



EDEC 3306 The Whole Child (2-2)
First Semester

Instructor Information

<i>Instructor:</i>
<i>Email:</i>
<i>Office Voice Mail Line:</i>
<i>Campus office hours:</i>
<i>Virtual Office Hours:</i>

Course Description

This course uses creative arts and play as central approaches to teaching and learning. It provides an integrated approach to content learning through fine arts and physical education. This course includes field-based experiences.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Understands the role of play in a child’s growth and development.
2. Demonstrates an understanding of fine and gross motor development.
3. Use scaffolding to promote learning through integrated lessons with creativity and play.
4. Develop understanding of the development of play during the life span from a variety of theoretical perspectives and relate this development to appropriate pedagogy.
5. Develop strategies for supporting the development of play with students from diverse backgrounds who have diverse individual strengths and needs.

Pedagogy and Professional Responsibilities (PPR):

Knowledge	Skills	<u>EC-3</u>	<u>TEKS</u>	<u>PKG</u>
Standard 1: 1.1, 1.4, 1.7, 1.10, 1.11, 1.12, 1.13, 1.14, 1.16, 1.18, 1.19, 1.20, 1.21, 1.23, 1.24, 1.26, 1.27	1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.19, 1.20, 1.21, 1.23, 1.24, 1.26, 1.27	1.1, 1.2, 1.3	TEKS are applied in projects/ lesson plans based on grade level and content area chosen for assignments	PKG are applied in projects/ lesson plans based on content area chosen for assignments
Standard 2: 2.1, 2.2, 2.6, 2.9, 2.10	Standard 2:			
Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	Standard 3: 3.1, 3.2, 3.3, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12,			

	3.13, 3.14, 3.15, 3.18, 3.20			
Standard 4: 4.1	Standard 4:			

Textbook

Van Hoorn, J. (2015). *Play at the Center of the Curriculum (6th Edition)*. Pearson ISBN 10: 0-13-346175-0

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Points are awarded as follows:

- Annotated Bibliography – 25 points
- Play Article Review – 25 points
- Advocacy for Play – 50 points
- Lesson Plans (4) 50 points each - 200 points
- Field Experience Reflective Journal – 100 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This is a course where dispositions are evaluated formally. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and

Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

Course Technology

Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

Student Responsibilities and Class Policies:

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbook*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the [Field Experiences and Student Teaching Manual](#). ([link](#))

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131, Midland, Texas 79705, (432) 685-4781, tbaker@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a "Notice of Accommodations" letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

Course Schedule

This course is offered over 16 weeks. This is an estimate and is subject to the instructor's discretion and may be changed.

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
1	<ul style="list-style-type: none"> • Introductions (Exploring Our Experiences of Play in Childhood and Adulthood) 	<ul style="list-style-type: none"> • Syllabus • Course Expectations • Ethics and Dispositions • Field Experience Assignments 		
2 SLOs 1	<ul style="list-style-type: none"> • Ch #1 Play and Learning 	<ul style="list-style-type: none"> • Play at the center of a developmentally based curriculum. • How teachers of young children view play • Play and developmentally appropriate practice 		
3 SLOs: 1, 2	<ul style="list-style-type: none"> • Ch #2 Theoretical Lenses on Play 	<ul style="list-style-type: none"> • Describe the “nature–nurture” debate and your understanding of how a constructivist view contributes to that debate. • Teachers of young children gain support for their use of play in the classroom by understanding the role of play in the developmental theories of Piaget, Vygotsky, Mead, and Erikson. 		
4 SLO: 2	<ul style="list-style-type: none"> • Ch #3 Play and Development 	<ul style="list-style-type: none"> • Play and intellectual development • Play, imagination, and creativity • Play and social–moral development 	<ul style="list-style-type: none"> • Play Article (25) 	Monday by midnight
5 SLOs: 2, 3, 4,	<ul style="list-style-type: none"> • Ch #4 Play in Early Childhood: Orchestrating Play: Setting the Stage 	<ul style="list-style-type: none"> • Principles Guiding Play Orchestration • Setting the Stage for Play 		
6 SLOs: 2, 3, 4, 5,	<ul style="list-style-type: none"> • Ch #5 Teachers' Roles in Play 	<ul style="list-style-type: none"> • Play and Scaffolding • Play and the Culture of School 	<ul style="list-style-type: none"> • Advocacy for Play: Group 	Monday by midnight

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
		<ul style="list-style-type: none"> • Spontaneous, Guided, and Directed Play 	Assignment (50 pts)	
7 SLOs: 2, 3, 4, 5,	<ul style="list-style-type: none"> • Ch #6 Play and Assessment 	<ul style="list-style-type: none"> • Features of assessment of children's play • Examining the purposes of assessment 		
8 SLOs: 2, 3, 4,	<ul style="list-style-type: none"> • Ch #7 Mathematics in the Play-Centered Curriculum 	<ul style="list-style-type: none"> • The development of mathematical understandings. • The goals and foundations of early childhood mathematics education. 	<ul style="list-style-type: none"> • Annotated Bibliography (25) • Lesson Plan – Math (50 pts) 	Monday by midnight
9 SLOs: 3, 4,	<ul style="list-style-type: none"> • Ch #8 Language, Literacy and Play 	<ul style="list-style-type: none"> • Play, language, and literate behavior: A natural partnership. • Language and literacy learning in the primary grades: The motivating power of play. 		
10 SLOs: 2, 3, 4,	<ul style="list-style-type: none"> • Ch #9 Science in the Play-Centered Curriculum 	<ul style="list-style-type: none"> • Play supports development of scientific understandings • Promoting equity and excellence for all. 	<ul style="list-style-type: none"> • Lesson Plan – Science/Language Arts (50 pts) 	Monday by midnight
11 SLOs: 2, 3, 4,	<ul style="list-style-type: none"> • Ch #10 Play and Creativity: Planning for the Arts 	<ul style="list-style-type: none"> • A guide for curriculum design. • Knowledge of the patterns of development in children's art making. 		
12 SLOs: 3, 4, 5	<ul style="list-style-type: none"> • Ch #11: Play and Socialization 	<ul style="list-style-type: none"> • Diversity creates social enrichment for today's classrooms. 	<ul style="list-style-type: none"> • Thematic Lesson Plan – Social Studies/Arts (50 pts) 	Monday by midnight
13 SLOs: 3, 4, 5,	<ul style="list-style-type: none"> • Ch #12: Outdoor Play 	<ul style="list-style-type: none"> • Teaching Goals and Guidelines for Children in the Outdoor Classroom. • Fostering Inquiry in the Outdoor Classroom 		

Week/Student Learning Outcome(s) (SLO)	Readings and Preparation for This Week's Class	In Class Activities	Assignment (Points)	Due Date
14 SLOs: 2, 3, 5	<ul style="list-style-type: none"> Ch #13: Play and Popular Media 	<ul style="list-style-type: none"> Principles for considering toys and media technology as tools for play. Media technology in the lives of children. 	<ul style="list-style-type: none"> Lesson Plan – Technology/ Outdoor Play (50 pts) 	Monday by midnight
15 SLOs: 1, 2, 3, 4, 5,	<ul style="list-style-type: none"> Ch #14: Creating Communities of Players: Revisiting Theory and Practice in Play 	<ul style="list-style-type: none"> Constructivism and social-cultural theories of development. The meaning of play in childhood and society. 		
16 SLOs: 1, 2, 3, 4, 5,	<ul style="list-style-type: none"> ePortfolio 		Field Experience Reflective Journal- (100 pts)	Monday by midnight

Please note that the instructor reserves the right to change the syllabus.