University of Central Florida

College of Community Innovation and Education

Early Childhood Development and Education Program

EEC 4268-0M01 (14773)

Curriculum Activities in Early Childhood

Syllabus Fall 2021

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| **Department** | School of Teacher Education |
| **Course Number** | EEC 4268-0M01 (14773) |
| **Course Credit** | 3 credit hours (3.0) |
| **Semester** | Spring 2022 |
| **Professor** | Dr. Sara Michael Luna (Dr. Luna)  ED 122Q |
| **Class Dates**  **Location** | EEC 4268 is a Mixed Mode Course: Tuesdays 10:30-1:50pm  **Face-to-Face: 1:30am- 3:00pm TA 302**  **Asynchronous Weekly: See Modules in Canvas**  **Meetings & Times:**  1. Tuesday, January 11th 1:30 – 3:00pm TA 302  2. Tuesday, January 18th **1:30 – 3:00pm TA 302**  3. Tuesday, January 25th **1:30 – 3:00pm TA 302**  4**. Tuesday, February 1st Online Class (See Module for instructions)**  5. Tuesday, February 8th **1:30 – 3:00pm TA 302**  6. Tuesday, February 15th **1:30 – 3:00pm TA 302**  **7**. **Tuesday, February 22nd 1:30 – 4:00pm Orlando Day Nursery**  8. Tuesday, March 1st **1:30 – 3:00pm TA 302**  Tuesday, March 8th (Spring Break)  **9. Tuesday, March 15th Online Class (See Module for instructions)**  10. Tuesday, March 22nd **1:30 – 3:00pm TA 302**  11. Tuesday, March 29th **1:30 – 3:00pm TA 302**  12.Tuesday, April 5th **1:30 – 3:00pm TA 302**  13. Tuesday, April 12th **1:30 – 3:00pm 0pm TA 302**  14. Tuesday, April 19th **1:30 – 3:00pm TA 302**  **15. Tuesday, April 28th Online Final Exam** |
| **Office Hours** | Tuesdays 8:00-11:30am & 3:00 – 4:30pm\*  \*Office Hours will be conducted on Zoom.  Procedure:   1. Email [Sara.MichaelLuna@ucf.edu](mailto:Sara.MichaelLuna@ucf.edu) to request a zoom link 2. Supply: Name, UCF ID, Class Number & Questions 3. You will receive a Zoom link via email   If you would prefer to meet in person, please speak with me in class or send an email. We can arrange a time during office hours. ***To the extent possible, we will meet outside.*** |
| **Email** | [Sara.MichaelLuna@ucf.edu](mailto:Sara.MichaelLuna@ucf.edu)  or  Sa783824@ucf,edu |

**Important Websites:**

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| **Program Website** | <http://pegasus.cc.ucf.edu/~eceucf/> |
| **ESOL Website** | <http://education.ucf.edu/esol> |
| **ViaLiveText Information/Training** | [http://education.ucf.edu/Livetext](http://education.ucf.edu/Livetext/) |

**Catalog Description:**

Explores an integrated approach to curriculum planning, including materials, strategies, and environments for young children as well as scheduling; which emphasizes active learning.

**Audience and Participation:**

This course is intended for Early Childhood Development and Education students. This course is normally taken in your first semester after being accepted into the Track 1 or Track 2 major. If you are Pending (or a recent admission to either Track 1 or Track 2), please schedule an appointment with an Early Childhood Advisor asap.

**Mixed Mode Course:**

EEC 4268 is a mixed mode course. Please note the days and times we will meet face-to-face in Canvas. And also on the first page of this syllabus. We will meet for approximately 90 minutes each week (Tuesdays from **1:30 – 3:00pm** in TA 302). The remaining time, you will be expected to complete assignments, discussions and other activities asynchronously. Please see the MODULES in Canvas (Webcourses).

Webcourses is an online course management system (accessed through [my.ucf.edu](http://my.ucf.edu/) and then the “Online Course Tools” tab) which will be used as a medium for turning in assignments and a forum for communicating with your teammates. Under the “Discussion” section, you will have a designated forum section.

