

CDEV 105 – Introduction to Curriculum

Instructor: Fonda Miller

Class Code: TR: 3:05 – 4:30 (10477)

Academic Term: Fall, 2012

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Office: 2201

Office Hours: M-R: 12-1

Text: *Beginnings and Beyond – Foundations in Early Childhood Education, 8th Edition* by Ann Miles Gordon and Kathryn Williams Browne. Published by Wadsworth, 2011.

Course Description:

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 6. Students will examine teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. (Formerly CFCS 110) (CSU)

Student Learning Outcomes:

1. Investigate and apply developmentally appropriate practices and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
2. Evaluate the teacher's role in providing best and promising practices in early childhood programs.
3. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
4. Design and implement curriculum based on observation and assessment to support play and learning using developmental. Inclusive and anti-bias principles in collaboration with families to support all children

Course Objectives and Minimum Standards for a Grade of "C":

- A. Explain verbally and in writing, the sequence of play as central to development and learning for young children.
- B. Define, explain and apply constructivist theory in curriculum planning for young children.
- C. Identify key ways in which the environment functions as an essential component of curriculum.
- D. Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- E. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and

development for all young children.

F. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

G. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.

H. Define how curriculum plans can be modified for inclusion of children with special needs.

I. Design curriculum plans and activities to include support of home language as well as development of English as a second language.

J. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols.

K. Demonstrate and explain in curriculum plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children's learning.

L. Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

M. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

N. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.

O. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

P. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

Disabled Student Programs and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs (DSP&S) office as soon as possible.

DSP&S (760) 355-6312

Room 2117

Health Sciences Building

Methods of Evaluation:

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, **study** guide, videos and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In

order to make up a test, quiz, or assignment you must show proof for the absence (doctors' note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of a mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Attendance and Class Policies:

Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student's attendance record into account in computing grades. A student may be excluded from further attendance in a class during a semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

An instructor will drop any student judged to be a disturbing element in class or lab.

The instructor has the right to ask any student to leave class or lab who is disrupting the education of others.

Each time a student is tardy, they will automatically have attendance points deducted from the total possible points for attendance.

Each absence will mean an automatic deduction of points from the total possible points.

It is the student's responsibility to complete a drop request if they are withdrawing from the class.

It is also the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the class.

Cheating and plagiarism (using someone else's ideas or writing without acknowledgement or permission, or passing off someone else's work as your own) can result in any one of a variety of sanctions and will receive a zero on the assignment or test.

The use of cellular phones, smart phones, beepers, alarm watches, etc. is not permitted in class. Please be sure to turn off such devices upon arriving to class. Please contact the instructor about any special circumstances that might make it difficult for you to comply with this rule.

No food or drink is allowed in any classroom.

Class Schedule, Assignments, and Grade Breakdown: see attached

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Class Schedule - TR: 3:05 - 4:30 (10477)

Schedule is subject to change at the instructor's discretion. Student is responsible for changes.

Last day to drop with a 'W' grade is November 10th, 2012

1. 8/21 8/23 Introduction/ Chap. 1-History of ECE
2. 8/28 8/30 Chap.1 & 2 -Types of Programs
3. 9/4 9/6 Chap. 3 -Defining the Young Child
4. 9/11 9/13 Chap. 4 -Developmental & Learning Theories
5. 9/18 9/20 Chap. 5- Teaching: A Professional Commitment
6. 9/25 9/27 Chap. 6 -Observation & Assessment of Children
7. 10/2 10/4 Chap. 7 - Guiding Children's Behavior
8. 10/9 10/11 Chap. 8-Families & Teachers: Partners in Education
9. 10/16 10/18 Chap. 9 - Creating Environments
10. 10/23 10/25 Chap. 10 - Curriculum: Creating a Context for Learning & Play
11. 10/30 11/1 Chap. 11 - Planning for the Body
12. 11/6 11/8 Chap. 12 - Planning for the Mind-Cognitive
13. 11/13 11/15 Chap. 13 -Planning for the Mind - Language
14. 11/20 11/22HOL Chap. 14- Planning for the Heart & Soul
15. 11/27 11/29 Chap. 15 - Issues and Trends in ECE
16. 12/4 - Final Exam Day

Class Assignments:

Class Environment Observation	50 points
15 lesson plans (Some will be done at IVC preschool)	300 points
Tests	150 points
3 day planning project	100 points
Lab Hours (done at IVC preschool)	50 points
Final Exam	100 points
TOTAL	750 points

Grade Breakdown:

90 - 100% = A	750 - 675 points
89 - 80% = B	674 - 600 points
79 - 70% = C	599 - 525points
69 - 60% = D	524 - 450 points
59% and below = F	449 and below