

Course Syllabus

Department : Child Development
Course Title : Curriculum Resources for Early Childhood Programs
Section Name : CDEC 1413
Start Date : 08/27/2012
End Date : 05/07/2012
Modality : ONLINE
Credits : 4

Instructor Information

Name : Mary L. Hanson
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OC Phone # : 432-335-6483

Course Description

Fundamentals of curriculum design and implementation in developmentally appropriate programs for young children. Emphasizes planning and teaching curriculum for children birth to 5 years of age. Includes assessing children=s developmental level by use of written observation techniques and planning and implementation of developmentally appropriate curricula which includes selecting appropriate equipment such as computer programs and videos. Also, presents techniques for parent involvement and interpersonal communication, creation of appropriate physical environments and classroom management.

2

Prerequisites/Co requisites

None necessary

ICO's

2,5,6

Course Objectives

3

**CHILD DEVELOPMENT DEPARTMENT
COURSE SYLLABUS**

COURSE NUMBER: 1413

COURSE TITLE: CURRICULUM RESOURCES FOR EARLY CHILDHOOD PROGRAMS

CREDIT HOURS

PREREQUISITE: CDEC 1311, CDEC 1319 and a minimum of two of the following courses:

CDEC 1356, CDEC 1357, CDEC 1358 or consent of the department chair

COREQUISITE: NONE

CATALOG DESCRIPTION:

Fundamentals of curriculum design and implementation in developmentally appropriate programs for young children. Emphasizes planning and teaching curriculum for children birth to 5 years of age. Includes assessing children=s developmental level by use of written observation techniques and planning and implementation of developmentally appropriate curricula which includes selecting appropriate equipment such as computer programs and videos. Also, presents techniques for parent involvement and interpersonal communication, creation of appropriate physical environments and classroom management.

COURSE LEARNING OUTCOMES/PROFICIENCIES:

The student will define developmentally appropriate practices; describe the process of childcentered curriculum development; and develop

guidelines for creating developmentally appropriate indoor and outdoor learning environments. The students will apply an understanding of teacher roles in early childhood classrooms; prepare a developmentally appropriate schedule including routines and transitions; and select, plan, implement and evaluate developmentally appropriate learning experiences for children.

TEXTBOOKS: Dodge, Diane Trister, Colker; Laura T.; Heroman, Cate, The Creative Curriculum For Preschool; Teaching Strategies, 2002.

4

SUPPLIES: Text, supplies and equipment essential for note taking, such as paper and pencils. You may also need Supplementary Materials from the Bookstore.

LEARNING OUTCOMES:

1. Define developmentally appropriate practices.
 - a. Describe developmentally appropriate practices as they apply to infants/toddlers, preschool and school age children including children with special needs.
 - b. Evaluate classrooms to determine their placement on a continuum from developmentally appropriate to inappropriate in relation to room arrangement, activities, materials and equipment.
 - c. Explain the value of play and its relationship to developmentally appropriate practices.
 - d. Describe how cultural and linguistic diversity are a part of developmentally appropriate practices.
2. Describe the process of child-centered curriculum development.
 - a. Compare curriculum approaches/models (e.g., child centered, project approach, teacher directed).
 - b. Discuss the application of anti-bias curriculum.
 - c. Analyze different approaches to curriculum planning.
 - d. Describe a variety of assessment strategies and their role in the early childhood curriculum planning process.
 - e. Develop lesson plans for a specific group of children.
 - f. Discuss planning and implementation of curriculum and instructional practices based on knowledge of individual children, the community and curriculum goals and content.
 - g. Analyze and develop an anti-biased, developmentally appropriate curriculum.
3. Develop guidelines for creating developmentally appropriate indoor and outdoor learning environments.
 - a. Describe the relationship between children=s ages and developmentally appropriate indoor and outdoor learning environments.

