UNIVERSITY OF WISCONSIN - STEVENS POINT
CURRICULUM AND METHODS FOR YOUNG CHILDREN
ECED 364 /564   3 Credits + 1 Credit (Project)
SUMMER, 2017

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L for corrections or updates to the syllabus. Changes are also shared in a course announcement or through email.

Course Information

Class Meetings: 10 – 1.00p.m;   **Location: CPS 326**

Course Description: Using the Understanding By Design (UbD), this course explores "hands – on" activities in a variety of curricula – Art, Math, Music, Science, Creative Movement, Social Studies, Creative Dramatics & Health Education in early childhood classrooms. The course examines theoretical perspectives and implications of EC theorists (e.g. Vygotsky, Howard Gardner, Erik Erikson and the Reggio Emilia approach in EC classrooms) and the integration of globalization, STEM, and diversity in the EC classroom.

Course Learning Outcomes

<u>**Enduring Understandings:**</u> Participants will understand <u>that</u>

1. Early childhood theorists provide specific framework for planning the learning environment, and curriculum;
2. Globalization, STEM, and appreciation for diversity need to be taught and modeled at the EC level;
3. Findings from EC (early childhood)brain research guide classroom practices.

Essential Qs:
   a. Why should we as EC educators pay attention to findings from brain research?
   b. How do EC theorists guide our understanding of children and how we organize their classroom and prepare learning experiences?
   c. Why should we pay attention to teaching global skills & STEM in our EC classrooms?

<u>Learning Outcomes:</u>
Knowledge: (KNOW)

   o   *Participants will be able to describe findings from brain research*
   o   *Participants will be able to explain and critique ideas shared by EC theorists*
   o   *Participants will be able to identify the essentials of Globalization, STEM, & diversity*

Skills: (ABLE TO DO)

- o *Participants will be able to design/produce learning activities based on their knowledge of brain findings*
- o *Participants will be able to examine the perspectives of EC theorists*
- o *Participants will be able to construct learning activities that explore globalization, diversity, and STEM in the Early Childhood curriculum.*

Disposition: (VALUE/APPRECIATE)

- o *Participants will appreciate different approaches to learning*
- o *Participants will value planning meaningful activities for young children*
- o *Participants will value how to prepare their young learners for a global world*

You will meet the outcomes listed above through a combination of the following activities in this course:

- o Readings and posting Responses –

- o Complete daily plans for integrating specific theoretical concepts in daily curriculum schedule

- o Preparation of specific lesson plans

- o Application of the Understanding by Design framework to designing lesson plans in Expressive Arts

Instructor Information

Instructor: Oluyomi A. Ogunnaike Ph.D.
Office: Room 448-CPS Building
Virtual Office Hours: 10 – 12; 1-3
Phone: 715 - 346 – 4742 (preferred)
Email: oogunnai@uwsp.edu OR yogunnai@pointschools.net

Textbook (**Required)**

❖ Mayersky, M (2012). *Creative activities for young children.* 10th ed. Belmont, CA: Wadsworth CENGAGE Learning. This text can be purchased from the web site below: http://www.textbooks.com/Creative-Activities-for-Young-Children-10th-Edition/9781111298098/Mary-Mayesky.php?CSID=ATDWCJ2BD2MQMDDDADAUUCSAB

Course Requirements & Materials

- Minimum recommended computer and internet configurations for online courses can be found here.

- **Articles/Readings needed on the following topics namely **Brain research findings, EC theories, Developmentally-Appropriate Practices (DAP), Persona Dolls, Globalization, STEM, Play Integration** are available on D2L.

- Video clips: You will watch clips/presentations on (i) EC theorists like Vygotsky, Gardner, Erikson, and the Reggio – Emilia program/approach; (ii) Webinar on STEM in Early Childhood (NAEYC).

- Article Search & Reviews: You will conduct a search and review an article on Persona Dolls in relation to globalization/diversity.

