

CLDDV 123: Learning Environment for Young Children (3 Units)
Spring 2010 (Section 8079)
Thursday: 6:00 p.m. – 9:05 p.m.
Muir 155 West Campus
01/11/10 – 05/01/10

Instructor: Linda Stephan **Office:** none assigned
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Office Hours: by appointment

REQUIRED TEXT AND MATERIALS:

Coughlin, P.A., Hansen, K.A., Heller, D., et al, (1997) Creating Child-Centered Classrooms: 3 – 5 year olds, Children's Resources International, Inc., Washington, DC

Clifford, R.M., Cryer, D., Harms, T., (2005) Early Childhood Environment Rating Scale, Revised Edition, Teacher College Press, New York, N.Y.

COURSE DESCRIPTION:

Development and evaluation of the learning environment for young children, including goals, programs, materials and equipment and the interaction of children, staff, and families.

COURSE OBJECTIVES:

- **Outcome:** Each student will discuss theories of learning and how they apply to cultural diversity.
Assessment: Classroom discussion
- **Outcome:** Each student will identify qualities of the learning environment.
Assessment: ECERS assignment, Tour of Wawona and Miwuk Centers, Design Indoor Space, Design Outdoor Space assignments, Group Family Board assignment
- **Outcome:** Each student will analyze techniques of interaction with children, parents and other adults which support a child in the learning process and are culturally sensitive.
Assessment: Video assignment, ECERS assignment
- **Outcome:** Each student will construct educational goals for individual children.
Assessment: Curriculum Area Project
- **Outcome:** Each student will apply components of Child Development theories directly to curriculum planning with cultural variations.
Assessment: Curriculum Area Project
- **Outcome:** Each student will construct appropriate learning activities for young children.
Assessment: Handmade Learning Material assignment

- **Outcome:** Each student will identify resources (personal and community) to use to provide learning activities.
Assessment: Web Quest assignment
- **Outcome:** Each student will analyze the complexity of adult-child relationships and how they differ culturally.
Assessment: Small Group Discussion Role Play: Role of Teacher Communication assignment
- **Outcome:** Each student will plan and evaluate program and materials for children's learning.
Assessment: ECERS, Curriculum Area Project, Handmade Learning Material assignment
- **Outcome:** Each student will observe and assess children's responses to materials and equipment.
Assessment: ECERS

CLASS FORMAT:

Lecture, guest speakers, student activities in and out of class, small group work

COURSE REQUIREMENTS:

<u>Activity</u>	<u>Points</u>	<u>Date Due</u>
1. Web Quest	10	2/4
2. Classroom Tours: Summary	10	2/18
3. ECERS Program Appointment	5	3/5
4. Family Bulletin Board	20	3/25
5. ECERS	50	3/25
6. Handmade Learning Materials	20	4/8
7. Curriculum Unit (Final Project)	50	4/22
8. Videos	10	One week after viewing
9. In-class activities/class participation	65	As assigned
10. Exam	<u>30</u>	12/17
Total	270	

A = 243 – 270

B = 216 – 242

C = 189 – 215

D = 162 - 188

ACTIVITIES:

1. **Web Quest:** Students will search the internet for a variety of resources related to families, requirements for classrooms including Health and Safety Standards and Outdoor Standards.
2. **Classroom Tours: Summary:** Following classroom tours of Wawona and Miwuk Centers, students will write a two page summary of what they saw and identify five ideas they want to either take back to their center or use when they work in a center.

3. **ECERS Program Appointment:** Students will identify the program they have contacted to perform the ECERS. They will identify the person they spoke with, and the date and time of their observation.
Choose the program you want to observe by March 4. Contact the program by this date and set your appointment. Identify who you spoke with and the date and time your observation will occur.
4. **Family Bulletin Board:** Students will work in small groups to design, construct, and present an appropriate Family Bulletin Board. You will use the textbook for reference, as well as class notes. Each member is to participate in construction and presentation.
5. **ECERS:** Following a presentation by guest speaker, students will work individually, observing an early childhood classroom and perform the ECERS. Students are to set an appointment and present a letter of introduction (from instructor) and have the supervisor sign the letter acknowledging receipt of the letter as well as documenting attendance at the program. Students are to attach this signed letter to their paperwork. Students should allow a minimum of 3 hours for observation of the classroom and another 3 hours to complete the summary. Each page of the ECERS must be filled out completely with clear and detailed notes. A typed summary of your findings is to accompany your attached notes. You will use the Profile to guide your final summary. The summary should be approximately 2 pages. The summary should include total scores and overall program performance. The summary will include two overall strengths of the program and two recommendations. These strengths and recommendations will come directly from the ECERS scores. Use paper guidelines.
6. **Handmade Learning Material:** Students will plan and create an activity to be shared in a group of four. Each student will bring enough materials for each of the other three students to make their activity. The group will evaluate and rate each other's activity and provide feedback based on established criteria that will be provided in a handout, including durability, safety, age appropriateness, and family-friendly material. The activities will then be put on display for the entire class to view.
7. **Curriculum Unit:** Students are to work in small groups. We will turn our classroom into a preschool room, with groups presenting a learning environment in their chosen "area"; i.e., art, blocks, cooking, dramatic play, literacy, music, outdoors, sand and water, science, mathematics/manipulatives. Students will find one licensing regulation related to the area they have chosen and demonstrate that regulation. Students must provide one parent resource as a handout. Students may choose to create the handout or use an established handout. The groups will incorporate all of the ideas observed in the two visited classrooms as well as incorporate lecture material and textbook ideas. All group members must demonstrate their contribution and all members must present. The group presentation will be in the format of a tour presentation by the students as if parents are visiting your program. This is your opportunity to be creative, have fun, and demonstrate what you have learned in the previous 15 weeks! **HAVE FUN!!!** Each group member will submit a 1-2 page typed summary of the area,