*My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.*

**Prerequisites:**

ARE 2000 Early Childhood Art and Creativity OR

MUE 2211 Early Childhood Music and Movement

**Required Texts:**

Gestwicki, C. (2014). *Developmentally Appropriate Practice: Curriculum and Development in*

*Early Childhood.*

Pica, R (2015) *What if everybody understood child development:* *Straight talk About bettering education and children’s lives*. Thousand Oaks, CA Corwin

**Accreditation/Certification Competencies:**

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| --- | --- |
| PEC | Professional Education Competencies (18th ed.) |
| NAEYC | National Association for the Education of Young Children |
| PK-3 | Prekindergarten-Primary Certification Competencies (18th ed.) are congruent with **FSAC** Florida Subject Area Competencies |
| FSAC | Florida Subject Area Competencies |
| FEAP | Florida Educator Accomplished Practices |
| ESOL | English for Speakers of Other Languages |
| REC | Reading Endorsement Competencies |

**Course Objectives:**

The following objectives have been developed to meet the requirements of our accrediting agencies. They meet the standards established for the following:

Students will:

1. Define play and active learning and justify their value in the early childhood curriculum. Communicate a personal philosophy regarding the role of play and active learning in early childhood education. (NAEYC 1,4; FSAC/PK-3 1.7, 2.1, 2.2, 3.3, 4.11; PEC 7,8; FEAP 2(A)1a; FEAP2(a)1b)
2. Describe philosophical and theoretical principles of constructivist education and developmentally appropriate practices. (NAEYC 1; FSAC/PK-3 2.1; PEC 8; FEAP 2(A)1a; FEAP 2(A)1b)
3. Explain why play and active learning are fundamental to child development in all domains; cognitive, social, emotional, physical and neurological including findings from brain research. (NAEYC 1; FSAC/PK-3 1.7, 3.3; PEC 7,8; FEAP 2(A)1a; FEAP 2(A)1b; FEAP 2(A)1f)
4. Demonstrate the ability to integrate art, drama, music, movement, science, math, language and literacy activities for all children into a thematic, play-based curriculum basing the curriculum on Common Core State Standards with appropriate modifications for LEP and ESE students. (NAEYC 4; FSAC/PK-3 4 .11,4.12, 6.14; PEC 8,10; FEAP 2(A)1a-f; FEAP 2(A)2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f)
5. Identify lesson planning strategies for long and short-term planning to set differentiated instructional goals for all levels of learners and objectives in alignment with state and national standards. (NAEYC 4; FSAC/PK-3 4.5; PEC 10; ESOL 3.2.a, 4.1.a, 6,12,13,16; FEAP 2(A)1a-f)
6. Describe the sequence and levels of development related to play and active learning. (NAEYC 1; FSAC/PK-3 1.2, 1.3; PEC 7; ESOL 4.1.c; FEAP 2(A)1a-f)
7. Assess a child’s ability to play through observation and plan appropriate interventions as needed. (NAEYC 3; FSAC/PK-3 8.1, 8.3; PEC 10; FEAP2(A)4a-f)
8. Identify the teacher’s role in the developmentally appropriate classroom, through facilitation, intervention, assessment and therapy. ( NAEYC 4; ESOL 5.3.a; FEAP 2(A)1a-f; FEAP 2(A)2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f)
9. Describe the developmentally appropriate use of technology in an active learning curriculum. (NAEYC 4; FSAC/PK-3 6.15, 6.16, 6.17, 6.19, 6.20; FEAP 2(A)2g; FEAP 2(A)2i; FEAP 2(A)4c; FEAP 2(A)4f)
10. Develop and organize a safe, positive, developmentally appropriate and inclusive learning environment for children from all linguistic, cultural, developmental and socioeconomic backgrounds. Identify developmentally appropriate toys, materials, equipment and supplies to optimize the active learning environment. (NAEYC 4; FSAC/PK-3 1.6, 1.8, 4.3, 7.1, 9.3; PEC 9; ESOL 3.3.c; FEAP 2(A)1a-f; FEAP 2(A)2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f)
11. Describe the connection between active learning and the development of social competence that builds the foundation for positive classroom management. (NAEYC 1; FSAC/PK-3 1.7, 9.3; PEC 7, 9; ESOL 1.1.a, 3.3.a; FEAP 2(A)2a-i)
12. Utilize technology for web site/page development, critically planning learning units, word processing assignments, and/or reviewing current research using on-line and web browser tools. (NAEYC 4; ESOL 4.1.c)

**Assignments:**

**Assignment 1: Syllabus Contract/Financial Aid**

Due: Friday, January 14!

