

**COURSE SYLLABUS EDEC 333
PRE-K CURRICULUM
Summer, 2006**

Cory Gann, Ph.D

class meetings: T Th 9:00 – 12:00	voice mail:206 439-3800, x3823 e-mail: gannc@cwu.edu
--	--

Chaps

7/20	Course Introduction Core Principles & Themes Benchmarks and Developmentally Appropriate Practice	
7/25	Play Emotional Competence	1, 3
7/27	Environments (Intro to Reggio) <i>Field trip to Martin Luther King Day Home Center</i>	4, 11 17 (p.406- 411)
8/1	Group Time Themes & Projects	16 (p. 387-393) 5
8/3	Quiz # 1 Culturally Sensitive Practice Anti-bias Curriculum	13
8/8	Workshop I – Art	14
8/10	Workshop II - Language, Literacy	15, 16 (p.377-386)
8/15	Workshop III - Math, Science Sharing of research projects	17, 18
8/17	Quiz #2 Sharing of research projects	

**COURSE SYLLABUS EDEC 333
PRE-K CURRICULUM
Summer, 2006**

Cory Gann, Ph.D

class meetings: M W 12:30 – 3:30	voice mail:206 439-3800, x3823 e-mail: gannc@cwu.edu
----------------------------------	---

Chpts

7/24	Course Introduction Core Principles & Themes Benchmarks and Developmentally Appropriate Practice	
7/26	Play Emotional Competence	1, 3
7/31	Environments (Intro to Reggio) <i>Field trip to Martin Luther King Day Home Center</i>	4, 11 17 (p.406- 411)
8/2	Themes & Projects Group Time Quiz # 1	5 16 (p. 387-393)
8/7	Workshop I – Art Culturally Sensitive Practice	14 13 (Phillips article)
8/9	Workshop II - Language, Literacy Sharing of Research Projects (optional)	15, 16 (p.377-386)
8/14	Workshop III - Math, Science Sharing of research projects	17, 18
8/16	Sharing of Research Projects Quiz #2	

EDEC 333
COURSE REQUIREMENTS - Summer/2006

- Text: Hendrick, Joanne. (2003). *Total Learning: Developmental Curriculum for the Young Child (6th Ed.)*. Macmillan Publishing Co.: New York
- Websites:
 - **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8:** Guidelines for decisions about developmentally appropriate practice:
<http://www.naeyc.org/about/positions/dap4.asp>;
 - **Curriculum Standards, NAEYC Accreditation Criteria**
<http://www.naeyc.org/accreditation/standards/standard2/>
- Article
 - Phillips, Carol Brunson, (1988).[Nurturing Diversity for Today's Children and Tomorrow's Leaders](#). Young Children, v43 n2 p42-47. NAEYC.

Description: Historical influences and knowledge of child development, psychological theories and contemporary models as bases for curriculum development and implementation in pre-kindergarten settings.

Specific Learner Outcomes: The student will:

- investigate and describe the connection between knowledge of child development and what goes into quality programming for young children.
- demonstrate knowledge of the diversity of models for Pre-K programs and how these models might influence the design of primary classrooms.
- Observe and evaluate a Pre-K program for developmentally appropriate practice.
- design and experience a repertoire of learning experiences and resources at one's disposal as a teacher of young children.
- Research a seminal Pre-K topic in depth.
- evaluate learning/play environments for appropriateness and potential.
- apply sensitivity about cultural values to assessment and planning.

Course Topics

- constructivist model of learning which includes: a) developmental theory as applied to children age 0 - 5; b) developmentally appropriate practice; c) integrating knowledge and pedagogy; d) the role of play in the construction of self, knowledge, and competency.

- a philosophy of play as foundational in curriculum design and implementation.
- the role of environment in behavior and learning.
- consideration of culture as integral to curriculum development.
- art, literacy, math, and science as discreet program emphases.
- children’s music as integrated into curriculum and pre-K programs.
- dimensions of group and circle times.
- major trends and issues in ECE.