** Supplementary Course Materials:

Readings on **EC Theories** and **Play Integration** are available in the following purchased e-Books linked to e-Reserve on ECED 364/564

- Beloglovsky, Miriam; Daly, Lisa (2015).*Early Learning Theories Made Visible.* MN: Redleaf Press. (Part 1- 9-34) **EC Theories (6/27)**

- Gronlund, G. (2010*) Developmentally Appropriate Play: Guiding Young Children to a Higher Level.* MN: Redleaf Press. (Chaps 3 & 5) **Play Integration (7/10)**

Course Structure

The format for this course is Hybrid -80 % online through the course management system D2L; 20% face –to-face. You will use your UWSP account to login to the course from the D2L Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

In D2L, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced activities using D2L Activities will consist of discussion forums and activity plans.

D2L Access

This course is delivered partially online through a course management system called D2L.

To access this course on D2L you will need access to the Internet and a supported Web browser (Internet Explorer, Chrome, Firefox, Safari). To ensure that you are using the recommended

personal computer configurations, please refer to the D2L settings link.

Technical Assistance
If you need technical assistance at any time during the course or to report a problem with D2L you can:

- Visit with a Student Technology Tutor
- Seek assistance from the HELP Desk

Topic Outline/Schedule
Important Note: Refer to the D2L course calendar for specific meeting dates and times. Please check Weekly Schedules for readings, explanations/directions& instructions per assignments. If you have any questions, please contact Dr. Ogunnaike

WEEK 1: June 26 – July 1

Date	Topic	Readings	Activities	Due Date
6//26	Brain Research findings	-Wilson (2014) *Creating a brain based classroom* -Rushton & Rushton *Linking brain principles* -Schiller: *Applications of brain findings*	**Original posts on four findings from brain research**	6/26@ 11.30pm
6/27	Early Childhood Theories: (1)	- Beloglovsky & Daly (2015); Part 1 p. 9-34 (**eBook**) -Watch videos on Vygotsky, Reggio Emilia, Gardner, Erikson	**-Discussion Replies on Brain Research findings**	6/27 @ 11.30pm
6/28	Early Childhood Theories: (2)	Keep watching assigned Videos -"*Everyone Rides a Carousel*" (Erikson's theory)	**-Original posts on 2 pros & 2 cons of each EC theory** - Prepare a **Teacher Response Plan** based on Erikson's Video "*Everyone Rides a Carousel*"	6/28@ 11.30p.m 7/1@ 11.30p.m
6/29	Developmentally-Appropriate Practices	NAEYC Principles of DAP (PDF) - Mayersky Text - Chap 5	**Discussion Replies on pros & cons of EC theories**	6/29 @ 11.30p.m
6/30	Brain Research findings - REVIEW		**Daily Schedule on brain findings**	7/1 @ 11.30p.m
7/1			Submit Teacher Response Plan (Erikson's theory) & Daily Schedule based on Brain findings	

WEEK 2: July 3 – July 8

Date	Topic	Readings	Activities	Due Date
7/3	NONE			
7/4	Happy 4th of July			
7/5	Persona Dolls	-Meg Thomas: *Amaze curriculum for preschool* -Bisson, J. *Storytelling w/ Persona Dolls*	**Begin to think ways of using a Persona Doll(s) in your classroom**	
7/6	Persona Dolls		**Original posts-** <u>Action Plan</u> **on using Persona Doll in your classroom**	7/6 @ 11.30p.m
7/7	Globalization in Early Childhood Classrooms	Tavangar: *Every journey begins w/ a step.* - *Taking your classroom global (*Education Update) -*Window is Open (*Childhood Educ) - Lindsay, J. *Online collaboration: How to start.* Zhao: *Needed: Global Villagers*	**Discussion Replies** <u>Action Plan</u> **on using Persona Doll in your classroom** Prepare a <u>Lesson Plan</u> **on using Persona Dolls to teach globalization skills**	7/7 @ 11.30p.m 7/8 @ 11.30p.m
7/8			Submit Lesson Plan on Persona Dolls	

