

GRAYSON COLLEGE

Course Syllabus

Course Information

CDEC1313 C01NT Curriculum Resources
Master Syllabus

Professor Contact Information

Instructor: Jennifer Quong, PhD
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Office Hours: TBA

Course Pre-requisites, Co-requisites, and/or Other Restrictions

This class requires 16 hours of field observation in childcare & preschool settings with children 8 years and younger. Failure to complete the hours or turn in the time log will result in a failing grade. This is the CAPSTONE course for the Child Development Certificate. A student MUST MAKE A "C" OR BETTER for graduation with a CD Certificate. An AAS student must have completed 6 child development courses.

Course Description – A study of the fundamentals of developmentally appropriate curriculum design and implementation in early care and education programs for children birth through age eight. *Field experience required*

Student Learning Outcomes

1. Define developmentally appropriate practices;
 2. Describe the process of child-centered curriculum development;
 3. Develop guidelines for creating learning environments;
 4. Describe teacher roles in early childhood classrooms;
 5. Prepare a developmentally appropriate schedule including routines and transitions;
 6. Select, plan, implement, and evaluate developmentally appropriate learning experiences for children.
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Required Textbooks (ISBN # included) and Materials

Kostelnik, M. J., Soderman, A. K., & Whiren, A. P. (2019). *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*, 7th ed. Upper Saddle Creek, NJ: Pearson. ISBN: 9780133830972

Suggested Course Materials

none

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Tentative Course Calendar

Course Outline: This can be changed at instructor's discretion by announcement in class.

WEEK OF	SLO	CHAPTERS/ Quizzes	TOPIC /Assignments Due
Week 1		Orientation Quiz	Introductions
Week 2	1	1,2	Developmentally Appropriate Practices DAP journal
Week 3	2	15	Process of child-centered curriculum Field Experience 1: Observing Play Discussion 1: NAEYC standards
Week 4	3	5	Learning Environments Language Journal Field Experience 2: Learning Environments
Week 5 Apr 17-23	5	16	Schedule and routine Schedule and routine assignment Discussion 2: Curriculum
Week 6	4	3, 4, 6	Teachers' roles in the EC classroom Field Experience 3: Teaching a Lesson
Week 7		9-14 (no quizzes)	Designing Curriculum Curriculum Project
Week 8			Journal PORTFOLIO TIME LOG STUDENT EVALUATION
			NO FINAL

Quizzes

There are online quizzes for each chapter. They are open book, but have a time limit. You will be allowed two attempts at each quiz. They cover both the chapters and the power points. You will not be able to take the quizzes after the due date unless you have a doctor's note. The last day to take the quiz is posted on the quiz. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO makeups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

Methods of Evaluation

Grading

Introduction	3 options	30 pts
Orientation Quiz		25 pts
Discussion boards	2 @ 25pts	50 pts
Module Activities	3 @ 25 pts and 1 @ 50 points	125 pts
Field Experience Projects	3 @ 50 points	150 pts
Field Experience Time Log	16 hours of complete log time	165 pts
Curriculum Project		100 pts
Portfolio		125 pts
Chapter Quizzes	8 X 10 pts	80 pts
Total points		850 pts

Grading Scale:

850-765 points = A

764-680 points = B

679-595 points = C

594-510 points = D

509 and below = F

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the Grades button in course. Quiz grades will be released immediately following the quiz. Specific feedback on assignments like module will be located in the assignment button under tab **Grades**. Rubrics will be used to assess your lesson plans assignments and portfolio.

Late Work Policy

No late work will be accepted. Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 80%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. Assignments not submitted in correct format are considered late and will receive a zero.

Quizzes

There are online quizzes for each chapter. They are open book but have a time limit. You will get two attempts each quiz. . You will not be able to take the quizzes after the due date. The last day to take the quiz is posted on the quiz and coincides with the end of the week of chapter discussion. If you know ahead of time you will be gone or have difficulty, be sure to take them early. Do not wait until the last day as there are NO make-ups for computer problems, etc. **Be sure that your Popup blocker is off when you take the quiz!**

Modules

There are 8 weekly modules. Each module lists readings and work you will need to complete. All the requirements for each module are listed on the module checklist. All work for that module is due on the date listed on the calendar and in the syllabus. The module will give you instructions for where to turn in assignments. This course requires 16 hours of observation in a child care center. Within the first week of class, submit the name of the facilities and its contact information in the appropriate assignment. See syllabus for further details about particular observation requirements.

Assignments:

Create an introduction of yourself. There are several choices.

