A Course Syllabus

for

ECEL 5850: The Child’s Physical and Social World

[Three Semester Hours Graduate Credit]

in the

Department of Elementary and Early Childhood Education

department

of the

COLLEGE OF EDUCATION

Course Description: Experiences with resources for broadening the student’s and child’s awareness and understanding of his/her physical and social environment. Student learning outcomes are reflective of the National Board for Professional Teaching Standards.

Belief Statement: The Central educator is a competent, caring, reflective practitioner committed to the premise that all can learn.

Mission: As a cornerstone of the institution for over 130 years, the University of Central Missouri's Teacher Education Program develops teachers and other school professionals who are well grounded in theory, display competence in content knowledge and instructional strategies, and possess the dispositions to ensure success for all learners. The Teacher Education Program prepares individuals as professional educators for an ever-changing, culturally diverse population. Faculty and candidates provide support and service to schools in meeting their present and future challenges by developing communities that learn through research and scholarly activities. Educator preparation is a campus-wide responsibility, a commitment that reflects the honor and worth of serving a vital profession.

University of Central Missouri

Warrensburg, Missouri
EDCI 5850: The Child’s Physical and Social World
Online-Hybrid

Student Learning Outcomes
Upon completion of this course, the learner will:
1. Demonstrate a commitment to students and their learning.
2. Demonstrate his/her commitment as a member of learning communities.
3. Demonstrate an understanding of theories connected to the concept of the child's physical and social world.
4. Demonstrate an understanding of the five Core Propositions of the National Board Professional Teaching Standards (NBPTS).
5. Demonstrate understanding of specific NBPTS that apply to a research topic, issue, problem, or trend in his/her area of specialization that impacts the child’s physical and social world.
6. Develop a plan for using the research findings to enhance student learning.
7. Design a presentation to demonstrate his/her knowledge and to disseminate research findings.

Technology
Technology is embedded in the course through Internet research and student presentations. Instruction occurs in E-classes via the discussion board (as well as two face-to-face meetings).

Teaching Methods
Seminar style, dialogue, demonstration, Blackboard discussion board, library/internet research, collaboration with peers and instructor, cooperative learning/peer mentoring

Course Policies
A. Higher Learning Commission Research Statement
“Graduate-level learning activities are more focused in content and purpose and more intellectually demanding than undergraduate education; faculty and students engage in scholarship involving research and practice as appropriate to the discipline or field; and learning activities involve frequent interactions among faculty and graduate students” (Handbook of Accreditation (3rd ed.). The Higher Learning Commission (2003), section 3.2-12.).

B: Submission of Assignments
Students must follow the criteria outlined and abide by the due dates for projects. Late submissions are accepted only with prior approval from the professor. Twenty percent of the total points (for the project) may be deducted if the professor accepts the paper as late submission. It is the student’s responsibility to contact the professor prior to due date if they do not understand the criteria for the assignments as explained in class. No excuse will be considered after the assignment is submitted to the professor. The writing center is available to ensure that papers do not bear any technical writing and typological errors. Students must cite references within the contents of the paper using the 5th ed. APA style. Students should write papers in order to explain all information (assume that the reader does not know the information). This form of writing will enable the students to explain their ideas and understanding of content to the professor. Points are deducted for grammar.

C: Grading:
A: 93 – 100%  B: 84 – 92%  C: 75 – 83%  D: 66 – 74%

Note: The grade of an "A" signifies excellence in performance (needs sincere efforts/extra readings and critical reflections). Meeting the basic criteria for a project does not ensure an "A" for the project.
The Central Community Creed:
As a member of the Central Community, I will join in building….

