

*******THIS IS NOT THE FINAL SYLLABUS and may change before the start of the semester. Get the final syllabus from Black Board*******

**Curriculum Development for Young Children – FACS 193 online
Western Kentucky University**

INSTRUCTOR

Dr. D'Lee Babb

Office: Academic Complex 403E

Office Hours:

Mondays and Wednesdays online or by appointment- 11:00 am to 1:30 pm

Tuesdays and Thursdays in the office- 10:00 am to 12:30 pm

If you are not able to meet during these times, please send me an email and we will make other arrangements.

Phone: (270) 745-6943 (Office)

Email: dlee.babb@wku.edu (best way to contact me)

COURSE DESCRIPTION, OBJECTIVES and OUTCOMES and NAEYC STANDARDS

Course Description: Overview of curriculum and activities that are developmentally appropriate for diverse groups or individual children. Practical experiences provided in a field setting; students are responsible for providing their own transportation.

1. Demonstrate knowledge of and ability to develop, implement, and evaluate meaningful, integrated experiences for infants, toddlers, and preschoolers that are consistent with NAEYC/CEC/DEC guidelines (units 2-4; NAEYC standards 1c, 2c, 3a, 3c, 4b, 4c, 5c, and 7b).
2. Incorporate assessment information and strategies from and families in the design of curriculum (unit 4; NAEYC standards 2a and 2c).
3. Critique different models of curriculum development (unit 2; NAEYC standards 1a, ab, 4b, 4c, 5b, 6a, 6d, and 7b).
4. Develop, implement, and evaluate an integrated instructional sequence that focuses on children's needs and interests (unit 3; NAEYC standards 1c, 2c, 3a, 3c, 4b, 4c, and 5c).
5. Demonstrate an understanding of developmentally appropriate practices and have the ability to articulate and apply these beliefs to the early childhood classroom (unit 3 and 4; NAEYC standards 1a, 1b, 4a, 4d, 6a, 6b, and 6d).

Course Outcomes:

1. Through this class the students will observe classes and recognize different Early Childhood teaching methods (objective 3 and 5).
2. Through this class students will observe children at play and will use observation to develop curriculum for the children observed (objectives 1, 2, 4, and 5).
3. During the class, the students will complete weekly assignments incorporating material about different theories of childhood education, Developmentally Appropriate Practices (DAP), and designing meaningful curriculum for children in early childhood (objectives 1, 2, 3, 4 and 5).
4. Students will take and complete a test demonstrating their knowledge of theories of childhood and the application of those theories to the classroom (objective 3).
5. Students will write a DAP position statement for their classroom (objective 1 and 4).
6. Students will develop curriculum applying concepts from early childhood theories and DAP (objectives 1, 2, 4, and 5)

National Association for the Education of Young Children (NAEYC) Standards: Below are a list of the NAEYC Standards and Key Elements Covered in FACS 193.

Standard 1: Child Development

- 1b. knowing and understanding the multiple influences on early development and learning.
- 1c. using developmental knowledge to create healthy, respectful, supportive and challenging learning for young children.

Standard 2: Family and Community Relationships

- 2a. knowing about and understanding diverse family and community characteristics
- 2c. involving families and communities in young children's development and learning.

Standard 3: Observing, Documenting and Assessing

- 3a. understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3c. understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

Standard 4: Using Developmentally Effective Approaches

- 4a. understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c. using a broad repertoire of developmentally appropriate teaching/learning approaches
- 4d. reflecting on own practice to promote positive outcomes for each child.

Standard 5: Content Knowledge for Meaningful Curriculum

- 5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines- using data to plan program
- 5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6: Professionalism

- 6a. identifying and involving oneself with the early childhood field.
- 6b. knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6d. integrating knowledgeable, reflective and critical perspectives on early education.

Standard 7: Early Childhood Field Experiences

- 7b. opportunities to observe and practice in at least two (2) of the three (3) main types of early education settings.

