

MAYLAND COMMUNITY COLLEGE
Welcomes You To:

EDU 259, Section 10
Curriculum Planning
Credit Hours: 3 Contact Hours: 3

Spring 2007

Course Description

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

Prerequisites: EDU 119 or 111 and 112

Corequisites: None

Instructor Information

Instructor: Judy S. Stevens
Office Location: Gwaltney Hall, room 207
Telephone Number: (828) 765-7351, extension 380
E-mail Address: jstevens@mayland.edu
Office Hours: Monday – 3:30 – 5:00 PM
Tuesday – 12:30 – 4:30 PM
Wednesday - 12:30 – 4:30 PM
Thursday - 12:30 – 4:30 PM
Friday - 8:30 – 9:00 AM; 12:00 AM – 2:00 PM

Course Information

Class meets on Tuesday and Thursday 10:00 - 11:20 AM in Gwaltney Hall in room 207. On delayed schedule, class meets at 11:30 AM – 12:30 PM.

Required Text(s): Catron, Carol E. & Jan Allen. **Early Childhood Curriculum: A Creative Play Model.** 3rd. Edition. Ohio: Merrill Prentice Hall. 2003.

Bredenkamp, Sue and Carol Copple, Editors.
Developmentally Appropriate Practice in Early Childhood Programs. Revised Edition. Washington, DC: National Association for the Education of Young Children. 1997.

Harms, Thelma; Richard M. Clifford; & Debby Cryer.
Early Childhood Environment Rating Scale. Revised
Edition. New York: Teachers College Press. 2005.

LRC Resources: Early Childhood books, magazines, journals

Required supplies: None

Course Objectives/Competencies:

1. Evaluate curricula for young children.
2. Integrate program philosophy and curriculum.
3. Explain factors affecting curriculum.
4. Assess types of commercial curriculums.
5. Implement curriculum planning.
6. Explain elements of long-range instructional planning.
7. Discuss grouping children and group instruction.
8. Plan and adjust schedules weekly, monthly, and yearly.
9. Plan physical facilities and room arrangement.
10. Evaluate and list equipment and supplies for indoor and outdoor use.
11. Design a playground.
12. Assess safe indoor and outdoor environments.
13. Plan, implement, and evaluate learning experiences based on children's needs and interests chosen from a variety of curriculum areas and which meet state guidelines.

Attendance Policy/Tardiness/Make-Up Work:

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor if you must be absent from class. To reward attendance and to allow for legitimate absences, attendance is counted as one test grade. The grade is computed as follows: 32 class meetings: 3.13 points for each attendance. **Two** tardies will equal one absence. You will be considered tardy if you enter the classroom after the appointed hour to begin. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion and only in extreme cases. If students have acceptable reasons for absences, make-up work will be assigned and must be accompanied by a doctor's excuse. This work must be turned in to the instructor within **two weeks** of the date it is assigned; otherwise, it will not be accepted.

Grading Criteria/Tests/Projects:

1. Participation in class discussions and presented activities.
2. Reading of materials as they are assigned.
3. Review of **2** journal, magazine, or newspaper articles. Students will read the

article, summarize the information, and critique this information in one to one and one-half pages, double spaced, and using 12 font. Reviews are due on the following dates:

February 1
March 27

4. **Research Paper:** Research paper concerning why appropriate curriculum planning is important for teachers and the young children in their care. Include information from 3 appropriate commercial curriculums provided by the instructor. Compare these 3 curriculums for their attention to quality in activities, routines, and all domains of child development. Each paper must include 5 sources of information. Two of the sources must be **Young Children, Childhood Education, Early Childhood Education Journal, Child Care Information Exchange or Early Childhood Today**. Guidelines for the paper are as follows: Paper must be word processed, 10 to 12 pages, 14 font, double spaced, and include a bibliography (use MLA format). Each student will share a brief summary of their report in a 10 to 15 minute presentation to the class. Due **April 19**.
5. Plan weekly and monthly schedules for a specific group of young children. Choose age group/groups, obtain planning forms from instructor, complete plans, and turn in on the following dates:

Weekly Schedule	February 15
Monthly Schedule	March 22

6. Design an indoor floor plan for a specific age group of young children. Choose age group; select furnishings, equipment and supplies; and arrange the room into interest centers appropriate for the chosen age and developmental levels. Follow guidelines provided by the instructor. Plan is due on **April 3**.
7. Design an outdoor area for the same group of young children. Include arrangement of equipment and materials in a safe and interesting manner. Plan is due on **April 12**.
8. Each student will complete the **Early Childhood Environmental Rating Scale (ECERS)** with a group of young children ages three through five years of age. Follow guidelines provided by the instructor and use the scale which you purchased in the bookstore. Evaluation is due on **May 3**.
9. Tests on material covered in class and assigned readings. Students are expected to take tests on assigned date. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests must be taken within **one** week of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test

will not be given on make-up tests. It is the student's responsibility to initiate the make-up arrangement.

Unannounced pop quizzes may be given at the instructor's discretion and may not be made up if missed. Homework assignments may be given at the instructor's discretion and will be due the following class meeting. Late assignments will be penalized **10 points per class day late**.

10. Assignments are due according to dates printed on the syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you know that you must be absent on the due date of an assignment, turn it in to the instructor early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10 point** deduction for each class day it is late. If problems arise, you are encouraged to contact the instructor prior to the due date. Assignments will **not** be accepted if they are more than **two weeks** late.

If you are experiencing difficulty in this course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

Grading Criteria:

Participation & Reviews	10%
Schedules	10%
Indoor Floor Plan & Playground Design	20%
Research Paper	30%
Tests	10%
ECERS	20%

Grading Scale:

A = 94 - 100
B = 86 - 93
C = 78 - 85
D = 70 - 77
F = Below 70

Inclement Weather Procedures:

In all periods of inclement weather you are reminded to use sound judgment when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make the decision of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in this syllabus.

Additional information concerning inclement weather is listed in the Student Handbook.

Academic Standards/Student Expectations/Ethics:

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty: cheating, fabrication, facilitation of academic dishonesty, and plagiarism will make student subject to disciplinary action. If there is suspicion of any of the above items, the student will be called in for a conference. If there is sufficient proof that any of the above has occurred, the student will be reprimanded according to the MCC Academic Integrity Procedure.

In summary, **Honesty is the best policy!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an "I" for this course, it must be removed before the end of the next semester or at other times specified by the instructor to avoid the grade changing to an "F".

While I have attempted to be as thorough as possible with this syllabus, course procedure may vary from this outline to meet the needs of this particular group of students. If you have concerns about any information printed in this syllabus, please share your concerns with the instructor.

Withdrawal Dates:

Spring 2007

End of Unconditional Withdrawal: Tuesday, February 13, 2007

End of Conditional Withdrawal: Tuesday, March 27, 2007

The following Administrative Withdrawal statement: If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor.

ADA statement: Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

Course Outline/Weekly Topics

Week 1	The Role of Curriculum
Week 2	Creative Play Curriculum Model
Week 3	The Role of the Teacher
Week 4	Partnerships with Parents
Week 5	Classroom Management and Guidance
Week 6	Classroom Design and Organization
Week 7	Outdoor Play Environment
Week 8	Child Observation and Assessment
Week 9	Activity Planning
Week 10	Curriculum for Developing Personal Awareness
Week 11	Curriculum for Developing Emotional Well-Being
Week 12	Curriculum for Developing Socialization
Week 13	Curriculum for Developing Communication
Week 14	Curriculum for Developing Cognition
Week 15	Curriculum for Developing Perceptual Motor Skills
Week 16	Children in Contemporary Society