COURSE TITLE: SHS 692 Special Problems: Foundations in Early Childhood Education

CREDIT HOURS: 3 semester hours

DESCRIPTION OF COURSE: In this course, students develop and draw upon sophisticated understandings of major theories, research findings, and principles of practice for early childhood education to make sound pedagogical choices and offer effective responses to pedagogical dilemmas. Special attention is given to effectiveness in classrooms with deaf and/or hard-of-hearing children. This course aligns with the Praxis II 5621 Principles of Teaching and Learning in Early Childhood Education.

COURSE PREREQUISITES: Normal Language Development; Infant Development or Child Development; Anatomy & Physiology of the Speech Mechanism; Anatomy & Physiology of the Vocal Mechanism; Introduction to Audiology; Phonetics

PROFESSOR OF RECORD: Stacy DeZutter, Ph.D.

OFFICE: Magnolia House
telephone: 205-903-5734

EMAIL: dezuts@millsaps.edu

OFFICE HOURS: By appointment through email, phone, or in person.

CLASS TIME: Wednesdays 5 – 8 pm


Additional required and optional supplementary readings, videos, and audio recordings will be provided by the instructor.

ACCREDITATION STATEMENT: The USM Education of the Deaf graduate program in Early Oral Intervention operates under the standards established by the Council on Education of the Deaf (CED) and Council on Exceptional Children (CEC) and the Counsel for Accreditation of Educational Programs (CAEP)/National Council for the Accreditation of Teacher Education (NCATE). The CED standards in deaf education are aligned under the umbrella of the new Initial Standards of the Council on Exceptional Children (CEC), Standard 1: Learner

**CONCEPTUAL FRAMEWORK SYNOPSIS:** The Professional Education Unit’s Conceptual Framework is consistent with the University’s historical roots as a normal college, its mission, and its future. The University, since our founding in 1910, has been committed to the outstanding preparation of teachers, counselor, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the mission of the Unit is fivefold: a) educate the whole student; b) prepare high quality teachers and leaders for Mississippi classrooms; c) conduct innovative, relevant research; d) promote a healthier region; and e) enhance cultural understanding. The Unit has embedded knowledge, skills, and dispositions throughout its teacher education program to prepare students to become creative, bold, and determined educational leaders who possess the power of knowledge to inform, to inspire, to transform lives, and to empower a community of learners.

**COURSE GOALS:**
The overall goal of the course is for students to draw upon sophisticated understandings of major theories, research findings, and principles of practice for early childhood education to make sound pedagogical choices and develop effective responses to pedagogical dilemmas, as these abilities are measured by the Praxis II 5621 Principles of Teaching and Learning in Early Childhood Education. Special attention is given to the ways theories, findings, and principles under study apply in classrooms with deaf and/or hard of hearing children.

**STUDENT LEARNING OUTCOMES:**
Students will achieve growth toward becoming informed, dynamic professionals by demonstrating proficiencies in knowledge comprehension, skill application and dispositions to teaching infants, toddlers and preschool-aged children, especially those who are deaf or hard-of-hearing. In this course, the successful student will:

- Describe, in formal writing assignments and exams, as well as informal collaborative class activities, best practices for teaching young children, including those who are deaf or hard-of-hearing, and the theoretical and research bases that undergird these practices. CEC IPS 1.0, 2.0, 4.1, 5.1, 5.2, 6.2, 6.4, 7.1, 7.2; DHH 1K4, 1K6, 1K7, 6S3
- Write a detailed instructional unit plan that
  - aligns with local or national standards for early childhood education.
  - describes developmentally appropriate instruction informed by research-based best practices for early childhood education.
  - organizes instruction to address the individual differences of learners, especially those who are deaf or hard-of-hearing.
  - incorporates appropriate formative and summative assessments to align with/facilitate instructional goals and facilitate meeting individual developmental needs.
  CEC IPS 1.0, 2.0, 4.1, 5.1, 5.2, 5.7, 6.3; DHH 2S2, 2S5, 3S2, 4S2, 5K1, 5S1, 5S6, 5S10
- Demonstrate awareness of established models for teaching young children and the ability to reflect on one’s teaching, as I formed by these models, in ways that facilitate continuous improvement. CEC IPS 5.1, 5.2, 5.7, 6.1, 6.3, DHH 5S1, 5S10
• Design a developmentally appropriate system for classroom management that supports the development of self-regulation, self-worth, personal advocacy, and sense of community membership among young children, including those who are deaf or hard-of-hearing, based on leading management models and theories of development and motivation. CEC IPS 2.0, 6.1, 6.3; DHH 2K1

