

**Saddleback College Fall 2009**  
**Syllabus CDES 110 Introduction to Curriculum**

**Ticket Numbers 19000 and 22605**

**3 Units**

**Course Dates September 14<sup>th</sup> to December 14<sup>th</sup>**

<b>Course Instructor Professor June Millovich</b>  <b>Email</b> <a href="mailto:jmillovich@saddleback.edu">jmillovich@saddleback.edu</a> <b>Website</b> <a href="http://www.saddleback.edu/faculty/jmillovich">www.saddleback.edu/faculty/jmillovich</a> <b>Phone</b> 949-582-4576 <b>Fax</b> 949-348-6063 <b>Office</b> BGS 115 <b>Office Hours</b> Tuesdays 10:30-12 email first	<b>Lab Instructor Professor Bernadette Theurer</b>  <b>Email</b> <a href="mailto:btheurer@saddleback.edu">btheurer@saddleback.edu</a> <b>Website</b> <a href="http://www.saddleback.edu/faculty/btheurer">www.saddleback.edu/faculty/btheurer</a> <b>Phone</b> 949-582-4702 <b>Fax</b> <b>Office</b> Child Development Center <b>Office Hours</b> Monday 4:30-5:30, Wednesday 9-1
<b>Mailing Address</b> 28000 Marguerite Pkwy Mission Viejo, CA 92692	

### CATALOG DESCRIPTION

Curriculum and environments for children ages 0-6 including content areas and models of curriculum. Weekly participation at an introductory level with children using observation, implementation and assessment strategies in key areas: Language, literacy, creative art, math, and science

### TEXTS (2)

**Marjorie J. Kostelnik, Anne K. Soderman, Alice Phipps Whiren**

Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education 4<sup>th</sup> edition  
ISBN-13: 9780132390934

**Carol Garhart Mooney**

Use Your Words: How Teacher Talk Helps Children Learn: ISBN: 978-192961067-9

### Student Learning Outcomes

1. Students who complete this class will be able to investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
2. Students who complete this class will be able to evaluate the teachers' role in providing best and promising practices in early childhood programs.
3. Students who complete this class will be able to compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
4. Students who complete this class will be able to design and implement integrated curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
5. Students who complete this class will be able to demonstrate responsible and professional work habits as an individual and as a team member.

**ASSIGNMENTS FOR THIS COURSE CONSIST OF:**

<p><b>Discussion Postings</b></p> <p>Introduction (0-roll call)</p> <p>Lab: Aesthetic Domain (15)</p> <p>Lab: Affective Domain (15)</p> <p>Activity Plan: Aesthetic Goal (20)</p> <p>Lab: Cognitive Domain (15)</p> <p>Activity Plan: Science Goal (20)</p> <p>Lab: Language Domain (15)</p> <p>Activity Plan: Math Goal (20)</p> <p>Lab: Physical Domain (15)</p> <p>Activity Plan: Alphabet Learning Goal (20)</p> <p>Lab: Social Domain (15)</p> <p>Activity Plan: Physical Goal (20)</p> <p>Lab: Dramatic Play (15)</p> <p>Activity Plan: Language Goal (20)</p> <p>Lab: Learning Center Observation #1(20)</p> <p>Activity Plan Cooking (20)</p> <p>Lab Learning Center Observation #2 (20)</p> <p>Activity Plan: Outdoors (20)</p>	115
<p><b>Observations, Projects, &amp; Evaluations</b></p> <p>Observation: Communicating with Children (15)</p> <p>Learning Center Project (60 in addition to 2 labs)</p> <p>Models Report (30)</p> <p>Teacher Evaluation (20)</p> <p>Class Reflection (20)</p>	145
<b>Lab Hours 30 @ 10 points each</b>	300
<b>Total</b>	<b>750</b>

**COURSE GRADING CRITERIA**

**A** 675-750      **B** 600-674      **C** 525-599      **D** 450-524      **F** 0-449

**Note:** Course is graded on points earned rather than percentages.

**Extra Credit is NOT offered in this class.**

**ENG 200 is a Recommended Preparation for this course. All students are expected to be able to:**

1. Recognize and correct all sentence faults, all punctuation faults, all capitalization faults,
2. Use a variety of sentence structures, employing appropriate vocabulary.,
3. Write a variety of paragraphs, or multi-paragraph compositions, utilizing organizational strategies and topic sentence placement appropriate to the assignment.,
4. Recognize the main idea, supporting details, inferences, and conclusions in written material.,
5. Use deductive and inductive reasoning skills to develop paragraphs.,
6. Write a 350-500 word essay using well-developed paragraphs to support a thesis.,
7. Select and use a prewriting strategy to discover an approach, a thesis, and supporting details for a writing assignment.,
8. Engage in peer-editing activities to respond to writing.;
9. Create and maintain a journal.

