

EASTERN WYOMING COLLEGE
COURSE SYLLABUS
EDEC-1305
Curriculum Planning and Development for Young Children Lab

Semester/Year: Spring 2013 **Section:** 40
Credit Hours: 1 Lab hour
Instructor: Kate Steinbock
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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!

Recommended Text:

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

Catalog Course Description:

This course will provide the opportunity for students to engage in supervised experiences in planning, implementing, and evaluating curricular activities in an early childhood program.

Prerequisites: EDEC 1300 (or concurrent enrollment).

Rationale:

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

Course Objectives:

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,
- develop a better understanding of the “whole child” approach to learning.

Methodology:

This course will include observation, participation, and application and extension of learning from class. Students will spend approximately 2.5 hours per week in a preschool laboratory setting. Students will be evaluated based upon written reports and teacher observation of individual weekly laboratory teaching plans.

Student Expectations:

1. Read assigned material weekly and be ready for implementation in lab.
2. Attend lab at the assigned Center once per week for 2.5 hours.
3. Plan, present and evaluate three preschool thematic learning centers from the following areas:
 - Literacy Focus
 - Sensory Focus
 - Inquiry Focus
4. Plan, teach and evaluate three (3) teaching assignments from the following areas:
 - a ***review activity***
 - a thematic age appropriate ***read aloud activity***
 - a ***music/movement activity***

Course Requirements:

1. Attendance at the assigned early childhood center 2.5 hours per week.
 - Lab sessions will be arranged by the Mentor teacher and the student on an individual basis. It is the responsibility of the student to inform the course instructor of the scheduled time.
 - Laboratory site: Torrington Learning Center. If outside of Torrington contact the instructor for center information
 - All missed laboratory sessions must be made up. If you cannot attend on the day assigned, call and notify the Center you are assigned to.
2. Activity lesson plans will be prepared for three (3) lab sessions, and Center lesson plan will be prepared for three (3) lab sessions. Format for these plans will be on LancerNet. These are intended to be “working plans” so that by the end of the semester you will have a record of what you planned and carried out. Forms will be provided and activity plans must be submitted to the instructor at least **two weeks prior** to implementation.
3. Activity and Center materials must be submitted at least **one week prior** to implantation.
4. Topics: The weekly laboratory sessions will cover student-planned activities in the areas of: Language/literacy, science/inquiry, math/cognitive, sensory/texture, dramatic play, blocks/building, music and movement, and center review. Anti-bias curriculum will be the focus of all lab presentations.

Projected Assignments:

Successful performance will be based on a point system as follow:

- | | |
|--|----------------|
| 2. Laboratory Instruction/Lessons | 3 @ 50 points |
| 3. Laboratory Learning Centers | 3 @ 50 points |
| 4. Course Instructor/Lead Teacher Evaluation | 1 @ 125 points |
| 5. Additional Weekly Lab Assignments | 3 @ 25 points |

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 dates

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

In this practicum experience, students are to be modeling the highest level of professionalism. As a result, punctuality and attendance are mandatory.

Students who know they will need to miss lab must contact their mentor teacher prior to the absence.

If a student has an unexcused absence from their practicum, their course grade will be lowered two grade levels and will be addressed in their final mentor and instructor evaluations.

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.

Professional Teaching Standards Board Early Childhood Certification Documentation

EDEC 1305 may meet the following Early Childhood Certification Outcomes and Standards:

1. 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)
 - a. Documentation: Laboratory Plans and Evaluation, Art Observation, Instructor/Lead Teacher Evaluation
2. 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)
 - a. Documentation: Laboratory Plans and Evaluation, Instructor/Lead Teacher Evaluation
3. Outcome 3 – The student shall demonstrate competence in articulating rationale for and implantation of developmentally appropriate practices 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)
 - a. Documentation: Laboratory Plans and Evaluation
4. 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)
 - a. Documentation: Laboratory Activity Plans and Evaluation, Computer Experience, Instructor/Lead Teacher Evaluation
5. The student shall successfully complete teaching and/or internship experience, with appropriately certified supervisors, which are of sufficient length and concentration in order to experience the full range of teacher activities. (Standard XIX)
 - a. Documentation: Laboratory Activity Plans and Evaluation, Instructor/Lead Teacher Evaluation.