

**Moberly Area Community College  
Common Syllabus**

**ECE140: Play as Learning  
Current Term**

**Instructor:**

**Office number:**

**Office hours:**

**Response Time:** I typically respond to student emails within 24 hours, Monday through Friday.

**Contact information:**

**Classroom number:**

**Section number(s):**

**Class days and time:**

**Catalog Description:** ECE140 Play as Learning 3-0-3

This course explores Developmentally Appropriate Practice in Early Childhood and guides the student through the essentials of providing a developmentally appropriate, stimulating learning environment, which also supports the social/emotional development of the child.

**Prerequisite:** None

**Text(s):** Bullard. *Creating Environments for Learning (Birth to Age Eight)*. 3<sup>rd</sup> Edition, 2017. Pearson.

**The text is an ebook. The ebook and course resources are included in your course fees.**

**Other Required Materials:**

A filing system to store your hard copy assignments and information and a USB Flash drive to store electronic copies of work from all Early Childhood courses. Virtual classes need headphones with a USB cord and a microphone.

**Special Facilities/Equipment:**

Students may be required to complete assignments that involve having access to a child or children in an Early Childhood facility. Hybrid, virtual and online courses require regular access to a MS Office compatible word processing program and internet. For virtual classes (Blackboard Collaborate), high speed internet (DSL or Cable) is recommended.

**Purpose of Course:**

This course is intended to promote acceptance and implementation of Developmentally Appropriate Practice in Early Childhood.

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**Course Objectives (CO):**

1. Synthesize the major theoretical perspectives of child development into a personal theory of child development.
2. Analyze the transition of Developmentally Effective environments from infancy to the primary years, integrating information on growth, development and learning patterns of individuals and groups
3. Articulate how to create environments and experiences that respect and affirm cultural, linguistic, and developmental diversity.
4. Provide physical and emotional security to all young children by building trusting relationships through respectful, responsive, and reciprocal interactions.
5. Recognize early social connections and use effective strategies to support young children in forming positive relationships with peers at varying developmental levels.
6. Use appropriate communication strategies to support exploration and creative problem-solving in process-focused learning.
7. Use a variety of teaching strategies, to support children's optimal development.
8. Select and use appropriate learning formats (routines, play/centers, large and small groups) based on universal, contextual and individual development of the child/children and group
9. Balance independent exploration, scaffolding and direct teaching within intentional planning to enhance physical, cognitive, language, social, and emotional development and learning in the content areas.
10. For each of the following academic disciplines/content areas, list and describe the central concepts appropriate to early learning and development and resources to support understanding of: Language, Literacy, Math, Science and Health
11. Plan developmentally appropriate opportunities for learning central concepts of the academic disciplines, selecting effective inquiry tools for the sources of knowledge (conventional, logico-mathematical, or physical)
12. Address curriculum standards and objectives, including the Missouri Early Learning Standards and Show-Me Standards, through a play-centered curriculum that includes the major content areas
13. Produce effective written communication for the purpose and audience
14. Continuously advocate to families and within the community for Developmentally Appropriate, play-based learning in a safe and healthy environment.

**Course Content:**

1. Developmentally Appropriate Practice
2. Play in relation to developmental theory
3. Creating interest areas
4. Planning activities
5. Managing routines

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**Statement to Connect Course with Institutional Student Level Outcomes:**

In compliance with MACC’s Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity and equity.

**Evaluation of Student Learning:**

**Grade Scale:**

A = 90-100%

B = 80-89%

C = 70-79%

If you receive a grade below a C you will have to retake the course.

D = 60-69%

F = 59% and below

**Description of Major Assignment(s)/Project(s):**

	<u>Points</u>	<u>Date Due</u>
RC I-2 Weekly Plan*	75	
RC-II 1-9 Learning Experience Plans*	225	
RC III 1-10 Book Reviews*	100	
RC IV -2 Learning and Behavioral Resources*	30	
Learning Material: Game or Toy	50	
Floor Plans	50	
Final Reflection Paper	100	
Final-Write a parent newsletter article on the value of play for children's learning.	100	

**General Notes:**

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The ability to communicate professionally is very important for the Early Childhood Professional. Therefore, 10% of all scores will be based on grammar, punctuation and spelling. The instructor may make changes in this syllabus including course content, schedule of activities, assignments, and point distribution to better meet the needs of the students at any time during the semester.

These assignments are common to all sections of this course. They are suggested artifacts for the student's Professional Portfolio. However, the student will select work he/she believes best reflects his/her competence in meeting the Program Outcomes.