Points: Complete/Incomplete

Submit: Canvas course

Read the course syllabus, sign the agreement, and submit to webcourses.

All faculty members are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, you must complete the Syllabus Agreement assignment by Friday, January 14, 2022 at 11:59 p.m.  Failure to do so could result in delay of disbursement of your financial aid.  Even if you are not receiving financial aid, you are still required to complete this assignment.

Please submit the file by Friday, January 14!

**Assignment 2: Advocacy for Play Research Paper**

**Due: 2/1/2022 at 4:20pm because this is part of an asynchronous class!**

**Points: 10 points**

**Submit: Canvas course**

**Research Paper/Play Advocacy:**In the midst of the current political and sociological climate, early childhood educators must advocate to politicians, administrators and family members regarding the importance of play in the primary curriculum.  Effective advocacy begins as a process of educating others in a non-threatening manner.  To this end, this assignment will be a research paper advocating the importance of play to all areas of a child’s development. You will clearly communicate the importance of play in a meaningful manner to parents and administrators.  This assignment is required to be 2-3 pages, include a Bibliography/Reference/Works Cited and cite at least one journal article focused on play.

**Assignment 3: Group Curriculum Model Presentations**

Due: 2/14/2022 (online submission) & 2/15/2022 (in class presentation)

Points: 10 points

Submit: Canvas course

Power Point Presentation: In a small group (5-6 peers), you will prepare a 6 slide presentation on one curriculum model. You will reference Chapter 4 (Gestwicki) and outside resources to prepare your presentation. Your presentation must include: (1) History and Philosophy of Learning,  (2) Structure/Curriculum, (3) Key Concepts, and DAP (4) Local Examples (link to webpage of preschool), (5) Teacher’s Role in learning, (6) Video or photos of environment, (7) APA Reference List. Your group will have 8 minutes to present your findings in the Zoom class. You should be ready to share your screen/power point and any video clips or photos with the class. ( NAEYC 4; ESOL 5.3.a; FEAP 2(A)1a-f; FEAP 2(A)2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f) & ( NAEYC 4; ESOL 5.3.a; FEAP 2(A)1a-f; FEAP 2(A)2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f)

All the the Canvas Assignments, Discussions and Quizzes should be completed by the due date!

*All Assignments are Due the day before class at 11:59pm unless otherwise noted above (or on the Canvas course modules).*

*Late work will receive a 10% deduction in points for each day it is late.*

**Assignment 4:****Lesson Plan 1 & Digital Prop Box**

Due: February 28th at 11:59pm

Points: 15 points

Submit: Canvas course

Based on our class thematic unit (PreK-3rd Grade Science), you will prepare a hands-on, art integrated curriculum-based center. You will write a Lesson Plan (to be turned in on Canvas) and create a Hands-on Center (you will document all the materials by adding clip art and photos at the end of your lesson. This is the "digital prop box." The Rubric for Grading the Lesson Plan is here: [4268 Lesson Plan Rubric.docx](https://webcourses.ucf.edu/courses/1337501/files/75904709/download?wrap=1)

Your center must be developmentally appropriate, geared to grades K-3, related to Florida State Standards, and include accommodations for special needs/LEP/ESOL students.

Submit: Lesson Plan & Photographs of your Prompt box (the materials you will use during the lesson plan as well as one completed example of any project you might have the students work on). (NAEYC 4; FSAC/PK-3 4.5; PEC 10; ESOL 3.2.a, 4.1.a, 6,12,13,16; FEAP 2(A)1a-f)

All the the Canvas Assignments, Discussions and Quizzes should be completed by the due date!

*All Assignments are Due the day before class at 11:59pm unless otherwise noted above (or on the Canvas course modules).*

**Assignment 5: DAP - Developmentally Appropriate Practice Paper**

Due: March 15th, 2022 at 4:20pm (To be completed online during our class time)

Points: 30 points

Submit: Canvas course

Observation:  You will either observe in two early childhood classrooms (2 hours each) or if you are unable to observe an early childhood classroom, you must watch Mr. Greg Smedley-Warren's Kindergarten links (please see assignment sheet for links). You should budget 4 hours to watch the videos.

