

## COURSE SYLLABUS

Mississippi Valley State University  
College of Education  
Department of Teacher Education

*Holistic Transformer: transforming and developing scholars, reflective thinkers and facilitators, and responsible professionals who will change and transform the Delta and society beyond.*

**Course: EC:** 200 Organization Theory and Practices  
**Credit Hours:** 3.0  
**Course Term:** Fall/Spring Semester 2018  
**Meeting Day/Time:** MWF 11:00 - 11:55 : **Location:** OPL: Room 233

**Faculty:** Dr. Loraine Woods  
**Office Hours:** Mon 2:00 to 4:00: Wed. 2:00 am to 4:00 pm: Fri. 12:00-1:00

**Office LCT:** OPL 182  
**Phone:** Office: 662- 254-3616  
**E-mail:** [lwoods@mvsu.edu](mailto:lwoods@mvsu.edu)

### Course Description:

Theory and practices related to organizational structures will be the focus of this course.

**Credit Hours:** 3.0

### Prerequisite (s):

None

### Required Text:

Morrison, George S. (2018). *Early childhood Education Today*. (13<sup>th</sup> ed.). Upper Saddle River: New Jersey. ISBN: 978-0-13-343650-1

### Purpose/Rationale:

This course is designed to help pre-service teacher candidates in Early Childhood Education to acquire the knowledge of theories and practices in a learning environment. The viewpoint of the reality in early education and what practices ensure excellence is also an important focus. This course, further, provides the area of cultural sensitivity and multicultural relationships, and promotes an attitude, following the National Association for the Education of Young Children (NAEYC) guidelines for Developmentally Appropriate Practices.

## COURSE OBJECTIVES

Upon completion of this course, students will be able to;

1. Demonstrate a basic understanding of the theories underlying child development.

(NAEYC: 1a, 1b; INTASC 1, 4)

2. Discuss theories of development, the impact of developmental processes on early childhood practices and types and techniques of observation. (NAEYC 3A, 3B; INTASC 1,4)
3. Identify and describe the nature/nurture of contextual influences on child development. (NAEYC: 2a; INTASC 2)
4. Consider cultural and diversity issues relevant to child development. (NAEYC: 1, 4; INTASC 2)
5. Plan and implement age and individually appropriate activities for a child from 4 months to age 3, based on knowledge of developmental milestones. (NAEYC 1a, 1c, 4b, 4c, 4d, INTASC 4)
6. Demonstrate skills in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns. (NAEYC 3A,3B,3C,3D; INTASC 4)

### **GENERAL COURSE GOALS**

This course is part of the professional education for Mississippi Valley State University's Early Childhood Education Program. The program goals and objectives are aligned with the Standards of the national Association for the Education of Young Children (NAEYC) and with the Conceptual Framework of the Department of Teacher Education: i.e., The MVSU Model- a Developmental Teacher Preparation Model.

### **COURSE OBJECTIVES:**

At the end of the course the student should be able to:

#### **A. Objectives - Knowledge**

1. To evaluate the classical perspective of the role of a teacher. (INTASC 1.5), (ACEI 1), (NAEYC 1, 3, 4, 4C)
2. To demonstrate an understanding of role of teachers from other cultures than the United States. (ACEI 1), (INTASC 1,2,3,5), (STAI) (NAEYC 4, 4b)
3. To research the literature on positive multi-cultural techniques for dealing with young children. (NAEYC 1,3), (INTASC 9,10)
4. To demonstrate an understanding of programs for early childhood education and parent education (INTASC 7,9,10), (STAI), (NAEYC 1,4)

**Outcome II:** Master candidates will demonstrate the principles of effective playful learning and the ability to use a range of strategies to promote positive relationships, cooperative, and purposeful learning in the classroom representative of Teacher as a Scholar.

