

**CHAMINADE UNIVERSITY OF HONOLULU**  
**EDUCATION COURSE SYLLABUS**  
**ED 474 Curriculum Foundation**  
**Winter 2011**

<b>INSTRUCTOR:</b>	Dr. Lisa A. Foster Cell: 808-282-1300 Wk: 808-734-3840 Email: <a href="mailto:lisaannefoster@hotmail.com">lisaannefoster@hotmail.com</a> <a href="mailto:lfoster@adjunct.chaminade.edu">lfoster@adjunct.chaminade.edu</a>
<b>OFFICE HOURS:</b>	Please call or email to make an appointment.
<b>TIME and LOCATION:</b>	<a href="http://www.chaminade.ecollege.com">http://www.chaminade.ecollege.com</a> January 10, 2011-March 21, 2011
<b>TEXT:</b>	1. Garhart Mooney, C.. <i>Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget, &amp; Vigotsky</i> . Upper Saddle River NJ: Pearson. ISBN# 013172794x. 2. DeVries, R. <i>Developing Constructivist Early Childhood Curriculum: Practical Principals and Activities</i> . New York, NY: Teachers Press College. ISBN # 0 0807741205
<b>WEB-BASED COURSES:</b>	Go to: <a href="http://chaminade.ecollege.com">http://chaminade.ecollege.com</a> If you do not see your course listed or have difficulty logging in, please contact Jon Nakasone at <a href="mailto:jnakason@netserver05.chaminade.edu">jnakason@netserver05.chaminade.edu</a>
<b>CATALOG DESCRIPTION: ED 474</b>	An examination of the theoretical foundations of early childhood education is provided in this course. Focus is on the constructivist's theory of education emphasizing creating a curriculum that is integrated throughout all the learning centers and is developmentally and culturally appropriate. Prerequisites: ED 434, ED 471, ED 473
<b>COURSE CONTENT</b>	1. History, philosophy and theoretical foundations of curriculum development in early childhood education. 2. Compare and contrast the work of major theorists who have influenced early childhood education 3. Relationship between theory and practice 4. Implementation of a planned integrated curriculum that is developmentally appropriate, culturally and linguistically responsive.
<b>COURSE OBJECTIVES</b>	1. Gain a better understanding of curriculum theory in ECE 2. Acquire a range of curriculum planning strategies and best practices in curriculum development 3. Plan and implement developmentally appropriate curriculum and instructional practices based on individual children, community, curriculum goals and content 4. Develop and implement an integrated curriculum that focuses on children's needs, interest and culturally valued content. 5. Extend knowledge and ability to utilize and develop various procedures for assessment of child development and learning 6. Develop a personal curriculum philosophy based on readings, observation and assignments

<p><b>EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:</b> All 5 program outcomes are not addressed in all courses.</p> <p>The program outcomes emphasized for this course are highlighted in <b>BOLD</b>.</p>	<p>The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:</p> <ol style="list-style-type: none"> <li><b>1. (PLAN) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education.</b></li> <li>(TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education.</li> <li><b>3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.</b></li> <li><b>4. (REFLECT) builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education.</b></li> <li>(ADAPT) strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community</li> </ol>	
<b>STUDENT LEARNING OUTCOMES:</b>	<b>Outcomes (NAEYC Standard(s) addressed)</b>	<b>How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)</b>
	<ol style="list-style-type: none"> <li>Use developmentally appropriate and effective approaches to create meaningful curriculum</li> <li>Demonstrate the content knowledge in ECE</li> <li>Demonstrate the knowledge and use of assessments goal, benefits and uses</li> <li>Demonstrate the knowledge of assessment partnerships with family and professionals</li> <li>Develop a personal curriculum philosophy that integrates knowledgeable, reflective, and critical perspectives. (3B,3C,4A,4D,5D)</li> </ol>	<ol style="list-style-type: none"> <li>Readings, response paper, observations, journal article, discussion, curriculum mapping</li> <li>Readings, response, discussion, journal article</li> <li>Readings, response paper, lesson plans, discussion, journal article</li> <li>Readings, response paper, discussion, observations</li> <li>Readings, response paper, discussion, observations, final research paper</li> </ol>
<p><b>ACADEMIC REQUIREMENTS</b></p> <p><b>PARTICIPATION</b></p>	<p>A. <b>Participation</b> - Weekly discussion questions, responses, and assignments. Complete assignments each week. Submit assignments when due. Entries should reflect an understanding and mastery of the text. Handle any concerns that arise with instructor.</p>	

