Child Development 282: Developmentally Appropriate Curriculum for Children: Theory to Practice

Fall 2016
Friday 9-10:50am, Modoc 120
California State University, Chico

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Office Hours: Tuesdays 8:30-10:30am and by appointment

Prerequisites:
CHLD 251 and CHLD 250/252. Prerequisites are enforced.

Course Description:
This course examines the role of curriculum in effective learning programs in children’s development. Students gain skills in applying knowledge of children’s growth and development to appropriate experiences in the creative arts, play, math, science, literacy, and language. Planning, implementing and evaluating curriculum responses are key components of the course. Students in the class work directly with children in an approved community program approximately 4 hours a week. (Formerly CD 152 and CHLD 352).

Required Texts:
- Other readings will be accessible on the course web page

Course Goals and Objectives
The goal of this class is for the student to develop a conceptual framework with which to make effective curriculum decisions for children, youth and adolescents. The student will achieve this goal by demonstrating knowledge and application of the following objectives:

1. Understand child development theory and general principles of learning as a foundation for curriculum planning, design and implementation.
2. Develop competence in documenting and analyzing children’s knowledge, skills, dispositions, and interests as a basis for appropriate and effective curriculum practice.
3. Explore the roles of the environment and the teacher in response to children’s learning in creating developmentally appropriate and effective curriculum.
4. Relate knowledge of children’s growth and development to appropriate experiences in content areas such as: language, literacy, creative arts, math, physical health, science, and technology.

Mission statement:
Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on learning the foundations of child development (prenatal through
Please Note: Schedules and assignments are subject to change.

adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Vision Statement:
Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Instructor's Statement:
In this course, our role is to guide and support you in gaining and exploring your understanding of children’s development and how you will use that knowledge to inform your professional planning and practices. My aim is that through examining and further building your theoretical framework about developmentally appropriate practice and curriculum, you will further your abilities and skills in working to value the uniqueness and diversity of children and their families. Through inquiry, active observation, reflection and practice, you will gain skills and deepen knowledge about children that will ultimately support your professional development, whether or not that path crosses and remains in a classroom environment. Your learning, experience and construction of knowledge during this course are very important to us. I am committed to supporting your efforts as you demonstrate the responsibility and interest in furthering your understanding of course readings, resources, discussions and supervised internship.

Course Hopes and Expectations

1. We will work together as a community of learners during this course. Therefore, I expect the instructor and each student to be individually responsible for honest, respectful and ethical interaction during class; and, when representing our university’s program in the community participation sites.
2. This course is meant to be an interactive and "hands-on" experience! I encourage participation and recognize that participation can look different in appearance.
3. Individual as well as collaborative work in small and large groups will be a regular practice in CHLD 282.
4. Full class attendance and participation is imperative to successful completion of the course. Many activities will be available only in class. I urge students to devote their time and energy to fulfilling class assignments and asking questions to encourage understanding.
5. It is the responsibility of the student for all material covered in class whether present or not.
6. Details describing the parameters and expectations for assignments will be discussed in class.
7. Participation at a community based program for children is a required component of this course. Professional conduct and ethical behavior will be maintained while participating at your supervised internship.
8. Students are expected to demonstrate behavior as specified in the NAEYC Code of Ethical Conduct at all times during your work in the community. If you have questions about this expectation, please speak with us. There will be opportunity to discuss your internship in each weekly class session.
9. Your experiences with children, families and professionals working within the early childhood realm are meant to inspire and increase your understanding of young children, their development and developmentally appropriate practice.
10. If you have challenges or questions with the course or material, please see us during office hours,
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Utilize e-mail through Blackboard, or give one of us a call.

11. Changes to the course outline, including reading, writing and supervised internship assignments and/or weekly topics of study, may occur during the semester. The course instructors will inform students of changes verbally during class and/or via postings or communication through the course Blackboard homepage.

Students with Special Needs:

Students with disabilities should meet with us early in the semester to discuss any needs for support services. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) may arrange reasonable accommodations with Accessibility Resource Center, Student Services Center, 170: 530-898-5959.

Child Development courses with Internships, regarding Student Injuries:

If a student is injured at an internship site, there are several options for medical care:

- Emergency Services
- Student Health Center 898-5241
- The student’s private insurance arrangements

In all circumstances, students should report that this is NOT a work-related injury, since volunteer hours at a site do not fall under worker’s compensation. The student should inform both the site supervisor and the faculty as soon as possible of the details regarding the incident.

Academic Honesty:

Statement for all Child Development courses regarding academic honesty; taken from Student Judicial Affairs website:

- All written work is to be individually produced unless otherwise noted in the assignment.
- Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
- When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, falsified internship hours, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.
- See additions that address assignments in addition to written work.

Course Requirements and Assignments

1. Supervised Internship: Participation at a Community Program

Each student will participate at a community program for 4 hours a week for 11 weeks (45 hours total). This may include an orientation for up to an hour. Students must participate at programs that meet an additional quality standard and on the class listing of “approved” programs. I strongly recommend that you schedule your internship day on Tuesday, Wednesday or Thursday. It is my suggestion, due to the scheduling of our course on a Friday and to multiple closures at our partner programs, that you DO NOT schedule your internship on Mondays and/or Friday. More information will be given in class. Each student will provide documentation of current negative TB status and complete a criminal record clearance exempt status form. Students and program site supervisors will each complete an evaluation of the student’s participation performance prior to the end of the semester. Students must complete all assigned sessions at the community program and turn in appropriate documentation. Any missed hours must be made up as soon as possible and at the convenience of the community program. Failure to complete the 45 hours within the community program will result in a failing grade for CHLD
Please Note: Schedules and assignments are subject to change.

