

<p style="text-align: center;"><b>EASTERN WYOMING COLLEGE</b> <b>COURSE SYLLABUS</b> <b>EDEC-1300</b> <b>Curriculum Planning &amp; Development for Young Children</b></p>
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**Semester/Year:** Spring 2013      Section: 40  
**Credit Hours:** 2 Lecture hours  
**Instructor:** Kate Steinbock  
**Email:** catherine.steinbock@ewc.wy.edu  
**Office Phone:** (307) 532-8339  
**Office Hours:** MF 10:00-11:00 am  
TTh 10:30-11:30 am – Virtual Office Hours  
W 1:30-2:30 pm  
Available other times by appointment!

**Required Materials:**

Jackman, H.L. (2009). Early education curriculum: A child's connection to the world (5th ed). Albany, NY – ISBN: 9781111342647

Herr, J., Larson, Y.L. (2011). Creative resources for the early childhood classroom (6<sup>th</sup> ed). New York. ISBN: 9781111831028

**Catalog Course Description:**

This course will focus on the development of skills in planning, implementing and evaluating developmentally appropriate experiences to encourage intellectual, physical, social, emotional, and creative growth in young children. The focus will be on the concept of optimum development of the whole child.

**Rationale:**

This course is required for the Early Childhood Education Degree and Certificate options.

**Prerequisites:** EDEC 1020, FCSC 2121 with grades of “C” or better or instructor consent.

**Course Objectives:**

EDEC 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 implantation 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:** This course will include reading, discussion, and experiential learning.

**Projected Course Assignments: \*All points are approximate**

1. Weekly online assignments (approx 15 @ 15-20 points each)
  - a. Read weekly content and respond through given assignments
  - b. Complete weekly seminar assignments
  - c. Discuss concepts weekly with classmates via Discussion forum
2. Curriculum Web (75 points)
  - a. 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 will be provided online)
3. Major Project – Resource Unit (200 Points)
  - a. Prepare a resource unit around a theme.
  - b. Further guidelines will be provided online.
  - c. Due date posted in Tentative Calendar/Course Outline.

**Evaluation:**

Since a broad objective of this course is to stimulate creativity, not cause students to become fearful about evaluation and thus stifle creativity, there will be no major exams. To judge whether you as a student have achieved the objectives of the course students will:

- Demonstrate knowledge gained through weekly readings via weekly online assignments.
- Demonstrate knowledge gained through class discussion and participation including possible pop quizzes on reading assignments.
- Demonstrate a generalization of knowledge learned through development and implementation of resource unit including curriculum web.

(\*\*Note – Instructor reserves the right to modify the assignments, deadlines, and point values of the course. If this is done, it will never be a disadvantage to you, and you will be notified in writing.)

### **Grading Criteria:**

Grades will be determined on the basis of the **total points** received on the assignments.

Grades will be assigned as follows

A.....90-100%

B.....80-89%

C.....70-79%

D.....60-69%

F.....0-59%

W.....student withdraws see EWC Catalog for more information

X.....**Incomplete:** see EWC Catalog for information

### **IMPORTANT INFORMATION:**

Assignments should be submitted no later than 11:55 PM on the due date. Late work **WILL NOT** be accepted. It is recommended that students pay close attention to the course schedule throughout the semester to stay on track with the course assignments.

Unless otherwise specified, all assignments must be formatted as follows: 12-point Times New Roman or Arial font, 1 inch margins, double spaced. **Writing assignments must be formatted using American Psychology Association (APA) style – this includes in-text citations and a references page.** Assignments should be submitted as a rich text file (.rtf).

Please make sure that every assignment submitted contains your name and date submitted. As a college student your submitted work is expected to be scholarly and submitted on time.

(\*\*Note – Instructor reserves the right to modify the assignments, deadlines, and point values of the course. If this is done, it will never be a disadvantage to you, and you will be notified in writing.)

### **Attendance Policy:**

This class is offered online therefore there will not be any required class meeting dates. However, it is the responsibility of each student to complete and submit assignments on time. Students may choose to withdraw from this class and received no credit with a grade of **W** on the transcript. Please refer to the EWC catalog for more information regarding the withdraw procedure.

### **Civility:**

Civil behavior enhances the academic setting, and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

### **Academic Dishonesty:**

Any form of academic dishonesty is unacceptable and will not be tolerated. This includes “plagiarism” – submitting work that is not your own, or failing to give credit to the work of others that you may cite in your own work. Academic dishonesty includes making unauthorized use of answers to exams, quizzes, assignments, homework, as well as copying work from fellow students or submitting work that has been completed by someone else. Students shall complete all assigned work individually unless otherwise

indicated by the instructor. Academic dishonesty of any kind shall result in a **score of zero** on the assignment, quiz or exam and may result in withdrawal from the course with a grade of F, as the instructor deems appropriate. In addition, the instructor may refer the student to the appropriate E.W.C. official for further discipline.

**Americans With Disabilities Education Act:**

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for the disability, please notify your instructor, Mrs. Debra Ochsner (532-8238) or Tom McDowell (532-8330) as soon as possible so that arrangements may be made.

**General Education Requirements:**

- **Communication Skills:** Graduates will be able to understand and communicate ideas and information in written and spoken English that reveals a mastery of terminology appropriate to their disciplines.
- **Analytical and Quantitative Reasoning:** Graduates will be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.
- **Technology Skills:** Graduates will be able to demonstrate competence using technology appropriate to their discipline.
- **Social Awareness:** Graduates will be able to demonstrate an awareness of the relationship between the individual and the world.
- **Information Literacy:** Graduates will be able to locate, evaluate, and use information effectively.

**Disclaimer:**

THE INSTRUCTOR RESERVES THE RIGHT, ACTING WITHIN THE POLICIES AND PROCEDURES OF EWC, TO MAKE CHANGES IN THE COURSE SCHEDULE OR ACTIVITIES. CHANGES WILL BE ANNOUNCED IN CLASS.