

**EDUC 3300 Curriculum Methods: Preschool and Kindergarten
Course Syllabus: Fall 2019**

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Location & Time:	Online

Course Description:

The exploration, analysis, and evaluation of curriculum and methodology related to preschool-age and kindergarten children with and without exceptionalities. Field-based experiences are an integral area of this course. (15 hours required in the classroom)

This is a (4) four credit hour course and part of the B-K Core Curriculum. This course prepares students seeking a B-K degree (licensure and non-licensure tracks).

Course Competencies:

Upon successful completion of the course, students should have the skills to:

- 1) Demonstrate knowledge and skill in creating new learning environments or adapting an existing environment that is developmentally appropriate for young children with and without exceptionalities
- 2) Demonstrate knowledge of methods for providing individual and group learning times through a variety of formats
- 3) Design curricular activities that integrate multiple developmental areas and abilities for preschoolers and kindergartners
- 4) Demonstrate understanding of cultural diversity and methods of integrating a multicultural perspective throughout the curriculum
- 5) Integrate current knowledge of recommended practices to enhance social interaction among children of varying developmental levels
- 6) Demonstrate competency in using different approaches for observing child/environment interactions, including play environments and daily routines
- 7) Select learning materials to meet individual needs and demonstrate the understanding of components of individualized learning.
- 8) Develop appropriate strategies for assessing the abilities of young children

This course meets the following Birth-Kindergarten education standards:

Standard 1: BK teacher candidates have comprehensive knowledge of typical as well as atypical patterns of child development;

Standard 2: BK teacher candidates foster relationships with families that support children's development and learning.

Standard 4: BK teacher candidates use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths.

Standard 5: BK teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning.

Required Texts:

Sluss, D. J. (2019). *Supporting play in early childhood: Environment, curriculum, assessment* (3rd ed.). Clifton Park, NY: Cengage Learning.

Course Link URL: <https://www.cengage.com/dashboard/#/course-confirmation/MTPNKB1N16Q0/initial-course-confirmation>

Course Key: MTPN-KB1N-16Q0

Other Required Resources:

- Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success (free online resource)
- North Carolina Common Core Standards for Kindergarten-2nd Grade (free online resource)
- Internet Access, Microsoft Word and Power Point

Course Requirements and Assignments:

Reading and Research Assignments

This course requires *intensive* reading and research assignments due to the length of the course. Students are responsible for reading text assignments, as well as conducting additional relevant research utilizing practitioner journals and articles. Research journals and articles should be less than 8 years old. APA citation is required for research assignments.

Field Work Activities

Students will be required to have access to quality early childhood classroom environments for some of the assignments in this course. Students will observe young children in these settings as part of a planning project. Professional dress, communication and attitude are required components of the field experiences. Observations can be in your own classroom, but some time will need to be allocated to visit an additional classroom. These observations will be a part of your final grade. There is a 15-hour minimum requirement. All 15 hours must be completed successfully to pass the course. Students who are not currently in a child care setting will need to make arrangements through the instructor to observe in an approved classroom. Students should not contact facilities without receiving prior approval from the instructor. **Students are required to have a current background clearance and liability insurance coverage for all field experiences and must provide a copy in Blackboard.** Students should present their criminal background clearance and proof of liability insurance to the site administrator prior to entering a classroom during the initial visit. Any student not having a current criminal background clearance letter and proof of liability should contact the Birth-

Kindergarten program coordinator (Dr. Donna James- dcjames@catawba.edu) for instructions on how to obtain both documents prior to beginning field experiences. If proper documentation is not presented in a timely manner prior to observations, then the student will be required to withdraw from the course without refund.

Participation/Professionalism/Attendance

- **Participation:** In response to reading assignments, students will participate in group discussions with other students that are related to course topics. Discussions will take place online utilizing blackboard. All pre-assigned reading should be completed prior to class. Lack of participation or late participation in any area **will result in a deduction of points**. Points vary according to the activity.
- **Professionalism:** Professionalism is a required component of all coursework and field experiences. Professionalism is displayed by being prepared for class, reading all course documents, being able to locate resources independently, turning in assignments on time, communicating appropriately online with others, communicating appropriately during classroom observations, completing your own work and handling conflicts appropriately. Any student not adhering to professional standards will be removed from the field experience environment and possibly the course earning a final grade of “F” for the course.
- **Attendance:** Attending class is imperative to your success in this course due to the virtual nature and level of assignments. **More than 1 absence, excused or unexcused, will result in a deduction of points to the next letter grade. More than 2 absences will result in a failing grade for the course.** *The following policy is in the college catalog:* Catawba professors retain the right to fail any student who is absent from 25% of class sessions. For this course, missing more than 2.25 classes cumulative can result in a grade of “F.”
 - Failure to submit online assignments by the stated due date and time will be considered an absence for that session. Students missing beyond two class sessions (including turning in assignments late more than two times), will earn a final grade of “F” in the course. A student who misses a class bears personal responsibility for completing any material or assignment presented during missed classes. Each student is personally responsible for checking **Catawba Email** and visiting Blackboard at least three times a week for changes and updates to assignments.
 - Students must sign in Blackboard on Monday, Wednesday and Friday to participate in initial assignments and to submit work. If a student fails to sign in Blackboard and fails to participate in online activities, then it counts as an absence.

