

CASPER COLLEGE COURSE SYLLABUS
EDEC 1300 – 01 Curriculum Planning and Development for Young Children

Semester/Year: Fall 2015

Lecture Hours: 2

Lab Hours:

Credit Hours: 2

Class Time: 2:30 – 4:10 p.m.

Days: Thursday

Room: LH 162

Instructor's Name: Cammy Rowley, Ph.D.

Instructor's Contact
Information: Office LH 151

Office Phone: 268-3321

Email:
crowley@caspercollege.edu

Office Hours: Monday & Tuesday – 1:00-2:00 p.m.
Wednesday – 6:00-7:00 p.m.
Thursday – 12:00-1:00
Friday – 10:00-11:00 a.m.

Statement of Prerequisites: EDCI 1020, FCSC 2122, PSYC 2300, or permission of instructor.

Goal: This course builds knowledge and skills pertaining to planning, implementing and assessing developmentally appropriate learning experiences for young children. All domains of development, child-centered learning, and documenting and communicating growth to parents are key elements.

Outcomes: Casper College General Education outcomes that apply to this course:
3. Solve problems using critical thinking and creativity

Course Objectives: The student will:

- solve problems using critical thinking and creativity through lesson planning and creating materials for preschool children.
- make informed decisions about the most appropriate teaching methods and materials,
- develop key strategies for curriculum development and implementation,
- develop an understanding the role of play in the learning process,
- demonstrate skills in planning, implementing, and evaluating developmentally appropriate experiences,
- comprehend the domains of development and the “whole child” approach to learning.

EDCI 1300 may partially meet the following Professional Teaching Standards Board Early Childhood Certification Standards:

Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience. (Standards I, II, III, VII)

Documentation: Curriculum Web, Resource/Inquiry Unit

Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement. (Standards VIII, X)

Documentation: Bio-Board, Curriculum Web, Resource/Inquiry Unit

Outcome 3. The student shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practice in the education of all children, including techniques of informal and formal assessment and the process for evaluating early childhood programs. (Standards V, VI, IX, XXII)

Documentation: Curriculum Web, Problem-solving project, Resource/Inquiry Unit

Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIII, XIV, XV, XVI, XVII, XVIII, XXI)

Documentation: Curriculum Web, Problem-solving project, Resource/Inquiry Unit

Methodology: Classes will consist of lecture by the instructor, readings, small group/collaborative work, in-class activities and class discussions.

Evaluation Criteria:

Grading: All assignments will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format and quality of expression, as well as content knowledge. Written assignments must be typed, double-spaced, and have a cover sheet. All assignments will reflect thought, time and professional preparation. Points will be deducted if these professional expectations are not met.

Each student will be expected to:

1. Read assigned material weekly and be ready for class discussion and implementation in lab.
2. Prepare a bio-board describing oneself.
3. Prepare a curriculum web.
4. Create a PowerPoint using photos and voice files describing the problem-solving process for creating materials for an assigned center.
5. Prepare a major curriculum project, resource/inquiry unit, around a self-selected curriculum theme.

Major Assignments:

1. Bio-board (25 points)

Prepare a poster (minimum size of 14 x 22 on foam board or poster board) that describes you. Use various artistic mediums including photographs, graphics, actual artifacts, etc. These will be displayed in the classroom, the ECLC and are used as a parent communication tool. Guidelines will be provided in class. Due date indicated on Tentative Calendar/Course Outline.

2. Curriculum Web (75 points)

Students will prepare a curriculum/thematic web (flow chart on the topic of their resource/inquiry unit capable of being used by both children and parents). Further guidelines on preparation and discussion will be provided. Due date indicated on Calendar/Course Outline.

3. Problem-Solving PowerPoint Project (50 points)

Students will create a PowerPoint which includes photos and a voice file explaining the process and problem/solution decision making during the planning, implementing and evaluating of student-made materials for an assigned center.

4. Resource/Inquiry Unit (200 points)

Students will prepare a resource/inquiry unit around a theme and present your unit in lecture class. Further information will be provided and due date indicated on course outline.

5. Participation/attendance (130 points)

The teaching profession demands commitment. Ten points are awarded to students each class meeting for preparation, participation and attendance.