#### **B. Objective – Knowledge**

5. Demonstrate the effective delivery of standard-based instruction. (INTASC 7), (NAEYC 4, 4b)
6. Create and maintain effective management strategies (organization of time, space, resources, and activities). (INTASC, 5), (ACEI 3, 1D). (NAEYC 1)
7. Explain teachers and students legal rights. (INTASC 2)
8. Organize content knowledge for student learning by gathering information (INTASC 1,6,7, 10), (STAI), (NAEYC 4, 4c)

**Outcome III:** Candidate will creatively implement strategies to teach content, measure the results, and reflect on the experiences in order to make changes, thus demonstrating Teacher as a Reflective Thinker.

### **C. Objective- Skills**

9. To analyze learning from observation in the classroom. (INTASC 8), (NAEYC 3)
10. To teach an effective lesson to students in the classroom. (INTASC 2,3,4), (ACEI 2), (NAEYC 4, 4b)
11. To write a personal philosophy of early childhood education using the outline and rubric attached to the syllabus (INTASC 5, 6)
12. To make an oral and written report on one of the leading advocates of early childhood education (INTASC 1, 2, 3)
13. To use written and oral language to keep the communication among colleagues, students and parents open (INTASC 9, 10)

Outcome IV: Candidate will demonstrate attitudes, habits, and behaviors representative of Teachers as Responsible Professionals.

### **D. Objectives - Dispositions**

14. To demonstrate ethical behavior in working with students in the classroom. (INTASC 10), (NAEYC 4, 5), (INTASC 2, 6),
15. To demonstrate positive attitude toward the use of technology in teaching early childhood education, (INTASC 9), (ACEI 3, 3c) (NAEYC 4, 4c)
16. Demonstrate teacher professionalism to enhance classroom instruction. (INTASC 1, 7, 9), (ACEI 5, 5a) (NAEYC 5)
17. Participate in professional conferences, seminars, and/or workshops that stimulate and promote an enhance knowledge of the teaching profession. (INTASC 10), (NAEYC 5)

### **General Course Objectives:**

Early Childhood educators need to understand the importance of theories and practices in early education can help the development and learning of young children. However, it is not enough to simply understand the importance of theories and practices. It is not even enough for educators to embed curriculum with opportunities for children to learn through different theories and practices. Early childhood educators must create opportunities to advocate the use of these theories and practices being utilized in homes, communities and the classroom.

### **THE HOLISTIC TRANSFORMER MODEL (HTM)**

Employing the Department of Education's Holistic Transformer Model (HTM), EC 200 contributes to the education and training of pre-service and in-service teachers. Holistic Transformers model the academic skills associated with listening, speaking, reading, and writing.

Therefore, Holistic Transformers are prepared to develop and employ a balanced and integrated approach to teaching.

**Holistic Transformers are:**

- 1) **Scholars** who continually strive to understand theoretical knowledge bases associated with instruction in elementary and secondary classrooms;
- 2) **Facilitators and Reflective Thinkers** who enrich the classroom instruction by stimulating their pupil’s natural desire to learn and who examine the nature and success of their instructional practices and the progress of their pupils through continuous assessment; and
- 3) **Responsible Professionals** who build upon their scholarly knowledge and understanding throughout their careers.

**MATRIX: LINKAGE OF THE HTM AND THE COURSE**

The following course outcomes represent what teacher candidates will know and be able to do at the completion of this course as it relates to the Holistic Transformer.

<b>GENERAL</b>	<b>HTM</b>	<b>HTM</b>	<b>HTM</b>
<b>Course Goals</b>	<b>Scholar 1.0 (Knowledge)</b>	<b>Skills 2.0 Reflective/Thinker &amp; Facilitator</b>	<b>Dispositions 3.0 Responsible Professionals</b>
Goal 1	1.1,1.3, 1.4	2.1,2.2,2.3,2.4	3.3
Goal 2	1.1	2.1,2.2,2.4	3.2,3.3
Goal 3	1.4	2.2, 2.4	3.3
Goal 4	1.2	2.2, 2.4	3.2, 3.3
Goal 5	1.3	2.3	3.3
Goal 6	1.2	2.2, 2.4	3.2
Goal 7	1.1	2.3	3.3