## COMMUNICATION

Here are some important communication tips:

### Email

1. My email is filtered and anything that is not labeled automatically gets deleted.  
**You must put your 5 digit ticket number in the subject line of all email sent to me.**
  - a. Just your ticket number nothing else! You are either registered in 19000 or 22605 (not both)
2. Students are responsible for all material sent to their student email account. Students should regularly check their student email via My Site, or set it up to be forwarded to another account that you check regularly see my website for instructions on how to do this: [www.saddleback.edu/faculty/jmillovich](http://www.saddleback.edu/faculty/jmillovich)
3. If you send email from an address other than your school address, make sure your full name is also included. Surfchick200@yahoo.com or toocute@earthlink.net are often hard for me to match up with student names :)
4. If you have ever changed your name since attending a school in this district, your user name (what shows up in blackboard) and college email name might not match up. Use the name that shows up in Blackboard to ensure proper posting of credit. Better yet, include both names on all work submitted.
5. You do not need to send duplicate email -I do not delete questions until I have answered them, but I also answer in a first in first out. I check email often, so my responses are prompt.

### Questions about Grades and Feedback

#### Grade book

You will be able to check your grades by going to the “student tools” area.

You will see either an equals sign (=), a blank ( ), or an exclamation point (!) until I post your score- they are not posted automatically. If you see a padlock symbol, that means something went wrong with your submission, or you chose “save” rather than submit. Email me for assistance.

Grades are updated **after** the end of each week.

Please always include a copy of the assignment or discussion posting with grade inquiries

#### Feedback on assignments will be given in several ways:

Via a discussion response (either an overall class response or individual responses on the discussion board)

In the grade book in the instructor comment area

Mailed back to you on papers submitted in hard copy.

Not all grades are automatically posted. Wait one week after assignments are **due** before inquiring about grades. Work is always due on Monday at midnight, so this means if you have a question, wait until Tuesday of the following week to allow time for grading.

**See chart below:**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Work Due					
		Wait until today to inquire about grades **				

**\*\* SUBMIT A COPY OF THE ASSIGNMENT WITH YOUR INQUIRY**

## ASSIGNMENT POLICIES

### Weekly Assignment Folders

1. At the beginning of each week an assignment folder becomes available under "Assignments" In each folder you will find your reading and other assignments.
2. Assignment folders are only available for the week assigned.
3. Assignments for each week are due before the folder closes (11:59 pm on Mondays) or as stated on calendar. Make sure to check individual assignment due dates.
4. Papers submitted without a name will receive an automatic point deduction of 3-5 points. Make sure that you can see your name at the top of the page just as if you were going to print it and hand it to me.
5. Late written assignments are accepted through Wednesday midnight of the week it is due with a 10% point deduction. Late discussion postings are NOT accepted at all.
6. It is not a requirement of this course that you submit work from your home computer, but it is a requirement that you submit work on time. **Save a copy of all of your work on a jump drive or CD** so that if something happens to your computer you will still be able to go to another computer to turn in your work on time. "My computer froze" or "my internet connection was down" are not acceptable excuses for late or missing work.
7. If you will be traveling during the semester, make sure you know where there will be internet access BEFORE YOU GO as I expect you to always be able to find a connection and I do not make work available early or extend dates (unless Saddleback's server is down). "I was out of town" is not an acceptable excuse for late or missing work.
8. All work submitted as an attachment must be saved in either .rtf, .doc, .docx, or .pdf type file and must include first and last name just as if you were going to print it and turn it in. Always save work with your last name and week number in the file name like this: **smithlearningcenter.doc**
9. All work is to be original for this course
10. Writing for this course is to be done at an academic level. While it is easy to slip into "text message" style grammar especially when responding to discussion postings and emails, please remember that all work is graded for appropriate use of language, spelling, and grammar. The recommended prep for this course is ENG 200 the expectations for your writing ability are listed at the beginning of this syllabus

### Participation and Grading Criteria for Discussion Forums

One of the fundamental foundations of my online classes is that they are not "self-paced" -- everyone must work together through the course.