Requirements:

Attendance in class

Completion of reading assignments from text, websites and additional handouts

Learn and teach a children’s song

Quizzes (open book)

ECE Topic Research Project

Preschool observation

Contribution to one workshop set-up & presentation

Grading:

Quizzes:	40 points (20 each)
<i>observation</i>	30
<i>children song/ music</i>	10
workshop:	
<i>a) station</i>	20
<i>b) written reflection</i>	10
<i>c) lesson plan</i>	10
Research Abstract	
<i>and outline:</i>	30
Research Oral Report	30
Professionalism/	
<i>attendance</i>	20

190-200: A; 184-189: A-; 177-183: B+; 168-176: B; 164-167: B-; 160-166: C+; 150-159: C; 141-149: C-; 135-149: D; < 135: F.

I. Quizzes:

Quiz 1 and Quiz 2 are open-book, open- note, in-class tests, and will include short answer, multiple choice, and true and false questions. There will be one set of questions that indicates the text as the source, and a set of questions derived from class lecture/discussion. These will be clearly noted on the test. There will be a specified amount of time devoted to the test given that there will be other course topics to attend to that day. If the class is missed, arrangements must be made for a make-up, on

campus, with a specified amount of time. Questions will focus on key concepts and ideas. Trivia will be avoided.

II. Workshop Contribution:

Each student will participate in the design, set-up, and presentation, of one of three curriculum workshop options. The full class will participate in experiencing the workshop each time. Limited class time will be made available for planning and support. Additional outside of class contact will ensure good coordination. Students will submit a written reflection addressing a question to be provided after the workshop has taken place. Workshop contributions will be evaluated in three ways: 1. Individual or shared responsibility for a station; 2. A lesson plan which articulates the procedures for each station (two copies: one posted at the station; one copy submitted). 3. A written reflection.

III. Children’s Song Project:

Building a repertoire of quality children’s songs is an important component of this class. Many good songs will be introduced in class, and each student will research, learn, and teach one song to the class during the quarter. Effort and professionalism will be evaluated, but not singing skill. Lyrics to the song should be photocopied and distributed to the full cohort (30 copies?). Students will compile a children’s music collection that will be a resource for many years to come.

Choosing a song should be done with care. Although children’s music familiarity will vary in a large cohort, songs should be selected which promise to extend the group’s repertoire. The song should be selected from one of the following:

- *a reputable song book or other published resource compilation*
- *a web site devoted to good children’s music*
- *a commercial CD*
- *the repertoire of a current preschool teacher*

Students are encouraged to select an example of children’s music by one of the many well known children’s musicians who are respected in the Pre-K community. Such musicians include (but are not limited to) African Playground, Jim Gill, Nancy Griffith, Red Grammer, Woody Guthrie, Tish Hinosha, Tom Hunter, Ella Jenkins, Carole King, Latin Playground, John McCutcheon, Tim Noah, Hap Palmer, Puntamaya, Raffi, Sharon, Lois, and Bram, Sweet Honey in the Rock, Patti Zeitlin, Dan Zanes. The following rubric applies to the song project.

4 exemplary	3 well done	2 acceptable	1
Choice and presentation are at 3 level. In addition, enthusiasm and commitment to the song have a dynamic and unique quality.	Choice of song represents quality music for children and contributes to class musical knowledge. Presentation includes complete sing-through and opportunity for group participation.	Choice of song demonstrates thought and consideration. Lyrics are available. Song is presented in full; however, there is limited attempt to teach it to the class.	Song is overly familiar or makes little contribution to class musical knowledge. There is little evidence of preparation for the assignment.

IV. Pre-K Collaborative Research Topic Project.:

Teams consisting of two or three researchers will conduct a literature review about an important ECE topic. The purpose of the project is to amplify on information and issues related to themes of the course. A sign-up will be circulated at the first class meeting. A list of topics is attached.

Research results will be reported in two ways:

- A. 1) The team will submit an outline and abstract (one page) summarizing key information. It should include a reference list citing hard copy and on-line sources. Two references is the minimum, but is likely too limited. More than seven references is unwieldy. Referencing the text is appropriate and encouraged, when applicable.*
- 2) The topic should be one you are interested in learning more about.*
- 3) It should not be on a subject which the student has previously researched for another class.*
- 4) Its focus must be on the Pre-K years.*
- 5) Its focus must be curriculum.*
- 6) Evaluation according to the following rubric (30 points).*

All of level 2; in addition, critical thinking and reflection are apparent as evidenced by connections to class themes, synthesis of material, etc.	There is clear evidence of research and quality references are cited. Abstract is written in clear and organized manner. The outline reflects organization of key themes, and sufficient detail. Conventions errors do not detract from impact of the work.	Abstract and outline are overly general. There is little information that is new to a majority of the class. There are several conventions errors.
---	---	--

B. A short 5 – 7 minute presentation will be made to the class on the assigned day. This oral report will summarize main findings and may utilize any presentation format of the group’s choosing.

