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Legal Disclaimer:  
“This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.”

The Quality Enhancement Plan (QEP)  
“The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS). The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum. The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep”

Department of Interdisciplinary Learning and Teaching Mission:  
The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.

Goals: 
The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:  
- Acquire and demonstrate content and discipline knowledge  
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices  
- Are producers, disseminators, and critical consumers of research  
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices  
- Articulate their professional philosophy and demonstrate a strong professional identity
**Course Description**
(3-0) 3 hours credit.
Study of growth and development during early childhood. Review and integration of physical, psychological, social, language, and cognitive development affecting growth in children. Emphasis on multicultural perspectives of child development addressing culturally diverse populations and children with atypical patterns of development. (Formerly ECE 3123. Credit cannot be earned for both ECE 2103 and ECE 3123.)

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES EC-GRADE 6**

**Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

The beginning teacher knows and understands:

1.1k. The intellectual, social, physical, and emotional developmental characteristics of students in early childhood through grade 6

**Including:**
- factors affecting the physical growth and health of students in early childhood through grade 6 (e.g., nutrition, sleep, prenatal exposure to drugs, abuse) and the impact of students’ physical growth and health on their development in other domains (i.e., cognitive, social, physical, emotional)
- factors affecting the social and emotional development of students in early childhood through grade 6 (e.g., lack of affection and attention, limited opportunity for verbal interactions, changes in family structure) and the impact of students’ social and emotional development on their development in other domains
- developmental changes in a student’s thinking (i.e., from primarily concrete thinking to the ability to reason and think logically, to understand cause and effect, and to organize information systematically)
- how development in any one domain (e.g., cognitive, social, physical, emotional) impacts development in other domains;

**Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.2k The implications of students’ developmental characteristics for planning appropriate instruction

**Including:**
- the lifelong impact of the experiences provided in early childhood through grade 6 on individual development and on society
- the wide range of individual developmental differences that characterizes students in early childhood through grade 6 (e.g., resulting from different rates of development in various domains) and the implications of such developmental variation for instructional planning
- how developmental characteristics of students in early childhood through grade 6 (e.g., attention span, need for physical activity and movement) impact learning and performance
- students’ reliance on concrete thinking, motor and sensory input, and direct experience for development of skills and knowledge, and the implication of such understanding for instructional planning and assessment
- how to use knowledge of the developmental characteristics and needs of students in early childhood through grade 6 to plan meaningful, integrated, and active learning and play experiences that promote the development of the whole child
the effects of social and emotional factors (e.g., interactions with peers, search for identity, questioning of principles and expectations, parental divorce, homelessness) on student development and on teaching and learning

how to use knowledge of cognitive changes in students (e.g., emergence and refinement of abstract thinking and reasoning, reflective thinking, and increased focus on the world beyond the school setting) to plan instruction and assessment that promote learning and development

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Interacting and Communicating with Families

The beginning teacher knows and understands:

4.1k The importance of families' involvement in their children's education and

4.2k Appropriate ways for working and communicating effectively with families in varied contexts.

Application: What Teachers Can Do

Teachers of Students in Grades EC–6

Interacting and Communicating with Families

The beginning teacher is able to:

4.1s Interact appropriately with families that have diverse characteristics, backgrounds, and needs;

4.2s Apply procedures for conducting effective parent-teacher conferences;

4.3s Communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and

4.4s Engage families in their children's education and in various aspects of the instructional program.

Course Goals and Objectives

The primary goal of this course is to enhance students' understanding regarding early childhood development in a diverse world in order to be highly effective teachers. Understanding how children grow and develop will help the preservice teacher understand the significance of developmentally appropriate practices.

In this course, the students will be able to:

- Identify and explain different child development theories from a multicultural perspective;
- Examine differences in temperament, physical growth, sociability, and intellectual competence as part of individual children's biological inheritance;
- Recognize different areas of development including social, emotional, cognitive, physical, and linguistic beginning in infancy through the primary years and how each affects learning and teaching;
- Analyze different families and children from a multicultural perspective; and
- Identify and reflect on major social issues that affect child growth and development.
Required Textbook

**STUDENTS MUST BRING TEXTBOOK TO CLASS**

Course Requirements
Students must submit and participate in all assignments for a grade in order to complete the course. Completion of fieldwork is also a requirement for completion of the course.