REQUIRED TEXTS

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in Early Childhood Education* (3rd ed.). Washington, D.C.: NAEYC. [DB1]

Gronlund, G. (2016). *Individualized child-focused curriculum: A differentiated approach*. St. Paul, MN: Redleaf Press.

Mooney, C.G. (2005). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. St. Paul, MN: Redleaf Press.

Additional articles for reading may be required. These articles will be posted on blackboard.

******PLEASE NOTE: If you are planning to take FACS 335 or 366, you need to keep these books at the end of the semester as they will be used/referenced in the future.******

Other Resources:

- Blackboard issues: **270-745-7000**
 - **IF YOU CANNOT POST TO BLACKBOARD OR HAVE DIFFICULTY POSTING, CALL: 270-745-7000 (Information Technology)**
 - **If you do not know ANYTHING about blackboard, training is provided at wku.edu/it. You may also call the afore listed phone number for Information Technology.**
 - **I cannot teach you blackboard or assist you with blackboard problems. IT has been designed to assist you with that.**

METHOD OF INSTRUCTION: This course will be conducted on the Internet and it will not meet in a classroom. Being self-motivated and able to work independently is important for success in this class.

1. Group discussion via online discussion board.
2. Independent reading in textbooks and supplemental material including internet sites requiring Adobe Reader and PowerPoint presentations.
3. Group and individual written projects submitted in Microsoft Word or designated forms.
4. Viewing of videos and audio on the internet.
5. Review and practice of selected assessment tools.
6. Six and a half (6.5) clock hours of field experience.
7. Creative student production to demonstrate knowledge.

COURSE REQUIREMENTS:

1. Regular use of a computer with internet access and a web browser.
2. Familiarity with surfing the internet, reading email and sending email.
3. An activated WKU email account that is checked daily (all email will be sent to a WKU email address and only to a WKU email address).
4. Access to Adobe Reader.
5. Ability to read PowerPoint slides.
6. Ability to view videos and audios on internet.
7. Ability to create videos and audio files and post them on the internet.
8. Actively participate in class via online activities.
9. Submit designated written assignments in Microsoft Word or other designated programs via Blackboard. Works and Word Perfect are NOT accepted.
10. Complete weekly online assignments.
11. Complete online test.
12. Participate in 6.5 hours of observation fieldwork.
13. Obtain any documentation required by facility for fieldwork.
14. Provide own transportation to conduct field work activities.
15. Maintain confidentiality of all information gathered about children and families through the field experience.
16. Maintain professionalism online by being respectful of comments by other students, never being rude, not using inappropriate language, or other such activity. Violation of this standard will lower your grade.

EVALUATION

Your grade for the course will be based on the assignments listed below. Class participation may be taken into account, as well as improvement over the semester. All tests and assignment boxes will open on Monday morning at the start of each week as listed on the syllabus if not earlier and will close at 11:59 pm on Sunday at the end of each week.

Grading Procedures: I grade on a percentage scale based on your total number of points compared to the total number of points available for the class as follows:

A = 100-90% B = 89-80% C = 79-70% D = 69-60% F = anything below 60%

1 Test	50
Theories Observation Assignment	50
DAP Position Statement	50
Curriculum Project and observation	150
<u>Weekly Assignments</u>	<u>200</u>
Total Points:	500

TEST. Students' knowledge about theories of childhood (Unit 2) will be evaluated through one (1) test. This test will cover **all** readings and class material for the defined section of the class. The test may include objective (e.g., fill-in-the-blank, multiple choice, short answer) and essay questions. There will be **NO MAKE-UP** tests except under **extreme** situations with proper documentation (e.g., doctor's note, funeral program) and when I am notified in advance.