<p><b>ASSIGNMENTS &amp; SUBMITTALS</b></p>	<p><b>Assignments-</b> Submit assignments by midnight Pacific Time by the assigned day in <b>DROP BOX</b>. Points will be deducted for late assignments if received after midnight of the due date. All submitted assignments are to be word-processed and of the quality appropriate for undergraduate study. Take the time to proof read your assignments to make sure they are free of typographical and/or grammatical errors. Do not combine several assignments into one. Each assignment is to be submitted as an independent assignment and will be assessed as such. The instructor reserves the right to return, not graded, all work that does not meet this standard.</p>																
<p><b>GRADING CRITERIA</b></p>	<p><b>B. Grading Criteria-</b> The following criteria are used for evaluating course work:</p> <ol style="list-style-type: none"> <li>1) Completeness (all parts of the assignment must be done)</li> <li>2) On-time submittals of assignments</li> <li>3) Quality of content</li> <li>4) Quality of participation</li> <li>5) Thoughtfulness and reflection of coursework</li> </ol> <p>Unless otherwise stated at the time of the assignment, assignments are due when noted in the syllabus. Late assignments will be accepted up to one week after the original due date with 50% of the points being deducted from the grade. Students' grades will be based on the content and clarity of assignments and understanding of the course matter.</p>																
<p><b>EVALUATION POINTS</b></p>	<table> <tr> <td>-Discussion Questions (2 pt. per)</td> <td>20</td> </tr> <tr> <td>-Responses to Chapter Readings (15 total: 3 pts. Per)</td> <td>45</td> </tr> <tr> <td>-Classroom Observations/Reflections (2 total: 15 pts. Per)</td> <td>30</td> </tr> <tr> <td>-Activity/Lesson Plans (3 total: day-5 pt;week-10;month-15)</td> <td>30</td> </tr> <tr> <td>-Journal Article Review (2 total: 10 pts. Per)</td> <td>20</td> </tr> <tr> <td>-Final Research Paper</td> <td>30</td> </tr> <tr> <td>-Proctored Final Exam</td> <td>25</td> </tr> <tr> <td><b>Total=</b></td> <td><b>200</b></td> </tr> </table>	-Discussion Questions (2 pt. per)	20	-Responses to Chapter Readings (15 total: 3 pts. Per)	45	-Classroom Observations/Reflections (2 total: 15 pts. Per)	30	-Activity/Lesson Plans (3 total: day-5 pt;week-10;month-15)	30	-Journal Article Review (2 total: 10 pts. Per)	20	-Final Research Paper	30	-Proctored Final Exam	25	<b>Total=</b>	<b>200</b>
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<p><b>GRADING SCALE</b></p>	<p>Based on a total of 200 points, letter grades are as follows: 200-185=A, 184-169=B, 168-153=C, 167-152=D, 151 and below =F</p> <p><b>Note: Specifics guidelines for assignments/projects have been provided on the last page of this syllabus.</b></p> <p><b>Proctored Final Exam-March , 19, 2011</b> at Chaminade, or at a proctored site to be arranged with Donna Yoshimura, <a href="mailto:dyoshi@chaminade.edu">dyoshi@chaminade.edu</a>, 735-4755. Registration is the responsibility of the student. <b><u>Final exam must be taken no later than March 19, 2011. On-line proctored exam option available at <a href="http://www.protoru.com/chaminade">www.protoru.com/chaminade</a> from March 28-21st. Register on line, cost is \$22.50. Need webcam and microphone.</u></b></p> <p><b>ALL COURSE WORK MUST BE SUBMITTED BY MARCH 21, 2011</b></p>																

