

**CLDDV 107: Introduction to Child Development Curriculum
(3 Units)**

Spring 2010 (Section 2035)

Muir 160 – West Campus

Friday: 9:00 a.m. – 12:05 p.m.

Instructor: Linda Stephan

Email: stephan@mjc.edu

Office: none assigned

Phone: 575-6913

Website: <http://www.virtual.yosemite.cc.ca.us/childdevelopment/Linda/stephan.htm>

Office Hours: by appointment

REQUIRED TEXT AND MATERIALS:

Dodge, D.T., Colker, L.J., and Heroman, C. (2002) *The Creative Curriculum for Preschool*, 4th ed, Teaching Strategies, Inc., Washington, DC

COURSE DESCRIPTION:

This class will provide a study of appropriate play, and aesthetic learning experiences including program content, use of materials and equipment and guidance of children's experiences in developmentally appropriate fashion; techniques of meeting physical needs of children. Principles of learning, models of curricular philosophies and programs and integration of domains of development will be integrated. Discussion of cultural contexts, variations in development and inclusion of children with special needs.

COURSE OBJECTIVES:

Upon successful completion of the course, the following outcomes will be accomplished:

- **Outcome:** Each student will identify and describe ways in which young children learn. *
Assessment: Quiz, classroom discussion
- **Outcome:** Each student will define a variety of curricular philosophies. *
Assessment: Quiz, Curriculum Model Search, Curriculum Model Presentation, Video Summary assignment, classroom discussion, in-class activity
- **Outcome:** Each student will explain the role of the teacher in developing and implementing the curriculum in programs for children. *
Assessment: Web assignment, Small Group Activity, Large Group Activity, Choice Time Activity, Final Project, Video Summary assignment
- **Outcome:** Each student will describe examples of experiences and activities, which address the developmental domains for appropriate ages of children. *
Assessment: Large Group Activity, Small Group Activity, Choice Time Activity, Material from Curriculum Model Presentation
- **Outcome:** Each student will describe the components of curriculum development and planning. *
Assessment: Quiz, Final Project

- **Outcome:** Each student will define and describe appropriate assessments and evaluations for use in programs. *
Assessment: Quiz, classroom discussion, small group discussion
- **Outcome:** Each student will describe the influence of culture in curriculum development. *
Assessment: Curriculum Model Presentation, Material from Curriculum Model Presentation, Large Group Activity, Small Group Activity, Final Project
- **Outcome:** Each student will describe ways to fully include children of all abilities in the classroom environment.
Assessment: Large Group Activity, Small Group Activity, Choice Time Activity, Final Project

STUDENT LEARNING OUTCOME

At the end of the course, 70% of students will score 70% or more on an activity designed to measure their learning on a specific task. The student will be to identify four curriculum models, describe the curriculum models, and create an appropriate activity for each curriculum model addressing developmental domains. The rubric for measuring this activity is as follows:

8 points each	7 points each	5 points each
Identify 4 curriculum models	Identify 3 curriculum models	Identify 2 curriculum models
Describe 7 features of the curriculum model	Describe 5 features of the curriculum model	Describe 4 features of the curriculum model
Create activity addressing 4 development domains	Create activity addressing 3 development domains	Create activity addressing 2 development domains

CLASS FORMAT:

Lecture, in-class assignments, videos, small group work, large group discussion, small group presentations, individual presentations.

COURSE REQUIREMENTS:

<u>Activity</u>	<u>Points</u>	<u>Due Date</u>
1. Curriculum Model Web Search		
a. High Scope	10 pts indiv/10 pts group	
b. Montessori	10 pts indiv/10 pts group	
c. Reggio Emilia	10 pts indiv/10 pts group	
d. Waldorf	10 pts indiv/10 pts group	
2. Curriculum Model Presentation (Group)	25 pts	
3. Material from Curriculum Model Presentation (Individual)	50 pts	
4. Video Responses	20 pts (up to)	
5. Field Trip to Media Center	10 pts	
6. The Importance of Play Article	15 pts	
7. Final Project	15 pts group/25 pts individual	
8. In-Class Activities (5)	50 pts @ 50 pts	
9. Chapter Quizzes (6)	10 pts @ 60 pts	

GRADING

90% = A

80 – 89% = B

70 – 79% = C

60 – 69 % = D

ACTIVITY DESCRIPTIONS**1. Curriculum Model Web Search (individual AND group project)**

Each student will research a curriculum model on the web and come back with the information in a typewritten summary format. You may use bullets. You may not cut and paste from the internet. Students cutting and pasting will receive 0 points. In table groups, students will then combine the summaries and prepare one summary per table, filling in any holes. The table will then prepare one paper representing the curriculum model.

2. Curriculum Model Presentation (group project)

Each table will present on one assigned curriculum model. The classroom will be turned into a “Conference” and your table represents a preschool. You are attempting to interest new families to join your preschool and attempting to attract new staff. You can create your presentation using cardboard display boards, tag-board, or power point. Powerpoint presentations are highly encouraged! Each table has been assigned a curriculum model; there is to be no deviation from your assigned table; however, you may trade with another table if you mutually agree to exchange models. When you are presenting, DO NOT READ! Practice, be comfortable with difficult words, and check your power point and display boards for spelling errors. Each member must participate and professional demeanor and dress during presentation is expected.