Theories Observation Assignment: During the second unit of the semester you will be expected to observe in early learning classrooms for four-and-a-half (4.5) hours (more details will be posted later) spread over three (3) observation sessions each last one-and-a-half (1.5) hours. When you observe you will be expected to keep a transcript of that what happens in the classroom. In addition to the transcript you need to write your personal thoughts about the play and interactions in the classroom. The observations must be conducted in different type settings.

YOU are responsible for proof of completion of observation hours by submitting your record logs. Without these record logs, I do not know if you have completed the hours or not. If you do not complete all 4.5 observation hours AND submit the required materials, you will receive an "F" in the class.

DAP Position Statement: During unit three (3), students will write a position statement (much like that in the Copple and Bredekamp book) or their future or current classroom in which they teach. This statement is to be four (4) pages double-spaced (not including title and reference pages). The statement should reference the Copple and Bredekamp DAP text as well as three (3) additional professional references and contain no direct quotes. The paper is to be written in APA format. More details will be posted with unit 3.

Curriculum Project and Observation: During the fourth unit of the semester you will be expected to observe in one early learning classroom for two (2) hours (more details will be posted later). When you observe you will be expected to keep a transcript of that what happens in the classroom. In addition to the transcript you need to write your personal thoughts about the play and interactions in the classroom and note individual child play and interactions of one child.

This information will be used to answer questions and design curriculum for the classroom and for the individual child. Details will be posted at a later date.

YOU are responsible for proof of completion of observation hours by submitting your record logs. Without these record logs, I do not know if you have completed the hours or not. If you do not complete all 2 observation hours AND submit the required materials, you will receive an "F" in the class.

Weekly Assignments: Throughout the semester a variety of assignments and participation activities will be given each week. These assignments cannot be made up if missed and no late work will be accepted. Quality of work will be graded and points will be lost if answers do not pertain to the topic and/or if they are not well thought out.

During the semester you will have the opportunity to earn up to 220 points through discussion points/weekly assignments/participation. At the end of the semester I will drop your two lowest grades (up to 20 points).

Some of these assignments will be on a discussion board. Your discussions points will be based on the interaction that you have on the discussion board. Topics will be posted on Monday of each week. Remember, these are to be quality responses that come from your own thoughts and are supported by your readings. A rubric explaining the discussion expectations will be posted.

All original answers on discussions boards are due by 11:59 pm Wednesday of the week the question is assigned. Discussion responses to classmates are due by 11:59 pm on Sunday of the week the discussion board question is assigned. Late responses will not be counted for points.

****Remember, discussion boards are designed for interactions with classmates. Make certain that your responses to classmates illicit responses. Learning (reflected in scores on work) will be dependent upon you level of interaction.****

All other weekly assignments are due by 11:59 pm Sunday of the week the assignment is due.

Due dates for all materials for this class are listed on the FACS 193 Class Schedule.

Missed assignments will affect your grade directly and indirectly through performance with online assignments, tests, and class participation. All reading assignments **MUST BE COMPLETED PRIOR TO CLASS** on the date indicated on the class schedule. If the instructor suspects that students are not completing reading assignments prior to completing online assignments, your grade may suffer.

Materials containing plagiarism (see Academic Integrity Policy below) will NOT be graded and you will receive a "0" for the assignment. This means that you MUST reference all materials from other sources AND use quotation marks according to APA guidelines. Never use more than 2 direct quotes in any one assignment.

CLASS POLICIES

- 1. SYLLABUS POLICY:** The instructor reserves the right to modify this syllabus and post a revised copy on the web or disseminate the revision by email at her discretion.
- 2. MAKE-UP and LATE ASSIGNMENT POLICY:** No make-up work will be accepted for weekly assignments. Makeup work will ONLY be accepted for large assignments (e.g. critical papers, presentation, observation materials and tests) when Dr. Babb is contacted in advance and arrangements are made and only in extreme situations (e.g. family death, major illness, hospitalization).

Late work for weekly assignments will NOT be accepted. Late exams will NOT be accepted except under extreme cases .