\* Assignments with an \* are required for the CDA Professional Resource File. Recommended corrections should be made before putting them in your File. This course provides the following CDA clock hours:

1. Planning a safe, healthy learning environment .....4
2. Steps to advance children's physical and intellectual development.....13
3. Positive ways to support children's social and emotional development .....10
4. Strategies to establish productive relationships with families.....2
5. Strategies to manage an effective program operation .....5
6. Maintaining a commitment to professionalism .....2
7. Observing and recording children's behavior.....0
8. Principles of child development and learning .....9

## **INSTRUCTOR POLICIES:**

### **Attendance:**

Any student who misses two consecutive weeks of class during a regular sixteen week semester or the equivalent proportion of the class time during a shorter session will be dropped from the class by the instructor unless acceptable justification is supplied. Additionally, any student who misses more than one-fourth of the entire number of in-seat class meetings in a regular 16- week semester or the equivalent proportion of class time during a shorter session, may be dropped from that class by that instructor if, in the opinion of the instructor, the student does not have reasonable opportunity to succeed in the class. A student's attendance rate will be calculated based upon first day of semester (not the student's date of enrollment in the course).

For online, hybrid, and virtual courses: Student attendance in these courses is defined as active participation in the course. Online, hybrid, and virtual courses will, at a minimum, have weekly mechanisms for student participation, such as any or all of the following methods:

- a. Completion of quizzes or exams
- b. Submission of assignments
- c. Participation in threaded discussions
- d. Communication with the instructor

A student who does not participate in an online, hybrid, or virtual course for two consecutive weeks will be dropped by the instructor unless acceptable justification is supplied. As with

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ground courses, a student's attendance rate in online courses will also be calculated based upon the first day of the semester. If a student does not demonstrate active participation in the online course within the first two weeks (or the equivalent proportion of class time during a short session), the student will be dropped as "never attended". Simply logging into an online class does not constitute active participation.

For Virtual/Blackboard Collaborate Attendance:

In a virtual class participation includes being able to hear and respond orally during Blackboard Collaborate sessions. A working headset is mandatory to meet this requirement.

If there is a technology glitch that disconnects freezes or otherwise interferes with the instructor's transmission, you are expected to wait ten (10) minutes before leaving Blackboard Collaborate. If the instructor is not able to reconnect, or communicate with you through Blackboard Collaborate, after 10 minutes, she will post an announcement in Tristate with further instructions as soon as possible.

*Note:* Although it is the student's right to make judgments about the legitimacy of his/her absence from class, the instructor must follow college policy. It is important to notify your instructor in writing or by email in advance of planned absences and as soon as possible in the event of emergency absences, Assignments do count as part of your attendance and should be turned in even when absent. However, the instructor makes every effort to make class time valuable to student success, so absences (including tardiness or leaving early) do affect the student's ability to be successful in the course and may lead to dismissal or failure. Therefore, it is recommended that you make arrangements with another student to get notes, handouts and assignments. DO NOT contact instructor for this information.

Students should be aware that dropping a course and their last date of attendance in the course may impact their financial aid.

**Tardiness:**

Per instructor's policy

**Make-up and late work:**

All assignments should be submitted by [time] of the date due. You may have a **one-week** extension on **three assignments** during the semester. You must contact the instructor **by email** within 24 hours of the due date and time. If contact is not made within 24 hours, a 25% deduction from the final grade will be assessed for the 24 hours after the original deadline. There will be an additional 25% deduction for each additional 24 hours the assignment is late. That means the best grade you can get on this late work is a "C" and after four days it is a "0". Since you have three free passes, there will be no further appeals accepted for late work.

**Extra-Credit:**

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Per instructor policy. Must show improved mastery of the specific content of the course. It should only be granted to students who have submitted all regular work on time.

An example:

There may be occasional opportunities to earn additional points in this class by completing supplementary assignments to improve mastery of material you found difficult. To be eligible for this extra credit, all regular assignments must have been submitted on time.

In keeping with the program emphasis on writing skills, you may also earn an extra credit point by correcting a written error in handouts or tests produced by the instructor. Submit your correction in writing.

### **Using other Sources:**

Educators commonly borrow ideas and activities from books, other teachers, co-workers, students, the Internet, magazines, workshops, etc. While it is permissible to use these resources, it is important that you tell us where you found the idea. Failure to do so is plagiarism. At a minimum, you need to cite the name of the author and title of the source or the person's name.

### **Schedule of Student Assignment and Activities:**

Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

### **COLLEGEWIDE POLICIES:**

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).

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