



## METHODS AND CURRICULUM FOR PRESCHOOL CHILDREN FCHD 4550 Spring Semester 2017

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Office hours: Tues/Thurs 12:30-1:30  
Class Time: Tuesday/Thursday 1:30-2:45  
Building: Family Life 115

Texts: Gestwicki, C. (2011). *Developmentally Appropriate Practices*, 4th ed. Wadsworth Cengage Learning. ISBN: 9781-111-18554-1 (REQUIRED)

Herr, J., & Libby, Y. (2004). *Creative Resources for the Early Childhood Classroom*. Delmar. ISBN: 1401825540 (*optional*)

### Learning Objectives

After successful completion of this course, students will be able to:

1. Demonstrate an understanding of how young children learn and develop. (IDEA Objective 1 Gaining factual knowledge (terminology, classifications, methods, trends))
2. Define components of quality preschool programs. (IDEA Objective 1 Gaining factual knowledge (terminology, classifications, methods, trends))
3. Demonstrate an understanding of theories associated with early childhood education and child development. (IDEA Objective 2-- Learning fundamental principles, generalizations, or theories)
4. Identify the underlying theoretical perspectives in forming a professional philosophy. (IDEA Objective 4-- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course)
5. Define each area of the classroom and the developmental benefits for children. (IDEA Objective 1 Gaining factual knowledge (terminology, classifications, methods, trends))
6. Demonstrate knowledge of emergent curriculum in the classroom. . (IDEA Objective 6-- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.))
7. Demonstrate the ability to write a developmentally appropriate lesson plan for young children. (IDEA Objective 8-- Developing skill in expressing myself orally or in writing)
8. Demonstrate the ability to find resources and apply them course assignments. (IDEA Objective 9-- Learning how to find and use resources for answering questions or solving problems)

### Assignments

Assignments are designed to enhance learning. It is expected that assignments will be typed, double-spaced, 1-inch margins, 11-12 size font, Times New Roman or similar font. Assignments may be handed in as hard copy or uploaded to canvas. Please DO NOT email assignment.

## Course Policies

### Disability Accommodation:

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

### Respect for Diversity:

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: Moises Diaz, Director of Multicultural Student Services (435)797-1733 - [moises.diaz@usu.edu](mailto:moises.diaz@usu.edu); James Morales, Vice President of Student Services (435)797-1712 - [james.morales@usu.edu](mailto:james.morales@usu.edu); Ann Austin, Director of the Center for Women and Gender (435)797-1527 - [ann.austin@usu.edu](mailto:ann.austin@usu.edu); or the Affirmative Action and Equal Opportunity Office (435)797-1266 - [www.usu.edu/aaeo](http://www.usu.edu/aaeo). You can learn about your student rights by visiting: [www.usu.edu/student-services/studentcode](http://www.usu.edu/student-services/studentcode).

### Honor Code:

As stated in the Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-inforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

### Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

### Communication Via Email:

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- At the USU website, click on the link "MyUSU" at the top right of the page
- Under "Access" click on the link "Login to Access (Banner)"
- Log in using your A number and Password
- Click on "Personal Information"
- Click on "Update E-mail Addresses"
- Follow the short instructions to update your preferred email address

**It is your responsibility to check your email account regularly.**

### **Classroom Civility:**

See the statement at: <http://catalog.usu.edu/content.php?catoid=4&navoid=578>.

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

\*The use of cell phones and pagers is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

\*Unsolicited conversations should not take place while class is in session.

\*The use of laptops or handheld devices is restricted to course-related activities (taking notes, etc.), and may not be used for other activities (shopping, e-mail, social media) while class is in session.

**\*Please be courteous to your fellow classmates.**

### **Student Grievances:**

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code. See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>.

### **Academic Integrity**

As stated in The Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the University, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

### **Physical Impairments**

If a student has any physical disabilities or other concerns that would require some accommodation on the part of the instructor, these must be made known to the instructor during the FIRST WEEK of the course. Any request for special concerns must be discussed with and approved by the instructor prior to the completion of the fifth day of class. Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

### **Grievance Policy**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the student code: [http://studentlife.tsc.usu.edu/stusery/pdf/student code.pdf](http://studentlife.tsc.usu.edu/stusery/pdf/student%20code.pdf) (Article VII. Grievances, pp. 25-30)