5

- b. Define learning centers and/or activity zones and their relationship to learning through play.
 - c. Describe basic arrangement of learning centers in developmentally appropriate indoor learning environments (e.g., art near water).
 - d. Describe developmentally appropriate outdoor learning environments.
 - e. Explain the concept of using zones in outdoor learning environments.
 - f. Describe how to enhance creativity and aesthetics in the environment.
4. Apply an understanding of teacher roles in early childhood classrooms.
 - a. Describe various roles of a teacher (e.g., observer, questioner, etc.).
 - b. Practice teacher roles in early childhood classrooms.
 - c. Demonstrate the ability to select the appropriate teacher role.
 - d. Adapt indoor and outdoor environment for children with special needs.
5. Prepare a developmentally appropriate schedule including routines and transitions.

- a. Compare appropriate and inappropriate schedules for infants/toddlers, preschool and school age children.
 - b. Describe developmentally appropriate routines for use in classrooms.
 - c. Define and describe how to use transitions in classrooms.
- Develop an appropriate schedule for a specific group of children.
6. Select, plan, implement and evaluate developmentally appropriate learning experiences for children.

ICO'S Competencies: Resources
Interpersonal Skills
Information
Systems
Thinking Skills
Basic Skills
Personal Qualities

Assignments:

CURRICULUM RESOURCES - WEB COURSE

TENTATIVE SCHEDULE

CDEC 1413 - WEB

CURRICULUM RESOURCES

INSTRUCTOR: Mary Hanson

FALL 2012

DATES CHAPTERS

TO READ

***ASSIGNMENTS/ACTIVITIES DUE**

-  **Discussion Questions**

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Discussion Questions are yet another assignment that needs to be completed in a timely manner. They are the way to participate with others in the class and therefore counts as your participation grade. To get into the Discussion panel, go to the top left portion of the screen and click on the word "Discussions". Once inside, copy and paste the question you are prepared to answer. Then, towards the top of that screen, click on Add Thread. You will simply write DQ 1-4 in the title area, something like that. Then, in the large box, you can copy your question if it helps followed by answering the questions.

Concerning due dates, please follow the due dates of the review question assignments. For instance, Rev Questions 1-4 are due on 9/17/12. Therefore, the dis ques 1-4 is also due by

9/17. I hope this information helps. I love your questions. Please communicate with me via email or phone. Your questions makes the class better for everyone. I'm in my office regularly in the mornings so stop by if you wish, also.

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Final

Enabled: Statistics Tracking

For each chapter, write three test questions that you come up with. Your question can be true/false, matching, multiple choice, fill-in-the blank and/or short answer. Write the original test question, provide the answer, and add the page number. Come up with three questions, answers, and page numbers for each chapter. This will include 48 questions. Please number your questions as well as reveal from which chapter it comes from. Email me your final no later than 11/26/12. Thank you.

This assignment is worth 200 points. You may continue to work on this assignment throughout the semester. You may also turn in the work early. Only turn in the work fully completed and not by chapters as that will confuse me and in turn, possibly hurt your grade. Neither one of us wants that:).

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Lab Hours

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Attached Files:  [lab sheet.doc](#) (60 KB)

It is also mandated by the state that you complete lab hours. Lab hours are when you volunteer or get paid to actually work with young children. The ages of the young child can range from 6 weeks old to 8 years old. You need to complete 30 hours at a minimum to get the credit to pass this class. This assignment is worth 200 points. You must start on your hours now as most child cares require a background check which can take up to two weeks to get back. You also must have a

current TB shot. If you can complete your hours at the day care at OC called the Children's Center, then take your social security number and your driver's license to the Children's Center's office. The staff in the office will help you with the background check. It will cost you about \$40 but will be good for anywhere you go. Ask them about the TB shot as well as they have information for you as to where you can go to get the shot. Remember to go back after three days to see the results of the shot or it will not count.

You may work and/or volunteer at a head start, a certified day care, a public or private school grade 3rd or below. Mother's Day Out programs do not work. Sunday school and troop leadership does not count either.

Take the attached lab sheet with you each time you attend lab. Keep it filled out. Make sure a teacher initials for you verifying that you were in attendance when you said you'd be. Remember to bring the completed lab sheet to my office. You may mail it at:

Mary Hanson
Odessa College
201 W. University
Odessa, TX 79764.