282. The Supervised Internship is worth 80 points over the course of the semester.

2. Weekly Internship Focus and Observation (WIFO)
Each student will complete regular (weekly) written assignments focusing upon their observations and experiences at the Community Program Internship. Referencing course readings and discussion may be a requirement of this regular assignment.
Also included in this component will be requirements necessary for the internship experience (for example, Proof of TB Screening, Completion of Criminal Clearance Form etc.) These assignments will be completed outside of class and submitted online or in class. Weekly Internship Focus and Observations (WIFO’s) are worth 140 points over the course of the semester.

3. Reading Quizzes
Weekly quizzes about your assigned reading will be given in Blackboard. They are available after Fridays class and are due on the following Thursday by 11:59pm. The intention is that your reading will be completed BEFORE Friday’s class, so that we will be able to have a more productive learning environment. Each quiz allows you twenty minutes and TWO attempts, of which I will keep the higher score. Reading Quizzes are worth 120 points over the course of the semester.

4. Curriculum Responses
Each student will create and implement curriculum responses based upon developmentally appropriate practice. Student’s curriculum responses will connect theory, research, knowledge of development and observations to “real-life” practice. Curriculum Responses are worth 80 points over the course of the semester.

5. In-Class Discussion and Participation (Attendance)
Each student will participate in class discussion, written reflection and participate in hands-on exploration of developmentally appropriate practice activities for children, youth, adolescents and staff. These discussions will be in class and online. Students that arrive late or leave early will lose points. Attendance is worth 95 points over the course of the semester.

6. Midterm Exam (course readings will be referenced)
Midterm Exam is worth 40 points.

7. Final Exam/Project (course readings will be referenced)
The Final Project is worth 80 points. The Final Exam is in-class, a reflective piece and is worth 20 points.

Late assignments:
There is a 10% deduction for the first 24 hour period for late assignments. There is a 50% deduction for the second 24 hour period for late assignments. No assignments will be accepted if late beyond two days. The student is responsible for setting up any arrangements for past due work.

Please see individual assignment descriptions for specific information on each assignment as well as additional assignments that may be due throughout semester.

Student Learning Objectives (SLOs)
The Student Learning Objectives (SLOs) encompasses five Strategic Learning Priorities. Upon graduation as a Child Development Major, you are expected to be knowledgeable in these five Strategic Learning Outcome Areas: I. Foundations of Child Development, II. Child and Environmental Assessment and Study, III. Developmental Context, IV. Professionalism and, V. Critical Thinking. The material covered in CHLD 282 align with at least four of the Strategic Learning Priorities for the major (italicized above).

The following outlines the relationship among the Strategic Learning Outcomes, CHLD 282 Course Objectives, and CHLD 282 Course Assignments:
Please Note: Schedules and assignments are subject to change.

<table>
<thead>
<tr>
<th>Strategic Learning Outcomes</th>
<th>Course Objective</th>
<th>Course Assignment Number</th>
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<tbody>
<tr>
<td>I. Foundations of Child Development</td>
<td>#1: Understand child development…</td>
<td>#1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td></td>
<td>#2: Development competence in documenting</td>
<td>#3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>III. Developmental Context</td>
<td>#2: Develop competence in documenting…</td>
<td>#1, 2, 5</td>
</tr>
<tr>
<td></td>
<td>#4: Relate knowledge of children’s growth…</td>
<td>#2, 3, 4</td>
</tr>
<tr>
<td>IV. Professionalism</td>
<td>#3: Explore the roles of environment…</td>
<td>#1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>#4: Relate knowledge of children’s…</td>
<td>#1, 2, 4, 5, 7</td>
</tr>
<tr>
<td>V. Critical Thinking</td>
<td>#4: Relate knowledge of children’s…</td>
<td>#1, 2, 4, 5, 6, 7</td>
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</tbody>
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Contributions to your SLO Portfolio:

In order for you to assess whether or not you have met the Strategic Learning Outcomes, you will be asked to reflect upon what you have learned and what you can do upon graduation. In order for you to reflect upon your own growth and development, you will need to compile a portfolio of your university work. This will take place in Senior Seminar (CHLD 495).

While you may select to use any of your assignments in creating your portfolio, the following assignments from CHLD 282 would be important for you to keep:

<table>
<thead>
<tr>
<th>CHLD 282 Assignments</th>
<th>Strategic Learning Outcome Area in the Portfolio</th>
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| Curriculum Responses (Approvals, plans and reflections), in-class Curriculum (Discussion and Participation) | I. CD Foundations  
III. Developmental Contexts |
| Supervised Internship at Com. Program (Supervisor Eval) | IV. Professionalism |
| WIFO’s, Final Exam & in-class Curriculum (Discussion & participation) | I. CD Foundations  
IV. Professionalism  
V. Critical Thinking |
| Midterm and Final Project | III. Developmental Context  
IV. Professionalism |
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Title IX: Confidentiality and Mandatory Reporting
As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>C</td>
<td>76-73</td>
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<tr>
<td>C-</td>
<td>72-70</td>
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<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-60</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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