

### Basic Course Information

Semester:	<b>SPRING 2021</b>	Instructor Name:	<b>Mary Courtney</b>
Course Title & #:	<b>CDEV 105</b>	Email:	<b>mary.courtney@imperial.edu</b>
CRN #:	<b>20658</b>	Webpage (optional):	
Classroom:	<b>ZOOM &amp; Online</b>	Office #:	
Class Dates:	<b>2/16 – 6/11</b>	Office Hours:	<b>Online/Schedule posted in CANVAS</b>
Class Days:	<b>Tuesday &amp; Thursday</b>	Office Phone #:	
Class Times:	<b>4:20pm – 5:45pm</b>	Emergency Contact:	
Units:	<b>3</b>	Class Format:	<b>ZOOM &amp; Online</b>

### Course Description

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine teacher's role in supporting development and learning for all young children using observation and assessment strategies emphasizing the essential role of play. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas. (C-ID ECE 130)

### Course Prerequisite(s) and/or Corequisite(s)

None

### 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. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (ILO2 and ILO5)
2. Identify and describe the teachers' role in early childhood programs, including planning, implementing and evaluating activities and environments. (ILO2)
3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (ILO2)

### Course Objectives

#### MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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

1. Compare various models and approaches to early childhood curriculum.
2. Examine ways curriculum is integrated across all developmental domains and content areas.

3. Identify ways in which the environment functions as an essential component of curriculum.
4. Observe and evaluate teaching strategies and environmental design.
5. Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
6. Design appropriate experiences in multiple content areas to support children's learning.
7. Develop plans for environments that are appropriate for children's individual ages, stages, and needs.
8. Plan and record the curriculum development process using various forms of documentation.
9. Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs

### Textbooks & Other Resources or Links

**CDEV 105 Textbook:** Learning Together with Young Children; A Curriculum Framework for Reflective Teachers, 2<sup>nd</sup> Edition. Deb Curtis and Margie Carter. Redleaf Press ([www.redleafpress.org](http://www.redleafpress.org)).

**Edition:** 2<sup>nd</sup>; **ISBN:** 9781605545226; **Publisher:** Redleaf Press; **Formats:** PAPERBACK; **Authors:** Deb Curtis & Margie Carter ;

### Course Requirements and Instructional Methods

**ZOOM Lectures and Participation:** CDEV 105 has ZOOM Lecture & Participation TWICE a week, on Tuesday and on Thursday. There will be in-class discussions in breakout groups that involve the students in using the knowledge, ideas and skills presented in class. This activity/assignment is completed during the ZOOM class meeting. (If a student did not attend class, this assignment cannot be made up.)

**Informational Assignments:** There are several Informational Assignments that are to help you be successful in the course.

**Journal Papers** require students *to read* text material and articles provided or accessible on the internet, *reflect* on topic questions, and *write thoughtful responses*. The instructor will provide detailed directions

**Daily Schedule:** It is important that the children have predictability in the flow of the day, this is often referred to as the Daily Schedule. However, it does not have to be rigid. Each day is composed of certain components, events that almost always occur each day in the same basic order. You will create a Daily Schedule) for children that are three to four years old. This schedule must be based on the ideas about the developmental needs and abilities, interests of young children that have been presented in class and articles provided. The instructor will provide detailed directions.

**Curriculum Planning: Designing the Indoor and Outdoor Classroom Environment.** The early childhood classroom environment -indoors and outdoors-is viewed as a learning environment. Teachers set up their classroom based on an understanding of how young children learn. They create a warm, welcoming place for children that's supports development and learning. Students will design an early childhood indoor and out environment following directions provided by the instructor.

**Curriculum Planning - Practice Assignments:** Teachers of young children are responsible for planning a worthwhile, developmentally appropriate curriculum for the children. These assignments will provide students with the opportunity to develop the skills needed including observation of young children and using the information obtained to write appropriate curriculum plans, also including utilizing the environment as the “third teacher.” The student will use written guidelines provided by the instructor.

**Curriculum Planning: *Planning an Ongoing Small Group Exploration.***

Students will be provided with a transcription of children’s dialogue. Students will read the dialogue as if they were the classroom teacher observing and listening to the children. From this information each student will create lesson plans (planned possibilities) following the detailed directions provided by the instructor.