Additionally, online students perhaps in a more visible way than on-campus students are expected to have an active role in contributing to the learning of the entire class. In order for us to build meaning together and to learn from each other we need to be involved in conversations with each other. For this reason, it is expected that students will make at least 3 posts per week (one original, at least 2 replies unless otherwise stated).

1. **Posts must be spread throughout the week with at least 24 hours in between. Students whose posts do not meet these criteria will not be eligible for full credit, but will still receive at least partial credit depending on the quality of their posts (See Discussion Grading Criteria for full information)**
2. **You cannot earn full credit with less than 3 posts.**
3. **Late discussion postings (after the midnight deadline) are not accepted.**
4. **Follow all directions and answer all parts of the assignment.**
5. **Distribute posting evenly during the week (not concentrated all on one day or at the beginning or end of the week).**
6. **You can post as many 'I agree' or 'great idea', type statements as you like, but these will not count for points. Reply points will be earned by either following the specific directions for that particular**

discussion, by adding a constructive idea or posing an open ended question to the author, including helpful links when you quote from other outside sources, and/or by bringing in related prior knowledge (work experience, prior coursework, readings, etc.)

7. Discussions will be graded using the following general criteria and also specific criteria listed with each assignment:

Quality	Reply Construction	Demonstration of Understanding
Low	Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt.	Simple reply or comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding.
	Some poor spelling and grammatical errors. Has some structure, but the entry does not flow. May contain a link or image. The reply contains several sentences. The text construction is mainly formal containing few abbreviations or txt style language	Simple reply or comment showing some insight, depth and are connected with original post, question, topic or concept. The replies are short and may contain some irrelevant material. Some personal comments or opinions these may not be on task. Shows some understanding.
	Few spelling and grammatical errors. Has structure and the entry flows. Contains a appropriate links, uploaded files or images. These are referred to within the text. Refers to other posts. The reply contains sentences or paragraphs.	Replies show insight, depth and are connected with thread, topic or post. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Shows a good depth of understanding.
High	Spelling and grammatical errors are rare. The reply has structure and is formatted to enhance readability. Contains a appropriate links, uploaded files or images. Sources are acknowledged. Images and links are referred to within the text. Refers to other posts and builds on these.	Replies show insight, depth and understanding. They are connected with thread, topic or post. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The reply or post shows a high level of understanding, it shows a depth of understanding in matters relating to and surrounding the original post.

## STUDENT SERVICES, INFORMATION, AND EXPECTATIONS

### Students with Special Needs

Special Services (Disabled Student Programs and Services) is committed to serving students with disabilities enrolled at Saddleback College and to serve you, the faculty, in your instructional capacity. We are a reliable source of information, consultation and liaison for all classroom and campus disability issues.

To qualify for services, students must have a known or documented disability, verification by an appropriate professional, and an educational limitation that precludes the student from fully participating in general instruction without specialized services or academic adjustments. Students should apply for eligibility in Special Services immediately after they complete their application for admission to the college.

Students are encouraged to speak with their instructors early in the semester to discuss their educational functional limitations and to make their instructors aware of authorized academic adjustments. Students

are not required to disclose their specific disability but may do so out of personal choice. Students must inform you of their functional limitations within a reasonable time frame before quizzes, exams or finals.

All information related to a student's disability must remain confidential. If you have any questions concerning a student or disability, please contact the Special Services department for information at 582-4885 or in person in SSC 113. You may also visit their web page at <http://www.saddleback.edu/SS/couns/dsps/>

### **Saddleback Student Handbook**

Please read about student services, student responsibilities, expectations for behavior, and academic integrity at this link or by picking up a hard copy in the Social and Behavioral Sciences Division Office.  
<http://www.saddleback.cc.ca.us/media/pdf/handbook.pdf>

### **Important Class Dates**

First Day of Class:	Monday, 9/14/2009
Add without Instructor Permission by:	Sunday, 9/13/2009
Drop with Refund by:	Tuesday, 9/22/2009
Elect Pass/No Pass by:	Friday, 10/9/2009
Drop without 'W' Grade by:	Friday, 10/9/2009
Drop with 'W' Grade by:	Thursday, 11/12/2009
Last Day of Class:	Monday , 12/14/2009