6. Assessment artifacts (30 pts)

Students will be expected to share anecdotal notes or other formative assessments as a result of their preschool lesson during Thursday class time.

Grades will be assigned based on the following percentages;

93 to 100	A
85 to 92	B
77 to 84	C
69 to 76	D
68 and below	F

Required Text, Readings, and Materials: Jackman, H.L. (2012). *Early education curriculum: A child's connection to the world* (6th ed.). Albany, NY: Delmar.

Handouts, brochures, and other reading materials will be distributed periodically throughout the semester.

Class Policies: Last Date to Change to Audit Status: November 12, 2015.

Last Date to Withdraw with a W Grade: November 12, 2015.

Electronic Portfolio Requirement for Education Majors: All education students at CC are required to show evidence of program outcomes (artifacts) through the completion of an electronic portfolio. These artifacts will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program. These artifacts are also utilized to demonstrate NCATE (National Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies. Artifacts will be documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities and Casper College. Early Childhood Education majors will also be required to document

proficiencies for NAEYC (National Association for the Education of Young Children) through the use of eFolio for student teaching. Please save all relevant work in this course in electronic format as evidence of meeting course/program outcomes. **Resource/Inquiry Unit (200 pts) will be submitted to the instructor through your efolio, emailing the link for review and grading.**

Attendance: Regular attendance is required for successful completion of this course. Demonstration of knowledge gained through weekly readings, class discussion, participation in class and development and implementation of resource unit will indicate whether objectives of the course have been met.

Late assignments will not be accepted without prior arrangements between the student and instructor. Accepted late work will be reduced by half credit per week. **Absence from class does not excuse a due date.**

Notice of Background Check: All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields

Tuberculosis Test: All students will have a TB test during the first two weeks of class or show proof of one administered during the calendar year.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, Dr. Kerri Mahlum, then the Dean, Dr. Brandon Kosine, and lastly the Vice President for Academic Affairs, Dr. Shawn Powell.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

Artifact Collection: Casper College may collect samples of student work demonstrating achievement of the General Education Outcomes. Any personally identifying information will be removed from student work.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services

Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Tentative Calendar/Due Dates

Date	Assignment	Due
Aug 27	Orientation and overview of course Course Outline/requirements Grading system EDEC 1305 Lab Information **Bio board assignment Chapter 1	
Sept 3	Starting the Process Overview of Early Childhood Education Planning in the Early Childhood Program/Creating Curriculum Write lessons (ALLP and Center) Assessment **Chapter 3 -Language and Literacy	Chapters 1 & 2 inquiry
Sept 10	Language development - Review Lesson Language and literacy experiences Select topic for resource unit **Chapter 4 - Literature	Chapter 3 inquiry
Sept 17	Language continued - Story lesson plan Literature - genres, selecting, integrating into other curriculum areas **Chapter 8	Chapter 4 inquiry
Sept 24	In Class Presentations	Bio-Board Presentations
Oct 1	Art/ Creative - Developmental stages of art, Creative expression Integration of art in all areas **Chapter 10	Chapter 8 inquiry
Oct 8	Music and Movement -Types of Music, instruments, activities, M & M lesson plan **Chapter 9 - Sensory Centers	Chapter 10 inquiry

Oct 15	Assessment Involving and reporting to parents	Curriculum Web Due
Oct 22	Sensory Centers - Texture table, blocks, woodworking, cooking, technology **Chapter 5 - Math Bring home-made Playdough to class	Chapter 9 inquiry Bring home-made Playdough to class
Oct 29	Math - Math language and concepts, manipulatives **Chapter 7 - Social Studies	Chapter 5 inquiry
Nov 5	Social Studies - Communities, field trips, the world around us ** Chapter 12 - Dramatic Play	Chapter 7 inquiry
Nov 12	Dramatic Play - What is learned in play	Chapter 12 inquiry
Nov 19	Science - Inquiry Process	Chapter 6 inquiry
Nov 26	Thanksgiving Break	
Dec 3	Work Day for Resource/Inquiry Unit	Problem-solving Project Due
Dec 10	Loose Parts	Resource Unit Due
<i>Dec 14- 17 Finals</i>	Present Resource/Inquiry Unit in Class	TBA