

CASPER COLLEGE COURSE SYLLABUS
**Curriculum Planning and Development for Young Children Lab – EDEC 1305- 01,
02, 03, 04**

Semester/Year: Fall 2015

Lecture Hours:	Lab Hours: 2.5	Credit Hours: 1
Class Time: 9:00-11:30 a.m.	Days: Monday, Tuesday, Wednesday, Thursday	Room: Early Childhood Learning Center (ECLC)

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

Instructor's Contact Information: Office: LH 151	Office Phone: 268-3321	Email: crowley@caspercollege.edu
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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.

Course Description: Supervised experience in planning, implementing and evaluating curriculum activities at an early childhood center.

Statement of Prerequisites: EDEC 1020 and EDEC 1300 or concurrent enrollment.

Goal: This course is experiential, giving hands-on learning to planning, implementing and evaluating curriculum while working with young children in a supervised lab situation.

Outcomes:

Upon completion of this course:

- Students will solve problems using critical thinking and creativity in designing lessons and materials for preschool students. (GE #3)
- Students will make informed decisions about the most appropriate teaching methods and materials,
- Students will develop key strategies for curriculum development and implementation,
- Students will develop an understanding of the role of play in the learning process,
- Students will demonstrate skills in planning, implementing, and evaluating developmentally appropriate experiences,
- Students will demonstrate knowledge and understanding of the domains of development and the “whole child” approach to learning.

Methodology: This course will include observation, participation, and application and extension of learning from class. Students will spend approximately 2.5 hours per week in a preschool laboratory

setting, for a total of 32.5 hours. Students will be evaluated based upon written reports and teacher observation of individual weekly laboratory teaching plans and student/child interactions.

Evaluation Criteria:

Students' successful performances will be based on a point system as follows:

Laboratory Instruction/Lessons	3 @ 60 points
Laboratory Learning Centers	3 @ 60 points
Course Instructor/Lead Teacher Evaluation	1 @ 100 points
Evaluation- lesson assessment document and Self-evaluation	6 @ 20 points
Lab assignments	4 @ 25 points

- Homemade playdough
- DAP assignment for review time
- DAP for one assigned center
- Room analysis

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. All assignments will reflect thought, time and professional preparation. Points will be deducted if these professional expectations are not met.

Student expectations:

1. Read assigned material weekly and be ready for implementation in lab.
2. Attend lab at the Early Childhood Learning Center once per week from 8:55- to 11:30 a.m.
3. Plan, present and evaluate three (3) preschool learning centers.
4. Plan, teach, and evaluate:
 - a. a center review activity
 - b. an age appropriate read aloud or story activity
 - c. a music/movement activity with ECLC preschool students

Course Requirements:

- Attendance at the Early Childhood Learning Center (ECLC) once per week from 8:55-11:30 (dates indicated on calendar)
- Active Learning lesson plans will be prepared for 3 lab sessions, and Center lesson plans will be prepared for 3 lab sessions. These plans will follow the format given in EDEC 1300 and reflect child centered interests or established themes of the ECLC. These should be "working plans" so that by the end of the semester, you will have a record of what you planned and carried out. Forms will be provided and activity plans must be submitted to the instructor at least **TWO WEEKS PRIOR** to implementation.
- Activity and Center materials must be **collected and prepared ONE WEEK PRIOR** to implementation.
- Copies of lab lesson plans will be kept on site. Students are responsible for submitting to

the instructor lesson plan TWO WEEKS PRIOR to the week it is to be taught, in seminar. Feedback and any adjustments will be made ONE WEEK PRIOR to teaching. Finished plans will be given to mentor teachers for their planning, and the ECLC director. A copy of this plan is placed in the three ring binder at the ECLC.

- If any supplies are needed these need to be put on a sticky note on your lesson plan form two weeks prior to the lesson presentation. If you have not ordered your supplies by this time, you will be responsible to furnish your own. Be specific when ordering supplies, i.e. “1 pint whipping cream” not, “cream”. Remember to be economical and frugal when ordering supplies. ECLC shops on Thursday.
- Evaluation, planning, and discussion with your lab team will take place during lab at 11:15 a.m. This will occur with the instructor and/or ECLC mentor teachers. Reflection on your teaching and the learning of the children is the focus.
- One videotaped observation of your teaching will be made. Students or the instructor will video each other for this requirement. Students will receive a copy of their lesson at the end of semester.

Topics: The weekly laboratory sessions will cover student-planned activities in the areas of: Language/literacy, science/inquiry, math/cognitive, sensory/texture, dramatic play, blocks/building, music and movement, and center review. Anti-bias curriculum will be the focus of all lab presentations.

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:

Herr, J., & Libby, Y. (2012). *Creative Resources for the Early Childhood Classroom*, 6th edition. Albany, N.Y.: Delmar.

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 *CAEP (Council for the Accreditation of Educator Preparation)* 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.

All assignments must be on time. Unprepared centers or lessons impact children and mentor teachers. This is not acceptable. Late assignments will not be accepted without prior arrangements between the student and instructor. No late work accepted during finals week. **Absence does not excuse a due date.**

Attendance: Regular and prompt attendance is required for successful completion of this course. Laboratory attendance is required and if an absence is unavoidable, you must notify the preschool lead teachers 268-9866 and Cammy at 268-3321 (wk), and 253-4732 (cell) **All Laboratory absences must be made up. All lessons must be taught to pass the lab.** Students will be responsible for making up any lesson missed because of lab absence. A reduction will be made in your final grade for absences and tardiness.

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

Tuberculosis Testing: All students will receive TB tests, or show proof of none administered during the calendar year. Recent travel may be a consideration for a new test.

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 School 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 Course Calendar and Outline

<u>Week</u>	<u>Date</u>	<u>Assignment</u>	<u>Due</u>
Week 1	8/24-27	No Lab-Classes Begin	
Week 2	8/31-9/35	Complete room analysis	
Week 3	9/8-10	No Lab Monday - Labor Day Review/recall observation for write-up	Room Analysis
Week 4	9/14--17	DAP Center Analysis (Monday Students will be a week behind)	Review/Recall Analysis
Week 5	9/21-24		DAP Center Analysis
Week 6	9/28-10/1	Center 1 ALLP 1	
Week 7	10/5-8	Center 1 ALLP 1	
Week 8	10/12-15	Center 1 ALLP 1	
	10/19-22	Fall Break - No Lab all Week	
Week 9	10/26-29	Center 2 ALLP 2	
Week 10	11/2-5	Center 2 ALLP 2	
Week 11	11/9 - 11/12	Center 2 ALLP 2	
Week 12	11/16-19	Center 3 ALLP 3	
Week 13	11/23-24	Monday Lab (Tuesday make-up day) Thanksgiving Break	
Week 14	11/24 & 26	Center 3 ALLP 3	
Week 15	12/1-5	Center 3 ALLP 3	
Week 16	12/9-13	No Lab-Finals Week	

*Students must complete 32.5 total clock hours: 2.5 hours per day for a total of 13 weeks.