Late work will only be accepted for the Observation Assignments and major class papers or projects. A 20% deduction will be taken for every day the paper is late. If you submit an assignment after the due time that counts as one day late and the deduction will be taken.

If you enroll late you will NOT be able to make up assignments with past due dates for credit.

3. *******COMPUTER ISSUES POLICY:** Computer issues are not an acceptable excuse for work not submitted. However, I do understand that there can be Blackboard glitches that are out of your control. If you have a problem with Blackboard **you MUST call the WKU IT Helpdesk immediately** and obtain a receipt verifying the problem. **NO adjustments will be made due to computer issues will be made without a receipt sent directly to me from the IT Helpdesk.**

Please note- Blackboard apps do not provide a comprehensive Grade Center like the full-site and there are inconsistencies with the devices. After reviewing four separate devices, all had different appearances, items listed, and methods to access grades. The entire course is ONLY available on the full-site. You may miss deadlines or complete assignments by misunderstanding the purpose of the apps and only using them. Be certain to check the full-site for checking assignments, due dates, and grades. Blackboard submissions may be added in the Mobile App, but it is your responsibility to verify posting in the Full-Site. The apps are not comprehensive and are only a tool to supplement the Full-Site.

4. **DROP POLICY:** Current university policy applies. Non-attendance does not constitute a withdrawal. Students are not automatically dropped from classes at WKU after the first week of class.
5. **PROJECT SUBMISSION POLICY: NO** course work will be accepted **VIA EMAIL**. Any emails containing work will be deleted.

Be certain to upload your work and projects in the correct assignment folder. **A 50% deduction will be taken for ALL materials uploaded in the incorrect location.** Once an assignment is submitted it is considered your final paper, even if it uploaded before the due date.

*******Materials MUST be submitted either in .pdf, PowerPoint, Publisher, or Word. Other formats are not accepted and will NOT be graded.*******

6. **INCOMPLETE POLICY:** Incompletes will be granted only in very unusual circumstances and in cases in which the student is both already passing the course and has a reasonable possibility of completing the material.
7. **CLASSROOM CONDUCT POLICY:** Conduct for this class is the responsibility of the student to conform to conduct conducive to learning by being prepared, attentive, and courteous and by conforming to policies set by the teacher to maintain an academic decorum. Anything that is done to disrupt learning may result in a student being dismissed from that weekly discussion or assignment and receiving a "0". In an online classroom, crass and degrading comments will not be accepted.
8. **EMAIL ETIQUETTE:** Since email is a popular form of communication, it is important that respect and manners be demonstrated through email messages. The following should be part of any email to professors at WKU:
 - Include the course and section numbers in the subject line of **all** emails
 - A greeting (Dear Dr., Etc.) For me, you would want to say "Dear Dr. Babb"
 - Clearly written paragraph(s) indicating the question or concern you have
 - End the message (thanks, have a great day, best wishes, etc.)
 - Be sure and type your name at the end!!

Emails that display hostile attitude, those that are inappropriate or those that contain rude messages will be returned to the student with no answer. Please be respectful of your colleagues and professors. In this class, you are looked upon by the Professor as both professionals and colleagues; respect will be given to you and is expected in return. I reserve the right to return emails that do not follow proper email etiquette requesting that you resend the email using proper procedure.

Any email requesting information that is contained in the syllabus or assignment descriptions can be answered stating, "This material is in the syllabus or assignment procedure. Please read the information before emailing. If you then have specific questions please send those to me after reading."

