

## S

### Basic Course Information

|                   |   |                     |   |
|-------------------|---|---------------------|---|
| Semester:         | <b>Fall 2018</b>                            | Instructor Name:    | <b>David Scott Sheppard</b>                 |
| Course Title & #: | <b>Introduction to Curriculum, CDEV 105</b> | Email:              | <b>david.sheppard@imperial.edu</b>          |
| CRN #:            | <b>10662</b>                                | Webpage (optional): |   |
| Classroom:        | <b>202</b>                                  | Office #:           | <b>2201</b>                                 |
| Class Dates:      | <b>8/13-12/8/2018</b>                       | Office Hours:       | <b>M/W: 3:00-4:00,<br/>T/R: 10:00-11:00</b> |
| Class Days:       | <b>MW</b>                                   | Office Phone #:     | <b>760-355-6397</b>                         |
| Class Times:      | <b>04:20-5:45</b>                           | Emergency Contact:  | <b>760-355-6232<br/>Alexiss Castorena</b>   |
| Units:            | <b>3</b>                                    |                     |   |

656545

### 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. (C-ID ECE 130) (CSU)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills. (ILO2, ILO5)
2. Evaluate the teachers' role in providing best and promising practices in early childhood programs. (ILO2, ILO3, ILO4, ILO5)
3. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development. (ILO2, ILO4, ILO5)
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. (ILO2, ILO5)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Explain verbally and in writing, the sequence of play as central to development and learning for young

children.

2. Define, explain and apply constructivist theory in curriculum planning for young children.
3. Identify key ways in which the environment functions as an essential component of curriculum.
4. 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.
5. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
6. 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.
7. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
8. Define how curriculum plans can be modified for inclusion of children with special needs.
9. Design curriculum plans and activities to include support of home language as well as development of English as a second language.
10. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols.
11. 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.
12. 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.
13. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.
14. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.
15. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.
16. 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**

- Browne, Kathryn and Gordon, Ann (2011). *Cengage Advantage Books: Beginnings & Beyond: Foundations in Early Childhood Education* (8th/e). Wadsworth Publishing. ISBN: 978-1111357375
- California State Preschool Learning Foundations, Available at:  
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

California State Infant/Toddler Learning & Development Program Guidelines, Available at:  
<http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf>

### **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.

**All Child Development students who are required to complete lab hours or assignments with children are required to have the State Mandated Immunizations before they can be around children.**

**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.

|   |                            |                   |
|---|----------------------------|-------------------|
| 3 tests                                       | 35 points each= 105 points |                   |
| Assignment 1/ Compare, Contrast Programs      | 20 points                  |                   |
| Paper: My Role/ Responsibilities as a Teacher | 40 points                  |                   |
| Observation @ Child Center                    | 25 points                  |                   |
| Welcome Letter                                | 20 points                  |                   |
| Environment Assignment                        | 20 points                  |                   |
| Transition and Circle Time Activity           | 20 points                  |                   |
| Learning Area Activity                        | 20 points                  |                   |
| Group Activity                                | 20 points                  |                   |
| Misc. pop Quiz/ Reflections ( no make-up)     | 10 points                  |                   |
|   |                            | Total points= 300 |

### Course Grading Based on Course Objectives

90 – 100% = A

89 - 80% = B

79 - 70% = C

69 - 60% = D

59% and below = F

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.

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.

### 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.

### 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, only students enrolled in the class may attend; children are not allowed.
- All students completing Lab hours: Students are required to fill out confidentiality agreements prior to completing observations or activities. All students must have immunizations completed. Students must check in at lab school office before proceeding to classrooms.

### 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.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- 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.
- Teacher Education Lab Schools (Preschool and Infant Centers): 760-355-6232 There is lending materials; text books, children's books, videos, etc. to borrow for completion of assignments.

## 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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity

Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### 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

| Date or Week | Activity, Assignment, and/or Topic  | Pages/ Due Dates/Tests   |
|--------------|---|--|
| Week 1 8/14  | Introduction to course<br>Chapters 1-5  |  |
| Week 2 8/21  | Developmentally Appropriate Practices<br>Types of Programs<br>Examine Play based programs |  |
| Week 3 8/28  | Defining the Child<br>Teaching with Intention<br>DAP<br>Brain Research<br>Diversity       | Assignment 1 due 8/30<br><br>Assignment 1: Compare and Contrast Programs |
| Week 4 9/4   | Developmental Theory and Learning<br>Teaching with Intention                              |  |
| Week 5 9/11  | Professional Commitment<br>Teacher's Role   | <b>Test</b>  |

| Date or Week          | Activity, Assignment, and/or Topic   | Pages/ Due Dates/Tests  |
|-----------------------|--|---|
|                       |  | Paper: My Role and Responsibilities as “Teacher”  |
| Week 6 9/18           | Observation and Assessment   |   |
| Week 7 9/25           | Guiding Children’s Behavior<br>Teaching Strategies                             |   |
| Week 8 10/2           | Working with Families and the Community  | Assignment 2: Observation<br>Preschool ( <b>Must have all immunizations</b> )<br><br>Wednesday 10/4 |
| Week 9 10/9           | Creating an Environment  | Welcome letter due  |
| Week 10<br>10/16      | Creating a Context for Learning<br>Planning Curriculum Activity /Mapping Ideas | Test Wednesday<br><br>Environment assignment due  |
| Week 11<br>10/23      | What is a circle time<br><br>Physical and Motor Activities                     | Transition Activity   |
| Week 12<br>10/30-11/1 | Circle Time<br>Learning through the arts                                       | Learning Area activity  |
| Week 13<br>11/6-8     | Language and Literacy  | Small group activity due  |
| Week 14<br>11/13 /15  | Social and Emotional   | Small group continue  |
| 11/20-22              | THANKSGIVING ! No Classes all week   |   |
| 11/27 -29             | Issues and Trends in the Field of Early Childhood/<br>Review                   |   |
| Week 16<br>12/4       |  | Final   |

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