

**CHDEV 3**  
**Introduction to Curriculum**  
**Fall 2019 # 57700**

**Instructor:** Marcy Davidson  
**Class Time:** Tuesday/Thursday 8:00 – 9:15 am CCI 205  
**Email:** marcy.davidson@reedleycollege.edu  
**Office:** Child Development Center  
**Office hours:** Mon. 12:00 -1:00p, Tues. & Thurs. 9:30a – 10:30a, Wed. 12:30 – 1:00p  
Friday Virtual Office Hour 8:00 – 9:00a

**Text:**

NO TEXTBOOK REQUIRED FOR THIS COURSE. As an OER (Online Education Resources) course, all reading, materials, and articles will be provided on the Canvas Course site.

**Recommended:**

Developmentally Appropriate Practices in Early Childhood Programs, Bredekamp & Cople: NAEYC (this text will be utilized in CD 3, CD 17A, CD 20, CD 37A and CD 37B)  
*This textbook may be checked out of the library for the semester.*

**Required Materials:**

One inch binder, divider tabs, and assorted art materials, access to a computer and to print materials/assignments as needed.

Course Description

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments in early childhood education. Students will examine a teacher's role in supporting learning and development in young children with an emphasis on the essential role of play. Students will study an overview of content areas including but not limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.

**This course requires 3 hours of lecture and 1 hour of lab per week.** (Lab hours arranged)

Course Outcomes:

Upon completion of this course the student will be able to:

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

Course Objectives:

In the process of completing this course, students will:

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 learning settings for planning curriculum.
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.

### Course Information & Policies

LAB requirement – 1 hour per week or 2 hours every other week as assigned (18 hours total)

1. This course requires full participation in a lab setting and satisfactory evaluation of lab performance.
2. Lab placements are done in conjunction with your instructor and the on-campus Child Development Center or mentor site.
3. A lab contract is required and must be completed by the student and mentor teacher / lab teacher. This contract dictates your scheduled lab time. **Students may not deviate from the hours on the contract without permission from the lab site.**
4. Students must submit written proof of completion of lab hours (timesheet).
5. Lab activities are to be pre-approved by your instructor and mentor teacher.
6. All lab requirements for each lab/mentor site must be followed including all required paperwork and timelines for activities.
7. A minimum of 14 hours of lab must be completed in a mentor site in order to receive a course grade (see grade information for details of lab points available).
8. A minimum of 2 hours of lab must be completed for research in the Child Development Resource Room and/or with your mentor teacher or instructor during office hours.
9. All lab students must have an updated TB test (available with Health Services) and verification of immunizations including measles and pertussis vaccination, freedom of tuberculosis, and verification of flu vaccination within the past 12 months, and complete any required paperwork from the lab site prior to the start of lab time. If you have tested positive to TB, take your most recent chest x-rays to the Reedley College nurse for clearance. 2 hours of lab provided to complete. For more info about immunizations, please see instructor or lab placement supervisor.
10. Lab placements must be completed as assigned. Absence from lab may result in a lower grade or course failure. If students are placed in lab to complete on a day when the campus is closed, the student does not have to make-up the hours however does need to complete the lab assignment for that week. Example: Student is scheduled to attend lab on President's day. The lab on campus is closed due to the holiday. The student does not need to make up the time missed but will still need to complete the lab observation/teaching experiences assigned. The student will need to arrange a time to complete those with the mentor site within one week of the original lab date. Each student is allowed only one holiday towards lab time. All others must be made up to receive credit.

### Assignments/Requirements

Assignments will vary daily/weekly. This may include written work, individual and group activities, article reports, or curriculum assignments. Students are expected to attend class prepared to discuss/present assignments. All reading provided on Canvas is expected to be read BEFORE class each week. Remember that your performance in class is directly related to how much time and effort you put into the class material. For every hour in class, expect you will estimate spending one to two hours studying outside of class.

- All **assignments are to be typed** unless otherwise specified by the instructor.
- All assignments must be **neat and clearly labeled with student name, date, title of the assignment, and class day/time.**
- Papers should be double - spaced, 12 point font, spell – checked, one inch margins in an easy to read font.
- All lesson plans and forms are available on Canvas. No handouts will be provided in class.
- Always **make a copy** of your work.

- Take responsibility to present completed, polished college level work on-time.
- All papers must be **corrected for proper punctuation, grammar and spelling.**
- Out of class assignments on torn pieces of binder paper will not be accepted.
- Late assignments – Students are allowed **ONE late assignment** due no more than 7 days past the original due date. Assignments are assigned well in advance and must be submitted on time. If you know you will be unable to turn in your work by the due date, you must contact the instructor. After one late assignment, no late work will be accepted.