**Curriculum Planning: *Planning a Large Group Class Meeting.*** Teachers gather children together to share ideas, sing songs and enjoy other activities that are appropriate to a large group. Students will plan a large group class meeting following the directions provided by the instructor.

**FINAL Project: Documentation of Learning:** Documentation is an important strategy to communicate children’s learning. Students will complete a single page documentation which will include pictures, observations and dialogue. Documentation tells the story of children’s engagement in learning. Students will use their knowledge of children’s learning to provide an explanation of the types of learning taking place. Documentation is made available to parents, family, and colleagues to communicate the learning taking place. The instructor will provide detailed directions.

**Reminder:** 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**

<b>TOTAL POSSIBLE POINTS FOR COMPLETED COURSE</b>	<b>510</b>
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<b>Final Grade:</b>				
<b>A 530-477</b>	<b>B 476-424</b>	<b>C 423-371</b>	<b>D 370-318</b>	<b>F 317-or lower</b>

You can view your total points in CANVAS

Keeping Track of Your Points: GRADING:

Required Assignments & Tests	Possible Score	Your Score
ZOOM Lecture & Participation( @ 5pts)	150	
Journals (4 @ 10 pts)	40	
Informational Assignments ( <i>What is...? How to...</i> ) (4 @ 5 pts)	20	
Daily Schedule - Draft	10	
Daily Schedule – Revised/Complete Paper	75	
Designing the Indoor and Outdoor Classroom Environment	50	
Curriculum Planning Practice Assignments (2 @ 20 pts)	40	
Curriculum Planning: Group Meeting Time	30	
Curriculum Planning: Small Group Exploration Project - Draft	10	
Curriculum Planning: Small Group Exploration Revised/Completed Project	75	
Final Project: Documentation of Learning	30	
<b>Total points</b>	<b>530</b>	



## Course Policies

### 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.
- Attendance and participation in ALL ZOOM class meetings is required. Regular attendance in all classes is expected of all students. A student who misses three consecutive or four non-consecutive classes may be dropped from the class. Students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped. If you have a reason for not being able to attend, you must contact the instructor.

### 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.

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### **Academic Honesty: ONLINE Courses:**

- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### **Other Course Information**

- **Be Prepared:** purchase your textbook -- your textbook provides you with the in-depth information required to learn and pass the course.
- **Log into CANVAS frequently -weekly at a minimum:** CANVAS contains all of the lectures, assignments, and projects required in the course.
- **Complete Reading:** each week there will be readings assigned in the textbook. Many assignments will include additional articles that the instructor will provide.
- **Lecture & Participate:** CDEV 105 has ZOOM Lecture & Participation TWICE a week, on Tuesday and on Thursday. There will be in-class discussions in breakout groups that involve the students in using the knowledge, ideas and skills presented in class.
- **Complete assignments:** Each assignment has been carefully selected as a means of reinforcing the knowledge gleaned throughout the course. If the instructor determines that work turned in is not your own, or that you did not participate fully in group efforts, you may be given a zero with no opportunity for make-up.
- **Be organized:** keep your assignments in a labeled folder for this course in your computer. Label assignments to make it easy to find and upload into CANVAS, for example: "CDEV 105-Journal 1-your name"
- **Be respectful.** Students are expected to show respect for the instructor and classmates when participating ZOOM class meetings as well as in-class activities.
- **Flexibility:** the SPRING Semester flow of topics and assignments is described on the calendar. However, the instructor may adjust the class to reflect the requirements of the time. Therefore, listed topics of discussion or due dates of assignments may change. Please check for "Announcements" and emails and information on CANVAS for any changes.



## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

**Week 1: February 16 & 18,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPIC:** *Welcome!*

Image of the Child  
Teaching and Your View of the Child

**READ:** Introduction

Assignments:	DUE Date	Points
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
What Is “Studio?”	Th: 2/25	5
How to Write Responses to Questions	Th: 2/25	5
How to Be Successful in CDEV 105	Th: 2/25	5
Uploading Assignments in CANVAS	Th: 2/25	5
<i>Journal 1-Learning Through Play</i>	Th: 2/25	10

**Week 2: February 23 & 25,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPIC: Intentional & Reflective Teaching**

**READ:** Chapter 2: Curriculum Framework for Reflective Teaching

Assignments:	DUE Date	Points
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Journal 2: Image of the Child</i>	Th: 3/4	10