1. Type your introduction and upload a picture. Upload a headshot picture of yourself.
2. Artwork. Post a picture of artwork you have created or art that represents yourself. Explain how it demonstrates who you are.
3. Create a video, Animoto, Audacity, PPT, Book Creator, iMovie (Worth 10 points)

In your introduction include your name, if you are working on a Child Development Certificate or AAS in Child Development, and what got you interested in this field. At the end of your introduction, we are going to play the game 2 truths and one lie. List three statements about yourself. Two statements are true and one is a lie. The subject will be school. See Dr. Quong's as an example.

Read through your classmates' truths and lies and vote for the lie-at least 3 classmates (5 points). At the end of the week, come back and reveal which one is a lie (5 points).

UPLOAD A PHOTO OF YOURSELF FOR YOUR PROFILE PICTURE. Click on your name in the top right corner and upload your photo. (10 points)

Curriculum Project: Plan a one week (5 days) integrated curricula focusing around one central theme for a specific age group (Infant, toddler, preschool, primary age) using the provided sheet. Take one teacher-directed lesson and develop the activity (see below). The curriculum plan should include a two- to three- page typed overview/explanation of your integrated curricula of how your curriculum includes the following curricular areas: Math, Science, Literacy, Movement, Creative Arts, Music, Language Arts, and Social Studies and how it will develop the 6 different domains: physical, social, emotional, language/literacy, cognitive and aesthetic, and a detailed summary of one activity. The detailed summary of the activity should include:

- name of the activity
- 1 behavioral learning objective for the activity
- areas of development to which the activity relates
- materials needed
- step-by-step instructions for carrying out the activity
- adaptations for at least 1 child with special needs (a child with ADHD, autism, hearing impairment, cognitive difference, visual impairment or any other special need)
- the use of multiple (3) learning styles (visual, auditory, tactile/kinesthetic)
- the source of the activity, if applicable, in APA format

Journals: There are 3 self-reflection Journals:

1: DAP—Define Developmentally Appropriate Practices. What is it? Why is it successful? Give 2 comparison scenarios between Developmentally Appropriate Practice and Developmentally Inappropriate Practice.

2: What is curriculum? How important is curriculum? What are all the components of curriculum? Why is curriculum important? How do you recognize good curriculum?

3: Language: Record yourself for 3 minutes interacting with a child and analyze it with the provided questions.

Schedule, Routine, & Transition Assignment:

- Develop a daily infant/toddler OR preschool classroom schedule for an 8-hour school day that includes blocks of time, active and quiet activities, center activities, small and large group activities, and outdoor activities for the 5-day school week.
- Create 2 routines throughout the day: One must be a transition and one could be how kids come in, in the morning. Or how they clean up lunch
- Create a list of 5 transition activities

Portfolio: CDEC 1313 Curriculum Resources is where the Child Development Candidate Portfolio is created for the CAPSTONE experience for the child development certificate. The final project for this course is the portfolio that is divided into two sections. Create an electronic portfolio.

Requirements

§ The portfolio has 2 sections;

Section A: · Personal philosophy reflection piece (the front page)

Section B: Class assignments. Put one assignment (Key assessment if the class had one) from each class in the portfolio. There must be a minimum of 7 courses in your portfolio. There should be a link to each class assignment listed below. If you have not taken one of the courses or you have taken a class not listed, you may substitute it for one of the courses listed if it's a CDEC or TECA course. For each class, explain the assignment, and explain how it meets at least 1 of the 7 standards. Each standard must be represented.

CDEC1313: Any written assignment

CDEC1319: Any written assignment

CDEC1323: Any written assignment

CDEC1356: Key Assessment

CDEC1359 Any written assignment

Elective CDEC: Any written assignment

TECA1303: Key Assessment

TECA1311: Key Assessment

TECA1318: Key Assessment

TECA1354: Key Assessment

- STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING
- STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
- STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
- STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM
- STANDARD 6. BECOMING A PROFESSIONAL
- STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Grading Information

§ *Points* = maximum 125 pts; portfolio must be a C- or better to pass the course

§ *Rubric*: used to grade the portfolio; student will be familiar with ahead of time

§ *General Requirements*:

- Electronic Portfolio
- The personal information section and reflection pieces are to be free of grammatical,
- typographical and spelling errors.
- APA Format

NAEYC CD Certificate Degree Portfolio – Grading Rubric

Section:	Key Artifact Area	Points
Section A: Personal Information	Teaching Philosophy	20
Section B: CDEC1313	Explanation Artifact	3 7
CDEC1319:	Explanation Artifact	3 7
CDEC1323	Explanation Artifact	3 7
CDEC1356	Explanation Artifact	3 7
CDEC1359	Explanation Artifact	3 7
CDEC Elective	Explanation Artifact	3 7
TECA1303	Explanation Artifact	3 7
TECA1311	Explanation Artifact	3 7
TECA1318	Explanation Artifact	3 7
TECA1354	Explanation Artifact	3 7
General: Electronic, APA formatting		5
Total		_____/125

Field Experiences Observations:

This course requires 16 hours of field observation in a preschool or licensed child-care setting. The student is responsible for locating and securing their own site in which to complete the required the time. This time is not negotiable, it is required by the state of Texas for this course. If for some reason, you are asked to discontinue your observation at a school because of

inappropriate behavior, dress, etc., you will be awarded a grade of F for the Field Observation component of this class.