Due to the short summer session, topics should be chosen during the first week of classes. Division of responsibilities is up to the team.

The due date for the completed outline and abstract is the same as the presentation date. Oral reports will be scheduled to take place during the last two class meetings.

Evaluation of the oral report according to the following rubric

<i>outstanding</i>	<i>acceptable</i>	<i>Needs work</i>
All of level 2; in addition , critical thinking and reflection are apparent as evidenced by connections to class themes, synthesis of material, etc. Presenters demonstrate genuine	Material and the presentation are organized sequentially. Presentation is conducted professionally. Information is accessible, intellectually stimulating, and presenting in an	Presenters are unprepared. Information is not sequenced or organized. Audience will learn little as a result of the presentation.

enthusiasm for the topic, curiosity, and a personal connection.	interesting way. The presentation reflects appropriate knowledge on the topic having conducted research.	
---	---	--

V. Preschool Class Observation: *** To be posted on LiveText e-portfolio.**

A) Make an observation of about one hour in length, to be done in a Pre-K setting such as a preschool, child care center, or licensed home care center. A visit may be done at any time of the day, or in a center that provides evening care. The observation write up will address two focuses:

a. Developmentally Appropriate Practice. What are specific examples of DAP as outlined according to NAEYC guidelines (see website reference)? Is there any need for improvement in DAP that you observed?

b. Language Development Opportunities. Using the “Observing For Language Development Opportunities In The Classroom checklist” (to be handed out in class), provide examples of “observed” and “not observed” language development indicators. Include descriptive commentary and detail as support. * Important note: The checklist is available as a guide to observation. It is not meant to be filled out or used in checklist fashion. Discretion, respect, and considerateness, are tantamount in this experience. Be a dispassionate observer.

The observation will be evaluated according to the following rubric.

4 exemplary	3 well done	2 acceptable	1
The write up meets level 3 characteristics. In addition, there is a strong reflective quality, evidenced by connection to textbook or class discussion themes or concepts. In addition to detail, writing paints a picture of the classroom, in the context of DAP and NAEYC standards of pre-K curriculum quality.	There is deliberate and consistent attention to DAP and LDO. The write up is well organized and reflects appropriate writing skill according to 6 traits. Observer reflection is evident.	Description and observation show detail and attention to interaction. However, there is limited attempt to make connections to DAP, LDO, or conceptual topics from the textbook.	Program and interaction descriptions are overly general (such as “everything was developmentally appropriate) without supporting evidence. There are serious lapses in 6 trait writing.

Research Project Topics List:

(To be presented 8/15)

The Reggio Emilia Approach: The 100 Languages

The Reggio Emilia Approach: Project Studies

Parent Involvement – What are the special issues for Preschool?

Creative Movement and Dance

Tender Topics – Death and Dying

Tender Topics – Hospitalization

Block Play

(To be presented 8/17)

The Montessori Approach in Preschool – The Montessori Environment

The Montessori Approach in Preschool – The Role of the Teacher

Super Hero play – pros and cons.

Field Trips – What’s appropriate in pre-school?

Anti-bias Curriculum

Emergent Curriculum

The History of Pre-K Education

Technology – What’s appropriate in pre-school?

Adapting Curriculum to meet special needs of Pre-K children.

Head Start: What is the Curriculum?

Pre-K Curriculum Outside The United States

Research Project Topics List:

(To be presented 8/8)

The Reggio Emilia Approach: The 100 Languages

The Reggio Emilia Approach: Project Studies

Parent Involvement – What are the special issues for Preschool?

Creative Movement and Dance

Tender Topics – Death and Dying

Tender Topics – Hospitalization

Block Play

(To be presented 8/17)

The Montessori Approach in Preschool – The Montessori Environment

The Montessori Approach in Preschool – The Role of the Teacher

Super Hero play – pros and cons.

Field Trips – What's appropriate in pre-school?

Anti-bias Curriculum

Emergent Curriculum

The History of Pre-K Education

Technology – What's appropriate in pre-school?

Adapting Curriculum to meet special needs of Pre-K children.

Head Start: What is the Curriculum?

Pre-K Curriculum Outside The United States