- a **learning** community, by striving for academic and personal excellence and by promoting the value of education and lifelong learning
- an **open** community, by creating and maintaining effective channels of communication and by accepting and respecting individuals whose values, ideas, beliefs, and life experiences may be different from my own
- a **caring** community, by seeking opportunities to serve and by supporting and affirming the well-being of others
- a **just** community, by behaving in ways which are ethical, honest, equitable, trustworthy, civil and respectful
- a **disciplined** community, by seeking to understand and fulfill personal responsibilities, by upholding university guidelines, and by working toward self and community betterment
- a **celebrative** community, by observing and honoring existing traditions and by seeking and creating opportunities to enrich and define Central
- a **purposeful** community, by helping to shape and achieve the common goals of Central Missouri State University

**Early Alert**
As part of the CEHS commitment to building a positive, student-centered learning community that supports the success of every student, this faculty member participates in the CMSU Early Alert Program.

**ADA**
Teacher candidates with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (V) (TTY) 660-543-4421.

**Library Services**
Get help @ your library! You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at [http://library.cmsu.edu](http://library.cmsu.edu). For research assistance, you may contact the Reference Desk:
Phone: (660) 543-4154 Email: reference@libserv.cmsu.edu
AIM: JCKLReference RefChat: [http://library.cmsu.edu/chat](http://library.cmsu.edu/chat)

**Photo Release Policy**
While engaging in Department of Elementary and Early Childhood activities, either on or off campus, no students shall take or transmit pictures with camera cell phones or similar devices. Other digital and non-digital media use requires written approval from the person or parent or guardian of a minor child used as any part of the subject of the picture. Where the images are gathered as part of work in a preK-12 classroom, the policies of the school/school district regarding images will be followed. Host teachers must be consulted to determine whether written approval has been obtained. In cases where school or school district policy does not apply, photo release forms must be kept for a minimum of seven years by the person taking the picture or other graphic image. These forms will be made available to the Department or other University official upon request. Faces of minors used in Department of Elementary and Early Childhood class assignments cannot be used for publication either in hard copy or digitally.

**Academic Honesty Policy**
(Student Planner-Handbook)
A violation against academic honesty committed by a student is any act which would deceive, cheat, or defraud so as to promote or enhance one’s academic standing. Academic dishonesty also includes knowingly or actively assisting any person in the commission of an offense of academic dishonesty. Reporting of a violation and appropriate actions will be followed as listed in the Student Handbook. Examples include: Plagiarism, Cheating, and Breach of Standards of Professional Ethics.
Projects/Assignments/Point Distribution
(See Assignments on Blackboard for detailed descriptions)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction and homepage on Blackboard with photo</td>
<td>30</td>
</tr>
<tr>
<td>Responses to readings</td>
<td>100</td>
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<tr>
<td>Bi-Weekly Discussion Board Discussion</td>
<td>70</td>
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<tr>
<td>Outline of research paper</td>
<td>40</td>
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<td>Post outline on Blackboard and review at least 2 peers' outlines</td>
<td>50</td>
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<tr>
<td>Annotated references [at least 15 resources (at least ½ should be research based and no more than 3 internet sites); APA reference list format]</td>
<td>60</td>
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<tr>
<td>Post 2 reviews from annotated references on Blackboard (at least one research based) and review at least 2 peers' references</td>
<td>50</td>
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<tr>
<td>Research paper (APA and at least 20 – 25 pages)</td>
<td>200</td>
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<tr>
<td>Synthesis and reflection of information learned and reflection on connection to National Board Standard(s) as related to Child's Physical and Social World (3-5 pages)</td>
<td>100</td>
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<tr>
<td>Application of knowledge from class to your teaching</td>
<td>50</td>
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<tr>
<td>Presentation to Class (Power Point, activities on discussion board, reference list, etc.)</td>
<td>100</td>
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<tr>
<td>Peer Review Class Presentations</td>
<td>50</td>
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**TOTAL POINTS POSSIBLE:** 900 points

**References**


**Resources**

**Journals, APA manual, APA website, Search Engines in CMSU Library Website**

For example: Childhood Education Journal
Journal of Research in Childhood Education
5th edition of the Publication Manual of the American Psychological Association
http://citationmachine.net
Ebsco
ERIC