**Major Student Activities and Responsibility**

1. Attend class promptly and regularly. (Objective C, F, I, K, L, M, N)
2. Complete all assigned readings from the text and other sources. (Objective A, N)
3. Complete all class responsibilities, presentations, field experience hours and assignments. (Objective A, N)
4. Actively participate in research and professional development activities. (Objective B, D, F, G, H, J, K, M, N)
5. Participate in e-mail and blackboard discussions focusing on assignments, case studies and discussion questions provided by the instructor. (Objective B, D, E, G, J, K, L, N)

6. Complete critique of instructional design news concerning education specific to the assignment and/or grade level or subject area. (Objectives A, B, D, E, F, K, N)
7. Make oral presentations in class using some of technology. (Objectives B, F, G, M)
8. Complete collaborative projects involving the text, field experiences and special working situations will be incorporated. (Objectives C, D, E, F, H, I, J, K, L, M, N)

**INSTRUCTIONAL STRATEGIES:**

The in-class teaching methods used to accomplish the goals and objectives of the course include lecture, power point, quiz, exams, paired learning, demonstration, oral and group, presentation, handout, scaffolding, guest speaker, modeling of strategies with technology, simulations, whole group discussion and small heterogeneous cooperative group activities, group and individual research.

**TECHNOLOGY INFUSION:**

Technology to be used includes: computer, internet, power point, overhead projection system, CD-ROM, VCR. Technology is a tool that is use throughout the course. A list of some electronic resources will be Advocacy issues related to fostering early literacy as a context for learning and development.

## Early Childhood Course Policies

*These are ECED course policies required for this course. Read these carefully. Following these policies will assist you in completing this course successfully. Please ask questions if you do not understand any expectation in this course. Please READ!! This section carefully!*

### **ATTENDANCE:**

**(A).** Students are expected to attend and participate in each class meeting. Class attendance is checked daily. Arriving to class more than 15 minutes late is a tardy. Two (2) tardy's count as one (1) absence. Any student arriving or leaving class before class is dismissed ( 30 minutes or more ) after class has started will be considered absent for the entire class time. If you have an emergency or have to leave for any reason please inform the instructor.

**Note: Students it is your responsibility to drop this course for nonattendance. Please drop this class if you are not attending or can not continue to attend.**

**(B).** Mississippi Valley State University attendance policy allows three (3) absents without an official excuse upon returning to class. **The fourth (4) absentee students (s) are required to bring an official doctor's or university excuse to class to return to class. Please have a copy to give Dr. Woods. There is a limit to number of excuse (4) that will be accepted.** Student without an official doctor's (written) excuse or university excuse with 7 or more absence's will result in a grade deduction at the end of the semester and may result in repeating to class..

**No phone calls please!** Students do not have to call Dr. Woods to inform her of your absent nor however calling or emailing Dr. Woods to tell her you're not coming to class( for any reason) does not, will not excuse your absence, you will be counted as absent unless you give me an official doctors or university excuse.

**Note: Students please review your Tentative Course Schedule daily and when your absent it is required to review your course schedule of assignments and activities prior to returning to class.**

The professor's grade book serves as the official record for grades and attendance. Do not email- assignments, research articles, research papers or projects, etc.

*Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or materials.*

**(C). USE OF CAMERA AND /OR RECORDING DEVICES:**

The use of recording devices, including cell phones, camera's , video, audio record and tape recorders class lecture or sessions is prohibited. Prohibited in laboratories, faculty office and other locations where instruction, tutoring, or testing. Students with disabilities will be accommodated through other means. If recording of class session is authorized as a reasonable accommodation under Americans with disabilities Act (ADA), the instructor must have the appropriate documentation for MVSU Disabilities Act (ADA). Permitted recording are to be used only for the individual student's educational review of the class session and may not be reproduced, posted, sold or distributed to others. Students who violate this policy are subject to disciplinary procedures as outlined in the Student conduct Code.

