

HDCF 352 CURRICULUM IN EARLY CHILDHOOD EDUCATION Lecture/Lab

INSTRUCTOR: Dede Baker, MS
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Spring Semester 2008
T & R 11:00-12:15
117 Herrick Hall
Additional hours TBA (lab)

Office Hours: Tuesday, 12:30-1:00 pm and Thursday, 10:00-10:45 am; additional times by appointment. I also encourage communication with me through e-mail since I work part-time.

Prerequisites

HDCF 150 or 160, HDCF 271, and HDCF 350, or permission of instructor

Goals of the Course

- *Develop an understanding of philosophical foundations and frameworks of early childhood programs
- *Develop an understanding of the principles and practices underlying curriculum in early childhood settings based on theory and research; reflect upon the principles and practices
- *Acquire knowledge of planning, designing, implementing, and evaluating curriculum in early childhood settings; translate the knowledge to practice in an early childhood setting
- *Gain experience by working in small and large groups with young children in an early childhood setting; develop an understanding of the individual and group needs of children
- *Develop a curriculum file containing planned activities/lessons; share curriculum activities/lessons in class and receive feedback from students and the instructor
- *Create a documentation of experiences working with young children and share at the final examination
- *Develop competence and worth as a teacher

Required Readings/Materials/Resources

***Textbook:** Bredekamp, S., & Copple, C. (Eds.) (1997). *Developmentally appropriate practice in early childhood programs serving children birth through age 8, Revised Edition*. Washington, DC: NAEYC.

***Note:** The required readings for this course are on electronic reserve. To locate the list of articles for each week, you will need to complete the following steps:

1. Type in the following site on your internet browser:
<http://www.montana.edu/>
2. Click on "Libraries."
3. A screen will appear where you will be requested to put in your password and user number before proceeding
4. Next, click on "Reserves." The screen will say "Look items up on reserve."
5. In the Box that says "Search for" type in HDCF 352 and click on "Lookup Items by course number"
6. Click on HDCF 352-01 Curriculum in Early Childhood. Next, in the box click on the "http" link and a list of the articles will come up
7. Read the articles that apply to the assignment. A list of the required readings for each assignment can be found on your class calendar.

*Handouts and articles distributed in class and on the class list-serve

*Activity/Lesson Plan format included in the Activity/Lesson Plan Information packet

Class List-Serve

A class list-serve has been established for the purpose of sharing information with students. Weekly course handouts will be sent to the list serve by Friday for the following week. Students are responsible for all course information that is sent through the list serve on the myportal e-mail.

A student computer lab is located in Herrick Hall (8:00 am to 5:00 pm). If the room is locked you may obtain a key from the departmental office in 218 Herrick Hall.

Expectations of the Students

- Attend all labs in the CDC; notify the classroom teacher by phone (994-5010) if an absence is unavoidable; make up absences within 2 weeks.
- Attend all classes; notify instructor by phone or e-mail if an absence is unavoidable
- Complete all of the assigned readings prior to each class session
- Contribute to small and large group discussions
- Complete class demonstrations
- Complete required class and lab assignments and submit on time
- Express needs and concerns to the instructor and suggest ideas for improving the content, structure, and organization of the course

Expectations of the Instructor

The instructor's role is to facilitate the acquisition of knowledge, skills, dispositions, and feelings for students. Specifically, the instructor will:

- organize the course content and present current research, theory, and practice
- facilitate dialogue in small and large groups
- respond to questions and needs of students
- assess student progress, role model, and make meaningful suggestions for fostering learning

Academic Honesty

All students are expected to demonstrate academic integrity and honesty. Any cases of academic dishonesty will be dealt with in accordance to MSU policy (http://www2.montana.edu/policy/student_conduct/)

Class Assignments and Possible Points

1. Attendance and participation in class (25 points).

A. Classroom attendance is expected except in the case of emergencies. If you will be absent from class due to an illness or family emergency, contact me in advance by e-mail or phone; your participation in class will be marked "excused."

B. If you are absent from class and do not contact me in advance, your attendance will be marked "un-excused" and you will not be able to make up any in-class assignments, exercises, or quizzes. Unexcused absences will adversely affect your final grade.

C. Complete assigned readings in advance and be prepared to contribute to class discussions. Students learn best through active interaction and discussion among members of the class. As issues, ideas, and curriculum activities/lessons are discussed and debated, we learn to construct knowledge and appreciate others' perspectives.

2. In class writing assignments, exercises, and quizzes on the required readings (150 points).

A. Students will be given in-class writing assignments related to the week's topic, individual and group exercises, and unannounced quizzes on the week's reading assignments. These assignments are an important component of the class and can be made up only if the absence is excused. Unexcused absences will adversely affect your grade in the class.

3. Activity/Lesson plan demonstrations (5 points each for a total of 10 points).

A. Students will be required to demonstrate two activities/lessons in class. A sign-up sheet will be available for students to decide on dates for their demonstrations.

4. Development of a documentation panel (20 points).

A. Students will create a documentation panel as their final project and share it with class members during the final class session. Articles and Guidelines are included in the readings.

Lab Expectations, Assignments, and Possible Points

1. Students will be assigned a weekly lab session in the CDC. Progress will be evaluated at mid-term (40 points) and at final (60 points) by their supervising teacher, in addition to an evaluation of the student's daily session and meeting (10 points).

A. Attendance in the assigned lab session is mandatory. If you cannot attend your session because of illness or emergency, you must notify your supervising teacher in advance with a call to 994-5010 (CDC). You must make up lab sessions due to absences or holidays in order to complete your lab hours and assignments. Make arrangements with your head teacher to make up labs within 2 weeks. For each unexcused lab absence 4 points will be deducted from the attendance/participation points.

B. Students will meet with their supervising teacher on a weekly basis to discuss curriculum plans and receive feedback. Students will have activity/lesson plans completed and be prepared to discuss them at the appointed meetings.

2. Curriculum Plans--Information provided

A. Students will develop curriculum plans that will be implemented in their assigned lab sessions (105 points)

B. Students will complete 2 daily plans and implement one of them in their lab session during the last two weeks of the semester (5 points each/10 points total).

C. Students will complete 2 meeting plans and implement one of them in their session during the last two weeks of the semester (5 points each/10 points total).

D. Students will complete a mid-term to final self-evaluation of their time spent in the CDC (10 points).

E. Students will write an introductory letter and a thank you letter to their supervising teacher (5 points each/10 points total).

Summary of Assignments and Points

<u>Class Assignments</u>	Possible Points	Your Points
Attendance/Participation	25	_____
In-Class Assignments, Exercises, Quizzes	150	_____
Activity/Lesson Demonstrations	10	_____
Documentation Project (Final)	20	_____
<u>Lab Assignments</u>		
Mid-Term Evaluation	40	_____
Final Evaluation	60	_____
Curriculum plans	105	_____
Two daily session plans (5 points each)	10	_____
Two "meeting" plans (5 points each)	10	_____
Mid-Term to Final Self-Evaluation	10	_____
Full Session and Meeting Evaluation	10	_____
Intro and Thank You Letter (5 points each)	10	_____
Total Points	460	_____

Points and Assignment of Grades

460-423	A
421-414	A-
413-400	B+
399-381	B
380-368	B-
367-354	C+
353-336	C
335-322	C- (not passing for EI Ed students)
321-276	D (not passing)
275-below	F