You will reflect on developmentally appropriate practices and how the practices are present (or not present) in our education system. You must specifically cite the five developmental domains and reference your Gestwicki Chapter 1 text as well as the NAEYC video on DAP. You must cite these references in your paper and in the reference, list using APA citation. You will reference the DAP Questionnaire posted in the assignment description.

After you have completed the questionnaire, write a comparison 2-3-page paper that focuses on the classroom management, different learning styles, and application of Higher Order Thinking questions, how standards drive curriculum and developmentally appropriate practices of each environment. In addition, please include reflection on your personal observations.  **(FEAP 2(A)3f; ESOL 4.1.b Create supportive, accepting, student-centered classroom environments.)**

All the the Canvas Assignments, Discussions and Quizzes should be completed by the due date!

*This Assignment is Due the day of class at 4:20pm.*

*Late work will receive a 10% deduction in points for each day it is late.*

**Assignment 6:****Lesson Plan 2 for Integrated Thematic Unit**

Due: March 21st at 11:59pm

Points: 10 points

Submit: Canvas course

Based on our class thematic unit, you will prepare an integrated thematic Lesson Plan. Your Lesson Plan should be focused on the same age group as your Lesson Plan 1. You will find a lesson plan template on Canvas. You will write a Lesson Plan (to be turned in on Canvas). Remember to make your activity hands-on and interactive. Your Lesson must be developmentally appropriate, geared to grades K-3, related to Florida State Standards, and include accommodations for special needs/LEP/ESOL students.  (NAEYC 4; FSAC/PK-3 4.5; PEC 10; ESOL 3.2.a, 4.1.a, 6,12,13,16; FEAP 2(A)1a-f)

All the the Canvas Assignments, Discussions and Quizzes should be completed by the due date!

*All Assignments are Due the day before class at 11:59pm unless otherwise noted above (or on the Canvas course modules).*

*Late work will receive a 10% deduction in points for each day it is late.*

**Assignment 7: Lesson Plan Calendar for Integrated Thematic Unit**

Due: March 28th at 11:59pm

Points: 10 points

Submit: Canvas course

Based on our class thematic unit, you will prepare a Calendar for your integrated thematic Lesson Plan. Your Lesson Plan should be focused on the same age group as your Lesson Plan 1. You will find a lesson plan template on Canvas. You will write your lesson objective and a short description of each of your 6-8 Lesson Plans. Please see the form and examples on Canvas. Calendar must be turned in on Canvas. Remember to make your activity hands-on and interactive. Your Lesson must be developmentally appropriate, geared to grades K-3, related to Florida State Standards, and include accommodations for special needs/LEP/ESOL students.  NAEYC 4; FSAC/PK-3 1.6, 1.8, 4.3, 7.1, 9.3; PEC 9; ESOL 3.3.c; FEAP 2(A)1a-f; FEAP 2(A)2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f)

All the the Canvas Assignments, Discussions and Quizzes should be completed by the due date!

*This Assignment is Due the day of class at 4:20pm.*

*Late work will receive a 10% deduction in points for each day it is late.*

**Assignment 8: Lesson Plan 3**

Due: April 11th at 11:59pm

Points: 10 points

Submit: Canvas course

Based on our class thematic unit, you will prepare an integrated thematic Lesson Plan. Your Lesson Plan should be focused on the same age group as your Lesson Plan 1. You will find a lesson plan template on Canvas. You will write a Lesson Plan (to be turned in on Canvas). Remember to make your activity hands-on and interactive. Your Lesson must be developmentally appropriate, geared to grades K-3, related to Florida State Standards, and include accommodations for special needs/LEP/ESOL students.  NAEYC 4; FSAC/PK-3 1.6, 1.8, 4.3, 7.1, 9.3; PEC 9; ESOL 3.3.c; FEAP 2(A)1a-f; FEAP 2(A)2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f)

All the the Canvas Assignments, Discussions and Quizzes should be completed by the due date!