Attendance
Attendance of scheduled classes is mandatory for the completion of this course. In-class activities cannot be replicated outside of class sessions. If an absence is unavoidable, please notify the instructor prior to class or leave a message. The professor will take attendance at the beginning of the class. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Students who arrive more than 10 minutes late and leave more than 10 minutes before class is over are not allowed to sign the class roster and will be counted absent. Attendance is part of the course grade. Students who have more than two absences will have their grades deducted by a letter grade per each absence.

Professionalism
Students are expected to act professionally at all times including during class and at field experience sites. Students must dress appropriately when visiting field sites. Students must refrain from conversations during class. Please turn-off all cell phones and pagers since they cause distraction. **Do not send text messages during class. Students may use laptop computers to take notes; however, students must refrain from checking their email or surfing the Internet during class lecture.** In addition, students must not study or do work for this class or another class during class time. (See “Fitness to Teach” policy document located in the department website - [http://www.utsa.edu/hop/chapter5/5-17.cfm](http://www.utsa.edu/hop/chapter5/5-17.cfm)).

Reading Assignments
Students are expected to prepare for classroom discussions and activities by completing assigned readings prior to coming to class. Such preparation will help them understand and internalize the content matter more effectively as well as **actively participate in class discussions, activities, and group work.** Activities and in-class assignments will be given throughout the semester that will be counted for a grade. Students must ensure that they are present since those activities will not be repeated.

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times). Font size must be 12 point and all work should be doubled spaced. Do not use bold lettering. **Title pages** must include name, course/section number and date are required for all written assignments. Pages should be stapled together. Please do not use folders or binders. **APA format is required on all assignments and references must be cited on a separate reference page.** The Tomás Rivera Center (TRC) provides an array of services to assist students in achieving learning success. The TRC provides training and assistance in such areas as study skills, test-taking strategies, note taking skills, etc. The TRC also
has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful such as writing skills. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web (www.utsa.edu/trcss) or by phone (458-4694).

Submission of Assignments
Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (problems with the printer do not apply AND please do not print your paper during class it will be counted late). In such situations 10 points will be deducted from the assignment grade. If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

Policy on Scholastic Dishonesty
Students are expected to demonstrate professional conduct during class sessions. Any discipline issues will be managed as the UTSA Faculty Handbook specifies. Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

Students with Disabilities
Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.

Course Assignments and Examinations

Examinations – 100 points (4 exams at 25 points each)
There will be four multiple choice examinations throughout the semester based on the textbook readings, class lectures, and any other material distributed by the instructor. An extra credit essay question is included for each exam.

Assignment #1 – Children’s Literature and Child Development Theories
Select 5 children’s books to review. Students need to visit their local library and select books that are appropriate for young children. Students must bring to class the books they reviewed.
Turn in the following information for each book:

Title of the book:
Author:
Illustrator:
Brief Summary:
Child Development Theory:
Reason for Selecting Theory:
Assignment #2 – Article Review
Find an article in a peer-reviewed journal that is based on a development area such as physical, social/emotional, cognitive, or language. Using your own words (this means do not copy anything from the article word from word), write a two-page (double-spaced) summary of the article. The summary should include three parts that are clearly labeled in the paper. Please indent five spaces at the beginning of each paragraph.
1) Introduction—What is the main goal of the article?
2) Summary—What is the article about?
3) Reflection—What do you think about the article? (need to include more than “I thought it was good.”)

