary measure that may be applied through regular college procedures as a result of academic dishonesty, **the instructor has the authority to assign an “F” or a “zero” for the exercise, paper, or examination, or to assign an “F” for the course.** Students may appeal through the appropriate college grade appeal procedures.

Academic Early Alert System

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nsc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

RAVE Emergency Alert System

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses through the [RAVE app \(https://www.getrave.com/login/nsc\)](https://www.getrave.com/login/nsc). The instructions for this are listed below.

- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select "Forgot your password?" and a new password will be emailed to you.
- Should the RAVE system indicate "user not found", select Register and create your own RAVE account.

Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) can assist you beyond the classroom to help you make the most of your college education.
- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

Equity Statement

Nashville State Community College strives to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We understand and practice ideals of equity and inclusion for our students by embracing a full spectrum of experiences, viewpoints, and intellectual approaches in order to overcome barriers to success.

Inclement Weather & Campus Closings

You get notices about campus closings in these places: text messages from RAVE and [the Nashville State website](#). Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.