

Child Development 282 (CHLD 282)

Developmentally Appropriate Curriculum for Children: Theory to Practice

Fall 2022

Classroom: Modoc 120

Class Time: Friday 9:00am-10:50am

Instructor: Dr. Yeojoo Yoon

Office Location: Modoc 107

Email: yyoon@csuchico.edu

Course Messages: Please use Blackboard Messages for all class communication, specifically for absence reporting. In emergencies only, email me at yyoon@csuchico.edu.

Student Hours: Tuesday 9:30am-12:30pm or by appointment

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 participate in 45 hours of civic engagement directly with children in an approved community program, which represents a diversity of age, settings, and family situations. ***Course Prerequisites:** CHLD 251 and CHLD 252

In this course, the instructor's 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, civic engagement, 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 me. I am committed to supporting your efforts as you demonstrate the responsibility and interest in furthering your understanding of course readings, resources, discussions and a supervised internship.

REQUIRED TEXTS

- Bredekamp, S. & Copple, C. (Eds.). (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 – Revised (3rd Ed.). Washington, DC: National Association for the Education of Young Children. ISBN: 978-1- 928896-64-7
- Henniger, M. (2013). Teaching young children: An introduction (5th Ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 978-0132657105
- Other readings will be accessible on the course web page

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Supervised Internship: Civic Engagement at a Community Program

Each student will participate at a community program for 4 hours a week for 11 weeks (45 hours total). This includes an orientation for an hour. Students must participate at programs that meet an additional quality standard

***This syllabus constitutes a contract between the instructor and student. Your continued enrollment in this class establishes an agreement to abide by the elements stated in this syllabus. The instructor reserves the right to amend this syllabus as deemed appropriate to best fit student learning. Changes will be posted on Blackboard and announced in class as possible.**

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 courses on a Friday and to multiple courses at our partner programs, that you DO NOT schedule your internship on Mondays and/or Fridays.

More information will be given in class. Each student will provide documentation of current negative TB status, MMR and TDap vaccines, 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 282. The Civic Engagement experience is worth 25 points over the course of the semester (evidenced by a completed, signed time sheet and completed, signed evaluation).

2. Weekly Internship Focus and Observation (WIFO)

Each student will complete regular (weekly) written assignments focusing on their observations and experiences at the Civic Engagement/Community Program Internship. Referencing course readings and discussions may be a requirement of this regular assignment. Submissions also request synthesis of theory to practice, focusing on personal and professional diverse experiences. Also included in this component will be the requirements necessary for the internship experience (for example, Proof of TB Screening/Vaccines, 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 (WIFOs) are worth 140 points over the course of the semester.

3. Reading Quizzes (RQ)

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 (CR)

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 45 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.

GRADING SCALE

A	100-93%	B-	82-80%	D+	69-67%
A-	92-90%	C+	79-77%	D	66-60%
B+	89-87%	C	76-73%	F	59% or below
B	86-83%	C-	72-70%		

***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 530-898-5241
- 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.

DEPARTMENT OF CHILD DEVELOPMENT 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 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.

DEPARTMENT OF CHILD DEVELOPMENT 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.

COURSE HOPES AND EXPECTATIONS

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.

This course is meant to be an interactive and "hands-on" experience! I encourage participation and recognize that participation can look different in appearance.

Individual, as well as collaborative work in small and large groups, will be a regular practice in CHLD 282.

Full class attendance and participation are imperative to the 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.

It is the responsibility of the student for all material covered in class whether present or not.

Details describing the parameters and expectations for assignments will be discussed in class.

Civic Engagement participation in 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.

Students are expected to demonstrate behavior as specified in the NAEYC Code of Ethical Conduct at all times during their work in the community. If you have questions about this expectation, please speak with me. There will be an opportunity to discuss your internship in each weekly class session.

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.

If you have challenges or questions with the course or material, please see me during office hours, utilize e-mail through Blackboard, or give me a call.

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 me 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.

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 and/or signatures, altered class material or scores, has inappropriate possession of exams, works with others on an assignment that is designed for individual work, shares confidential information (including photos) or violates professional behavior, the incident will be referred to and investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe, including failure of this course, dismissal from the CHLD major, academic probation, and expulsion from the University.
- See additions that address assignments in addition to written work.

CHILD DEVELOPMENT STUDENT LEARNING OUTCOMES (SLOs)

1. Critical Thinking in Child Development

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

*Elements of all the Child Development Department's SLOs are found throughout this course. Of primary importance in this class are SLO 1 (Critical Thinking) and SLO 6 (Professionalism).

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 the 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.

COVID-19 INFORMATION

All students are required to complete their COVID-19 Vaccination Self-Certification by 8/15/2022. For additional information regarding this requirement please visit <https://www.csuchico.edu/coronavirus/vaccine-certification-student.shtml>.

Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in this course when in person. When face coverings are optional, they are always welcome on campus. You will be notified if face coverings are required.

Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines. Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any COVID-19 related safety policy or mandate may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline is (530) 898- 2222 or covidhotline@csuchico.edu.