WEEK 3: July 10 – July 15

Date	Topic	Readings	Activities	Due Date
7/10	Integrating Intentional Play in EC classrooms	-Gronlund, G. (2010) *Developmentally Appropriate play.* Chaps 3 & 5 (**eBook**) -Watch Video – *Intentional Play in preschool*	Play Integration Design Plan -	7/15 @ 11.30p.m.
7/11	Integrating Intentional Play in EC classrooms	*Optional*: -Gronlund, G. (2010) *Developmentally Appropriate play.* Chaps 1 & 2 (**eBook**)	Continue the Play Integration Design Plan	
7/12	STEM (1)	-Listen to: Webinar on Tinkering/ STEM by Cate Heroman [naeyc] -Heroman, C: *What you need to know about Tinkering, Making, & Engineering*	**Original posts-** STEM Discussion **in EC classrooms**	7/12 @ 11.30p.m
7/13	STEM (2)	-Brahms & Wardrip: *Learning the practices in Making.* -Kaldor: *The T in STEM.* - Ruzzi & Eckhoff: *STEM Resources & Materials for engaging learning experiences.*	Prepare: Lesson Plan on a learning activity in STEM based on theme - Family	7/15 @ 11.30p.m.
7/14			**Discussion Replies on** STEM Discussion **in EC classrooms**	7/14 @ 11.30p.m
7/15			Submit Play Integration Design Plan and STEM Lesson plan on Family	

WEEK 4: July 17 – July 21

Date	Topic	Readings	Activities	Due Date
7/17	Curriculum in Expressive Arts – Art & Creative Dramatics -Understanding by Design (UbD)	Mayersky Text Chapters 9 - 12	-Watch Video on UbD -Revise an old lesson plan	11/19@ 11.30p.m
7/18	Curriculum in Expressive Arts – Music & Creative Movement	Mayersky Text Chapters 15-17	Work on Final Unit Plan	
7/19	Curriculum in Expressive Arts – Social Studies & Health Education	Mayersky Text Chapters 19 – 20 (Social Studies) Chapters 22- 23 (Health Education)	Work on Final Unit Plan	Revised Lesson Plan using the UbD framework Due on 11/19 @ 11.30p.m
7/20			Work on Final Unit Plan -Submit Draft Unit Plan (Optional)	7/20 @ 11.30p.m (Optional)
7/21	Final Assembly		Share ECED 564 Unit Plans Submit Revised Final Unit Plan	7/21 @ 3.00p.m

Grading Policies

Graded Course Activities
Check Weekly Schedules in D2L for detailed information about each assignment listed below.

3 Credit Component (ECED 364)

Description	Due date & time	Points
Original Posts & Discussion Replies on Brain Research findings	6/26@ 11.30p.m 6/27 @ 11.30p.m	5 points each =10
Original Posts & Discussion Replies on pros & cons of EC Theories	6/28@ 11.30p.m 6/29 @ 11.30p.m	5 points each =10
Daily Schedule using Brain Findings	7/1 @ 11.30p.m	5
Teacher Response Plan on Erikson's Video	7/1 @ 11.30p.m	10
Original Posts & Discussion Replies on Persona Doll (Action Plan)	7/6 @ 11.30p.m 7/7 @ 11.30p.m	5 points each =10
Lesson Plan on using Persona Doll to teach Globalization skills	7/8 @ 11.30 p.m.	10
Original Posts & Discussion Replies on STEM in EC classrooms	7/12 @ 11.30p.m 7/14 @ 11.30p.m	5 points each =10
Lesson Plan - STEM activity to explore Family theme	7/15 @ 11.30p.m.	10
Play Integration Design Plan on using intentional play to explore Family theme	7/15 @ 11.30p.m.	10
Revised Lesson Plan – based on UbD format	7/19 @ 11.30p.m	5
Participation		10
Total Points Possible		100

PROJECT – 1 credit Final Unit Plan (ECED 564)

Description		Points
Unit Plan – Draft Copy (Optional) – Revised Unit Plan	7/20 @ 11.30p.m 7/21 @ 3.00p.m	100
ECED 364		100
Total Points		**200**

Letter Grade Assignment
Below are the analysis of the points and letter grades assigned for this course.