- what is included in the area, why did you include it in the area, why you chose the materials that you chose, how you approached acquiring your resources and materials, considerations involved in your planning, and a reflection of the process of working in a group and presenting in a tour format.
8. **Videos:** The following videos will be shown and students are to summarize the videos and then **offer a critique** of the video. A critique indicates why you liked/disliked the video and compares the information to the class lecture, class discussion, and textbook. It is more than a reflection. The summaries are due the week following the viewing of the video.
The New Room Arrangement as a Teaching Strategy
A World Full of Language
 9. **In Class Activities:** as assigned
 10. **Exam:** An exam will be given on the textbook and lectures using multiple choice, true/false, short answer.

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. Also appreciated is the use of rest room facilities prior to class. *And yes, in your absence, we DID discuss something important! ☺*
- 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.

ASSIGNMENTS: DUE DATES, CRITERIA

- Assignments need to be turned in with your class folder. Points will be deducted for late work.
- **All papers are to be double-spaced, font 12, Times New Roman or Courier font, black ink only (no pencil!).** If you do not follow this format, 20% of points will be deducted.
- All papers **must have a heading with the assignment name**, your name, and your class section. Within the body of the paper, the use of headings is helpful in grading, e.g., **Summary: Critique:**

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.

EDUCATIONAL SUPPORT SERVICES

- There are many programs available at MJC for students who are having difficulty in a class. Please communicate with instructor immediately regarding any special circumstances or situations. If you have a disability and/or other condition which makes it difficult or impossible for you to meet any or some of the requirements specified on your syllabus, please see me as soon as possible so that we can work out some arrangement(s). Accommodations can be made for students with disabilities to enhance their learning experience and contribute to their successful completion of courses. Please let me know how I can assist you. Accommodations that are common in my class are unlimited time on exams, test-taking in the testing center, exams provided orally at the testing center, use of note taker (please do not request a note taker in class but rather allow me to identify a competent student to assist you), and use of approved dictionary. Please let me know how I can assist you. I AM COMMITTED TO YOUR SUCCESS! ☺
- If you have previously registered with Disability Services on campus and plan to use their services this semester please contact that office as soon as possible. Services will not be provided for you unless you let them know what courses you are taking and what your needs are for this semester.
- Make use of the Learning Center (slow-paced lab for computerized instruction in reading, writing, and math); computer labs, the library, Tutoring Center, and Writing Center!

ACADEMIC DISHONESTY AND PLAGIARISM

- Examples of academic dishonesty include cheating or providing information for another student that allows cheating.
- Do not do your work with another student unless the activity is a group project. This is not helpful in accomplishing the objectives of the course. Courses are designed for your personal growth.
- Do your own work and do not allow others to use your work. Any cheating will result in 0 points for the assignment with no opportunity to make up the work. ALSO, your final grade will be reduced by one full grade.
- Your attitude and your values are reflected in your work habits, and how you present yourself as a student and professional carries over to the environment that you create.

LEARNING ENVIRONMENT

I am committed to the creation of a learning environment. What is a learning environment? An environment that is set up for optimal learning for the student. I will come prepared to support your outside learning as you keep pace with the reading assignments. You all have very busy lives: work, families, and perhaps other courses. We will both be very tired but I know you can become energized as you take charge of your learning experience. To assist in the creation of a learning environment, I ask you to sit toward the front, refrain from conversations with your friends or classroom neighbors (this includes quiet whispers that are distracting to those around you), turn off any

electronic equipment (cell phones, beepers), and come prepared with reading completed. Being part of a learning environment means that you will equally participate in small group discussions and activities and be a contributing member to the classroom at large.

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!

I DON'T GIVE YOU YOUR GRADE; YOU EARN IT! ☺