• Articulate a personal philosophy of teaching that reflects sophisticated understanding of research-based best practices for fostering the learning and development of young children, including those who are deaf and hard-of-hearing, as appropriate to the author’s anticipated career path. CEC IPS 1.0, 2.0, 6.1, 6.2, 6.3, 7.1; DHH 2K1

TECHNOLOGY COMPETENCIES: Students will achieve competencies in technology use by locating and using key resources (such as relevant curricular standards) on the internet, by incorporating the appropriate use of instructional technology into lesson plans, and by critically reflecting on their own use of technology when teaching.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of grade</th>
<th>Rubric Attached</th>
<th>Standards SPA, CEC_CED</th>
<th>Standards CEAP (NCATE)</th>
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<tbody>
<tr>
<td>Class preparation and contributions to in-class activities</td>
<td>15%</td>
<td>no</td>
<td></td>
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<tr>
<td>Teaching reflections 1&amp;2</td>
<td>15%</td>
<td>no</td>
<td></td>
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<tr>
<td>Teaching philosophy statement</td>
<td>10%</td>
<td>no</td>
<td></td>
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<tr>
<td>Mid-term exam</td>
<td>10%</td>
<td>no</td>
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<tr>
<td>Lesson plan</td>
<td>15%</td>
<td>no</td>
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<tr>
<td>Management plan</td>
<td>15%</td>
<td>no</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
<td>no</td>
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GRADING SCALE:

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<tr>
<th>Letter</th>
<th>Range</th>
<th>Letter</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 95.9</td>
<td>C</td>
<td>73 - 76.9</td>
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<tr>
<td>B+</td>
<td>87 - 90.9</td>
<td>D</td>
<td>65 – 72.9</td>
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<tr>
<td>B</td>
<td>83 - 86.9</td>
<td>F</td>
<td>BELOW 65</td>
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<tr>
<td>B−</td>
<td>80 – 82.9</td>
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Please be advised that a “B” average must be maintained in graduate school to remain in the program.
Class preparation and contribution to in-class activities
The emphasis in this course is on learning through active engagement with course concepts via group dialogue, problem solving, and hands-on experiences. The primary instructional methods will be full-class discussion and small-group activities. Please read/view/listen to/prepare all assigned material BEFORE class, as class time will focus on extending and enriching your understanding and will assume familiarity with the information provided in assigned texts. Your grade for “class preparation and contribution to in-class activities” will reflect the degree to which you demonstrate that familiarity.

Teaching self-reflection
Twice during the semester, students will submit reflections on lessons they have recently taught in their field placement or in auditory-verbal therapy. In these reflections students will analyze their application of research-based principles of child development and of research-based best practices for early childhood education. Further information on these reflections will be provided in class.

Teaching philosophy statement
The statement you wrote in the fall will be revised and expanded based on our further study of child development and approaches to instruction. More information on this assignment is attached to this syllabus.

Child development exam and final exam
These exams will be designed to simulate portions of the Praxis II 5621, including multiple choice and free-response questions. The final exam will be cumulative for the semester and will assume command of material covered in previous courses.

Lesson Plan
For this assignment, the lesson plan you developed in the fall will be revised to incorporate our study of child development and instructional approaches. More information on this assignment will be provided in class.

Management plan
For this assignment, the management plan you created in the fall will be revised to incorporate consideration of key developmental issues for early childhood classrooms. More information on this assignment will be provided in class.

POLICIES

Subject to change
This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the student’s responsibility to keep abreast of such changes, which will be communicated via email.
Drafts
You are encouraged to turn in drafts of major assignments for preliminary feedback a week or more prior to the due date.

Format
Formal, untimed written work that draws upon the work of others should use APA style for in-text citations and a reference list.

