CASPER COLLEGE COURSE SYLLABUS
EDEC 1300 – 01 Curriculum Planning and Development for Young Children

Semester/Year: Fall 2006

Lecture Hours: 2  Lab Hours:  
Credit Hours: 2

Class Time: 1:30 – 3:20 p.m.  Days: Monday  Room: CE 116

Instructor’s Name: Cammy Rowley

Instructor's Contact Information: Office CE 121
Office Phone: 268-3321  Email: crowley@caspercollege.edu

Office Hours: Monday, Wednesday and Friday - 8:00-8:50 a.m.
Tuesday - 1:00-2:00 p.m.
Thursday - 6:00-6:50 p.m.

Course Description: Development of skills in planning, implementing and evaluating developmentally appropriate experiences to encourage intellectual, physical, social, emotional, and creative growth in young children with the focus on the concept of the whole child.

Statement of Prerequisites: EDCI 1020, FCSC 2122, PSYC 2300, or permission of instructor.

Goal: This course builds knowledge and skills pertaining to planning, implementing and assessing developmentally appropriate learning experiences for young children. All domains of development, child-centered learning, and documenting and communicating growth to parents are key elements.

Outcomes: Upon completion of this course the student should:

- Be able to make informed decisions about the most appropriate teaching methods and materials,
- Know key strategies for curriculum development and implementation,
- Understand the role of play in the learning process,
- Demonstrate skills in planning, implementing, and evaluating developmentally appropriate experiences,
- Understand the “whole child” approach to learning.

EDCI 1300 may partially meet the following Professional Teaching Standards Board Early Childhood Certification Standards:

**Outcome 1.** The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years of age, including individual differences and the impact of early experience. (Standards I, II, III, VII)

Documentation: Curriculum Web, Resource Unit

**Outcome 2.** The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement.
(Standards VIII, X)
Documentation: Bio-Board, Curriculum Web, Resource Unit

Outcome 3. The student shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practice in the education of all children, including techniques of informal and formal assessment and the process for evaluating early childhood programs. (Standards V, VI, IX, XXII)
Documentation: Curriculum Web, Resource Unit

Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIII, XIV, XV, XVI, XVII, XVIII, XXI)
Documentation: Curriculum Web, Resource Unit

Methodology: Classes will consist of lecture by the instructor, readings, small group/collaborative work, in-class activities and class discussions.

Evaluation Criteria:

Grading: All papers and assignments will be evaluated holistically with attention given to correct grammatical form, spelling, sentence structure, organization, format and quality of expression, as well as content knowledge. Written assignments must be typed, double-spaced, and have a cover sheet. All assignments will reflect thought, time and professional preparation. Points will be deducted if these professional expectations are not met.

Each student will be expected to:
1. Read assigned material weekly and be ready for class discussion and implementation in lab.
2. Prepare a bio-board describing your self.
3. Prepare a curriculum web.
4. Prepare a major curriculum project around a self-selected curriculum theme.

Major Assignments:
1. Bio-board (25 points)
Prepare a poster (minimum size of 14 x 22 on foam board or poster board) that describes you. Use various artistic mediums including photographs, graphics, actual artifacts, etc. These will be displayed in the classroom and are used as a parent communication tool. Guidelines will be provided in class. Due date indicated on Tentative Calendar/Course Outline.

2. Curriculum Web (75 points)
Students will prepare a curriculum/thematic web (flow chart on the topic of their resource unit capable of being used by both children and parents. Further guidelines on preparation and discussion will be provided. Due date indicated on Calendar/Course Outline.

3. Resource Unit (200 points)
Students will prepare a resource unit around a theme, teach an activity from unit in laboratory and present your unit in lecture class including evaluation of children’s reaction. Further information will be provided and due date indicated on course outline.

Optional Learning Projects:
Optional experiences may also be used for additional credit. A maximum of 25 points may be received through additional credit work and the instructor must approve all projects. All optional projects are due no late than 12/15/06.
1. Professional conferences or lectures – Attendance and Report (25 pts max).
2. Read a book and write a paper summarizing the content and reflecting on the ideas as they relate to Early Childhood Education.
3. Plan and prepare a project designed to inform parents about some aspect of the curriculum or child development – documentation board, bulletin boards, display in a downtown window, newspaper article for release to the local newspaper, radio spot of 5 minutes, etc. (25 pts max)
4. Projects for yourself: i.e., learning games, organized finger play or activity files, bulletin boards, etc. (15 pts. Max)
5. Suggest another project and obtain approval from the instructor.

All papers must be typed and scholarly.

Grades will be assigned based on the following percentages;

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 and above</td>
<td>A</td>
</tr>
<tr>
<td>85 to 92</td>
<td>B</td>
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<tr>
<td>77 to 84</td>
<td>C</td>
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<tr>
<td>69 to 76</td>
<td>D</td>
</tr>
<tr>
<td>68 and below</td>
<td>F</td>
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Required Text, Readings, and Materials:

Class Policies: Last Date to Change to Audit Status: November 3, 2006.
Last Date to Withdraw with a W Grade: November 3, 2006.

Notice of Background Check: All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.

Tuberculosis Test: All students will have a TB test during the first two weeks of class.

Late assignments will not be accepted without prior arrangements between the student and instructor. If arrangements have been made for the acceptance of late work, the submitted assignments will be reduced in credit of one letter grade per week late. Absence from class does not excuse a due date.

Regular attendance is required for successful completion of this course. Demonstration of knowledge gained through weekly readings, class discussion, participation in class and development and
implementation of resource unit will indicate whether objectives of the course have been met.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.

Tentative Calendar and Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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| 8/28 | Orientation and overview of course  
Course Outline/requirements  
Grading system  
EDEC 1305 Lab Information |
| 9/4  | No Class – Labor Day |
| 9/11 | Starting the Process  
Overview of Early Childhood Education  
Planning in the Early Childhood Program/Creating Curriculum  
Chapter 1  
Write Review lesson |
| 9/18 | Planning in the Early Childhood Program/Creating Curriculum  
Chapter 2  
**DUE: Review materials** |
| 9/25 | The Communication Curriculum  
Bio-Boards |
| 10/2 | Exploring the Wonders of Language Literacy  
Chapter 3  
**DUE: Thematic Children’s book  
Story Lesson play** |
| 10/9 | The Expressive Arts Curriculum |
Chapter 4
DUE: Center plan #1
10/16
Creating Music and Movement Environment
Chapter 7
DUE: Curriculum Web
Center #1 materials

10/23
No Class – Fall Break

10/30
The Significance of Play
Sensory Centers
Chapter 9
DUE: Center #2
Music and Movement Lesson

11/6
Field Trip – AV NCSD #1
Chapter 6
DUE: Center #2 in LAB
Music/Movement props due in LAB

11/13
Blocks
Dramatic Play
Chapter 8

11/20
The Inquiry Curriculum
Technology
Chapter 11
DUE: Bring your own playdough to class
Center #3 plans

11/27
Advancing Interest in Social Environment
Chapter 12

12/4
Involving Parents in the Program
Chapter 12
DUE: Resource Unit

12/11
Preparing as Safe, Healthful Environment
Pages 200-208

12/18
Finals Week
DUE: Resource Unit Presentations