

**EDEC 4392.35**  
UNIVERSITY OF TEXAS - PAN AMERICAN  
FALL 2006

**GENERAL INFORMATION**

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OFFICE HOURS M & W 12:00-3:00 pm  
T & R 12:00-1:00 pm and 2:30-3:30 pm  
(*also by appointment*)

**COURSE INFORMATION**

TITLE & SECTION EDEC 4392.35

SEMESTER & YEAR Fall 2006

COURSE DAY & TIME T & R 10:35-11:50am

LOCATION EDCC-2.102A

COURSE DESCRIPTION Students will understand child guidance by analyzing processes of acquisition and conceptualization of Piagetian concepts, socialization, wellness and fitness. Note: This course is defined as a field-based course with equal amount of class time experiences divided between the university and assigned schools.

**REQUIRED READING**

TEXTBOOKS Burke, L. E. (2006). *Child development, 7<sup>th</sup> ed.* Boston: Allyn & Bacon.

Marion, M. (1999). *Guidance of young children, 5<sup>th</sup> ed.* Upper Saddle River, NJ: Prentice Hall

## COURSE REQUIREMENTS

PRACTICE  
(40%)

### **Authoritative Behavior Observation Paper**

After in class discussion on teaching and parenting style, the students will be expected to make a real world observation to find examples of positive authoritative caregiving. The student may visit a variety of places in which one can observe adults and children interacting, (for example, the field experiences site, grocery store, park, family gatherings, etc.) and take field notes to use in the final paper.

In a 3-5 page paper, the student will briefly describe the setting and subjects, along with a description of the interaction and a response on whether or not this is a good example of “authoritative caregiving”.

The paper should take the following format: I. Setting II. Subjects III. Summary of Field Notes IV. Analysis. Copies of the field notes need to be attached as an appendix.

### ***Child Development* Presentation**

Each student is to read the textbook *Child Development* throughout the semester. Students will form groups of 3-4 to present a chapter to be assigned by the instructor. Each group will lead a discussion using a Power point presentation (15-20 minutes) synthesis of their chapter, summarizing the main points and applying real world examples pertaining to the information discussed. Three to five (3-5) quiz questions are to be developed for each presentation. A full Power point slide hardcopy and accompanying quiz questions are to be given to the instructor and handout copies (six slides per page) of the Power point presentation are to be given to the students.

### **Developmentally Appropriate Practice Classroom Room Rules Artifact**

In groups of 3-4, students will design and create an artifact that lists classroom rules that are consistent with developmentally appropriate practices and presented in class.

The artifact will be evaluated by age appropriateness, correct language use, general appearance and practicality.

TESTS (40%)

**I. Midterm Exam:** A midterm exam will be given prior to the seventh week of classes. It may consist of a combination of multiple-choice, true and false, matching and essay questions.

**II. Final Exam:** The final exam will be given during finals week. It may consist of a combination of multiple-choice, true and false, matching and essay questions and be cumulative in content.

QUIZZES &  
HOMEWORK  
(10%)

**Quizzes**

There will be 5 quizzes or in-class assignments, each worth 10 points. These will serve to assess your understanding of the reading assignments and vocabulary. Each quiz will consist of any combination of multiple choice, matching, short answers or essay questions. No make ups will be given for quizzes.

**Presentation of an article on Child Development**

During the semester, each student will bring in one article on child development and lead a brief discussion at the beginning of the class period. Topics may include but are not limited to: Acquisition of concepts, Socialization, Constructivist applications, Wellness and fitness pertaining to the young child. A brief one page summary and response attached to the article will be given to the instructor. Providing copies for the class is optional, but students will need to be able to direct classmates to a source.

GRADES

<b>Assignment</b>	<b>Points</b>
Class preparation and participation	40
Article Presentation	30
Authoritative Behavior Observation	100
DAP Rules Artifact	30
Midterm	100
<i>Child Development</i> Presentation	50
Quizzes and Class Assignments	50
Final Exam	100
<b>Total</b>	<b>500</b>

500-450=A    449-400=B    399-350=C    349-300=D    >300=F

## COURSE POLICIES

EMAIL ACCOUNT	<p>This is a web-augmented course using WebCT. Students are <b>required</b> to obtain university email accounts at the Academic Services Building (ASB 2.102). Students will be enrolled and can access their class page from the university main web page <a href="http://www.panam.edu/">http://www.panam.edu/</a></p>
ATTENDANCE	<p>Excused absences are at the discretion of the course professor and must be arranged prior to class meetings. It is extremely important that you contact me by phone or e-mail if you must be absent. If you fail to do this you will be considered unexcused and default on any tests, quizzes or in-class assignments missed.</p> <p>Only those with excused absences will be permitted to make arrangements on class work. All others are subject to Late Assignment Policy (see below).</p> <p>Points will be subtracted from final grade for <b>any</b> absence.</p> <p>All absences, excessive tardiness and early departures will be factored into the final grade.</p>
LATE ASSIGNMENTS POLICY	<p>All assignments are to be submitted by due date for full credit.</p> <p>Points will be taken from late assignments and are cumulative.</p> <p>Tests and quizzes <i>cannot</i> be made up if missed with an unexcused absence.</p> <p>The instructor reserves the right to assign additional projects when quizzes or tests are forfeit due to an excused absence.</p>
GUIDELINES FOR STUDENT BEHAVIOR	<p>Although it is my philosophy to be extremely tolerant of diverse behaviors, I must inform you that incidents in previous classes cause me to develop these guidelines and while I may not call attention to infractions in class, it will be noted and a part of your participation evaluation.</p> <p>Cell Phones: Cell phones are disruptive! If you must leave them on, turn the ringer to vibrate. Cell phone conversations must be avoided within the classroom.</p> <p>Group cooperation: Learning how to deal with other colleagues is an important and necessary part of becoming a teacher. You will be evaluated on your ability to work as a part of a team. Practice consideration for others at all times. Develop shared responsibility.</p>