**Week 3: March 2 & 4,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

<b>Topic:</b> Developing Relationships		
<b>READ:</b> Chapter 2: Create a Nourishing Classroom Culture		
<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Journal 3: The Impact of “Time” on Learning</i>	Th: 3/11	10

**Week 4: March 9 & 11,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

<b>TOPICS:</b> Setting the Stage: TIME - Setting up the Daily Schedule		
<b>READ:</b> Articles		
<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Journal 4: Creating an Indoor &amp; Outdoor Learning Environment</i>	Th: 3/18	10

**Week 5: March 16 & 18,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

<b>TOPICS:</b> Setting the Stage: The Environment As Third Teacher		
<b>READ:</b> Chapter 3: Enhance the Curriculum with Materials		
<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Daily Schedule – Draft</i>	Th: 4/1	10
<i>Daily Schedule – Revised/Completed</i>	Th: 5/6	75

**Week 6: March 23 & 25,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

<b>TOPICS:</b> Setting the Stage: The Environment As Third Teacher		
<b>READ:</b> Chapter 4 Expand Opportunities for Children to Use Their Active Bodies		
<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Assignment:</i> Designing the Indoor and Outdoor Classroom Environment	4/15	50

**Week 7: March 30 & April 1,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

<b>TOPICS:</b> Listening, Observing, and Engaging with Young Children		
<b>READ:</b> Chapter 5 Bring Yourself to the Teaching & Learning Process		
<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5

**SPRING BREAK! April 5 - April 11**

**Week 8: April 13 & April 15,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

<b>TOPICS:</b> Foundation of Planning: Observation		
<b>READ:</b> Chapter 6: Coach Children to Learn About Learning		
<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5

**Week 9: April 20 & April 22,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPIC:** Intentional Teaching  
*The Cycle of Inquiry Linking Observation to Curriculum Planning*  
*Linking Observation to Curriculum Planning*  
**READ:** Chapter 7: Dig Deeper to Learn with Children

Assignments:	DUE Date	Points
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Curriculum Planning – Practice 1 Assignment</i>	Th: 4/29	20

**Week 10: April 27 & April 29,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPIC:** Building Curriculum Based on Observations  
**READ:** Chapter 8: Adapt the Curriculum Framework for Different Settings, p.225-241

Assignments:	DUE Date	Points
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Curriculum Planning –Practice 2 Assignment</i>	Th: 5/6	20

**Week 11: May 4 & May 6,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPICS:** Implementing Curriculum in Small Groups  
**READ:** Articles

Assignments:	DUE Date	Points
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Daily Schedule – Revised/Complete (Reminder)</i>	Th: 5/6	75
<i>Planning an Ongoing Small Group Exploration –DRAFT</i>	Th: 5/13	10
<i>Planning an Ongoing Small Group Exploration-Revised/Complete</i>	Th: 6/3	75

**Week 12: May 11 & May 13,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPICS:** Implementing Curriculum in Large Class Meetings

**READ:** Articles provided

<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Curriculum Planning for Large Class Meetings</i>	Th: 5/20	30

**Week 13: May 18 & May 20,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPICS:** Documentation: Making Learning Visible

**READ:** Chapter 8: Adapt the Curriculum Framework for Different Settings, p.242-273

<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5

**Week 14: May 25 & May 27,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPICS:** Documentation and Planning

**READ:** Articles provided

<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5

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**Week 15, June 1 & June 3,  
ZOOM Class Meeting, Tuesday & Thursday: 4:20-5:45pm**

**TOPICS: Teacher as Decision Maker: Integrating Play, Development & Practice Facing barriers & Change**  
**READ: Chapter 9: Claim Your Responsibility to Live Fully and Teach Well**

<b>Assignments:</b>	<b>DUE Date</b>	<b>Points</b>
Lecture & Participation- ZOOM – Tuesday, 4:20-5:45pm	ZOOM	5
Lecture & Participation- ZOOM – Thursday, 4:20-5:45pm	ZOOM	5
<i>Planning an Ongoing Small Group Exploration-Revised/Completed (Reminder)</i>	Th: 6/3	75

**Final Project Due Thursday, June 10th, 11:55pm**

**\*\*\*Subject to change without prior notice\*\*\***