Turning in assignments
Untimed written work should be submitted via email to dezuts@millsaps.edu as Word documents. Work will be returned in Word format with comments in the margins and the grading rubric at the end of the paper. Exams will be submitted directly to me (Dr. DeZutter) during the class period in which they occur.

Late work
Late assignments may be turned in for half credit within one week of the due date. If a student is aware, at least two weeks in advance, of a problematic deadline in this course and discusses this with the instructor, consideration will be given to whether a revised due date can be granted.

Technological issues
Please maintain a working email address via which Dr. DeZutter may contact you and via which you can send and receive attached Word and PDF documents. Please check your email at least once each weekday (except during school holidays). Dr. DeZutter will respond to all emails within twenty-four hours (except on weekends and during school holidays). If you have not received a response from an email within twenty-four hours, please resend it.

Email, internet access, or other technological problems are not an acceptable excuse for late assignments or for being ill-prepared for class. In the event of a technological challenge you cannot overcome, please contact Dr DeZutter by text or phone.

Please store back-up copies of all course files in a location separate from your personal computer.

REMEDIATION: Students who make a grade of “C” or lower on any examination or assignment must meet with the instructor to discuss study habits and the reasons for poor performance. A remediation plan will be developed, which may include extra readings and/or additional assignments to ensure the acquisition of the requisite skills.

PLAGIARISM/CHEATING STATEMENT: Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text ad full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes, and include author(s), year of publication of other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include, but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another
student’s answers, etc. Academic dishonesty will result in a grade of a “0” on the assignment and/or in the course and/or the student may be reported to the Vice President for Academic Affairs for further action.

**ADA STATEMENT:** If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

**Address:** The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

**Voice Telephone:** (601) 266-5024 or (228) 214-3232
**Fax:** (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu

**RESOURCES FOR STUDENT SUCCESS:** As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Center on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).

- Speaking Center - 601.266.4965, Cook Library 117, [www.usm.edu/speaking-center](http://www.usm.edu/speaking-center)
- Writing Center - 601.266.4821, Cook Library 112, [www.usm.edu/writing-center](http://www.usm.edu/writing-center)

Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, [www.usm.edu/gulfcoast/learning-commons](http://www.usm.edu/gulfcoast/learning-commons)
# TENTATIVE SCHEDULE/AGENDA:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class topics</th>
<th>To read before class</th>
<th>To be turned in</th>
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<tbody>
<tr>
<td>Jan 6</td>
<td>Introduction to the course</td>
<td>n/a</td>
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<tr>
<td>Jan 13</td>
<td>Physical development</td>
<td>Ch 8 supplemental</td>
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<tr>
<td>Jan 20</td>
<td>Emotional Development; Social Development part 1</td>
<td>Ch 9 Ch 10</td>
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<tr>
<td>Jan 27</td>
<td>Social Development part 2; introduction to cognitive development</td>
<td>Ch 11; supplemental</td>
<td>Revised Management Plan due Sunday, Jan 31, 10 pm</td>
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<td>Feb 3</td>
<td>Cognitive Development part 1</td>
<td>Ch 14</td>
<td></td>
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<tr>
<td>Feb 10</td>
<td>Cognitive Development part 2</td>
<td>supplemental</td>
<td></td>
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<tr>
<td>Feb 17</td>
<td>Child development exam Models of instruction part 1</td>
<td>supplemental</td>
<td>Child development exam in class; Teaching self-reflection #1, due Sunday, Feb 21, 10 pm</td>
</tr>
<tr>
<td>Feb 24</td>
<td>Models of instruction part 2</td>
<td>supplemental</td>
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<tr>
<td>Mar 2</td>
<td>Fostering creativity Professional Development</td>
<td>15,16</td>
<td>Teaching self-reflection #2 due Friday, Mar 4, 10 pm</td>
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<td>Mar 16</td>
<td>Catch-up; review; discussion of sample Praxis</td>
<td>n/a</td>
<td>Take sample Praxis prior to this class session; Revised Lesson Plan due Wednesday, Mar 16, 10 pm; revised TP due Friday, March 18, 10 pm</td>
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<tr>
<td>Mar 23</td>
<td>Final Exam</td>
<td>n/a</td>
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