## Course Outline:

Date	Assignment Due	Topic	Reading Assignment
Jan 10		Syllabus, Introduction, Observations	Reading-Articles (IRR)
Jan 12	IRR Due	Components of Quality Preschools	
Jan 17		Developmentally Appropriate Curriculum	Gestwicki Ch. 1
Jan 19		Importance of Play	Gestwicki Ch. 2
Jan 24		Topics, Webbing, Brainstorming	Gestwicki Ch. 3
Jan 26		Diversity in the classroom	Gestwicki Ch. 7
Jan 31		Group/scheduling Guidance, Physical Environment	Gestwicki Ch. 11
Feb 2	Webbing Due	Plans, Activities, Objectives	Gestwicki Ch. 4
Feb 7		Plans, Activities, Objectives	In class activity
Feb 9		<b>NO CLASS/Observation Day</b>	
Feb 14	No class	Monday schedule	Articles (IRR)
Feb 16	Observation 1 due	Food Experiences in Preschool	
Feb 21	<b>EXAM</b>	<b>Exam 1</b>	<b>EXAM</b>
Feb 23	IRR Due	Music Movement	Articles (IRR)
Feb 28	IRR Due	Math	Articles (IRR)
March 2	Observation 2 Due	Sensory Play	Articles
March 6- 10		NO CLASS Spring BREAK	
March 14,16		Art Experiences	Articles
March 21,23	IRR DUE	Science Experiences	Articles (IRR)
March 28	Rough Draft	Blocks	Articles
March 30		Dramatic Play	Articles
April 4	IRR Due	Language Arts, Emerging Literacy	Gestwicki Ch 15
April 6		Field Trips	In-Class activity
April 11		Documentation	
April 13	<b>EXAM</b>	<b>Exam 2</b>	<b>EXAM</b>
April 18		Outside Play/ Large Motor	Articles
April 20		Small Manipulative	
April 25	Lesson Plan Due	Intentional Teaching	Articles / <b>Lesson Plan DUE</b>
April 27		Reggio Emilia/Emergent Curriculum	

## Assignments

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### Observation (1)

**30 points**

Observe in one of the Child Development Labs for at least 2 hours. During this time you will complete The Early Childhood Classroom Observation Scale (NAEYC, 1998). Write down which Lab you observed, the date, and the time you started and finished. Observe 2 hours at one time, if possible. Observe in the same lab. What was the theme for the day? Complete the observation form, including relevant comments and/or descriptors for each item.

Write a one-page summary and evaluation of this experience. - 8 points

For instance:

- What did you see as the strengths and weaknesses of the classroom you observed?
- What, if anything, would you change to enhance the quality of programming offered to these children?
- How useful was this observation to you in defining a framework of quality for educating young children?

Add any other comments you would like, write more rather than less.

Neatness, spelling, grammar. - 2 points

### Observation (2)

**20 points**

For your second observation you will be using one section of the new NAEYC observable criteria tool for preschools. During this observation you will be looking at teacher-child interactions and social development. You will need to observe for at least one hour but not limited to. The more time you spend observing the better you will understand the content of this course.

Write down which lab you observed, the date, and the time you started and finished- 2 points.

Complete the observation form - 8 points

Write a one-page summary and evaluation of this experience- 8 points

Neatness, spelling, grammar. 2 points HARD COPY ONLY

### Webbing

**20 points**

Using the topic you have chosen for your plan, you will construct an integrated concept web exploring at least 4 or 5 general concepts that may be presented to children.

### Rough Draft

**50 points**

For your rough draft you need to have the front page outline complete with all activities. Five overall objectives, three overall concepts, five activities descriptions including both developmental objectives and behavioral summaries.

### Lesson Plans

**200 points**

A detailed packet will be handed out in class.

### IRR's

**50 points**

You will be required to complete 5 IRR's worth 10 points each during the course of the semester. These assignments WILL NOT be accepted late. You will be expected to read the article, write your one page reflection paper prior to coming to class. These articles will not only help you with your exams but provide you with information that will allow you to participate in class discussions for the day. There will be an

assignment created in Canvas for 5 different topics. This assignment will be submitted on canvas before class or in class on the day it is due. NO IRR will be accepted LATE.

**See schedule for due dates**

### **Participation**

**50 points**

A total of 10 times throughout the semester there will be opportunities to earn participation points. These points cannot be made up if missed. You must be present on the day they are given (hence the name -- participation points). Your first assignment will be to read the syllabus and sign a small piece of paper with your name and Anumber on it and fold it in half and bring it up to me after class. This needs to be turned in on the first day of class.

### **Exams**

Exams in this course will be short answer and essay questions. \*EXAMS will be administered only on the date and time scheduled. No exceptions!

**Exam 1- February 21, 2017**

**40 Points**

**Exam 2- April 13, 2017**

**50 points**

**TOTAL POINTS POSSIBLE**

**480 points**

**NO LATE WORK OR ASSIGNMENTS WILL BE ACCEPTED AFTER April 28, 2017**

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Grades will be distributed as follows:

95% - 100% A

73% - 76.9% C

90% - 94.9% A-

70% - 72.9% C-

87% - 89.9% B+

68% - 69.9% D+

83% - 86.9% B

65% - 67.9% D

80% - 82.9% B-

Less than 64.9% F

77% - 79.9% C+