

Santa Rosa Junior College – Petaluma Campus

CHLD 90.4: Introduction to Curriculum - Spring 2020, section #5007

Thursdays 6:30 – 9:30 pm - Room #PC 1101 – Capri Creek Classroom, Petaluma Campus

Instructor: Maria Allis email: mallis@santarosa.edu

Office hours: Thursdays 5:30 – 6:30 pm or by appointment – Petaluma Campus – Kathleen Doyle room # 204

Course Description: This course presents an overview of knowledge and skills related to planning and implementing developmentally and culturally appropriate curriculum and environments for young children ages 0 to 8. It examines the teacher's role in promoting practices that support learning and development with an emphasis on the essential role of play. Students will study the overview of content areas including but not limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science, and using the environment as a foundation for curriculum. California Preschool Learning Foundations and Framework are incorporated. Access to a supervised group of children is required.

Student Learning Outcomes:

Students will be able to:

1. Articulate developmentally and culturally appropriate curriculum principles and teaching strategies that positively influence young children's development and learning.
2. Design curriculum based on observation, documentation and assessment of young children to support play and learning using developmental, inclusive and anti-bias principles that support all children and families.
3. Demonstrate knowledge of the teacher's role in evaluating developmentally appropriate practices with consideration for the various impacts on children's learning and development.
4. Apply an understanding of how children learn and develop their own knowledge of key content areas to design and evaluate foundational, play-based curriculum.

Objectives:

Upon completion of the course students will be able to:

1. Plan appropriate curriculum that supports a range of developmental, cultural, and linguistic backgrounds.
2. Demonstrate, through written curriculum plans, familiarity with appropriate materials, equipment, and curriculum planning principles that support optimal group and individual learning and development for all children.
3. Explain the value of play as a major element in curriculum design and implementation.
4. Create an observation- based, integrated curriculum using a web of possible activities and environmental enhancements.
5. Develop a curriculum plan including emergent curriculum concepts.
6. Identify key ways in which the environment functions as an essential component of the curriculum.
7. Utilize observation, documentation, and evaluation of children in naturalistic settings and propose appropriate curriculum possibilities for expanding children's learning in a variety of curriculum content areas.
8. Create curriculum opportunities that reflect developmentally appropriate learning objectives in foundational content areas and developmental domains.
9. Design a family involvement component that reflects knowledge of the teacher's role in creating a strong home-school connection that supports children and their families.

Official course outline, description, and catalog information can be found at:

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=36633&Semester=20167

Required Text:

Reflecting Children's Lives: A Handbook for Planning Your Child-Centered Curriculum by Margie Carter and Deb Curtis, 2nd edition.

You will also have assigned readings from the Internet via the course Canvas page.

Grading:

Your grade will be based on completion of group and individual assignments, class participation, and attendance.

Each assignment will be given a certain number of points. The total number of points you receive for each assignment will be based on your demonstration of understanding of the structure of the assignment, the concepts discussed in class, the developmental appropriateness, your ability to relate these to curriculum for young children, and writing mechanics.

It is expected that all assignments will be written at a college level. This means assignments must have clear, concise content that is applicable to class material and is free of grammatical and spelling errors. Edit your out-of-class written assignments carefully before submitting them. Writing mechanics (spelling, grammar, punctuation, etc.) are worth between 10-20% of the total points on any out-of-class written assignment. The college provides help with writing in the Tutorial Center, English Writing Centers, and the College Skills and ESL departments. Please come see me if you need assistance with your writing skills. **All out of class written work must be typed.**

Missing the first two classes, or missing three classes in a row at any time in the semester, may cause you to be dropped from the course. Dropping you from the course, however, is not solely my responsibility, and you should not assume that just because you have stopped attending class that I have dropped you. *Please be aware of deadlines for dropping* without a "W" (withdrawal) and especially for dropping with a "W" (or without an "F") at the end of the semester. You can find these dates on the College's academic calendar:

<https://admissions.santarosa.edu/academic-calendar/>

If you do miss class, it is your responsibility to:

- Turn in assignments due that day.
- Obtain information discussed in class and handouts.
- Find out assignments, due dates, and announcements that were made.

Grades will be based on the following required assignments:

15 pts	Regular class attendance and participation
10 pts	Reading Responses (2 responses at 5 points each)
20 pts	Observation write-ups (2 Observations at 10 points each)
20 pts	Curriculum Plans (2 Plans at 10 points each)
20 pts	Integrated / Long Term Curriculum Plan
<u>15 pts</u>	<u>Final Exam - all students must take the final to pass the course</u>
100 pts	Maximum possible

A= 90-100 pts

B= 80-89 pts

C= 70-79 pts

D= 60-69 pts

Assignments:

1. In-class assignments, group work and participation points are based on:

Participation in class discussions and in-class activities is essential to your learning this semester. Class participation includes attending class, participating in discussions, exploring the materials that are set out for you (not just looking at them!), and being awake, alert and prepared for class (having done the readings and having your materials with you, including your textbook). More than two absences are considered excessive and it will affect your grade.

Please do the following:

- Offer relevant, insightful and thoughtful comments during class discussion
- Contribute to making the class an effective learning environment
- Contribute a steady flow of comments or questions that advance the class or group discussion during most class meetings, but do **not** dominate discussion
- Listen attentively, respond respectfully, and ask relevant and meaningful follow-up questions
- Address people respectfully
- Arrive on time
- Ensure understanding by asking questions (as needed) in class or outside of class
- Respect the individual learning styles of each student.

Please refrain from:

- Talking to others when the instructor or another student is speaking
- Repeatedly entering or leaving the room during class (of course it's important to take care of your individual needs, as long as it does not become disruptive)
- Interrupting the instructor or other students
- Using any electronic devices (without prior approval) during class
- Working on homework or other outside work during class.

Courteous and respectful attitudes and behaviors are a must and will be reflected in your grade. Please communicate your ideas and feelings thoughtfully and with the understanding that others may have different experiences that may lead them to different conclusions. Abusive language, offensive, or demeaning comments will not be tolerated. Students are expected to conduct themselves in a manner respecting the SRJC Standards of Conduct: <https://student-conduct.santarosa.edu/>

On days when we have curriculum materials set up, I do appreciate help with set-up if you are available, and everyone is required to help with clean up before leaving class.

- 2. Reading and discussion of assigned text and handouts (approximately 30 pages per week):** There are reading assignments from the textbook for most class meetings. You are responsible to have the assigned reading done before each class meeting and be prepared to discuss the material. There also will be readings assigned from the Internet. These will be sent to you through the course Canvas page. Hardcopies will also be provided.
- 3. Reading Responses:** Two reading responses are required. You will be provided with articles from which to respond to. These will be guided reflections on the reading. Further details will be provided.
- 4. Observations:** Two observations are required. Each observation will require focused time in an early childhood environment and a written summary that includes answers to specific questions. Each observation will be on a different topic: Observation 1 - Observation of a child's interests and abilities and Observation 2 - Anecdotal observations of a specific child.

5. **Curriculum Plans:** Two Curriculum Plans are required. These will include: 1. An interest area set-up plan based on the insights gained from your first child observation, and 2. A detailed formal activity plan.
6. **Integrated / Long-term Curriculum Plan:** This is a weeklong curriculum plan that addresses your goals for the child you have observed in your anecdotal observation assignment.
7. **Final Exam / Project:** Final Exam/Project consists of an Interactive PowerPoint presentation of your Integrated / Long-term Curriculum Plan

All assignments will be detailed on handouts that will be distributed and discussed in class and posted on Canvas. We will go over each assignment ahead of time in class. Please ask questions about assignments during class.

Important: Make sure to label your work with your name, date, course title, and number. Make sure to also include page numbers.

All assignments must be turned in by the due date. If you are going to miss class, assignments are still due on the due date. Late assignments will **not** be accepted.

A schedule of classes and assignments will be provided on the first day of class. It will also be posted on Canvas.

Student Resources and Information:

- The resource room in our department can be very useful to you. There are texts, resource books, curriculum books, brochures, and a space for you to work. It is available during regular Child Development office hours. Be aware that no resource books may be removed from the resource area and no copies of the resources can be made.
- Bring your text to class each day. We will use it as reference for in-class activities and assignments.
- Make copies and/or save all of your assignments for future reference.
- If you need disability related accommodations for this class, such as a note taker, test-taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to me as soon as possible. I encourage you to speak with me privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in the Lawrence A. Bertolini Student Center on the Santa Rosa campus, and the John M. Jacobs Hall on the Petaluma Campus <https://drd.santarosa.edu/>
- In the event of an emergency during class that requires evacuation of the building, please leave the class immediately, but calmly. Due to current construction on campus, the location where our class will meet, in an emergency, will be announced in class. If you are a student who may need assistance in an evacuation, please see me during my office hours as soon as possible so we can discuss an evacuation plan.
- This syllabus is intended to give you student guidance in what may be covered during the semester and will be followed as closely as possible. However, I reserve the right to modify, supplement, and make changes as the course needs arise.