**(D). BEFORE YOU RETURN TO CLASS PLEASE DO THE FOLLOW:**

(a). Review your calendar of assignments and activities sheet before returning to class this is your guide to what assignment is due next and date it is due.

(b). Student Absence for University-sponsored Events, Activities and Athletics:

If you intend to be absent for a university-sponsored event or activity, athletics (or the event sponsor) students please notify the instructor at least a weeks prior to the date of the planned absence.

**STUDENT CONDUCT:**

Academic excellence demands that appropriate behavior and decorum be maintained by students at all times in the classroom, therefore Mississippi Valley State University has a zero tolerance policy for disruptive conduct in the classroom. It is the professor 's primary responsibility for control over classroom behavior and maintenance of student engaged in disruptive conduct or conduct which violates the general rules and regulations of this university.

**It is an expected that students demonstrate professional behavior in this classroom. The classroom is not a place to socialize therefore please come in class take a seat, take out your text book , paper, pen, prepare to listen, learn, take notes and actively participate.**

**Disruptive behavior in the classroom may be defined as, but is not limited to, behavior that obstructs or disrupts the learning environment(e.g., offensive language, fighting in class, talking during class discussions, sassy talking back and insolent to the professor and classmates, weapons ( any item used to kill or hurt the body of an individual, will result in permanent removal from the university). Any electronic device causing noise, lighted emitting device which disturbs**

other students and the classroom (e.g., disturbing noises from beepers, cell phones ringing, text messaging, receiving or sending emails during class time, palm pilots, lap-top computers, games, etc.), are not allowed.

**No sleeping during class time, constant walking in and out of class during class will not be tolerated and student (s) will receive a grade of "0"**

Harassment of students and professor, repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc. ).

***TURN CELL PHONES OFF BEFORE OR AFTER ENTERING THE CLASSROOM***

***Place your cell phone in your purchase, book bag, and you may not record or take pictures with your cell phone or other camera devices in class!!***

*No texting in class, your cell phone should be turned off and put away. This cause repetition of other students. Students may not leave the classroom to read/ response to a text this is disruptive to other student and causes student to lose their concentration and focus. When class is dismiss then check your texts messages. If students can not follow this policy the student will be asked to leave the classroom. If any student refuse to leave the classroom when asked by the instructor campus police will be called. This is MVSU policy! Students there will be 10 point grade deduction every time this policy is violated.*

*This is disruptive to the classroom environment and a distraction to other students and cause other student to lose concentration and focus.*

**Inform Dr. Woods before class that you must leave early. If you have an emergency during class and must leave immediately raised your hand inform Dr. Woods that you must leave due to an emergency.**

**Violator's will be asked to leave the classroom, receive a "0" grade and counted absent. Student who violate any of the above statements will be reported to The Office of Student Affairs.**

#### **ATTIRE:**

As in the workplace, please dress appropriately for class. Your instructor should never know what color underwear your are wearing in class. All hats caps do-rags are removed upon entering the classroom.

#### **PREPARATION:**

The course textbook is required for this course. You are required to read all chapters and study for quiz's and exam. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor. **Student are expected to complete assigned readings prior to class, allowing you to be prepared to participate fully.**



Exam questions will be taken from assigned reading material, guest/or peer presentations, and classroom discussions. Again, **Student must READ EACH CHAPTER AND STUDY , take notes in class**, in order to pass test, quizzes, exams successfully!

**Assignments Format:** ( includes presentations, projects, and portfolio's)

Teachers must speak and write effectively; therefore, all written assignments must be in good form: check spelling, punctuation, grammar, proofread, and staple or paper clip. Points may be deducted for inappropriate content and form (20 points). Type work is expected unless otherwise specified

( using 12 pt. front). The students's name should be on each assignment and in some cases on every page of each assignment. Assignments are due as listed on the calendar of assignments.

### **LATE ASSIGNMENTS AND TIME LINES:**

Complete all assignments by the due date listed on the tentative schedule of assignments and activity's. *All assignments must be turned in during class time and not emailed.*

It is required students turn in assignments on due date and late assignments are unacceptable. This a MWF class assignments are due on Wednesdays. Must be received on Friday of the same weeks there will be 10 points grade deduction . Student must use Time Management Skills.