A separate reference page is required. You may use one of the following early childhood journals. Once you find your article, you must obtain approval from Dr. Cortez:
- Young Children
- Dimensions
- Early Childhood Research Quarterly
- Childhood Education
- Early Childhood Development and Care
- International Journal of Early Childhood Education
- Child Development
- Early Childhood Education Journal
- Early Childhood Research and Practice
- Journal of Early Childhood Research

Assignment #3 – Family Interview (Refer to Chapter 18 in your text)
Identify two families with young children who are of distinct cultural and socioeconomic backgrounds. Interview parents regarding child-rearing beliefs and methods of child rearing. Ask questions about responses to crying, carrying practices, and teaching interactions, as described in this chapter. Also ask about the roles of all those living in the home who have child care responsibilities, including siblings, relatives, and friends. Write a four-page (double spaced) narrative report on these interviews (2 pages per family), guided by the following questions.
1. How do these families differ in infant care beliefs and practices? How are they alike?
2. To what degree does culture affect similarities beliefs and differences in care giving? Does family structure have an influence? Does the specific role of the caregiver (i.e., parent, grandparent, sibling) affect his or her practices and beliefs?
3. Who cares for children in these families? How do caretaking roles vary across these individuals? For example, do mothers differ from fathers in their interactions? Do grandparents differ from siblings?
4. Do parents or significant caregivers of these infants live outside the home? What role do these individuals play in infant care?

Source: http://www.prenhall.com/trawick

Assignment #4 – Research Paper and Presentation
There are many issues that children face which may affect their growth and development. We will have 7 major topics including families, health, special needs, guidance, poverty, diversity, and advocacy/policy. Seven groups of 5 will be created. Each group will select a topic and each member within each group will select a subtopic. Each member of the group will develop a question that would like to answer using current research articles as main source. You must talk with Dr. Cortez about your question before you begin your library research. Once you decide on your question (and has been approved by Dr. Cortez) you will write a 7-page paper using peer-reviewed articles from the
journals listed above (among others). You need to include 7 articles. Your paper needs to be written using the following steps as subtitles:

1. **Introduction**—Includes the question that you want to study. Why is this topic important and relevant? Why do you think this is important? How does the topic affect child growth and development?

2. **Summary of research**—What did you find out?

3. **Analysis**—Your personal evaluation of the data you gathered from the 7 different sources.

4. **Conclusions**—What are your new insights about the topic studied? What new questions do you have? What are some of the recommendations that you can present?

5. **Reference Page** (7-page paper and reference page must follow APA format). **Reference page is not included in your 7-pages. Your reference page will be your 8th page.**

Each group will decide how to most effectively present their findings. **The use of realia (real objects) is required (brochures, hand outs, books, examples that help get your point across to the class, class activities, etc.) Printing something from the Internet is NOT considered realia.** Presentations will be scheduled throughout the semester and are listed in the class schedule.

7. You may use the following websites from the Children’s Defense Fund as you do your research:
   - [http://cdf.convio.net/site/PageServer?pagename=research_CWMH](http://cdf.convio.net/site/PageServer?pagename=research_CWMH)
   - [http://cdf.convio.net/site/PageServer?pagename=research_early_childhood](http://cdf.convio.net/site/PageServer?pagename=research_early_childhood)
   - National Association for the Education of Young Children
     - [http://www.naeyc.org/ece/critical.asp](http://www.naeyc.org/ece/critical.asp)
   - Zero to Three
     - [http://www.zerotothree.org/site/PageServer](http://www.zerotothree.org/site/PageServer)
   - Association for Childhood Education International
   - Department of Health and Human Services

8. **THE PAPER IS DUE THE DAY YOU PRESENT**

**Assignment #5**

**Service Learning at Any Baby Can**

All students are expected to participate in this service learning assignment, which will take place outside of class. Students will participate in a service learning assignment at Any Baby Can working with young children who have special needs or who are ill. More information will be forthcoming. Tell me about your experience addressing the questions listed below. Use narrative format in your one-page single spaced paper (no more than one page please).

1. Who are the children and the families?
2. What are their special needs and how does these affect their growth and development?
3. What were the rewards in working with the children?
4. What were the challenges?
5. Reflection
STUDENT EVALUATION
Using a criterion reference point system, individual project and final grades will be calculated as follows:

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<th>ASSIGNMENT</th>
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TOTAL POINTS

Grade Distribution
A = 225 - 250
B = 200 - 224
C = 175 - 199
D = 150 - 174
F = 149 – below