ECED 364

Letter Grade	Points
A	90-100
A-	80-89
B+	70 -79
B	60-69
B-	50-59
C+	40-49
C	30-39
D	< 30

ECED 564

Letter Grade	Points
A	190-200
A-	180-189
B+	170 -179
B	160-169
B-	150-159
C+	140-149
C	130-139
D	< 130

Participation
Students will participate in all online activities as listed on the course calendar.
Participation is worth a total of 10 points.

If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course. If appropriate, mention that you will be using D2L tracking tool, discussions, chat sessions, and group work, to monitor their participation in the course.

Assignments Policy

- ✓ Submit all course assignments electronically through D2L unless otherwise instructed. Submit all assignments by the given deadline. Notify Dr. Ogunnaike about concerns regarding assignments *before the due date.* No extensions given beyond the next assignment except under extreme circumstances.

- ✓ Complete discussion assignments by the due dates and time. Late or missing discussion assignments will affect the student's grade.

- ✓ <u>Late Work Policy</u>

Example: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

<u>Viewing Grades in D2L</u>

Points you receive for graded activities will be posted to the D2L Grade Book. Click on the Grades link to view your points.

Dr. Ogunnaike will update the online grades each time a grading session has been complete—typically two days following the completion of an activity. You will see a visual indication of new grades posted on your D2L home page under the link to this course.

Course Policies

<u>Netiquette Guidelines</u>

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. RESPECT Minority opinions
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus.* Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from:
http://www.albion.com/netiquette/book/.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of
the course, make sure you let Dr. Ogunnaike know as early as possible. As you will
find, building rapport and effective relationships are key to becoming an effective
professional. Make sure that you are proactive in informing your instructor when
difficulties arise during the semester so that we can help you find a solution.

Understand When You May Drop This Course
It is the student's responsibility to understand when they need to consider unenrolling
from a course. Refer to the UWSP Academic Calendar for dates and deadlines for
registration. After this period, a serious and compelling reason is required to drop
from the course. Serious and compelling reasons includes: (1) documented and
significant change in work hours, leaving student unable to attend class, or (2)
documented and severe physical/mental illness/injury to the student or student's
family.

Incomplete Policy
Under emergency/special circumstances, students may petition for an incomplete
grade. An incomplete will only be assigned if [there is death, major surgeries, moving,
change in family status]. Submit all incomplete course assignments for grading within
[within two weeks].

Inform Your Instructor of Any Accommodations Needed
If you have a documented disability and verification from the Disability and Assistive
Technology Center and wish to discuss academic accommodations, please contact
your instructor as soon as possible. It is the student's responsibility to provide
documentation of disability to Disability Services and meet with a Disability Services
counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource
Center and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362
(TDD only) or via email at datctr@uwsp.edu

Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure
that they do not discriminate against qualified applicants or students with disabilities.
The modifications should not affect the substance of educational programs or
compromise academic standards; nor should they intrude upon academic freedom.

Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.