Field Experience 1: Observing Play

Observe the play in the classroom. When do they get to play? How is play structured? What do they play with? Is it DAP and facilitate learning? How and what are the children playing? Is the teacher facilitating play and how is (s)he doing this? How child-directed is the play? Write up the experience in a 2-page paper in APA format.

Field Experience 2: Learning Environments

Create guidelines (at least 7 each) for high-quality, DAP indoor environments and outdoor environments. Take pictures of the classroom (no children) and do an assessment of the indoor and outdoor spaces using your guidelines for its developmentally appropriateness for the age of the children in the room, what are the centers inside, what are the zones outside, how is creativity, aesthetics, affective, cognitive, language, physical and social domains (Ch 9-14). Write up the experience in a 2-page paper in APA format.

Field Experience 3: Teaching a Lesson

Create a lesson (a small-group or large group activity) based on the goals of the week using the lesson plan format. Teach the lesson to the children. Video yourself teaching for 5 minutes (focus on your face, materials and backs of children's heads—children do not have to be in the video). Review the video and reflect on the whole activity using the provided reflection tool. Submit the lesson, video and reflection. Remember to add a cover page for APA formatting.

End-of-Course Student Evaluation

The student will take the student evaluation to the teacher he/she spend the most time observing and helping in the classroom and have the teacher complete the checklist. If the teacher would like to review the evaluation, that would be preferable, and have you upload the assignment. If the teacher would prefer to send the evaluation directly to them, I will email the teacher and he/she can email it back to me.

Methods of Instruction

This is an **online** course. All work is completed online. This is a 3-1-3 class with 16 field experience hours.

An explanation of

- (1) How the instructor will **communicate** with the students and how the students will communicate with each other?

Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to email, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool. In addition, students have the option to use Canvas mail, the Who's

Online tool, as well as the Chat tool to communicate with each other.

- (2) How will online participation be **assessed and graded**?

In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, 3 times per week. According to the syllabus, part of the course grade will come from online course participation.

- (3) How will the instructor **monitor the online activities** of the students?

Online course activities will be monitored through a variety of methods including active participation by the instructor in various course areas as well as utilization of the Course Tracking tool in GC Canvas. The Course Tracking tools provides detailed statistics for each student for various activities in the course.

- (4) How will the **standards of appropriate online behavior** be maintained?

During the first week of class, an online orientation quiz will be taken. The instructor will monitor discussion boards and posts and will model appropriate behavior and provide feedback to students.

- (5) The level of **technical competence** required of the students

Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, Google products and file management (uploading, downloading, or sending files).

- (6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?

Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com), the latest version of Sun JAVA (www.java.com), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information, visit www.grayson.edu and select the Help Desk link.

- (7) The **alternative procedures for submitting** work in the event of technical breakdowns

Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas mail. Computer labs on campus and public libraries can be alternative sites. Alternative arrangements, if permitted, will be discussed at that time.

(8) **On-campus meeting requirements**

none

(9) How **academic honesty** will be enforced.

Papers may be submitted to turnitin.com for analysis of work.

Course & Instructor Policies

Make-up policy

Makeup work is ONLY available for those with a doctor's note or if I approve the absence before the class AND you e-mailed me about it. An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Grayson College school-sponsored activity, or approved religious holiday-however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Extra Credit

Extra credit is up to the discretion of the professor. Extra credit is only given in rare circumstances and in when offered will be available to the whole class.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-semester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Absences in this course are measured by not logging into the course at least 3 times a week.

Classroom Behavior

In the online classroom, we will be following rules of Netiquette. For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way.

Student Conduct & Discipline

Expectations for participation

Students are expected to log in a minimum of three times a week and participate in discussions. There is an initial post deadline prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been showed to increase learning.

Written Work & Assignments

All assignments and papers must be in APA 7th ed style double-spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures or PowerPoints). The cover page and assignment **MUST** be in the same document. If the cover page is a separate document, it will not be given any credit. All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. ***If a file comes that is NOT in one of these formats, you will receive a 0 for that assignment. You will NOT be able to resubmit the assignment if submitted in the wrong assignment..***

All written work unless otherwise specified should be turned in to the assignment page in Canvas. NO assignment may be submitted in Canvas email or Grayson email. Any assignment submitted through emails will be awarded a 0.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)

- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

Students' work may be submitted through Turn-it-in. Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment and an "F" in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an "F" in the course.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans' status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>