ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION
The mission of the Education Community is to prepare future educators who will promote lifelong learning and empower diverse communities.

COURSE SYLLABUS

EEC 2300 Developing Cognitive Activities for Young Children (Math, Language Arts, Science, Social Studies and Health)
Spring Session 2018-19
Online

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix: EEC 2300
Section #: #2645
Credit Hours: 3
Co-requisites: OR EEC 1603
Pre-requisites: EEC 1603

Day, Time and Campus: Online Clearwater
Modality: Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.

Professor: Anne M Ryan
Office Hours: By appointment Click here to enter text.
Office Location: Clearwater NM 136 and Tarpon Springs BB 104
Office Phone: 727.791.2776
Email Address: Ryan.anne@spcollege.edu

ACADEMIC DEPARTMENT: College of Education
Dean: Kimberly Hartman, Ph.D.
Office Location & Number: Tarpon Springs BB 101

I. COURSE DESCRIPTION

This course focuses on developing appropriate cognitive teaching and learning strategies for children from infancy to age eight. The student will examine methodological principles from the following curricula areas: mathematics, language arts, science, social studies, and health. This course requires 10 field experience hours in licensed, professional, early childhood care and education settings.

II. WELCOME!
Welcome to EEC 2300 Cognitive Activities for Young Children. In this course we will explore young children’s thinking and activities that support the development of strong math/science and social studies skills.

II. MAJOR LEARNING OUTCOMES

1. The student will examine the major learning/theories governing cognitive development by:
   a. identifying the components of cognitive development
   b. relating major theories to teaching skills and learning strategies
2. The student will explain the integrative relationship between the learning environment and cognitive development by:
a. defining the following terms within a cognitive/teaching/learning model and explaining how they are interrelated: cognition, play, learning environment, knowledge, developmental ages/stages, readiness, problem solving
b. identifying the aspects of the classroom environment that support cognitive development
c. utilizing contextual goals for young children in the development of written plans for the creation of classroom environments

3. The student will implement teaching strategies related to the major developmental stages of childhood from birth through age eight focusing on optimal periods to introduce, develop, expand, and apply cognitive concepts by:
   a. preparing projects designed for specific developmental levels
   b. defining techniques that are age/stage appropriate in various settings

4. The student will utilize appropriate lesson planning techniques which are designed to foster and enhance cognitive development in young children by:
   a. constructing lesson plans incorporating the techniques studied in class in the following subject areas: mathematics, social studies, science, health and language arts
   b. evaluating cognitive activities used in early childhood settings

5. The student will identify current research relative to cognitive learning/teaching styles for young children by:
   a. organizing bibliographies related to specific topics in cognitive development in young children
   b. examining articles in current early childhood journals and discussing research relative to cognitive development in young children

IV. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

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<td></td>
<td>Recommended None</td>
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Students using eBooks must have access to the eBooks during class sessions.

B. Supplemental Material

Resources: NAEYC Code of Ethics (online access); Florida Birth to Five Standards (online access)
Materials: Digital Camera for Documentation of Assignments (may be checked out from COE)
Library: [http://www.spcollege.edu/libraries/](http://www.spcollege.edu/libraries/)

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods. The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.

All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

D. Supplies

None

V. COURSE REQUIREMENTS & EXPECTATIONS

A. Field Based Hours Course Requirements
This course requires 10 hours of observation/participation in a professional, licensed early childhood care and education setting. This course requires completion of assignments including lesson planning, implementation and evaluation.

B. ALL Course Assignments

Math/Science Assignment: In this course you are completing a two-step assignment. You will be researching and reviewing young children’s picture books that incorporate math/science concepts and then completing an activity with a group of children using one of your reviewed books. Complete assignment details are in the Assignment Module.

Major assignments in this course may be submitted up to one week late for reduced points

**Module Assignments**

*Quizzes*: You will take a quiz each Module on the information in your textbook and supplemental materials. The quiz must be completed by the due date. There is no makeup or late submission allowed. Quizzes consist of a variety of short answer and essay questions - please see the MyCourses tutorial if you have questions about submitting Quizzes.