I will not except late assignment two or more week late for any reason because the grade of "F" has been given. Students must be given approval by Dr. Woods to submit " **LATE ASSIGNMENTS**" and regardless of the excuse circumstance a 20 point grade deduction will apply.

This include essay's, presentations, projects and portfolio's. Quiz's, Mid-Term and Final Exam must be taken in the class room on the day and time schedule. It is the **students responsibility** to see and talk to Dr. Woods after class to schedule a day and time to take a make-up Quiz or Mid-Term or Final Exam. Students must have a doctors excuse to take Mid-Term or Final Exam and student must request to take the missed exam within 24 hours of initial schedule due date of the exam.

***ATTENTION: DO NOT LEAVE ANY ASSIGNMENTS, PROJECTS, PORTFOLIO, ESSAY'S, ETC... WITH OTHER FACULTY OR STAFF IN THE EDUCATION DEPARTMENT OR ANY OTHER DEPARTMENT. STUDENTS MUST TURN IN THERE WORK TO DR. WOODS IN THE CLASSROOM ! Violations will result in an "0" grade .***

### **MAKE-UP:**

Assignments (in-class and out of class assignments/activity's) no make-up.



Students are required to be present for all scheduled assessments (exam, test, quiz) and presentations (group or individual). No student is automatically entitled to a make-up and the decision to allow any make-up project (s), presentation and portfolio will be the sole discretion of the instructor. **Students will *be allowed to make-up, quiz's*.**

**It is the students responsibility to come to Dr. Woods office ( see office hours and days) to discuss and schedule a day and time to make-up quiz's missed. Students must have an official Doctor's excuse to take a missed Final Exam before the final exam week ends.** Please keep in mind that there will be a 20 points grade deduction.

### **Concerns:**

Should problems or concerns arise, it is your responsibility to solicit help, or contact Dr. Woods. This is to done before problems affect your grade – not after. Any student who is attending class regularly, taking notes, and reading the text but still not performing well on exams, projects, or assignments should make an appointment for a conference with Dr. Woods.

### **Teaching and Learning Strategies:**

The teaching strategies used in this course will make use of varied pedagogical techniques including several of the following : lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, power point slides, interactive/creative methods, and multimedia.

### **Technology Infusion:**

Technology to be used includes: Computer- assisted instruction, computer lab, Internet, power point slides, videos.

### **Method of Evaluation:**

Course grades, at the determination of the instructor, will be based on class and group participation, assignments, observation, presentations, projects, exams, and portfolio. Students are required to read the evaluation and grading process within this syllabus and course policies.

### **ACADEMIC INTEGRITY:**

Academic integrity forms a fundamental bond of trust between, colleagues, peers, teachers, and students, and it underlies all genuine learning. MVSU has an no tolerance for plagiarism or academic dishonesty in any form, including unacknowledged “borrowing”of proprietary material, copying answers or papers, or passing off someone else’s work as one’s own.

A breach of ethics or act of dishonesty can result in:

1. failure of a paper or exam within a course
2. failure of an entire course (blatant plagiarism, cheating on a test or quiz)
3. academic suspension or expulsion from the university

## SPECIAL ASSIGNMENTS

1. Research and write a paper on Race and Prejudice in Mississippi or in the USA. ( the paper has to 10 pages , APA format) 20 pts
2. Present your paper in class
  
3. Require Book to Reading: The First R : How Children Learn Race and Racism, by Debra Van Ausdale & Joe R. Feagin  
Class discussion on How Children Learn Race and Racism

### COURSE GRADING:

#### COURSE REQUIREMENTS:

Assignments .....	20%
Paper/Presentations (How Children Learn Race and Racism ).....	20%
Quiz(s) (2).....	10%
Mid-Term .....	20%
Final Exam .....	30%
<b>Total Points</b>	<b>100</b>

#### Points Grading Scale

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
50 - 59 = F

FINAL GRADE: Must contact instructor within 24 hours to dispute your final grade for this course.

