



EC233 Pre-K Methods and Materials

Christy Jackson

Spring 2014

Dakota College Bottineau

Course Syllabus

Keep this syllabus for reference throughout the semester

Course Title: Pre-K Methods and Materials	Instructor: Christy Jackson
Course Prefix/Number: EC233	Office: Online
Class Location: Online	Office Hours: Online. Arrange chat sessions with the instructor as needed.
Lecture/Lab Schedule: Within the online course. Students are not required to attend any sessions on campus.	Instructor Contact Information: Phone: 701-240-5866 Email: Moodle course email system.
Credits: 3	
Pre-/Co-requisites: None	

Course Description: Course Description: This course focuses on the physical and cognitive development of children, the promotion of literacy, and the utilization of creative experiences in child care settings. Topics include developmental needs of children, age -appropriate activities, cognitive theory and brain research; creative environments, language arts, music/movement, art and aesthetic experiences. Students will evaluate, plan and implement activities that focus on children's needs and interests.

Relationship to Campus Theme: The goal of the Caregiver Services Department is to prepare professionals to work in the caregiver industry and provide an educational continuum for degree advancement. The Caregiver Department is committed to a hands-on learning environment and uses field experiences in caregiving settings as common instructional techniques.

Goals/Objectives: Students will implement activities/lessons through a variety of child-directed and teacher-directed approaches. * Students will recognize, select and/or create curriculum that is developmentally appropriate for the domains of cognitive, social/emotional, motor, aesthetic, physical, and language. Students will demonstrate effective teaching techniques in various curriculum areas, including: science, math, arts, music and movement, literacy, and social studies. Students will demonstrate the ability to use a variety of materials to encourage versatility of thinking and learning in children.

Student Outcomes:

The student will demonstrate knowledge of the:	CEC Standard	Evidence/Criteria
Demonstrate sensitivity to the diversity of individuals and families	SEP3S1	Page 37, 3c: Learning Styles Page 211, 3b: Ecomaps Review DAP Practices Page 241, 1f: Parent engagement strategies
Basic instructional and remedial strategies and materials	SEP4K1	Page 36, 3d: Analyze program against DAP principles Page 120, 3b: Plan active group time activity Lesson Plan: Art or Aesthetic learning

		Review DAP Practices
Basic technologies appropriate to individuals with exceptional learning needs	SEP4K2	Page 362, 2a: Observe a classroom
Use strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.	SEP4S1	Page 96, 3a: Story sequence adaptation Page 96, 3b: Activity plan comparison Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Putting It All Together
Assist in adapting instructional strategies and materials as directed.	SEP4S2	Page 67, 3c: Teaching strategies to match learning styles Page 96, 3a: Story Sequence adaptation Page 120, 3b: Plan active group time activity Putting It All Together
Use strategies as directed to facilitate effective integrations into various settings	SEP4S3	Page 120, 3b: Plan active group time activity Page 242: Family Engagement Review DAP Practices
Use strategies that promote the learner's independence as directed	SEP4S4	Page 67, 3c: Teaching strategies to match learning styles Lesson Plan: Art or Aesthetic learning Review DAP Practices
Use strategies as directed to increase the individual's independence and confidence	SEP4S5	Page 67, 3c: Teaching strategies to match learning styles Page 120, 3b: Analyze program against DAP principles Page 362, 1a & 1b: Teaching philosophy Review DAP Practices Page 304, 1b: Self-esteem
Demands of various learning environments	SEP5K1	Page 67, 3c: Teaching strategies to match learning styles Page 120, 3b: Analyze program against DAP principles Page 332, 2a: Observe and analyze for cognitive domain Review DAP Practices Putting It All Together
Establish and maintain rapport with learners	SEP5S1	Page 242: Family Engagement Page 332, 2a: Observe and analyze for cognitive domain
Use universal precautions and assist in maintaining a safe, healthy learning environment	SEP5S2	Logical Consequences Page 185, 1b: Discussion
Use strategies for managing behavior as directed	SEP5S3	Logical Consequences Page 186, 1a & 1b: Logical Consequences Page 185, 1b: Discussion
Use strategies as directed, in a variety of settings, to assist in the development of social skills	SEP5S4	Logical Consequences Page 186, 1a & 1b: Logical Consequences Page 332, 2a: Observe and analyze for cognitive domain Page 185, 1b: Discussion Putting It All Together
Follow written plans, seeking clarification as needed.	SEP7S1	Page 96, 3a: Story Sequence adaptation Page 96, 6b: Literacy standards