Assignments:

Assignments in this course are designed to apply new knowledge through questions, scenarios and activities. This course is designed as an application-based course where students will have opportunities to interpret information in the classroom and determine how to plan appropriate activities in a variety of environments.

Discussion Forums**100 Points**

Discussion questions will guide the group collaboration related to particular topics. Discussion forum posts should always be supported by research and should prompt further discussion. Students are required to make no less than 3 posts per discussion. Initial posts will be due on Wednesdays of the session/week with alternate posts being due on Friday each week. Discussion posts will be submitted under the **Discussion Forum** area in the course.

Discussion forum comments will be graded as follows:

- **EXCELLENT COMMENTS - "A" contributions**
Comments are thorough, direct, thoughtful and well-reasoned. The student creatively synthesized information from their own experiences and material from various sources, including the textbook. The student used constructive feedback and clarified previous comments, when needed. Questions asked were based upon careful reading of the text or input of another student. Additionally, the responses provided feedback to many submissions and to other students' comments.
- **GOOD COMMENTS - "B" contributions**
Responses are thorough and direct, but not exemplary. The responses to others were satisfactory, but not extensive. The comments referred to the textbook with some synthesis of relevant personal experience to elaborate on the textbook information.
- **FAIR COMMENTS - "C" contributions**
The quality of responses are not well thought out or complete. Comments may be opinions not supported by additional material.
- **POOR COMMENTS - "D" or "F" contributions**
Responses are insufficient to address the assignment questions and/or unclear and do not directly address the topic. No credit will be given for comments that are minimal or inaccurate. Comments that are vague, such as: "Good job!" or "What she said", or "I agree" will not be considered for evaluation.

21st Century Planning**100 Points**

Students will research 21st Century learning as it relates to the field of Education. Utilizing a 21st Century planning format, students will plan a project lasting a minimum of two weeks that could be implemented in a 1st or 2nd grade classroom. The project will align with specific learning areas from the NC Common Core curriculum. A planning template will be provided to create the project plan.

Learning Segment: Planning Commentary**200 Points**

Students will plan a learning segment that is based on the children being observed during the required field experience. This planning project will include the following:

- ✓ Central focus of learning that includes active and multimodal strategies along with learning experiences that promote language and literacy development.

- ✓ Informed planning that is based on children’s development, children’s interests and prior learning.
- ✓ Justification of planning based on research.
- ✓ Key vocabulary that supports literacy.
- ✓ Description of assessments to monitor children’s learning.
- ✓ A sample learning experience that represents skills being taught in a full learning segment. A planning template will be provided for this assignment. You will implement the learning experience in the classroom. A brief video segment will be required to demonstrate feedback during the learning experience and vocabulary usage.
- ✓ Fifteen hours of classroom observation (Preschool or Kindergarten). Students will observe in a Preschool or Kindergarten classroom to gain planning ideas relevant to a needed skill. Observations should be for at least 30 minutes at a time. Observations should be during regular learning activities rather than meals, nap times or outdoor play. Hours should be documented on the Field Assignment Log and signed by the classroom teacher, director, or principal. **If students are not completing their observations in their own school, they will need a placement that is set up through the professor. Do not attempt to visit a school without prior approval gained by the professor.*

Special Topics Presentation

200 Points

Students will create a visual presentation that is related to a pre-approved topic related to planning and curriculum for young children. Grading will be based on professionalism of presentation, topic relevance, and content. A final reflection will be part of the grade.

Expectations and Earned Points:

- Discussion Board Collaboration 100 pts.
 - 21st Century Planning 100 pts.
 - Learning Segment: Planning Commentary 200 pts.
 - Special Topics Presentation 200 pts.
- 600 Total Points**

The course content will be provided online in Blackboard. The course assignments will utilize a project-based approach. Professionalism is expected in all assignments with your best work being submitted. All work is independent and required to be turned in on time and in the correct format. Points will be deducted for late submissions and final assignments cannot be turned in past the due date in order to meet grading deadlines.

