



Semester:	Spring 2023	Instructor Name:	Rebecca Laff, MS
Course Title & #:	Introduction to Curriculum CDEV 105	Email:	rebecca.laff@imperial.edu
CRN #:	20344	Webpage (optional):	N/A
Classroom:	205	Office #:	203
Class Dates:	February 13th - June 9th	Office Hours:	1-2pm M&W 4-5 pm T&Th
Class Days:	Mondays & Wednesdays	Office Phone #:	(760) 355-6233
Class Times:	11:20 am - 12:45 pm	Emergency Contact:	Alexxis Catorena (760) 355-6232
Units:	3.00	Class Format:	Face-to-Face

Course Description

This course presents an overview of developmentally appropriate curriculum and environments for young children from birth through age eight. Students will use knowledge of child development, theories of learning and development, examine various models of developmentally appropriate practice, and observation and assessment strategies to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. Emphasis on the essential role of play. (C-ID: ECE 130) (CSU)

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

None

Student Learning Outcomes

1. Apply elements of various curriculum models, approaches, theories, and standards for early learning, including 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

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

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

1. Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
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, curriculum, and environmental designs.
5. Document observations of children as a basis for planning curriculum and environments.
6. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
7. Develop plans for environments that are appropriate for children's individual ages, stages, and abilities, needs, and learning goals.
8. Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
9. Explain how different teaching strategies could be used for a variety of curriculum goals.
10. Describe guidance and interaction approaches to support social relationships and learning.
11. Describe various strategies for engaging and partnering with families to support children's development and learning.

Textbooks & Other Resources or Links

There is an OER textbook for this course. Each week you will be assigned reading from this textbook and/or other additional resources. You can find the [CDEV 105 OER Textbook](#) here.

Course Requirements and Instructional Methods

Weekly Schedule and Assignments:

Each week of the course will have a corresponding module which will include the assigned reading, videos and assignments. You should complete your readings and review of the course material before coming to class.

Assignments:

Evaluation criteria and descriptions of assignments will be available throughout the course for each assignment. Assignments are subject to change to meet the objectives of the courses, needs of the students, or scheduling issues. Assignments should be submitted by the deadline. Students experiencing extenuating circumstances should reach out to the instructor. Missing assignments will affect your grade and may keep you



from earning the grade you would like, and you will lose out on valuable opportunities to apply your knowledge and show your understanding.

IMPORTANT EARLY DEADLINES

To ensure that all registered students are going to participate in the class and are fully prepared to succeed (and to clear the roster of non-participating students as required by law, which also allows room for waitlisted students to take the place of non-participating students), please be sure to:

- Log into Canvas by **Wednesday, February 15th**
- Complete the Start Here work on Canvas by **Friday, February 17th**

If you encounter difficulties with this, please contact me immediately.

Course Grading Based on Course Objectives

KEEPING TRACK OF YOUR GRADE

Grading Scale:	5 Point Assignments	10 Point Assignments	20 Point Assignments	50 Point Assignments	Total Points
A = 90 - 100%	4.5-5 points	9-10 points	18-20 points	45-50 points	450-500 points
B = 80 - 89%	4-4.4 points	8-8.9 points	16-17.9 points	40-44 points	400-449 points
C = 70 – 79%	3.5-3.9 points	7-7.9 points	14-15.9 points	35-39 points	350-399 points
D = 60 – 69%	3-3.4 points	6-6.9 points	12-13.9 points	30-34 points	300-349 points
F = below 60%	0-2.9 points	0-5.9 points	0-12.9 points	0-29 points	0-299 points

*These point values are approximate, as scores are rounded.

Course Policies

DROP POLICY AND IMPORTANT DATES

Your attendance for this course will be evident each time class is held and every time you log into our class canvas site. **If you do not attend class, log to Canvas on AND complete your work for two weeks, the instructor reserves the right to drop you from the course**

Don't Forget! - Remember to withdraw or drop the course by the college's deadlines if you choose not to finish the course and/or do not want a failing grade on your transcript.

- **Last day to drop the course with no record of enrollment: Sunday, February 25th**
- **Last day to withdraw from the course: Saturday, May 13th**

Attention Students Receiving Financial Aid: If you are receiving financial assistance, please be aware that if you do not complete the course, you will have to pay back unearned financial aid.



IMPERIAL VALLEY COLLEGE

ACADEMIC INTEGRITY POLICY

Ethical behavior is not just critical in the professional world. It is a cornerstone of your academic experience and it ensures that each student gets appropriate credit for the work they complete and have the optimal opportunities to learn. Please become familiar with the academic integrity and plagiarism policy of the College

Here are some helpful guidelines:

- If you use information from any source, online or in print, in your own writing, be sure to acknowledge the source within the content AND in a reference at the end of your work/assignment.
- If you take more than one printed line of words consecutively from the source, put quotation marks around them, put the author's name in the parentheses, and provide a full reference.
- Complete original work for this class. Avoid reusing your own work (without permission) or using the work of another student.

If you are unclear about this, please contact me for clarification. If you submit or post work that violates the academic integrity and plagiarism policy, you will not receive credit for that work. Serious or repeat violations could result in being reported to the college, failing this course, and/or expulsion.

THE MANY FORMS OF SUCCESS

While most students have a desire to see a certain grade on their transcripts at the end of the course, it's important to note that success happens in many ways. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at risk, or that we are not capable of online classes. Success happens every time we notice a classmate who needs and advocate or a friend, and we act on their behalf through support, encouragement, and kindness. Recognize what success means to you and celebrate your efforts and accomplishments (even when others don't).

