

Basic Course Information

| | | | |
|-------------------|-----------------------------------|---------------------|---------------------------------|
| Semester: | Fall 2016 | Instructor Name: | Rebecca Green |
| Course Title & #: | Introduction to Curriculum | Email: | Becky.green@imperial.edu |
| CRN #: | 10662 | Webpage (optional): | |
| Classroom: | 202 | Office #: | 2200 |
| Class Dates: | Aug. 15, 2016-Dec.9, 2016 | Office Hours: | Call for Appt. |
| Class Days: | Thursday | Office Phone #: | 760-355-6232 |
| Class Times: | 0600-0910pm | Emergency Contact: | Department Secretary |
| Units: | 3 | | |

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

- 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.

Textbooks & Other Resources or Links

Beginnings and Beyond – Foundations in Early Childhood Education, 10th Edition by Ann Miles Gordon and Kathryn Williams Browne. Published by Wadsworth, 2014. ISBN-978-1-133 93696-1

Course Requirements and Instructional Methods

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 unless otherwise instructed.

No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for your effort.

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 (doctor's note, hospitalization paperwork, accident report) 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 before the next class session. 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 for ample study time so you will be prepared when you come to class.

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

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

90 – 100% = A

89 - 80% = B

79 - 70% = C

69 - 60% = D

59% and below = F

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class.

Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- You will be considered tardy to class if roll has been taken and you are not present. Leaving early from class will be counted as an absence unless approved by the instructor.
- It is the student's responsibility to complete a drop request if they are withdrawing from the class.
- It is the student's responsibility to make an appointment with the instructor if they have concerns about their progress in the class.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Child, Family and Consumer Science Department has a lending library sponsored through Child Development Training Consortium. The library lends:

Children's books
Children's CDs
Text books
Educational journals/magazines
Resource books

Disabled Student Programs and Services (DSPS)

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

office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

The schedule is subject to change at the instructor's discretion.

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|---------------------|--|---|
| 8/18/2016 Week 1 | Introduction to the class: Review of course expectations, student learning outcomes, and the portfolio process. Chapter 1 discussion Discussion: Professionalism Assignment 1: How and why does history help our teaching? Assignment 2: Timeline (paper and presentation) | Read chapter 1 before coming to class. Assignment 1 due: 8/25/2016 Assignment 2 due: 9/1/2016 |
| 8/25/2016 Week 2 | Assignment 1 due Group share Discussion: DAP- Developmentally appropriate practices and strategies to positively influence children Types of Programs Defining the child | Read chapters 2 & 3 before coming to class and be ready for discussion. |
| 9/1/2016 Week 3 | Timeline presentations Assignment 2 due | Presentations |
| 9/8/2016 | Discussion: DAP- Developmentally appropriate practices | Read chapter 4 before |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|-----------------------|--|--|
| Week 4 | and strategies to positively influence children cont. Learning theories Group assignments due: 9/15/2016 | coming to class |
| 9/15/2016 Week 5 | Group presentations Discussion: Teaching, A professional Collaboration Observation and Assessment | Read chapter 5 & 6 before coming to class Group assignment due |
| 9/22/2016 Week 6 | Assignment: Environmental Observation Take home test due 9/29/2016 | Environmental Observation: due 10/6/16 |
| 9/29 Week 7 | Observation and assessment – planning curriculum Behaviors Planning environment Classroom schedules | Chapter 7, 8, & 9 must be read before class –prepare to discuss |
| 10/6/2016 Week 8 | Creating Environment continued Curriculum Importance of Play Child-directed vs. Teacher directed Writing lesson plans Assignment: Create a learning center (art, math, science, reading, writing, blocks, manipulative, dramatic play) due 10/27/2016 | Environmental observation due. Read chapter 10 before coming to class |
| 10/13/2016 Week 9 | Project Approach Documentation Curriculum types | |
| 10/20/2016 Week 10 | Take Home test -10/27/2016 1 page paper: Importance of Play 10/27/2016 | Due 10/27 |
| 10/27/2016 Week 11 | Turn in Learning center design Take home test Paper on play Physical and motor activities – wear comfortable clothing- we will be doing activities Cognitive Activities Assignment: Observe group time due 11/10/2016 | Read chapter 11& 12 before coming to class |
| 11/3/2016 Week 12 | Cognitive activities continued Language and literacy activities Assignment: Language or math activity- due 11/10 | Read before coming to class Chapter 13 |
| 11/10/16 | Language/ math activity due Psychosocial development Assignment: Observe work time due 11/17 | Read before coming to class Chapter 14 Assignments due |
| 11/17/16 | Psychosocial development continued Assignment : Psychosocial activity lesson plan due 12/1/201 | Observation due |
| 12/1/2016 | Issues and trends Review | Read before coming to class Chapter 15 |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|------------------------------------|------------------------|
| | | Assignment due |
| 12/8 | Final | |

*****Tentative, subject to change without prior notice*****