Grading Scale:

A 97-100	600-582 Points	C 79-82	497-474 Points
A- 93-96	581-558 Points	C- 77-78	473-462 Points
B+ 91-92	557-546 Points	D+ 75-76	461-450 Points
B 87-90	545-522 Points	D 72-74	449-432 Points
B- 85-86	521-510 Points	D- 70-71	431-420 Points
C+ 83-84	509-498 Points	F Below 70	419 Points or less

Academic Honor Code:

- Students are expected to adhere to the academic honor code.
- **All students of Catawba College are expected to be familiar with the academic honor code policies outlined in the college honor code. See excerpt below:**

“As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal. On my honor, I have not violated the Honor Code in completing this work.”
- Effective with the 2016/17 academic year, there are significant changes in the policies and procedures for dealing with violations of the Catawba College Honor Code:
 - Individual faculty members determine the consequences for violations in their courses, which may range from a 0 on an assignment, to an additional partial or full-letter final grade reduction, to an “F” in the course.
 - A second violation of the Honor Code—in *any course*—results in a hearing with the Honor Board. The Honor Board may assign additional penalties—up to and including suspension from the College—as it sees fit. Typically, a second violation leads to suspension for the remainder of the semester in which the violation occurs, an “F” in the course in which the violation took place and a “W” in all other classes. Suspended students must apply for re-admission to the College and be approved by the Honor Board. The Board and Associate Provost for Student Academic Success maintain detailed records of all Honor Code violations and subsequent hearings and penalties.
- All students are expected to complete their own work. Anyone caught cheating in any form will receive an “F” in the course and disciplinary action by the college may be taken. This pertains to all coursework, including projects, discussion boards, online work and presentations.

Communication Guidelines:

There are clear guidelines for communicating within the course.

- **Online:** Students are expected to use correct grammar in discussion boards and in online assignments. Full credit will not be earned if posts contain errors. Confidentiality is expected when discussing children or specific situations.
- **In Class:** Discussions should be limited to relevant topics covered in class. Talking excessively or disrupting other students is not acceptable. Professional communication (verbal and non-verbal) is expected with instructor and other students.
- **Contacting the Professor:** Part of professionalism is demonstrating the ability to find answers independently, but at times a student may have a specific question that needs to be addressed. Students are encouraged to ask questions for clarification *after* they have thoroughly read and reviewed all course materials. This course utilizes a “Question and Answer” discussion board for posting general questions about assignments. Other questions pertaining to advising or of a personal nature can be emailed to the instructor. ***Questions for this course should be emailed to dcjames@catawba.edu.*** Email is the preferred form of communication. Texting questions is not an option. Phone conferences can be scheduled through the Catawba email. Response time will be between 24-48

hours. Students are encouraged not to wait until right before an assignment is due to ask important questions.

Late Work and Errors Policy:

- Any assignment submitted past the due date time will have 10 points automatically deducted. Any discussion board assignment posted late will only have the opportunity to earn half credit. Students that do not participate in the initial posting of a discussion board activity will not have the opportunity to participate in the follow-up discussion.
- Students should be submitting their best work that has been proofed and is free from typographical or grammatical errors. If a project is submitted and has more than 3 errors on the first page, then the instructor will suspend grading and send back to the student for correction. The student will have one day to resubmit the corrected work for an automatic deduction of 10 points for late submission.

TENTATIVE Course Outline and Schedule

* Syllabus items are subject to change.

Date	Topic	Reading Due	Assignment Due
Week 1 (partial week) 10/9-10/11	<ul style="list-style-type: none"> • Orientation • Syllabus Review • Online Expectations • Professionalism 	-Syllabus -Begin Online Research	Online Research: Anti-Biased Approach 21 st Century Learning STEM/STEAM
Week 2 <i>Fall Break</i> <i>10/14-10/15</i> 10/16-10/18	<ul style="list-style-type: none"> • Valuing Play • Play as Development • Observing and Assessing Play 	Chapters 1, 2 & 3	Module 1 Discussion Board (20 Points)
Week 3 10/21-10/25	<ul style="list-style-type: none"> • Supporting Play for Preschool Children 	Chapter 5	Module 2 Discussion Board (20 Points)
Week 4 10/28-11/1	<ul style="list-style-type: none"> • Supporting Play in Kindergarten Classrooms 	Chapter 6	Module 3 Discussion Board (20 Points)
Week 5 11/4-11/8	<ul style="list-style-type: none"> • Supporting Play for Children with Special Needs 	Chapter 9	Module 4 21st Century Planning Due (100 Points)
Week 6 11/11-11/15	<ul style="list-style-type: none"> • Outdoor Play for Young Children 	Chapter 10	Module 5 Discussion Board (20 Points)
Week 7 11/18-11/22	<ul style="list-style-type: none"> • Current Trends and Issues 	Chapter 11	Module 6 Discussion Board (20 Points)
Week 8 11/25-11/26 Thanksgiving Break 11/27-29	<ul style="list-style-type: none"> • Intentional Planning 		Module 7 Learning Segment: Planning Commentary Due (200 Points)
Week 9 12/2-12/6 *Final Reflection Due 12/10	<ul style="list-style-type: none"> • Planning and Curriculum: Special Topics 	Research Article (provided in course)	Module 8 Special Topics Presentation (200 Points)