3. Material from Curriculum Model Presentation (individual project)

Each student will present a material that reflects the curriculum model they have presented. These materials can be donated to the Kenya Literacy Project/Every Child Valued. Each student will provide a one-page “How to Use This Material” sheet. On the sheet should be included the name of the activity, age of child recommended, developmental domains addressed, how to play/administer, any adaptations for children with disabilities. If you are donating the material to KLP/ECV, a personal note is always valued by the recipients!

4. Video Responses (5 points each)

Following each video shown in class, students will present a summary of the video and then your personal response. Points are awarded on the details you include in your summary and the inclusion of your personal response.

5. Field Trip to Media Center

We will take a trip to the Teacher’s Media Center off of Scenic and Oakdale. This will be conducted in assigned groups. If class time does not permit for a field trip, students will be responsible for visiting one of the two media centers for a minimum of one hour (posted on my web site with directions and phone number to make reservation) and bringing back a signed paper indicating a one-hour visit to the center.

6. The Importance of Play Article

Students will come in with a typewritten outline of the article posted on the website and discuss it with their group. Each group will then present a written paper of what that information means to them as teachers and what they might do differently as a teacher as a result of reading the article.

7. Final Project

Each table has been assigned a curriculum area taken from our textbook: Library, Sand and Water, Outdoors, Science, Math, Toys and Games, Dramatic Play, and Blocks. The table is to present their area to the class, as if you were the instructor of a child development class on curriculum! You must include key points in the chapter, including materials to include, role of the teacher, how that area promotes development in all domains, and adaptations for children with special needs. Your group is to present and then administer a quiz on what you presented: no

more than 10 questions. In your curriculum area (Library, e.g.) each student is to create an activity that reflects any of the four curriculum models. A complete paper must accompany each group presentation with input from each group member. The paper must include the key aspects of the chapter.

8. Chapter Quizzes

If you are absent, you can make the quiz up **prior to the next class meeting** with a 50% deduction in points.

When creating your presentations and materials, keep in mind Developmentally Appropriate Practices, Anti-Bias Curriculum, inclusion of children with disabilities, and GREEN concepts. If you are donating your material to KLP/ECV, be sure the material is **culturally neutral, DURABLE, lightweight, and easy to transport.**

Team members will evaluate each member's performance. If a student is not participating equally, this is your opportunity to develop or use positive professional communication skills so that each person will receive a positive evaluation. If one student is found to not participate equally, that student will be identified by me and will receive a lower grade than the group. Do not leave while your team is working. Students observed leaving their group will forfeit 5 points of their score.

If a team is experiencing challenges working with one or more members, the team must meet together, share with the member/s their concerns and see if a resolution can be made. If not, the team will then bring the challenge to my attention. We will follow the Code of Ethical Conduct and we WILL resolve the situation to everyone's satisfaction. This is our opportunity to develop the critical skills of group work and positive conflict resolution. It is acceptable for a group to disband in the middle of planning and regroup. When deciding who will do what, let this be the opportunity for students who have not developed computer skills to develop them. If you are proficient at power point, teach the other members; don't do it for them! Support each other in learning and creating materials. We are a team!

Computers Available on Campus

East Campus:

**Library Computer Lab North Reading Room, Library 116
"The Place" Computer Lab, Founders Hall, 152
STAR Computer Lab, Founders Hall, 122**

West Campus:

**Library Computer Lab, Yosemite Hall, A235
Tutoring Center, Yosemite Hall, 118
Student Center, Mary Stuart Rogers Building**

POLICIES

ATTENDANCE

Our classroom community is based on your commitment to attend our class, receive the information, participate in discussion, and receive instruction. There is no opportunity to make up any in-class activities. In-class activities are planned for several nights and will not be announced.

Research shows that students who attend class receive better grades! Thanks for arriving on time and staying for the entire lecture.

In case of an absence, tardiness, or need to leave early, it is your responsibility to stay in touch, and to get class notes and handouts. I encourage you to get two phone numbers of fellow students to check in with them per any changes in the class schedule or assignments.

CELL PHONES/BEEPERS

Please turn off all electronic equipment prior to entering the classroom. Please do not respond to a page or a call during class time. Students observed responding to a page, text messaging, or call will be asked to leave class.

Cell phones in educational settings are only appropriate for emergency contact reasons. If your family needs to get in touch with you, you can register with the Security Office just two doors away and they can come get you in the event of an emergency.

MISCELLANEOUS

You are responsible for filling out all required drop forms if you drop the course. Students who stop attending will not be dropped from the course by the instructor but will receive a failing grade. If you stop attending class and do not withdraw or drop the course, you will receive an F.

Welcome to my classroom! Welcome to MJC! Celebrate the learning process! Be involved. Come prepared to share ideas as we experience a "community of learners". Be respectful of others. Give your full attention when others are speaking.

WELCOME!! As we journey this semester into the world of child development, may we celebrate the children we encounter!

*~Here, because I choose to be here
Here, because I love to be here
Here, because you deserve my best~*

I look forward to a GREAT semester as we learn, grow, and become our future!