

**Dixie State University
Department of Education
Syllabus Fall 2014**

Course Title: Curriculum for Young Children
Meeting Days /Time Place: Monday 12:00-1:40pm Room 144
Instructor: Angela R. Child, Ph. D
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Office Location: NIB 156

Course Number: ELED 3550
Course Credit Hours: 2 credits
CRN: 43859
Semester/Year: Fall 2014
Office Hours: Monday 9:40am-12:00pm
Wednesday 1:40-3:00pm
Thursday 1:40pm-3:00pm
Other by appointment

DSU Department of Education Program Standards

 <p>Department of Education</p> <p>DESERT Model D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflection T-Teaching Dispositions</p>	<p style="text-align: center;">Mission Statement</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p>D.E.S.E.R.T. Model – Program Outcomes</p> <p>Teacher Candidates:</p> <p>D-Diversity (DM1) Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p>E-Effective Pedagogy (DM2) Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p>S-Subject Matter (DM3) Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p>E-Environment (DM4) Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p>R-Reflective (DM5) Seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p>T-Teaching Dispositions (DM6) Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student’s educational needs.</p>	

Teacher Accreditation Education Council (TEAC) <http://www.teac.org/accreditation/goals/index.asp>
Utah Effective Teaching Standards http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS_Full_Document-9-4-11.aspx
Council for the Accreditation of Educator Preparation (CAEP) <http://www.caep.org/standards.html>
Interstate Teacher Assessment and Support Consortium (InTASC)
http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Academic Honesty: As stated in the DSU Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North Plaza Building. Visit or call 652-7516 to schedule an appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Contact information: Phone:(435) 652-7516, Email: drc@dixie.edu, Office Hours: Monday - Friday 8:00 am to 5:00 pm Website: <http://www.dixie.edu/drcenter/>

Tutoring/Writing Center	Health and Wellness Center	Testing Center	Computer Center	Library
Tutoring services are provided for all registered DSU students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building. Room 431. www.dixie.edu/tutoring	Location: Next to the campus at 34 North 600 East Hours: 8:00 AM to 5:00 PM Monday through Friday — closed Saturday and Sunday For appointments call 435-652-7756 http://www.dixie.edu/wellness/	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg. Classroom Testing Center - Information / Main Line Phone: 435-652-7696 Email: testcenter@dixie.edu	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State College Library at the Jeffery R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.

D-MAIL: Important class and college information will be sent to your Dmail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your Dmail account. You will be held responsible for information sent to your Dmail, so please check it often.

Instructure Canvas: If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located in the Smith Computer Centers main computer lab. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

Class Expectations: Attendance is mandatory. This is a lecture and discussion-based class, which makes your attendance, input and participation valuable and essential to your learning outcomes and that of your classmates. Acceptable excused absences require a doctor's note. Please notify (via email) or see the instructor regarding other absences. If you do need to be absent, find a “buddy” and make sure that you receive handouts and notes from that buddy. Participation is required by ALL students during class. Your participation demonstrates the level of comprehension you acquired. Remember if you don’t verbalize you don’t internalize!

Computing devices in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, Facebook, etc.) she/he will be asked to put the device away.

Course Grading Points will be awarded for each class assignments, professional presentation that reflects the maturity and experience of the student in neatness, organization, accuracy, and relevance. In other words, your assignments should not have misspellings, grammar errors, etc. Make sure that the content of the assignment is relevant to the level of a student attending higher education. If you are going to teach young children to be literate, you should be able to demonstrate your competency in your written work.

For academic writing, APA is the style most commonly used by scholars in education. Unless otherwise specified in this syllabus, **all papers for this class should be double-spaced, in 12 pt. Times or a similar font, one inch margins, and**

follow APA style when citations and references are included. You can access guidelines on the following website:
<http://owl.english.purdue.edu/owl/resource/560/01/>

Disruptive Behavior: DSU disruptive behavior policy states, “Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.”

Policy on Late Assignments and Absences Related to College Functions:

All assignments must be completed **ON TIME** and **submitted at the end of class in hard copy**. **LATE** assignments are not accepted. All assignments are **due** on the date indicated in the tentative schedule. If there are any changes it will be notified by the instructor in advance. If you have circumstances that prevent you from turning in assignments, accommodations **MUST** be made **in ADVANCE** to the due date of the assignment.