*Projects*: You will see the specific directions for each project in the Drop Box. All work must be submitted by the deadline in the appropriate Drop Box. NO LATE WORK IS ACCEPTED and no alternate submission is allowed (no attachments to emails and no hard copies delivered to the campus)

Points and Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>90</td>
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<tr>
<td>Discussion</td>
<td>45</td>
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<tr>
<td>Introductory Project</td>
<td>15</td>
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<tr>
<td>Module Projects</td>
<td>135</td>
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<tr>
<td>Math/Science Assignment</td>
<td>50</td>
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<tr>
<td>Final Quiz</td>
<td>20</td>
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<tr>
<td>Course Topic</td>
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<tr>
<td>Reflection</td>
<td>10</td>
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Total: 365 points

A 328 - 365  90%
B 292 – 327  80%
C 255 - 291  70%

All courses in the Early Childhood major have a 70% competency requirement. Students earning less than 70% will receive a grade of 'F'
VI. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS
   https://docs.google.com/document/d/1VrvFtiW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing

B. SPC SYLLABUS STATEMENTS
   http://www.spcollege.edu/addendum/

   Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

   If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VII. CALENDAR AND TOPICAL OUTLINE

<table>
<thead>
<tr>
<th>Modules</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Introductory Module</td>
<td>2/11</td>
<td>Overview of course – S.T.E.M. with young children</td>
<td>Online: Intro Discussion Intro Project</td>
<td>See Grading Scale</td>
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<td></td>
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<td>Due: 2/17</td>
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<tr>
<td>Module #1</td>
<td>2/18</td>
<td>Chapters 1 and 2 Process of Inquiry; Thinking of the Young Child</td>
<td>Online: Quiz Project</td>
<td>See Grading Scale</td>
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<td>Due: 2/24</td>
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<tr>
<td>Module #2</td>
<td>2/25</td>
<td>Chapters 3 and 4 Socially Shared Learning; Learning to Look, Listen and Respond</td>
<td>Online: Quiz Project</td>
<td>See Grading Scale</td>
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<td>Due: 3/3</td>
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<tr>
<td>Module #3</td>
<td>3/4</td>
<td>Chapters 5 and 6 Exploring; Identifying Materials and Processes</td>
<td>Online: Quiz Project Due: 3/10</td>
<td>See Grading Scale</td>
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<td><strong>SPC SPRING BREAK</strong></td>
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<td>Module #4</td>
<td>3/18</td>
<td>Chapters 7 and 8 Classifying, Comparing and Contrasting; Hypothesizing and Generalizing</td>
<td>Online: Quiz Project Due: 3/24</td>
<td>See Grading Scale</td>
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<tr>
<td>Module #5</td>
<td>3/25</td>
<td>Chapters 9 and 11 Communicating Results Technology</td>
<td>Online: Quiz Project Due: 3/31 Math/Science Literature Review Due: 3/31</td>
<td>See Grading Scale</td>
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<tr>
<td>Module #6</td>
<td>4/1</td>
<td>Chapter 10 Number Sense in Math Chapters 14 and 15 Exploring Basic Math and Number Sense; Exploring Math in Shape, Space and Time</td>
<td>Online: Quiz Project Due: 4/7</td>
<td>See Grading Scale</td>
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<tr>
<td>Module #7</td>
<td>4/8</td>
<td>Chapters 12 and 13 Approaches to Curriculum; Environments</td>
<td>Online: Quiz Project Due: 4/14</td>
<td>See Grading Scale</td>
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<tr>
<td>Module #8</td>
<td>4/15</td>
<td>Chapters 16 and 17 Exploring Physical Science; Exploring Earth Science</td>
<td>Online: Quiz Project</td>
<td>Due: 4/21 Math/Science Completed Activity</td>
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<tr>
<td>Module #9</td>
<td>4/22</td>
<td>Chapters 18 and 19 Exploring Life Science: Plants; Exploring Life Science: Animals</td>
<td>Online: Quiz Project</td>
<td>Due: 4/28</td>
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<tr>
<td>Final Module</td>
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<td>Online: Final Quiz Course Topic Reflection</td>
<td>Due: 5/5</td>
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VIII. **NAEYC STANDARDS ADDRESSED IN THIS COURSE:**

**STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

1a. Knowing and understanding young children's characteristics and needs, from birth through age 8

1b. Knowing and understanding the multiple influences on early development and learning

1c. Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children

**STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

2a. Knowing about and understanding diverse family and community characteristics

2b. Supporting and engaging families and communities through respectful, reciprocal relationships

2c. Involving families and communities in young children's development and learning

**STANDARD 3. OBSERVING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**
3a. Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum and teaching strategies for young children

3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches including the use of technology in documentation, assessment and data collection

3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities

3d. Knowing about assessment partnerships with families and with professional colleagues to build effective environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d. Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts - music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluation developmentally meaningful and challenging curriculum for each child

STANDARD 6. BECOMING A PROFESSIONAL

6a. Identifying and involving oneself with the early childhood field

6b. Knowing about and upholding ethical standards and other early childhood professional guidelines

6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource

6d. Integrating knowledgeable, reflective, and critical perspectives on early education

6e. Engaging in informed advocacy for young children and the early childhood profession

SUPPORTIVE SKILLS - ALL

Skills in self-assessment and self-advocacy

Skills in mastering and applying foundational concepts from general education

Written and verbal communication skills

Skills in making connections between prior knowledge/experiences and new learning
Skills in identifying and using professional resources