

**CHDEV 3
#51860
Introduction to Curriculum
Fall 2023**

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Office Hours: Zoom: Mon. 10:00a – 11:00a & Wednesday 11:00a – 12:00p
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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 & Copple: NAEYC, 4th ed. 2022 (this text will be utilized in ECE 1, ECE 3, ECE 5, ECE 8, ECE 10 and ECE 20). This textbook may be checked out of the library for the semester. All other reading materials will be found on Canvas.

Required Materials:

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

Course Description

Developmentally appropriate curriculum for children birth through eight. Students will use knowledge of children's development, theories of learning and development, and examples of various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrate throughout indoor and outdoor settings.

This course requires 3 hours of lecture and 2 hours of lab per week. (Lab hours arranged)

Course Outcomes:

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

1. Apply elements of various curriculum models, approaches, theories, and standards for early learning indicators of quality to plan and individualize curriculum for children ages birth through eight.
2. Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
3. Develop curriculum for all content areas to support children's learning and developmental needs.

Course Objectives:

In the process of completing this course, students will:

1. Explore various early childhood curriculum approaches, and professional practices to inform and evaluate curriculum and environments.
2. Explain how the curriculum is integrated across all developmental domains and content areas.
3. Observe and evaluate teaching strategies and environmental design

4. Observe children in various early childhood settings as a basis for planning curriculum and environments.
5. Apply knowledge of academic discipline content and children's growth and development to plan and evaluate developmentally and linguistically appropriate, engaging, and supportive learning experiences.
6. Develop plans for environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
7. Explain how different teaching strategies could be used for a variety of curriculum goals.
8. Describe guidance and interaction approaches to support social relationships and learning.
9. Describe how specific learning experiences could be adapted to address individual children's learning and development needs.

Course Information & Policies

LAB requirement – 2 hour per week (36 hours total) will be in-person at one of the following: Reedley College Children's Program and Lab School, Mentor Site, or Worksite with instructor approval.

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 30 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 CECE Resource Room and/or with your mentor teacher or instructor during office hours and a minimum of 2 hours must be completed by attending the mandatory lab student orientation.
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– Various classroom observations will be completed throughout the semester. These observations will be directly connected to the DAP textbook and reading topics. These observations will be done in the lab setting. These will count towards the required lab hours for the course. SLO #1-3 (6 @ 10 points each = 60 points)
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 and be based on classroom observations. ALL lesson plans are to be approved by your instructor and given to the mentor teacher by the Friday prior prior to implementation week and completed with the assistance of your mentor teacher at your lab site. SLO #1 - # 3 (4 @ 25 points each = 100 points)
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 (25 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. Story Telling Demonstration – Students choose a story to create story props to present to the class and implement at their lab site. Students will supply all flannel pieces, props and accessories and will be presenting in class. (SLO #2 - #3) (25 points)
6. Final Curriculum Demonstration– This will include a weekly 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 Students will present in class, *share a copy of the teaching experience with each student*, and describe the practical application of the activity. SLO # # 3 (100 points)
7. Teacher Tasks - Randomly throughout the semester students will be assigned typical teacher tasks and duties. These may range from assisting in group time, prepping snacks, leading a table activity, lap reads, classroom chores, yard chores, and more. Students are expected to do these along with all other lab assignments, just as you would in your classroom. (up to 25 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 (3 @ 25 points each = 75 points)
9. Lab Hours – Lab Hours & Evaluation (Mid-Term & Semester Evaluation) A mandatory 36 hours of the lab must be completed. MANDATORY completion of these hours is required to complete the class with a passing grade of C or better. This means no matter your point value in the class, if your lab hours and assignments are not completed, you cannot pass the class. No exceptions. Each Lab Student will also have Semester Lab Evaluations completed on the lab performance by their Instructor and Mentor Teacher at the end of the semester. Students will be required to meet with Mrs. Davidson to review the evaluation.

Grades:

	Possible Points	Total Points	Final Grade	
Classroom Observations 6 @ 10 ea)	60			
Curriculum Teaching Experiences (4 @ 25 ea)	100	405 - 450	A	90- 100%
Participation / Activities (up to 25)	25	360 - 404	B	80 – 89%
Dramatic Play/Prop Box	40	315 - 349	C	70 – 79%
Teacher Tasks	25	270 - 314	D	60 – 69%
Final Curriculum Project	100	269 or below	F	Below 59%
Quizzes (3 @ 25 pts.)	75			
Story Telling Demonstration	25			
TOTAL POINTS	450			

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.