You are required to come prepared and ready to learn. The instructor will not allow tardiness, laziness, and belligerent attitudes during the semester. These behaviors can affect your grade and could be grounds for a disposition form.

Students are required to follow the **syllabus and the tentative schedule** for assignments and due dates, etc. If there are any changes, you will be notified in advance by the instructor.

Fall 2014 Important Semester Calendar Dates:

Apr 1	Bachelor's degree Graduation Deadline - Fall 2014
Apr 7	Fall 2014 Registration open to Seniors (90+ credits)
Apr 8	Fall 2014 Registration open to Juniors (60+ credits)
Apr 9	Fall 2014 Registration open to Sophomores (30+ credits)
Apr 10	Fall 2014 Registration open to all students
Jul 15	Fall 2014 Application Deadline For International Students
Aug 15	Admission Late Fee Begins
Aug 18-22	Faculty Workshops
Aug 25	Classwork Starts
Aug 28	Last Day for Waitlist
Aug 29	Last Day to Add Without Signature
Sep 1	Labor Day
Sep 4	Drop/Audit Fee Begins (\$10 per class)
Sep 4	Residency Application Deadline
Sep 9	\$50 Late Registration/Payment Fee
Sep 15	Pell Grant Census
Sep 15	Last Day for Refund
Sep 15	Last Day to drop without receiving a "W" grade
Sep 17	Courses dropped for non-payment
Sep 19	Last Day to Add/Audit
Oct 1	Fall 2014 Associate's degree Graduation Application Deadline
Oct 15	Mid-Term Grades Due
Oct 16-17	Semester Break
Oct 20	Last Day to Drop Individual Class
Oct 27	Spring and Summer 2015 class schedules available online
Nov 3	Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 11	Career Day
Nov 14	Last Day for Complete Withdrawal
Nov 17	Spring Registration open to Seniors (90+ credits)
Nov 18	Spring Registration open to Juniors (60+ credits)
Nov 19	Spring Registration open to Sophomores (30+ credits)
Nov 20	Spring Registration Open to All Students
Nov 26-28	Thanksgiving Break
Dec 12	Classwork Ends
Dec 15-19	Final Exams

Course Description: Required for all Elementary Education students. This course will prepare teacher candidates to plan and implement an integrated curriculum with developmentally appropriate, differentiated, activities for young learners of diverse backgrounds. The course will emphasize lesson plan development, routines and schedules, curriculum philosophies, presentation skills, and resource development aligned with state and national standards. 2 lecture hours per week. Prerequisite: Admission to Dixie State College Elementary Education program.

Course Objectives and Outcomes:

1. Identify the essential elements of a developmentally appropriate environment for young children.
2. Write clear academic and behavioral objectives for young children.
3. Plan and write curriculum and evaluative activities that match objectives.
4. Demonstrate an awareness of diversity and implement effective methods for working with young children from different cultures and backgrounds.
5. Utilize effective instructional, organizational, and management skills for planning, presenting, and adapting learning experiences for young children.
6. Use a variety of instructional strategies and technology.

Date & Time of Final Exam: Dec. 17th 10:20am-12:20pm Rm 144

Course Assignments/Assessments Due Dates (Subject to Change)

Evaluation and Grading: (320 points total)

1. ***Attendance 15 class times @ 3 points each = 45 points***

Attendance is critical for learning the content of this course. This is a condensed course and therefore, each absence is equal to missing a full week of a typical three credit hour class. Attendance includes arriving on time and remaining through the entire class. You will lose points when you leave class early.

2. ***Participation in class activities 15 class times @ 3 points each = 45 points***

An activity or discussion topic will be presented each day at the beginning of class time. You will not receive full credit for these activities without participating in them whether they are whole group or small group. You can also lose points for texting, doing assignments or surfing the web during class or any other disrespectful and disrupting behavior at any time during class.