WHAT YOU CAN EXPECT FROM ME

- To prepare the modules and open them by their start date.
- To create a collaborative environment in which the learning of the group can thrive.
- To stay in regular contact throughout the course by grading, emailing, videos, and announcements.
- To respect your time by having a purpose for all content and work within the course.
- To be as transparent about the purpose of the work being completed as possible.
- To be clear with expectations and directions. But know some work may be very open-ended, without one "right" way.
- To be approachable, respectful, open-minded, and willing to be called out on my mistakes (I am human, and I do make mistakes).
- To help you develop a plan for your success if you are struggling.
- To grade your work in a timely manner (within the next module, unless otherwise stated).
- To provide constructive feedback and be willing to explain how you earn your points for the class.
- To protect our learning environment by responding to any disrespect or inappropriate behavior or reports of such behavior.

MY EXPECTATIONS OF YOU

BE RESPONSIBLE

Please be responsible for your learning and success by:

-
- Attending class
 - Logging into Canvas each week.
 - Working through the content and assigned work before the due dates.
 - Reaching out to each other and me as needed.

If you fall behind, it may be very difficult for you to catch up and you may not be able to earn enough points to pass the class.

COMMIT YOUR TIME AND EFFORT

Time management is going to be vital to your success in this class. Here are some tips:

- You might find it useful to build time to work on the course into your schedule.
- Complete and submit all work.
- Meet (or beat) deadlines and due dates.
- Procrastination is not your friend; don't wait until the last minute.

SEE ME AS A RESOURCE AND AS A SUPPORTER

I know that life happens and that sometimes it can be a struggle to balance it all.

- If you find yourself falling behind and missing deadlines for your work, reach out to me.
- Don't wait to get in contact with me (or your options may be very limited and have irreversible consequences).
- If the cause of your delays is temporary, you can create a plan to get back on track.
- If you consistently find yourself without enough time (or energy) to complete your work, you may have overextended yourself.

USE THE TECHNOLOGY

In order to complete your work for this course, you will be using a variety of technologies

- Within Canvas (discussion boards, blogs, assignments, and quizzes).
- Google Docs/Slides/Forms (you do not have to create an account).

Contributions you make to the course (through Discussion Boards, Google Docs, Google Slides, etc.) are not made available to anyone outside of our course. If you ever have concerns about sharing, please contact me directly.

CREATE A CULTURE OF RESPECT

This course must be a safe place to allow people to fully engage and share.

- Please be open-minded, respectful, and non-judgmental of diverse practices and views.
- If you need further guidance, refer to the Ground Rules or reach out to me.
- Please let me know immediately if you see or experience anything that is inappropriate, offensive, or confrontational.

BE A COURSE QUALITY ADVOCATE

- While I would prefer that my course be error-free and close to perfect, it won't be.
- You may find issues in Canvas that I miss.
- Please contact me when you see an error, or if something is not working correctly.
- If the first student who finds such a thing lets me know, it can be fixed before it affects anyone else.



YOUR PRESENCE MATTERS

The learning that takes place in this course is a group effort.

- Everyone must be responsible for their actions in the course and recognize their importance and impact on everyone's learning.
- The learning environment for everyone is negatively impacted when students are not participating.
- Your presence is important!

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

Date or Week	Topic	Assignments Due
Week 1	Syllabus & Introduction Chapter 1 & 2 <i>The Importance of Play and Intentional Teaching</i>	Check-ins, Activities, Discussion, Assessments
Week 2	Chapter 3 & 4 <i>Developing Curriculum Through the Planning Cycle</i>	Check-ins, Activities, Discussion, Assessments
Week 3	Chapter 5 <i>Environments</i>	Check-ins, Activities, Discussion, Assessments
Week 4	Chapter 17 <i>Documentation & Assessment</i>	Check-ins, Activities, Discussion, Assessments Assignment #1
Week 5	Chapter 6 <i>Classroom Management and Guidance Strategies</i>	Check-ins, Activities, Discussion, Assessments
Week 6	Chapter 7 <i>Social Emotional Development</i>	Check-ins, Activities, Discussion, Assessments
Week 7	Chapter 8 <i>Language and Literacy</i>	Check-ins, Activities, Discussion, Assessments
Week 8	Chapter 9 <i>Mathematics</i>	Check-ins, Activities, Discussion, Assessments Midterm Project
Week 9	Chapter 10 <i>Science</i>	Check-ins, Activities, Discussion, Assessments
Week 10	Chapter 11 <i>Creative Arts</i>	Check-ins, Activities, Discussion, Assessments
Week 11	Chapter 12 <i>History and Social Science</i>	Check-ins, Activities, Discussion, Assessments
Week 12	Chapter 13 <i>Physical Development</i>	Check-ins, Activities, Discussion, Assessments
Week 13	Chapter 14 <i>Health & Safety</i>	Check-ins, Activities, Discussion, Assessments Assignment #2



Date or Week	Topic	Assignments Due
Week 14	Chapter 15 & 16 <i>Planning for Other Age Groups - Infant/Toddler & School Age</i>	Check-ins, Activities, Discussion, Assessments
Week 15	Tying up loose ends	Check-ins, Activities, Discussion, Assessments
Week 16	Finals	Final Project

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