Students with Disabilities:

Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 494-3032 or TTY (559) 494-0382.

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 494-3641 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 559-494-0358.

Confidentiality:

All students are expected to comply with confidentiality within this course. This means that students are not to discuss their grades, points, assignment, or any other personal documents with each other. Failure to comply with this policy will result in immediate disciplinary action by the instructor.

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 crucial information, including the rationale for continued funding for your job and the children and families you serve. It is valuable to you if you can 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 handwritten will result in a score of zero.

As noted above, the quality of your writing matters. Below you will find a general description of the characteristics that are necessary for an 'A' paper*, a 'B' paper, etc. All work completed outside of class will be graded for content and synthesis of ideas as well as writing format and mechanics. *Note that in these descriptions, "paper" is used to refer to all assignments written outside of class. Including projects, presentations, etc.

- A. A superior paper that thoroughly and insightfully addresses each aspect of each item. There may be slight flaws, but overall, this is a paper that demonstrates a thorough and complex understanding of the many concepts covered. Additionally, this paper is void of spelling and grammar mistakes, and thoughts are clearly and succinctly expressed and organized. All sections are complete.
- B. A very good paper that is beyond adequate. This is somewhat less developed, insightful, and organized than the 'A' paper, yet still is indicative of a good understanding of the concepts. It may have minor problems with writing mechanics such as spelling or grammar but is clear and coherent. All sections are complete.
- C. A good paper that is adequate and addresses each aspect of each item satisfactorily. However, this paper lacks the depth of understanding and synthesis that is evident in the 'A' and 'B' papers. Each item is addressed fully, but there is a lack of complexity, synthesis of ideas, and quite possibly consistency in understanding concepts. This paper may have numerous but minor problems with writing mechanics. All sections are complete.
- D. A minimally acceptable paper that, in a significant way, does not address all of the items. This paper shows problems in many areas and may reflect a more serious lack of understanding about the course concepts and/or information being elicited through each paper item. This paper is likely to have serious problems with writing mechanics. There may be incomplete sections.

- F. A failing paper has major deficiencies and does not meet the minimum requirements of addressing each aspect of each item in a way that clearly articulates an understanding of course concepts. There are likely serious problems with writing mechanics. There may be incomplete sections.

When computing final course grades at the end of the semester, issues such as participation and percentage of work completed will be taken into consideration when determining borderline grades. For instance, if you are only two or three points away from a B, have participated actively, and have turned in all assignments, you may be judged to have earned a B in the course.

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.**

Communication:

All course communications MUST come to me through the Canvas messaging system. I teach a full load of courses and have other responsibilities on campus, because of this I receive a vast amount of emails each day. I do my best to respond promptly, however, that being said, if you email me, it may take me sometime to get back to you. The best way to reach me is through the Canvas In-Box.

As students, sometimes it is difficult to understand an instructor is not available to answer communications at all hours of the day and night. All communications will be answered within 48 - 72 hours during the week. If, for some reason you have not heard from me, please send me a respectful, kind reminder (those are greatly appreciated). Please see the “Pages” tab on canvas for tips on emailing instructors. Most of you are taking more than one course and have the demands and enjoyments of life. Instructors also have those same demands and enjoyments, for this reason, I try to reserve the weekends for family time I will check on the class on Fridays at around 1:00 p.m. and most of the time not be available again until Monday at 8:00 a.m. Now and again, you MIGHT find me online on the weekend and I MIGHT answer a question or two. However, this does not mean I am constantly available during these hours. All of my contact emails can be found on the front of this syllabus.

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 2nd 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 Class	Tuesday , August. 8, 2023
Last Day to add/drop without W	Friday, August 25, 2023
Campus Closed – Labor Day	Monday, September 4, 2023
Last Day to drop with W	Friday, October 6, 2023
Campus Closed – Veteran’s Day	Friday, November 10, 2023
Campus Closed – Fall Break	Thurs/Fri. November 23 – 24, 2023
Last Day of Classes	December 8, 2023