*All Assignments are Due the day before class at 11:59pm unless otherwise noted above (or on the Canvas course modules).*

*Late work will receive a 10% deduction in points for each day it is late.*

**Assignment 9: FINAL PROJECT Integrated Thematic Unit**

Due: April 28th at 11:59pm

Points: 10 points

Submit: Canvas course & **ViaTextLive**

**This is a viaLiveText assignment. Provide instruction that integrates listening, speaking, reading, and writing for English Learners of diverse backgrounds and varying English proficiency levels. (FEAP 2(A)1a-f; FEAP 2(A) 2a-i; FEAP 2(A)3a-j; FEAP 2(A)4a-f; FEAP 2(A)2g; FEAP 2(A)2h-i; FEAP 2(A)3g; FEAP 2(A)4c; PEC 8, 9,10; ESOL 3.2.k, 3.3.a, 3.3.c -** Students will design and plan an integrated thematic week long-unit for a class or small group that includes all academic areas.  All activities for the unit must be developmentally appropriate, geared to the primary grades, relate to the Florida State Standards, including accommodations for special needs/LEP/ESOL students and include technology.  Items to be included in the unit:  lesson plans, higher order thinking questions (Bloom or Webb), technology integration.

* 6-8 Thematic Lesson Plan must follow outline given to you by the Professor.
* Technology must include 3-5 websites or apps that relate to your unit and are accessible for all students including students with special needs and LEP/ESOL students.
* Inventory List (Prop Box) create an inventory list of toys, materials, equipment, technology, and supplies for your Thematic Unit.
  + The inventory will include culturally relevant and assistive technology materials that meet all developmental modalities as well as support special needs and LEP students.

Submit in Canvas

**Submit in ViaLiveText**

**Quizzes (10 quizzes at 10 points each)**

The quizzes are mostly multiple choice and based on the Gestwicki Textbook, Developmentally Appropriate Practice: Curriculum and Development in Early Childhood. All quizzes are open note/open book! I want you to look up the answers J The purpose of Quizzes is to check your comprehension. Many of the questions are taken directly from the text.

* Quizzes are due the night before class (Mondays @ 11:59pm).
* The quiz is not timed, so you can take as much or as little time as you need.
* You may use your notes and textbook to take the quiz.

**Weekly Discussions**

Each week there will be Discussions due on Mondays @ 11:59pm:

(1) Getting Ready for Class: A Discussion that will get to ready for Class (usually reading, watching videos and reflecting on new content. This is a LOW Risk Activity and you will be graded for completion). Due Mondays at 11:59pm the day before class.

(2) Readings: There will be a weekly discussion based on the Rae Pica book, These Discussion posts will be graded for accuracy. Due Mondays at 11:59pm the day before class.

Submit in Canvas

**EEC 4268: Fall 2021 Assignments & Due Dates**

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| **Assignments** | Points | Due Date |
| Assignment 1: Syllabus Contract | Complete/Incomplete | 1/14/2022 |
| Assignment 2:  Advocacy for Play Research Paper | 10 | 2/1/2022 at 4:20pm |
| Assignment 3:  Curriculum Models | 10 | 2/14/2022 @ 11:59pm  Presentations: 2/15/2022 |
| Assignment 4: Lesson Plan 1 & Prop Box | 15 | 2/28/2022 @ 11:59pm |
| Assignment 5:  DAP Observation Paper | 20 | 3/15/2022 @ 4:20pm |
| Assignment 6: Lesson Plan 2 | 10 | 3/21/2022 @ 11:59pm |
| Assignment 7: Lesson Planning Calendar | 10 | 3/28/2022 @ 11:59pm |
| Assignment: Lesson Plan 3 | 10 | 4/11/2022 @ 11:59pm |
| Assignment: Final Curriculum Unit | 30 | 4/27/2022 @11:59pm  (On Canvas & ViaTextLive) |

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| --- | --- |
| **Discussions** | Points |
| Discussion 1a | 5 |
| Discussion 1b | 5 |
| Discussion 2a | 5 |
| Discussion 2b | 5 |
| Discussion 3a | 5 |
| Discussion 3b | 5 |
| Discussion 4a | 5 |
| Discussion 5a | 5 |
| Discussion 5b | 5 |
| Discussion 6a | 5 |
| Discussion 8a | 5 |
| Discussion 9a | 5 |
| Discussion 10a | 5 |
| Discussion 11a | 5 |
| Discussion 12a | 5 |
| Discussion 12b | 5 |
| Discussion 13a | 5 |