Commit to Integrity
As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

UWSP Academic Honesty Policy & Procedures
Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
      (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
      (b) Uses unauthorized materials or fabricated data in any academic exercise;
      (c) Forges or falsifies academic documents or records;
    (d) Intentionally impedes or damages the academic work of others;
      (e) Engages in conduct aimed at making false representation of a student's academic performance; or
      (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying

the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

Web sites

http://www.education-world.com/
http://www.ecdgroup.com/
http://www.earlychildhood.com
http://www.earlychildhood.com/articles/
http://www.janbrett.com/activities_pages.htm
http://www.audreywood.com/
http://www.eric-carle.com
http://www.scholastic.com/
http://www.lessonplanspage.com/   (ideas for curriculum)
http://www.eduplace.com/

- www.education-world.com/
- www.atozteacherstuff.com
- www.crayola.com/educators
- www.nche.org (Health Education)
- www.earlychildhood.com
- www.kidsource.com/
- www.highscope.org/
- www.learningpage.com/
- www.abcteach.com
- www. scienceadventures.com/
- www.themailbox.com
- www.childfun.com/activities.shtml
- www.kizclub.com
- www.bornlearning.org
- www.citationmachine.net (bibliography format)
- www.naeyc.org
- education.skype.com/mysteryskype

Creative Dramatics

- www.americanfolklore.netwww.pitara.com/talespin/folktales.asp

- www.speakaboos.com
- www.ala.org
- www.childdrama.com
- www.aaronshep.com
- www.thestorynory.com
- www.thestoryhome.com

Music

- www.songsforteaching.com/educationalmusiccurriculumsubjects.htm
- http://www.cyloong.com/Multicultural/AfricanAmerican.html

@ Others - General

http://www.atozteacherstuff.com/
http://www.activitiesforkids.com/
http://www.scholastic.com/
http://www.lessonplanspage.com/   (ideas for curriculum)
http://www.lessonstop.org/
http://www.learningpage.com/
http://www.abcteach.com
http://www.askeric.org/Virtual/(lesson plans, special projects, & resources)
http://www.learningisfun.com (wonderful resources to use & buy)

ECED 564 (Sec 79): Performance Rubric
Performance Task: <u>1 Credit Project</u>   **Attach to your Project**

Components	EXEMPLARY	PROFICIENT	BASIC	Comments
Theory, Theme & Rationale (10 points)	▪ Identifies Theory & Theme; ▪ Rationale for theme: -thoughtful, -connected to theory & research, Developmentally –appropriate.	▪ Identifies Theory & Theme; ▪ Rationale for theme: -thoughtful, -connected to theory & research.	▪ Theme is identified. ▪ No theory ▪ Rationale is unclear; free writing, not research-based ▪ No consideration for children's development	
Essential Questions, *Enduring Understandings* *Standards* *Learning Outcomes: Knowledge, Skills, & Dispositions* (20 points)	▪ Qs & Understandings are thoughtful, age - appropriate ▪ Standards are appropriate ▪ Provides clear learning outcomes ▪ Uses Bloom's Taxonomy	▪ Qs & Understandings are thoughtful, age appropriate ▪ Standards are appropriate ▪ Provides clear learning outcomes ▪ Uses Bloom's Taxonomy	▪ Qs & Understandings are vague, & irrelevant ▪ Standards are not included ▪ Learning outcomes are unclear ▪ Does not use Bloom's Taxonomy	
5 Lesson Plans (LP) (40 points)	▪ Identifies each of the five Curricula ▪ Each LP is detailed, has all requirements ▪ Age-appropriate	▪ Identifies each of the five Curricula ▪ Each LP is detailed, has all requirements ▪ Age-appropriate	▪ Does not identify curriculum ▪ LPs do not follow required format, ▪ Minimal information; skill -driven	
Personal Reflections (10 points) *Bibliography* (10 points) *Materials submitted* (10 points) – form, reflection, rubric -------- **of 100**	▪ Insightful, reflective of at <u>least 2 INTASC standards</u> ▪ Follows Bibliography format ▪ All materials were found	▪ Thoughtful, connects to at <u>least 2 INTASC standards</u> ▪ Follows Bibliography format ▪ All materials were found	▪ Vague reflections, no mention of INTASC Standards ▪ No format to Bibliography ▪ Only 2 materials were submitted	

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