		Page 120, 3b: Analyze program against DAP principles
Prepare and organize materials to support teaching and learning as directed.	SEP7S2	Page 96, 3a: Story Sequence adaptation Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Lesson Plan: Art or Aesthetic learning Review DAP Practices
Rationale for Assessment	SEP8K1	Page 96, 6b: Literacy standards
Demonstrate basic collection techniques as directed	SEP8S1	Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Page 304, 6: State Standards Page 332, 2a: Observe and analyze for cognitive domain
Make and document objective observations as directed	SEP8S2	Page 96, 6b: Literacy standards Page 120, 3b: Analyze program against DAP principles Page 332, 2a: Observe and analyze for cognitive domain
Personal cultural biases and differences that affect one's ability to work with others	SEP9K2	Page 211, 3b Review DAP Practices Page 241, 1f: Parent engagement strategies
Perform responsibilities as directed in a manner consistent with laws and policies	SEP9S1	Page 36, 3d: Analyze program against DAP principles Page 304, 6: State Standards
Follow instructions of the professional	SEP9S2	Page 120, 3b: Analyze program against DAP principles Page 304, 6: State Standards
Demonstrate problem-solving, flexible thinking, conflict management techniques, and analysis of personal strengths and preferences	SEP9S3	Logical Consequences Page 394, 5a: Staff issue Page 241, 1f: Parent engagement strategies Putting It All Together
Demonstrate commitment to assisting learners in achieving their highest potential	SEP9S5	Page 67, 3c: Teaching strategies to match learning styles Page 96, 3a: Story Sequence adaptation Page 332, 2a: Observe and analyze for cognitive domain Page 304, 1b: Self-esteem
Exercise objective and prudent judgment	SEP9S8	Logical Consequences Page 394, 5a: Staff issue
Demonstrate proficiency in academic skills, including oral and written communication	SEP9S9	Page 36, 3d: Analyze program against DAP principles Page 332, 2a: Observe and analyze for cognitive domain Putting It All Together
Engage in activities to increase one's knowledge and skills	SEP9S10	Page 332, 2a: Observe and analyze for cognitive domain
Engage in self-assessment	SEP9S11	Page 120, 3b: Analyze program against DAP principles

Assist in collecting and providing objective, accurate information to professionals	SEP10S1	Page 120, 3b: Analyze program against DAP principle Page 304, 6: State Standards Page 332, 2a: Observe and analyze for cognitive domain
Foster respectful and beneficial relationships	SEP10S3	Review DAP Practices Page 241, 1f: Parent engagement strategies

Required Text: Developmentally Appropriate Curriculum

Authors: Marjorie J. Kostelnik, Anne K. Soderman, Alice P. Whiren

Publisher: Pearson

ISNN: 0-13-703553-5

Description of Assignment/Assessment	CEC Standard	Points Possible	Points received
Introductions: Students will introduce themselves to fellow students.		1 @ 20 pts	
Discussion: Students post to a discussion board and discuss given question with other students		11 @ 20 pts each	
Lesson Plan: Student is required to write a lesson plan		5@50	
Essay: Essay question where an in-depth answer is to be given		17 @20	
Final Project: Multifaceted final project		1 @ 100 pts.	
Total Points		930	

Grades. Grades will be calculated by dividing total points earned by the total points possible and will be based on the following percentages:

Percentage	Grade	
90-100%	A	Target
80 – 89%	B	Acceptable-high
70 – 79%	C	Acceptable-low
60 – 69%	D	Unacceptable
0 – 59%	F	Unacceptable

Academic and Institution Policies

Academic Integrity:

The academic community is operated on the basis of honesty, integrity and fair play. Occasionally, this trust is violated when cheating occurs, either inadvertently or deliberately. This Code will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

1. The primary responsibility of the students, faculty and administration is to create an atmosphere where the honesty of individuals will not be questioned.

a. Faculty members are responsible for providing guidelines concerning cheating and plagiarism at the beginning of each course, and should use precautionary measures and security in cases where cheating is likely to occur.

b. Students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred.

