

**Basic Course Information CDEV 105 –Introduction to Curriculum**

Semester	<b>Spring, 2016</b>	Instructor Name	<b>Fonda Miller</b>
Course Title & #	<b>CDEV 105- Introduction to Curriculum</b>	Email	<b>Fonda.miller@imperial.edu</b>
CRN #	<b>20658</b>	Webpage (optional)	
Room	<b>202</b>	Office	<b>2201</b>
Class Dates	<b>2/16/16-6/7/16</b>	Office Hours	<b>MW11:30-12:30; TR: 12:45-1:45</b>
Class Days	<b>TR</b>	Office Phone #	<b>1-760-355-6233</b>
Class Times	<b>11:20-12:45 3 units</b>	Office contact if student will be out or emergency	<b>Department Secretary</b>
Units			

**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. (Formerly CFCS 110) (CSU)

**Student Learning Outcomes**

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

**Course Objectives**

- A. Explain verbally and in writing, the sequence of play as central to development and learning for young children.
- B. Define, explain and apply constructivist theory in curriculum planning for young children.
- C. Identify key ways in which the environment functions as an essential component of curriculum.
- D. 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.
- E. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- F. 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.

- G. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
- H. Define how curriculum plans can be modified for inclusion of children with special needs.
- I. Design curriculum plans and activities to include support of home language as well as development of English as a second language.
- J. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols.
- K. 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.
- L. 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.
- M. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.
- N. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.
- O. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.
- P. 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**

Beginnings and Beyond – Foundations in Early Childhood Education, 9<sup>th</sup> Edition by Ann Miles Gordon and Kathryn Williams Browne. Published by Wadsworth, 2014. ISBN-978-1-133 93696-1

#### **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 or written legibly in blue or black ink.

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) 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 within a week of when your class took the test or quiz. 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 a schedule to allow

for ample study time so you will be prepared. There is no penalty for taking a quiz or test *before* the scheduled time.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

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.

**Course Grading Based on Course Objectives**

Class Assignments:

Class Environment Observation	50 points
15 lesson plans (Some will be done at IVC preschool)	300 points
Tests (5 at 30 pts each)	150 points
Planning project	100 points
Lab Hours (done at IVC preschool)	50 points
Final Exam	100 points
<b>TOTAL</b>	<b>750 points</b>

Grade Breakdown:

90 – 100% = A	750 – 675 points
89 - 80% = B	674 - 600 points
79 - 70% = C	599 - 525points
69 - 60% = D	524 - 450 points
59% and below = F	449 and below

**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.
- You will be considered tardy to class if roll has already been called and you were not present. Leaving early from class will be counted as an absence. Attendance records, tardiness and leaving early are taken into consideration when final grades are determined..
- It is the student’s responsibility to complete a drop request if they are withdrawing from the class.
- It is also the student’s responsibility to make an appointment with the instructor if they have concerns about their progress in the class.

### **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.
- 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, no one who is not enrolled in the class may attend, including children.

### **Academic Honesty**

- 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 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 School 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 Help – Discretionary Section and Language**

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- 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.

### 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, 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

*Schedule is subject to change at the instructor's discretion. Student is responsible for changes.*

**Last Day to Drop with a "W" grade is May 14, 2016 Spring Break – March 28-April 2, 2016 – No Class**

Date	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
1. 2/16 – 2/18	Introduction and Chapter 2 Types of Programs	
2. 2/23 – 2/25	Chap. 2 and Chap 3 – Defining the Young Child	
3. 3/1 – 3/3	Chap. 4 – Developmental & Learning Theories	TEST on Chap. 2&3
4. 3/8 – 3/10	Chap. 9 – Creating Environments	
5. 3/15 – 3/17	Chap. 9 Continued	TEST on Chap. 4
6. 3/22 – 3/24	Chap. 10 - Curriculum	Env. Observ. Due Lesson Plans can begin to be due in the next 4-6 weeks
7. 4/5 – 4/7	Chap. 10 Curriculum Continued	
8. 4/12 – 4/14	Chap. 11 – Planning for the Body	TEST
9. 4/19 – 4/21	Chap. 12 – Planning for the Mind-Cognitive	Lesson Plans due
10. 4/26 – 4/28	Chap. 13 Planning for the Mind - Language	TEST Lesson Plans
11. 5/3 – 5/5	Chap. 13 Continued	Lesson Plans
12. 5/10 – 5/12	Chap. 14 – Selections for Planning for the Heart & Soul	TEST Lesson Plans
13. 5/17 – 5/19	Chap. 7 – Guiding Children's Behavior	
14. 5/24 – 5/26	Chap. 5 – Teaching as a Professional Commitment	Planning Project Due
15. 5/31 – 6/2	Chap. 15 – Issues & Trends in ECE	Begin Final review
16. 6/7	Final Exam	