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| --- | --- | --- |
| Quizzes |  |  |
| Quiz 1 | 05 | 1/17/2022 |
| Quiz 2 | 10 | 1/17/2022 |
| Quiz 3 | 10 | 1/24/2022 |
| Quiz 4 | 10 | 1/31/2022 |
| Quiz 5 | 10 | 2/7/2022 |
| Quiz 6 | 10 | 2/15/2022 |
| Quiz 7 | 10 | 3/15/2022 |
| Quiz 8 | 10 | 3/28/2022 |
| Quiz 9 | 10 | 4/11/2022 |
| Quiz 10 | 10 | 4/18/2022 |

**Total points 285**

Grading Scale

A-92-100%   
B-84-91%

C-76-83%   
D-68-75%

\*The College of Innovation and Education requires students to achieve a grade of “C” or higher in all education courses in order to pass the course**.**

***Please reference the Modules in the Canvas Course for up-to-date due dates.***

All the the Canvas Assignments, Discussions and Quizzes should be completed by the due date!

*All Assignments are Due the day before class at 11:59pm unless otherwise noted above (or on the Canvas course modules).*

*Late work will receive a 10% deduction in points for each day it is late.*

**Assignments:**

# **Academic Integrity/Plagiarism**: Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, do not cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change, (or expect me to change), your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule defines plagiarism as follows: “**whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.**”

* **Completion of Assignments:** Assignments, Discussions and Quizzes are due (submitted to webcourses/ViaLiveText (for ViaLiveText assignment) at 11:59pm the day before class. Please see calendar and/or modulas for exceptions to this due date.
* **ViaLiveText:** ECDE majors only, both Track 1 and Track 2. Please open your ViaLiveText Dashboard to view the rubrics for each ViaLiveText assignment. These rubrics will assess different expectations than the specific rubrics provided by this instructor. ViaLiveText assignments are used to collect data for accreditation processes. However, failure to upload assignment will result in a failing grade for the class. Late submission follows the syllabus guidelines for late assignment submissions.
* **Late Assignments:** Any assignments that are turned in late – by the next class meeting – and will have 10% taken off for each day it is late. All assignments must be submitted by the final day of the semester. This includes uploading ViaLiveText assignments on the due date (so it is not considered late, with a loss of points). A late ViaLiveText submission is considered a late assignment and the policy for late assignments will be enforced accordingly.
* **Format:** Unless otherwise noted, all written assignments must be computer-processed and professionally presented (e.g., 1” margins, 12 pt. font, Times New Roman typeface, etc.), APA. For further information please see <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>
* **Quality:** Work is expected to be thoughtful, reflective, and of high quality in terms of both content and presentation. Work that does not meet the established criteria will not receive full credit. This may result in a lowered grade.
* **Communication Proficiency:** Proficiency in the use of oral and written Standard English is expected of all teachers. These standards include grammar, spelling, punctuation, appropriate vocabulary, and sentence structure. Regular proofreading may meet your needs. However, if further assistance is needed, you may be REQUIRED to visit the University Writing Center: <http://www.uwc.ucf.edu/>. The Student Academic Resource Center (SARC) services are also available for tutoring and study skills: <http://www.sarc.sdes.ucf.edu/>.
* **Make-up Exam Policy**: No make-up exams or quizzes will be given unless an accepted and documented emergency prevents a student from being present.