## TEXES COMPETENCIES

PEDAGOGY AND  
PROFESSIONAL  
RESPONSIBILITIES  
(EC – 4)

This course address the following TExES competencies:

**1. *Learner-Centered Knowledge***

The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

**2. *Learner-Centered Instruction***

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.

**3. *Equity in Excellence for all Learners***

The teacher responds appropriately to diverse groups of learners.

**4. *Learner-Centered Communication***

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

**5. *Learner-Centered Professional development***

The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

Domain I, II, III

Standards I-IV

All PPR Competencies

To see a complete listing of all of the TExES competencies and to obtain a TExES preparation manual for EC-4 PPR go to:

[http://www.excet.nesinc.com/TE\\_viewSG\\_opener.asp](http://www.excet.nesinc.com/TE_viewSG_opener.asp)

ADMISSION TO THE COLLEGE OF EDUCATION	To enroll in this course, you must be formally admitted to the College of Education. If you have not been formally admitted to the College of Education Teacher Preparation Program you will be dropped officially from this class. The drop may come at any time during the semester. If you have not yet been officially admitted to the College of Education, you should withdraw from this course immediately and, if appropriate, seek counsel from the undergraduate advisor in the College of Education.
FIELD-BASED REQUIREMENT	Six hundred and eighty hours of field experience is required of students during Internship II. Students will teach full-time for a minimum of 4 weeks. A log will be kept detailing the time, date and place of these visits. Specific instructions on how to document the field experience will be given by the University Supervisor. Students may not start these observations until they receive clearance from the instructor and have obtained their TB test results.
ATTENDANCE	As a field-based program, students will be attending classes at the university campus and in the public school. Tardies and absences will be monitored and enforced using the following system: 1 tardy (no action), 2 tardies (counted as one full absence in the class and subject to the next conditions). Absences: 1 absence (no action), 2 absences (no action), 3 absences (final course grade will be dropped a letter grade), 4 absences (dropped from course with DP or DF with no warning).
LATE WORK	Accepting late work is at the discretion of the course instructor. Generally, late work is not accepted; however, if there are extenuating circumstances, the general policy is that late work is penalized one letter grade per day that it is late.

## UNIVERSITY POLICIES

### ACADEMIC HONESTY & INTEGRITY

Academic honesty and integrity is expected of all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in another person's work, in part or in whole, as your own; (2) copying from professional works without citing them; and (3) any form of cheating on exams. Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an "F" in the course, and/or possible suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

### STUDENTS WITH DISABILITIES

If you have a documented disability which will make it difficult for you to carry out the work as I have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia Ramirez Schunior Hall, room 100 immediately. Appropriate arrangements/accommodations can be arranged.

EDEC 4392.35 Tentative Schedule\*  
Fall 2006

Week	Date	Topic	Chapter/Assignments
1	8/24	Orientation / Article Presentation	Review Syllabus and Course Work
2	8/29 8/31	Nature: The Biological Component of Child Development Nurture: The Environmental Component of Child Development	Berk, Chap. 3 Berk, Chap. 14
3	9/5 9/7	Quiz 1 Group Chap. Presentation	Berk, Chap. 4
4	9/12 9/14	Group Chap. Presentation Group Chap. Presentation	Berk, Chap. 5 Berk, Chap. 6
5	9/19 9/21	Group Chap. Presentation Quiz 2	Berk, Chap. 7
6	9/26 9/28	HESTEC No Classes DAP and Guiding Student Behavior /Field Observations Assignment	Marion, <i>Guidance of Young Children</i>
7	10/3 10/5	Mid-Term Begin Field Experience Meetings	<b>Mid-Term Exam</b>
8	10/10 10/12	DAP and Guiding Student Behavior FE	Marion, <i>Guidance of Young Children</i>
9	10/17 10/19	Group Chap. Presentation FE	Berk, Chap. 8 <b>DAP Classroom Rules Artifact due</b>
10	10/24 10/26	Group Chap. Presentation FE	Berk, Chap. 10
11	10/31 11/2	Group Chap. Presentation FE	Berk, Chap. 11
12	11/7 11/9	Group Chap. Presentation FE	Berk, Chap. 12
13	11/14 11/16	Quiz 3 DAP and Guiding Student Behavior	Marion, <i>Guidance of Young Children</i>
14	11/21 11/23	Issues and Trends /Article Presentation Thanksgiving	<i>Last Day to Present an Article</i>
15	11/28 11/30	Discussion of Field Observation Discussion of Field Observation	<b>Beh. Observation Paper due</b>
16	12/5 12/7	Final <i>Dead Days</i>	<b>Final Exam</b>
17	12/12	Finals Week	Portfolio Reviews

*\*The instructor reserves the right to modify or adjust the schedule and/or assignments as necessary.*