

West Virginia University at Parkersburg
Education Division
Fall 2009
"Architects of the Future"

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Course Title: ECE 210 Curriculum and Strategies for Early Childhood Programs

Textbook: The Creative Curriculum for Preschool 4th Ed. by Dodge, Colker, Heroman

Conceptual Framework

This course focuses on recognizing and understanding developmental levels in relation to appropriate curricular strategies. Students will develop appropriate curriculum strategies and units for an early childhood classroom using 21st Century Learning skills. Students will also examine historical and contextual perspectives of major curriculum theories. This will allow students to recognize play and its importance in the classroom to design appropriate activities for various levels of development. Students will gain an awareness of physical, cognitive, and cultural differences in children in planning appropriate learning activities.

NAEYC Standards:

1a: Knowing and understanding young children's characteristics and needs.

1b: Knowing and understanding the multiple influences on development and learning.

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

3a: Understanding the goals, benefits, and uses of assessment.

4a: Knowing, understanding, and using positive relationships and supportive interactions.

4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.

4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

5b: Knowing about and upholding ethical standards and other professional guidelines.

Attendance: Students are expected to attend class and actively participate in class discussions and activities. The only excused absences are those listed in the college catalogue. If a student leaves class early or is tardy this will be counted as an absence. Refer to the college catalogue for a definition of tardy. Attendance/participation is worth 50 points toward the final grade and is converted in the following manner: 0 - 1 absence = 50 points, 2 absences = 40 points, 3 absences = 30 points, 4 or more absences = 0 points. Students missing more than 4 classes may be asked to drop the class.

It is the student's responsibility to contact the instructor when absent to obtain make up work and/or assignment directions. Directions for missed assignments may be obtained during office hours or through email contact with the instructor. Class time will not be used to explain missed assignments. All make-up exams must be completed before the next scheduled class session. Test dates are listed in the course outline. Missed tests due to unexcused absences may not be made up unless authorization for a make up test is arranged with the instructor **PROIR TO** the scheduled test date. The last day to withdraw from this class is November 13, 2009.

Student Conduct: Students will be expected to adhere to the student code of conduct spelled out in the WVU-P Student Handbook. Behavior that interferes with the rights of other students to learn

or the right of the instructor to teach will not be permitted. A warning will be issued to any student failing to adhere to this requirement. This included the use of cell phones in the classroom.

LAC: Tutoring services are available to all students having difficulty in English, mathematics, or the sciences. You may discuss any academic problems with your instructor or visit the Learning Assistance Center in Room 0404.

Counseling: Professional counselors are available to assist all students with personal or academic problems. You may arrange to see a counselor by visiting the Student Assistance Center in room 1213 or by calling 424-8211.

Considerations: Any student requiring special considerations for class work or testing under the ADA must meet with the instructor during the first week of class to discuss arrangements.

Emergency Evacuation: Upon activation of the building fire alarm, all building occupants must exit the building to a position of safety away from the building. If you will require assistance during an emergency evacuation, please contact the instructor so that arrangements can be made in advance. All students are encouraged to familiarize themselves with the locations of emergency exits. Information concerning emergency exits is posted in this classroom.

Requirements: Students will be responsible for all assigned readings in textbooks and professional publications. Class participation is expected through relevant discussions in small groups and in the class setting. Writing assignments are expected to be well thought out, well written, through the use of complete sentences and correct grammar.

Assignments: To be eligible for full credit all assignments are due according to the Assignment List provided on the first class meeting. Assignments turned in after the due date will automatically have half of the total points for the assignment deducted and then are graded accordingly.

Exams: There will be three exams during this course. Each exam is worth 75 points. Exams can include true/false, multiple choice, essay, and short answer questions.

Final Project: The final project of 10 study topic plans is worth 100 points. Study topic plans will follow the format used in the textbook and will incorporate topics that are approved by the instructor. Seasonal and holiday type themes are not permitted.

Grading: Grades are based on a possible 500 points:

A = 450 – 500 points	Assignments	125 points
B = 400 – 449 points	Tests	225 points
C = 350 – 399 points	Attendance/Participation	50 points possible
D = 300 – 349 points	<u>Final Project</u>	<u>100 points</u>
F = 0 – 299 points	TOTAL POINTS	500

COURSE SCHEDULE
ECE 210
FALL 2009

<u>WEEK</u>	<u>TOPIC/ASSIGNMENT</u>	<u>VALUE</u>
Aug. 25, 27	Introduction to Observation	
Sep. 1, 3	Chapter 1 Assignment 1 due (3 rd)	25
Sep. 8, 10	Chapter 2	
Sep. 15, 17	Chapter 2 Assignment 2 due (17 th)	25
Sep. 22, 24	Chapter 3	
Sep. 29, Oct. 1	Chapter 4 EXAM 1 (24th)	75
Oct 6, 8	Chapter 5	
Oct. 13, 15	Chapter 6 Assignment 3 due (15 th)	25
Oct. 20, 22	Chapter 7	
Oct. 27, 29	Chapter 8 Assignment 4 due (29 th)	25
Nov. 3, 5	Chapter 9 EXAM 2 (29th)	75
Nov. 10, 12	Chapter 10, 11	
Nov. 17, 19	Chapter 12, 13 Assignment 5 due (19 th)	25
Nov. 24, 26	No class	
Dec. 1, 3	Chapters 14, 15	
Dec. 8, 10	Chapter 16 Study Topic Plans Due (10th)	100
Dec. 15th	Exam 3 1:00 – 3:00	75

ECE 210 Assignments

Fall 2009

Assignment 1 – Observe and document children's activities/conversations in their environment. Documentations should be the front and back of one page if written, or the front of one typed page. Three separate documentations are required. Observations should include skills observed, number of children, activity area observed in classroom.

Assignment 2 – 2 Readers Cards are due on an article from the *Young Children* journal. The articles should pertain to curriculum or observation and documentation.

Assignment 3 – Prepare and demonstrate a prop box for use in either the block area or the dramatic play area.

Assignment 4 – two page typed paper on the theorist of your choice. Select from Maslow, Vygotsky, Piaget, Erikson, Gardner. Relate the theory to the impact it has on curriculum today.

Assignment 5 – Observe and document children at play and use your observation to develop a study topic plan that will also be included in your final project. Documentation should include the number and ages of children observed, activity area, skills noted, conversations noted and must be at least the front of one typed page.

NAME _____

DATE _____

READER'S CARD

TITLE/AUTHOR OF ARTICLE:

SOURCE:

HIGHLIGHTS OR MAIN IDEAS OF ARTICLE:

WOULD YOU OR WOULDN'T YOU USE ANY OF THIS INFORMATION AS YOU WORK WITH YOUNG CHILDREN? WHY OR WHY NOT?

PERSONAL COMMENTS OR REACTIONS TO THE ARTICLE: