



## **ECCE 1112 Curriculum Development and Assessment**

### **COURSE SYLLABUS Spring Semester 2018**

#### **COURSE INFORMATION SPRING**

Credit Hours/Minutes: 3/3000

Class Location: Main 317

Class Meets: Monday and Wednesday 10:45-12:30

Course Reference Number (CRN): 40062

Preferred Method of Contact: College Email

#### **INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Kay Wilson

Office Location: Building 2, Room 2125

Vidalia Campus: Main Building, Room 317

Office Hours: Monday-Thursday 1:00-4:00

Email Address: [Kay Wilson \(kwilson@southeasterntech.edu\)](mailto:kwilson@southeasterntech.edu)

Phone: 478-289-2213

Fax Number: 478-289-2276

#### **SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND HANDBOOK**

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

#### **REQUIRED TEXT**

Teaching Young Children-ISBN 132657104

#### **REQUIRED SUPPLIES & SOFTWARE**

Reliable access to internet, Microsoft Excel, and Microsoft Word. Internet browser should be Internet Explorer (IE) 7 or higher or Mozilla Firefox 2.0 or higher. If you do not have computer access, see your instructor for information regarding use of open labs on both Swainsboro and Vidalia campuses.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

## **COURSE DESCRIPTION**

Provides student with an understanding of developmentally effective approaches to teaching, learning, observing, documenting and assessment strategies that promote positive development for young children. The course will enable the student to establish a learning environment appropriate for young children and to identify the goals, benefits, and uses of assessment in the development of curriculum for young children. Topics include observing, documenting, and assessing; learning environments; development of curriculum plans and materials; curriculum approaches; and instructional media.

## **PREREQUISITE(S)**

ECCE 1103

## **COURSE OUTLINE**

1. Observing, Documenting, and Assessing
2. Standards
3. Learning Environments
4. Development of Curriculum, Plans and Materials
5. Curriculum Approaches
6. Instructional Media

## **GENERAL EDUCATION CORE COMPETENCIES**

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

## **STUDENT REQUIREMENTS**

It is the student's responsibility to check their email twice a week and to contact the instructor when they are in need of additional assistance in the course.

## **ATTENDANCE**

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Students will save all class assignments in their student folder (P Drive) for this class.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or

receives an F in a course.

### **SPECIAL NEEDS**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

### **SPECIFIC ABSENCES**

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

### **PREGNANCY**

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

### **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

### **MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)**

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late.

### **ACADEMIC DISHONESTY POLICY**

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the STC Catalog and Student Handbook.

## PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

### 1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

### 2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

### 3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

## STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

<b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b>	<b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b>
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 Email: <a href="mailto:bwilcox@southeasterntech.edu">Blythe Wilcox</a> <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

## ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

## ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

## TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

*The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

## GRADING POLICY

Assessment/Assignment	Percentage
Test	25%
Teaching Unit	50%
Assignments/Assessment	25%

## GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

# ECCE 1112 Curriculum Development and Assessment

## Spring Semester 2018 Lesson Plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 1 Jan 8-16 Due 1/16	Chapter 1 & 12	Overview of the Profession Planning a Teaching Unit In Class: Demonstration/Activities/Discussion Lecture Notes/ Test	Read Chapter 1 Study Guide Read Chapter 12 Book Assignment- Chapter 1 Select Unit Topic	1,2,5 a,c
Week 2 & 3 Jan 17-29 Due 1/29	Chapter 2-3	Historical Context In Class: Demonstration/Activities/Discussion	Read Chapter 2 and 3 and Complete Chapter 2 Study Guide No Child Left Behind Chapter 1 Test Unit Main Ideas Large Motor & Outside Game Activity due	3,4,6 a,c,
Week 4 Jan 29-Feb 5 Due 2/5	Chapters 4-5	Activity and Curriculum Planning Developmentally Appropriate Practices Early Learning Standards In Class: Demonstration/Activities/Discussion	Read Chapters 4 and 5 NO Study Guide Yearly Plans Research for Unit Test Chapter 2 and 12 Developmentally Appropriate Practice (DAP) Georgia Early Learning Standards (GELS) and Pre-K Standards Health/Safety and Math Activity Due	1,3,4 a,b,c,

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 5 & 6 Feb 5-19 Due 2/19	Chapter 11	Assessment, Observations, Documentation, Portfolios Ages and Stages, Learning Accomplishment Profile (LAP) In Class: Demonstration/Activities/Discussion	Read Chapter 11 Unit Concepts Portfolio Reviews Ages and Stages Questionnaire training and LAP Science & Social Studies activities due	3,4 a,b
Week 7 Feb 19-26 Due 2/26	Chapter 9	Room Arrangements In Class: Demonstration/Activities/Discussion	Read Chapter 9 and complete Study Guide Chapter 11 Test Unit-Pre- assessment of unit Room Arrangement Field Trip and Cooking Activity due	5,6 a,c
Week 8 & 9 Feb 26-Mar 12 Due 3/12	Chapter 6	Transitions	Read Chapter 10 and complete Study Guide Chapter 9 Test Unit Web with concepts only Playground Design Storytelling and Prop Box due	5,6 a,c
Week 10 Mar 12-19 Due 3/19	Chapter 16	The Curriculum	Read Chapter 6 Test Chapter 10 Transition File <b>MIDTERM</b>	5,6 a,c,

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 11 & 12 Mar 19-12 Due 12	Chapter 19-21	Curriculum Approaches Curriculum Presentations	Read Chapter 16 Chapter 15 Test Research on Curriculum Presentations on curriculum Activities for Unit Essential Question for Unit 2 Art Activities due	5,6 a,c
Week 13 Mar 26-Apr 16 Due 4/6	Chapter 17	Curriculum Approaches Curriculum Presentations	Chapter 17 Chapter 16 Test Research on Curriculum Presentations on Curriculum Curriculum Web for unit Weekly Lesson Plans for unit Music and Movement Activities due	3,4,5,6 a,c
Week 14 Apr 16-23 Due 4/23	Chapter 5	Curriculum Approaches Curriculum Presentations	Chapter 17 Test Research on Curriculum Presentations on Curriculum Classroom Description for Unit Technology Activity due Curriculum unit due	3,4,5 a,b,c
Week 15 Apr 23-30 Due 4/30			Unit Presentation <b>FINAL TEST</b>	5 a,b,c



## **COMPETENCY AREAS**

1. Observing, Documenting, and Assessing
2. Standards
3. Learning Environments
4. Development of Curriculum, Plans and Materials
5. Curriculum Approaches
6. Instructional Media

## **GENERAL CORE EDUCATIONAL COMPETENCIES**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

## WRITING RUBRIC

NAME \_\_\_\_\_ DATE \_\_\_\_\_

ASSIGNMENT \_\_\_\_\_

Criteria	4	3	2	1
<b>Neatly written/typed according to directions</b>	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
<b>Length</b>	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
<b>On topic</b>	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
<b>Spelling/Grammar</b>	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
<b>Main Idea(s) /Supporting Details/Cohesion</b>	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points \_\_\_\_\_ X 5 = \_\_\_\_\_

Comments