Assignments:

1. Classroom Observations– Two observations to be done at your lab placement site. These observations will include short assignments on classroom environment and set up, transitions/routines, teacher/child interactions, and emergent curriculum. SLO #1 - #3 (25 points each)
2. Curriculum Teaching Experiences- Four teaching experience/lesson plans which demonstrate understanding and application of course content and problem solving abilities. Each lesson plan must include one the five curriculum areas of Art, Science, Math, Physical Development and/or Sensory. ALL lesson plans are to be approved by your instructor prior to implementation and completed with the assistance of your mentor teacher at your lab site. SLO #1 - # 3 (25 points each)
3. Participation/ Class Activities – In class activities or short homework assignments may be given throughout the course. The activities are designed to complete individually in class or on canvas, or in small groups in class. There are NO make-ups for in class activities. Examples of assignments include video or article reviews, class discussions, small group work, quick writes, reflections or research information. Each assignment will have a small point value. SLO #1 - # 3 (70 points total)
4. Dramatic Play / Prop Box – A lesson plans and box containing all materials necessary for a topic based dramatic play experience. Students are responsible for development of all prop box materials and equipment. These will be presented in class. SLO # 2 - # 3 (40 points)
5. Flannel Story Demonstration – Students choose a story, song or chant to present to the class. Students will supply all flannel pieces, props and accessories and will be presenting in class. (SLO #2 - #3) (20 points)
6. Curriculum/Article Binder and Five Day Plan - This will include a five day plan, 10 lesson plans, materials required, and a list of at least ten children’s books. A complete weekly plan including all areas discussed in class. This plan should revolve around a topic you wish to investigate further with children. SLO #1 - # 3 (40 points)
7. Final Curriculum Demonstration & Practical – Students will present their fifth and teaching experience plan in class, *share a copy of the teaching experience with each student*, and describe the practical application of the activity. This is your 5th teaching experience and may be one that has been completed with children in your lab setting if updated based on mentor feedback. SLO # # 3 (40 points)
8. Three quizzes – Three quizzes will be given in class. Two content quizzes and one terminology quiz These include information from lectures, in class assignments, videos, lab assignments, readings and articles provided. SLO #1 - #3 (25 points each)
9. Lab Hours - A minimum of 14 hours of lab must be completed in an approved mentor site. Weekly lab hours are arranged the first class session and must be completed in order to pass this class. Students will complete 14 hours of lab, 2 hours of research in the Child Development Resource Room or as

assigned and 2 hours of paperwork/TB completion. Failure to complete at least 14 hours with children may result in a failing grade in the course. SLO # 3 (15 points)

**Grades:**

|  | Possible Points | Total Points | Final Grade |
|--|-----------------|--------------|-------------|
| Classroom Observations (2 @ 25 ea)           | 50              |              |             |
| Curriculum Teaching Experiences (4 @ 25 ea)  | 100             | 405 – 450    | A           |
| Participation / Activities (in class/canvas) | 70              | 360 – 404    | B           |
| Dramatic Play/Prop Box                       | 40              | 315 – 359    | C           |
| Curriculum Binder/5 Day Plan                 | 40              | 270 – 314    | D           |
| Curriculum Practical Demonstration           | 40              | 269 or below | F           |
| Quizzes (3 @ 25 pts.)                        | 75              |              |             |
| Flannel Story Demonstration                  | 20              |              |             |
| Lab Hours                                    | 15              |              |             |
| <b>TOTAL POINTS</b>                          | <b>450</b>      |              |             |

If a problem arises during the semester, please make an appointment with the instructor to discuss how we can best resolve the issue and help you achieve success in class. **Grades are confidential and will not be discussed in the classroom.**

Academic Success

In order to succeed at the highest level in college, be sure to utilize the College services that is available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services.

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 or the Rehabilitation Act, please see me as soon as possible. The instructor will comply with the requirements of the American’s with Disabilities Act (ADA), by appropriately accommodating any student with a verified disability.

Written Work Expectations

Proper writing is a basic expectation when someone has earned a college degree, and writing quality does matter as a college student and in the profession as an educator. If you intend to work with children and families, there will be many times when you need to communicate information that is crucial, including rationale for continued funding for your job and the children and families you serve. It is valuable to you if you are able to communicate through writing and that you used consistent writing mechanics.

All assignments completed in this class are expected to have college level quality writing which includes proper use of grammar, usage, mechanics, style, as well as proper APA citing style where applicable. All outside classroom assignments are to be typed. Assignments turned in hand written will result in a score of zero.

The Writing Center offers free writing assistance to students on campus. For more information on all they offer, visit or call Writing Center Information at 638-3641 ext. 3619 or email rcwritingcenter@reedleycollege.edu. Learning to study more effectively will also help with writing, and The Tutorial Center (Library Building LRC 111) has a variety of services to help you succeed in college through more effective learning strategies. For more information call the Tutorial Center at 559-638-0358.