3. ***Classroom Environment Observation 30 points***

Go observe an early childhood classroom environment (pre-school or kindergarten within your assigned school works well). Observe the classroom and write enough notes so that you can write a **two page double spaced paper** answering the following items:

- Describe the organization of a classroom (arrangement of furniture, teacher-directed, child-centered, stimulating, sterile, cluttered, crowded, feeling of community, etc.)
- Identify parts of the classroom environment that you like and would like to incorporate into your own classroom. Why would you incorporate these ideas into your classroom?
- What parts of this classroom environment would you not include in your own classroom and why?
- According to the text and our discussions, is this classroom reflective of a Developmentally Appropriate environment? Elaborate...

4. **Online Reflective Journal 6 posts x 5 points each = 30 points**

This is a short “journal” or posting on Canvas that you will do each of the first six weeks of this class. You will post the number one thing you learned in that chapter and describe what it is, give a page number, then tell what you would do to use it or what your thoughts were about the item chosen. Please be thoughtful. 1 posting for each of the first six chapters.

5. **Review and adapt a Lesson plan from 3350 25 points**

6. **Review and adapt a Lesson plan from 3100 25 points**

This assignment will require that you take a lesson you created in each of the two classes (3350 and 3100) from last semester and revise them for a lower grade than it was written for. This means you adapt the teacher modeling, teacher talk, the I do, we do, and you do sections for added support, include additional realia and manipulatives, and adjust the assessment. The purpose of taking an existing lesson and adjusting it is two-fold: 1) it gives you experience adjusting content for lower level learners, and 2) it requires that you can break down a concept into simpler pieces. That makes it Developmentally Appropriate! The original version of the lesson plan and your adapted lesson plan are BOTH to be turned in for full credit to be given.

7. **QR code with video link and display 20 points**

This assignment requires the use of technology. You will need to create a video showing...(we will discuss this in class). Once you have the video created, you need to attach a QR code to that video, print that out and then create a display for the video and the QR code. More explicit information to come...

8. **Blog “Idea Box” Project 100 points**

This project will be a blog compiling 5 ideas for each of the 6 domains covered by the textbook. Think of this as a digital recipe file box of your favorite ideas from the text. Each idea/activity MUST include the following: 1) Title, 2) The Goal or Objective, 3) Materials needed, 4) Procedures; include brief teacher talk, questions to ask and any other directions you need, 5) Extension (higher kids), and 6) Adaptation (lower kids). Do not just copy the ones from the book, adjust them to match you! Use your own thinking for this. Blog (edublog) will be shown to a peer so you will need a computer on the day of the final to share. **75 points**

A peer evaluation and discussion will be completed using your project for our final on Dec. 17th 10:20-12:20. **25 points**

Course Materials/Textbooks: Required Textbook: *Developmentally Appropriate Curriculum: Best Practices In Early Childhood Education*. Marjorie J. Kostelink. 5th Ed. Pearson
ISBN: 0-13-239093-0

Grading Scale:

A = 95-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-94	B- = 80-83	C- = 70-73	D- = 60-63
B+ = 87-89	C+ = 77-79	D+ = 65-69	F = Below 60

Course Schedule (Subject to Change)

Date	Topic	Be prepared to discuss:	Assignment Due:
Aug. 27th 1	Introduction		
Sept. 3rd 2	Developmentally Appropriate Practice (DAP)	Chapter 1	Posting
Sept. 10th 3	Teaching and Learning DAP	Chapter 2	Posting
Sept. 17th 4	Small Group activities and Group activities	Chapters 3 and 4	2 Postings (one for each chapter)
Sept. 24th 5	Organizing	Chapter 5	Posting
Oct. 1st 6	Guidance	Chapter 6	Posting
Oct. 8th 7	Aesthetic	Chapter 9	Observation Due
Oct. 15th 8	Affective	Chapter 10	
Oct. 22nd 9	Cognitive	Chapter 11	
Oct. 29th 10	Language	Chapter 12 Core Book Chapter 1	
Nov. 5th 11	Physical	Chapter 13	

Nov. 12th 12	Social	Chapter 14	Both Lesson Revisions Due
Nov. 19th 13		<i>IES WWC Improving Reading Comprehension in Children K-3</i>	QR Code Assignment Due
Nov. 26th	Fall Break	No Class	
Dec. 3rd 14	Pretend and Play	Chapter 15	Blog Project Due
Dec. 10th 15	Thematic Planning	Chapter 16	
Dec. 17th	FINAL EXAM	10:20-12:20 Rm 144	Blog Project Peer Review and Discussion