**NOTE:** All ECED majors are required to receive a C or above in all ECED classes.

### CHANGES TO THE SYLLABUS

**The instructor reserves the right to make changes to the syllabus as necessary to ensure adequate student progress.**

#### Assurance Statement:

Mississippi valley State University's ADA ( Americans with Disabilities Act) Office offer students with disabilities ( as defined by the ADA definition of a disability) accommodations according to provided documentation. Disability may include learning psychiatric, physical disabilities, or chronic health disorder. A disability is a permanent condition

which substantially limits one or more major life activities. For additional information contact MVSU ADA Office at (662) 254-3434. condition which substantially limits one or more major life activities. It is the student's responsibility to contact the Office of Disability Service at 254-3446 and to submit appropriate documentation prior to receiving services.

## COURSE SCHEDULE AND ASSIGNMENTS

- Week 1: Syllabus and Introduction  
Student will engage in Research and Group/Individual Projects
- Week 2: Chapter 1: You and Early Childhood Education
- Week 3: Chapter 2: Current Issues: Implications for Teaching
- Week 4: Chapter 3: Observation and Assessment for Teaching and Learning
- Week 5: Chapter 4: The past and Present  
Quiz I
- Week 6: Chapter 5: Theories Applied to Teaching and Learning
- Week 7: Chapter 6 : Early Childhood Programs
- Week 8: Chapter 7: Infants and Toddlers  
Mid-Term Exam
- Week 9: Chapter 8 : The Preschool Years
- Week 10: Chapter 9: Kindergarten Education  
Quiz II
- Week 11: Chapter 10: The Primary Grades
- Week 12: Chapter 11: Technology and Young Children
- Week 13: Chapter 12: Guiding Children

Week 14: Chapter 13: Children w/Diverse Needs

Week 15: Final Exam

### **Bibliography**

Ausdale, V. Debra & Feagin, R. Joe (2001). *The First R: How Children Learn Race and Racism*. Rowman & Littlefield Publishers, Inc.

Berk, L.E. (2016). *Child Development* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.

Bredenkamp, S. (2015). *Effective Practices in Early Childhood Education: Building a Foundation* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Brophy, J., and Alleman, J. (2016). *Powerful social studies for elementary students* (3<sup>rd</sup> ed.). Clifton Park, NY: Wadsworth Cengage Learning.

Bullard, J. (2016). *Creating environments for learning* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Gestwicki, C. (2016). *Home, school and community relations* (8<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.

NAEYC. (2016). *NAEYC early childhood program standards and accreditation criteria: The mark of quality in early childhood education*. Washington, DC: Author.

Koralek, D. (Ed.). (2016). *Spotlight on young children and families*. Washington, DC: NAEYC.

Neuman, S. B., Copple, C., & Bredekamp, S. (2010). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: NAEYC.

Essa, E. L. (2016). *Introduction to early childhood education* (6<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.

Machado, J.M. (2016). *Early childhood experiences in language arts* (10<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning.

Rockwell, R.E., Andre, L.C., & Hawley, M.K. (2016). *Families and educators as partners* (4<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill.

Seefeldt, C. Castle, S.P. & Falconer, R. (2016). *Social studies for the preschool-primary child* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

### **Internet Web Sites':**

#### **ZERO TO THREE**

(Helping babies and toddlers grow and develop)

2000 M St. NW, Suite 200

Washington, DC 20036

<http://www.zerotothree.org>

Early Childhood Educators' and Family Web Corner  
(NAREA)

(Lists teacher information programs on many subjects)

<http://www.users.sgi.net/~cokids/teacher.html>

Reggio Emilia

Web site of North American Reggio Emilia Alliance  
(NAREA) provides information for educators.

<http://www.reggiochildren.it>

Bank Street College of Education

610 West 112<sup>th</sup> Street

New York, NY 10025-1898

<http://www.bankstreet.edu>

<http://www.bankstreetcorner.com>