You may fax it at 432-335-6703. Or, if you are already working with children ages 8 and/or below, then email me where you are working and I'll add your points in the grade book. In other words, you do NOT have to fill out a lab sheet if you are working full time with children.

This assignment should be completed by no later than 11/2/11. Thank you.

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Observation

Enabled: Statistics Tracking

Attached Files: ○  [Lesson Plan Activity for lab classes.docx](#) (14.308 KB)

Attached is the lesson plan format to follow when I observe you teaching. The state mandates that I observe you at least once in the semester or you cannot pass. Therefore, this assignment is a must!!! You are already practicing writing lesson plans in a different assignment. You will write this lesson plan up as well AND teach children. Set up an observation time. It is your responsibility to do so. Do so within the first two weeks of class please. If you are from out-of-town. Or, if you and I cannot match a time for me to come watch you teach, then video tape you teaching. My preference is to see the video still in your camera with you there. We've had so much trouble viewing the observations from copied DVD's. Even a thumb drive would be better than a DVD.

Please feel free to watch a short youtube video. Once into youtube, search for captmara. Then scroll down to the video that reads lesson plans. This video explains what I'm looking for from you. Please do not wait on this important and necessary assignment!!!

This assignment is due no later than 10/23. This assignment is worth 100 points. Thank you.

For additional instruction, please view this video tape of me sharing what I'll be looking for:)

<http://www.youtube.com/watch?v=xBJm1luJd8E&feature=colike>

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Review Questions 1-4

Enabled: Statistics Tracking

Please email me the questions and answers to the review questions from chapters 1-4. Add page numbers, too, please. Include in the subject area of your email the chapters and class name and number. That will keep me organized. Also, send the four chapter's work together and not one chapter at a time. Please contact me if you have any questions.

This assignment is worth 100 points is due 9/17/12, the same date the discussion questions from chapters 1-4 are due.

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Review Questions 5-8

Enabled: Statistics Tracking

Please email me the questions and answers to the review questions from chapters 5-8. Add page numbers, too, please. Include in the subject area of your email the chapters and class name and number. That will keep me organized. Also, send the four chapter's work together and not one chapter at a time. Please contact me if you have any questions.

This assignment is worth 100 points is due 10/8/12, the same date the discussion questions from chapters 5-8 are due.

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Review Questions 9-12

Enabled: Statistics Tracking

Please email me the questions and answers to the review questions from chapters 9-12. Add page numbers, too, please. Include in the subject area of your email the chapters and class name and number. That will keep me organized. Also, send the four chapter's work together and not one chapter at a time. Please contact me if you have any questions.

This assignment is worth 100 points is due 11/5/12, the same date the discussion questions from chapters 9-12 are due.

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Review Questions 13-16

Enabled: Statistics Tracking

Please email me the questions and answers to the review questions from chapters 13-16. Add page numbers, too, please. Include in the subject area of your email the chapters and class name and number. That will keep me organized. Also, send the four chapter's work together and not one chapter at a time. Please contact me if you have any questions.

This assignment is worth 100 points is due 11-26/12, the same date the discussion questions from chapters 13-16 are due.

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Special Assignment

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On 10/29/12, this assignment, called special assignment is due. For 50 points, you are to create a floor plan appropriate for young children. You may write about it in detail in paragraph form or you may create it in a model form at. You will need to make a video demonstrating your work or bring it by my office at a time you have set up with me.

For another 50 points, decide on an appropriate theme for young children. Then answer the following questions:

- a. How would your room look when teaching about the topic you chose?
- b. What would your bulletin boards look like?
- c. What would be included in each of your centers?
- d. What would your outline be for the week?

Again, you may plan a specific time to meet me to show your work. Or, you could write this portion of the test out and send it to me via email.

Overall, this assignment is worth 100 points and is due 10/29/12. I do not mind work turned in early.

Thank you,
M. Hanson

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of

1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "Ask a Librarian" service provide additional help.

9

Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online

at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#)

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and

- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.