## Classroom Expectations

- Students are expected to attend and actively participate in class discussions and activities.
- Students are expected to conduct themselves, according to the Student Conduct Standards.
- Please be respectful of fellow students and the instructor at all times
- Students are expected to arrive on time. Late arrival will not be tolerated.
- Cheating and plagiarism will be cause for disciplinary action.
- Students are expected to come to class prepared and ready for the day.
  - You will be expected to participate in large and small group discussions and various class activities. Active participation is likely to enhance your enjoyment of the course material and facilitate a higher level of learning. You will be encouraged to share your own reactions to course materials, lab experiences, questions, and ideas, as these are what will enable you, your classmates, and your instructor to gain the most from our time together. Reading the assigned materials prior to class is IMPORTANT. Being able to critically analyze what you have read and discussed, as well as make connections to real world settings when applicable, are ultimate goals.

## Attendance

- If you are not present when roll is taken you will be considered absent. Late arrival may be considered an absence. Three late arrivals equal one absence. More than one late arrival, you will need to make arrangements to meet with the instructor during office hours.
- If you miss more than three days the instructor *may* drop you.
- Dropping after the drop date will result in an “F” grade.
- **It is the student’s responsibility to drop a class if they no longer intend to participate.**

## Late Policy

Life happens and occasionally arriving late is un-avoidable. One of the elements I strongly stress in this course is respect. Arriving late is a great opportunity to demonstrate respect. If you arrive late choose a seat in the row closest to the door. **DO NOT CROSS IN FRONT OF THE LECTURE AREA.** Doing so is disrespectful to the instructor as well as classmates.. Habitually arriving late reveals a deficiency in time management skills; as an instructor I feel one of my responsibilities is to help guide students in this skill set. After your 2<sup>nd</sup> late arrival you will need to make an appointment with me to map out some strategies to help build better time management. Failure to schedule a meeting results in the loss of 25 points

## Student Conduct and Cheating

- Plagiarism is the use of others’ words and/or ideas without clearly acknowledging their source. When you incorporate those words or ideas into your own work, you must credit where the sources is cited. Plagiarism, intentional or unintentional, is considered academic dishonesty and is not tolerated and may be grounds for failure of an assignment or the course.
- No food or drink in the classroom at anytime except for water bottles.
- Cell phone usage (calls, text messaging) is NOT allowed during class time. Cell phones must be put away in backpacks or purses and turned to “OFF” unless otherwise instructed for in class activities.
- Threat of physical or emotional abuse, on or off college property, of the person or property of any member of the college community or members of his/her family will be cause for disciplinary action.

## Canvas

Information about this course, and resources for it, will be available on Canvas. Canvas is available through the Reedley College home page. Go to the Canvas Login. Your user ID will be your 7 digit ID number. Your password will be the same password you use with your student email. If you have not used Canvas before or need support, please call the SCCC help desk - 559-499-6070. Through Canvas, you will be able to access the syllabus, assignment guidelines, and any handouts that will supplement the texts and/or lectures. In addition, you will be able to send email to your classmates and me. You will also be able to use Canvas to check your grades online. You should monitor your grades to be sure they are entered accurately and completely. If there is a mistake, please bring it to my attention as soon as you notice it. Please keep all returned assignments until your final grade has been posted at the end of the semester.

Please note that ONLY your RC (my.scccd) email address is recognized by Canvas. Any messages that I send to the class will be sent through Canvas, and therefore through your RC my.scccd email address. I will not respond to personal emails due to spam and other computer viruses. Please only use your Reedley College email when communicating with me via email. You are responsible for information disseminated through email; ignorance ("I didn't check my email," "My e-mail isn't working," "I don't have access to a computer," etc.) is not an acceptable excuse.

## Syllabus Disclaimer

This syllabus constitutes a contract between the instructor of this course and the student enrolled in the course. The student's decision to attend the class denotes:

1. acceptance of this syllabus.
2. acceptance of the expectations of this course as outlined by this syllabus.
3. the student's understanding that the course schedule outline in this syllabus, except assignment due dates, is subject to change without notification to the student.
4. the student's understanding that it is their responsibility to read and complete all assignments and turn in all work by the designated times.

\*\* The instructor reserves the right to make changes to the course syllabus or schedule as deemed necessary for the good of the class.

## Important Dates to remember

|                               |                                       |
|-------------------------------|---------------------------------------|
| First Day of Classes          | Monday, August 12, 2019               |
| Last Day add/ drop a course   | Friday, August 30, 2019               |
| Campus Closed – Labor Day     | Monday, September 2, 2019             |
| Campus Closed – Veteran's Day | Monday, November 11, 2019             |
| Camps Closed – Fall Break     | Thursday/Friday, November 28/29, 2019 |
| Last Day of Classes           | Friday, December 13, 2019             |