9. **INTELLECTUAL PROPERTY POLICY:** Words and ideas are the intellectual property of the individuals who originated them. Thus, **whenever you quote more than three words in sequence from any single source, you must enclose those words "in quotation marks".** Cite in parentheses the author of the book or article, the year of publication, and the number of the page on which the words were written (e.g., van Zeijl et al., 2006, p. 995). Include the complete citation of the source in your references at the end of your paper. Failure to follow these procedures will result in loss of points on any paper in which such failure occurs. It may also result in a grade of "F" for the course. Furthermore, failure to follow these procedures may be viewed as **PLAGIARISM** and, thus, a violation of university policies that pertain to academic integrity.
10. **ACADEMIC INTEGRITY POLICY:** Western Kentucky University is committed to Academic Integrity. I expressly prohibit plagiarism and all other violations of academic integrity. According to *Webster's Third New International Dictionary*, **PLAGIARISM** may include (a) stealing or taking credit for another person's words or ideas and (b) failing to give credit to a source (c) reusing your work from a previous assignment in either this course or another course. Plagiarism is a serious offense and is considered an act of Academic Dishonesty. The academic work of a student must be his/her own. **THE INSTRUCTOR RESERVES THE RIGHT TO REPORT ACADEMIC INTEGRITY VIOLATIONS TO THE OFFICE OF THE DEAN OF STUDENT LIFE AND ASSIGN A GRADE OF "F" FOR THE ASSIGNMENT AND MAY RECEIVE AN "F" IN THE COURSE.** This includes **ANY** form of cheating and/or plagiarism. Assignments will be submitted using plagiarism detection software.
11. **WRITING POLICY:** Writing assignments for this class must be consistent with the style of the *Publication Manual of the American Psychological Association*. All papers must be written in formal English: typed, correct grammar, word selection, spelling and punctuation. Errors in grammar, spelling and punctuation are unacceptable, because all university computer labs are equipped with software that includes "spell check" and "grammar check" options.
12. **COURSE REPEAT POLICY:** If you are retaking this course for any reason, you may NOT use any work submitted during the previous attempt at the class. All graded materials submitted MUST be rewritten containing ALL NEW information. Any work "resubmitted" for the same assignment will be given a zero and you may fail the class due to self-plagiarism.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

FINAL NOTE

The instructor reserves the right to change the syllabus as necessary. You are responsible for all changes to the syllabus and for all information presented during class, *regardless of whether or not you are currently participating in class.*

Please note, I respond to emails during work days between normal work hours (Monday through Friday from 9:00 am to 5:00 pm). If you send me an email at a time other than outside of normal work hours do not expect a response before the next work day and note that it may take up to three work days to receive a response.

I reserve the right to ask any student to leave class if that student's behavior interferes with the learning process. This may result in a loss of points.

If at any point during the semester you are concerned about your grade, you are encouraged to talk with me as soon as possible. You may come by during my office hours or we can setup an appointment for another time or meet online via email, Adobe Connect or Skype.

I look forward to a great semester and a wonderful time of creative learning!!

SYLLABUS AGREEMENT FORM
Western Kentucky University

I, _____, (print name) have reviewed the syllabus, course policies, and class schedule for FACS _____ during the semester of _____, _____ (semester and year) on _____, 20_____ (date) and understand the classroom policies, expectations, and rules as stated in the syllabus, course policies, and class schedule. By signing this form I agree both to comply with the policies outlined and accept the policies and expectations for this course.

The following documents have been reviewed (please initial each one)

_____ Syllabus

_____ Student Success (reviews late work, finals, grade appeals, attendance, backing up work, code of conduct, academic honesty, & consequences of cheating)

_____ Course Outline and/or Schedule

SIGNED _____

DATE _____

PLAGIARISM POLICY

According to Random House Webster's Unabridged Dictionary, plagiarism is the unauthorized use of close imitation of the language and thought of another author and the representation of him or her as one's own original work (1479). It is against school policy to plagiarize. Therefore by signing this form, I, _____ (print name), understand that plagiarism is wrong. I also understand that if I choose to plagiarize, the steps outlined by Western Kentucky University policy will be taken.

SIGNED _____

DATE _____

Please complete and upload on blackboard. The signatures on the form must be actual legal signatures and may not be typed or electronic.