# **STUDENT EXPECTATIONS:**

*Every course, whether it is face-to-face or online, differs depending on the instructor. Each course is organized differently and has different expectations. It is important that you learn what the requirements are of this course, when the assignments are due, and where to turn if you are experiencing difficulties.*

# **Attendance:**

* Due to Covid 19, this course does not have an attendance policy. Please do not come to class if you have Covid or are in quarantine after being exposed. Absences are neither excused or unexcused but you will lose points for each discussion or quiz.
* If you miss a class meeting, it is your responsibility to obtain the information covered from your colleagues **and please do not ask me a version of this question…. “I was out last week. Did I miss anything?” or “I’ll be out next week. Are we doing anything important?”**
* Our class will meet face-to-face in TA 302, but due to the spike in Covid-19, for the first 4 weeks of class, a zoom link will be offered to students who have been exposed to Covid-19 or who are currently in quarantine. This link can be found on the home page of the course canvas page. The same link will be active at 11:50-1:20pm for January and February.
  + **It is important that the Zoom link is not abused.** You may not use the Zoom link for class if you are waiting for a plumber or simply “don’t feel like” going to class.
  + Zoom link attendance may only be used two times for each student. Normally, quarantine time for Covid-19 is 10 days, which should be covered by two weeks of Zoom attendance. If you require more time, please speak with the professor.
* **Tardiness/Leaving Class Early:** You are expected to arrive to the class meetings on time and stay for the entire class to count you as present. In the rare occasion of arriving to class late, you will be considered absent if you are 15 minutes late. Leaving early will count as an absence.
* **“Fully present”:** It is expected that you will be “fully present” at each class you attend by reading course materials prior to class and by being attentive to behaviors which affect physical and mental engagement. Part of your learning as an individual, and of our learning as a group, comes from social exchange. Learning to communicate well with children and adults is an important part of being a teacher.
* **Cell Phones:** Please silence or turn off all cell phones during class.
* **Smart Phone and/or Laptop Usage:** Please limit usage of smart phones, laptops, and other devices during class to note-taking and electronic book referencing. It is expected that you will **not** use these devices to check email, browse the Internet, and/or engage in other activities **unrelated** to our class meeting. Failure to adhere to this policy will result in loss of participation points.
* **Change of Modality due instructor illness**: If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or using Zoom for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

**EECD & UCF Policies and Practices**

* **Family Educational Rights and Privacy Act of 1974 (FERPA):** Please be aware that certain information may **not** be given to students via email or telephone. This includes personal identifiable information (PII) and educational records (ER).
* **Academic Honesty:** According to UCF Golden Rule (<http://goldenrule.sdes.ucf.edu/>) guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Such behavior is also a violation of the College of Education & Human Performance’s Professional Code of Conduct. (Please see full plagiarism policy above).
* **Student Accessibility Services:** The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Accessibility Services (https://sas.sdes.ucf.edu/) office. The instructor will be contacted directly by Student Accessibility Services.
* **Email Communication:** Student-faculty communication must **always** use students’ Knights email address and faculty’s UCF email address. When sending me email regarding this course, please use your Knights email.
* Each instructor will have different requirements. Please do not compare instructors.
* Be sure to read the syllabus and understand all expectations and consequences for late, missed, and incomplete assignments and class meetings.
* Demonstrating a professional disposition towards the Instructor and your peers is expected at all times.
* ViaLiveText rubrics will assess different markers than the rubrics used to assess assignments for course grades.

### Campus Safety

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

* In case of an emergency, dial 911 for assistance.
* Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide’s physical location and consider reviewing the online version at <http://emergency.ucf.edu/emergency_guide.html>.
* Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
* If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).  (insert class specific information if appropriate)
* To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in.  Click on “Student Self Service” located on the left side of the screen in the tool bar, scroll down to the blue “Personal Information” heading on your Student Center screen, click on “UCF Alert”, fill out the information, including your e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
* If you have a special need related to emergency situations, please speak with me during office hours.
* Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**Administrative requirements:**

You are enrolled in the Early Childhood Development and Education program because you are preparing to be professional supporting young children and families. You will touch the lives of many children throughout your career. The transition from being a student to becoming an early childhood professional begins by approaching courses in a professional and responsible manner. Pre-service professionals do not look at professional preparation courses with the purpose of "getting a good grade" or "getting by." It is expected that each of you will demonstrate interest, enthusiasm, and professionalism in all your courses.

**Required UCF Statement Regarding COVID-19**

*University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes*

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

*Notifications in Case of Changes to Course Modality*

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

*COVID-19 and Illness Notification*

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

*In Case of Faculty Illnes*s

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course or a change in the modality of the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

* **Title IX** makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may be subject to criminal penalties.