View the [Plagiarism Tutorial-Pearson Education](#) to learn more about plagiarism, citing sources, etc.

Webster's Encyclopedic Unabridged Dictionary defines plagiarism as: "The appropriation or imitation of the language, ideas, and thoughts of another author, and representation of them as one's original work."

There will be zero tolerance of any form of academic dishonesty. If any evidence appears of students not doing their own work, plagiarism, or outright cheating on quizzes/exams, the matter is investigated. If it is concluded that such dishonesty occurred, the student in question will receive an automatic "F" for the course. Furthermore, the matter is then reported to the appropriate university office and the instructor will participate in any proceedings against the guilty party.

Confidentiality:

The experience or problems shared by classmates are not to be discussed outside of class. This is a preparation for those going into a field where confidentiality is stressed in the CEC standards for Professional Practice.

Disabilities and Special Needs:

Please inform the instructor within the first week of class if any assistance is required due to disabilities or special needs. If you have a disability for which you need an accommodation, contact the Learning Center to request disability support services. Phone: (701)228-5477; Toll free 1(888)918-5623.

Quality of work:

At the college level of learning, it is expected that all work submitted is free of spelling, grammar, and punctuation errors. Discussion and information must be thought-out, in-depth, and incorporate new vocabulary and concepts learned during course. **All late work will have 50% deducted.**

Week	Discussion Topic	Readings Due	Homework Due
Week 1	Chapter 1 – Developmentally Appropriate Practice	Syllabus Text	Class Introductions Discussion 1d, page 36 Page 36, 3d
Week 2	Chapter 2 – Teaching and Learning in Developmentally Appropriate Programs	Text What are my learning strengths?	Discussion 1b, page 66 Review DAP Practices Bumper Sticker My Learning Profile
Week 3	Chapter 3 – Planning and Implementing Effective Small-Group Activities	Text	Discussion 1b, page 95 Page 96, 3a ELA Standards
Weeks 4	Chapter 4 – Planning and Implementing Effective Group-Time Activities Chapter 5 – Organizing Space, Materials, and Time	Text	Discussion 1b, page 120 Page 120, 3b (Group Time) Implementation Schedule
Weeks 5	Chapter 6 – Child Guidance in Early Childhood Classrooms	Text	Discussion 1b, page 185 Logical Consequences Child Guidance
Week 6	Chapter 7 – Authentic Assessment for Evaluating and Guiding Children's Progress	Text	Discussion 1b, page 211 Page 211, 3b
Week 7	Chapter 8 – Strengthening Developmentally appropriate Programs Through Family Engagement	Text	Discussion 1f, page 241 Page 242, Family Engagement

Week 8	Chapter 9 – The Aesthetic Domain ND Preschool Standards Sample Lesson Plan	Text ND Preschool Standards Sample Lesson Plan	Discussion 1a, page 278 Lesson Plan relating to art or aesthetic learning
Week 9	Chapter 10 – The Affective Domain	Text	Discussion 1b, page 304 Comparing Standards Evaluation Children’s Lit
Week 10	Chapter 11 – The Cognitive Domain Lesson Plans for Mathematics Website for Cognitive Development in Preschoolers	Text Lesson Plans for Mathematics Website for Cognitive Development in Preschoolers	Page 332, 3a Cause and Effect Assignment
Week 11	Chapter 12 – The Language Domain	Text Creating a Literacy Rich Environment	Discussion 1c, page 362 Constructed Response Question Page 362, 1a & 1b
Week 12-13	Chapter 13 – Physical Domain Chapter 14 – Social Domain	Text Preschool Outdoor Activities	Page 394, 5a Creating an Environment that Supports Physical Development Standards Comparison
Week 14	Chapter 15 – Integrating Curriculum Through Pretend and Construction Play	Text	Discussion 1a, page 487 Page 458, 3a (Lesson Plan)
Week 15	Final Project – Putting it all together		Putting it all Together