<b>SIGNATURE ASSIGNMENT</b>	<p>Final Research Paper-Due by March 21, 2010</p> <p>4-5 pages typed, double space. Select 2 of the 5 major theories/theorists presented in class that are of particular interest to you. Compare and/or contract these 2 theories/theorists by focusing on specific points, i.e. role of the teacher, role of the child, play/learning, materials, environments, etc. You may also incorporate other theories that have no been presented in class. Your paper needs to include a title/heading, introduction, body/content and conclusion. Also cite and incorporate 4 or more references, using the APA referencing style.</p>
<b>UNIVERSITY POLICIES:</b>	<p><b>Attendance and Participation:</b></p> <p>Attendance and participation is strongly encouraged. Students must participate in weekly discussions, a minimum of 2 times per week, in addition to weekly assignments due every Thursday and weekly summaries due every Sunday. Entries must be purposeful and meaningful to receive full participation points. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor by phone or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.</p> <p><b>Writing Standards</b></p> <p>All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:</p> <ol style="list-style-type: none"> <li>1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.</li> <li>2. Develop ideas, themes, and main points coherently and concisely.</li> <li>3. Adopt modes and styles appropriate to their purpose and audience.</li> <li>4. Be clear, complete, and effective.</li> <li>5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.</li> </ol> <p><b>Plagiarism</b> - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.</li> <li>2. Paraphrasing the work of another without proper author acknowledgment.</li> <li>3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.</li> </ol> <p>Please refer to your <b>Student Handbook, General Catalog</b>, and the <b>Education Division Policy Manual</b> for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</p>

### WEEKLY SCHEDULE

Week No.	Date	Major Topic	Required Reading/Assignments	Assignments Due By:
1	Jan. 10	<b>Overview</b> Review syllabus, requirements and course schedule on your own <b>Dewey</b> <b>-Constructivist Educ.</b>	Rd. Chap.1: Dewey-TC Rd. Chap. 1: Constructivism-DCECC Response papers for both chapters Discussion Question #1: What is the role of the teacher in Dewey's Theory of Constructivism? Give own example.	Jan. 17 Submit to Drop Box no later than this date
2	Jan. 17	<b>Montessori Education</b> <b>-Role of Play in Constructivism</b>	Rd. Chap. 2: M. Montessori-TC Rd. Chap. 2: DCECC Response papers for both chapters Discussion Question #2: What is the role of child's play in Constructivism? Journal Article #1: Constructivist Theory	Jan. 24 Submit to Drop Box no later than this date
3	Jan. 24	<b>Erikson</b> <b>-Assessments</b>	Rd. Ch. 3: E. Erikson-TC Text Rd. Chap. 3: Assessments-DCECC Response papers for both chapters Discussion Question #3: What aspect of Erikson's theories of emotional and social development interests you? Classroom Observation #1 report	Jan. 31 Submit to Drop Box no later than this date
4	Jan. 31	<b>Piaget</b> <b>-Shadow Activities</b>	Rd. Ch. 4: Piaget-TC Rd. Ch. 4: Casting Shadows-DCECC Response papers for both chapters Discussion Question #4: What are the similarities between Montessori & Piaget? Journal Article #2: Piaget's Theory	Feb. 7 Submit to Drop Box no later than this date
5	Feb. 7	<b>Vygotsky</b> <b>-Musical Sounds</b>	Rd. Chap. 5- L. Vygotsky-TC Rd. Chap. 5-Musical Sounds-DCECC Response papers for both chapters Discussion Question #5: Give an example of a musical instrument you would create in your classroom (beside bk. examples.) Activity/Lesson Plan #1: 1 Day	Feb. 14 Submit to Drop Box no later than this date
6	Feb.14	<b>-Cooking Transformation</b> <b>-Experimenting w/ Draining &amp; Movement</b>	Rd. Chapter 6: Cooking Transformation-DCECC Discussion Question # 6: How would you integrate a cooking activity into language arts? Rd. Chapter 7: Experimenting-DCECC Response papers for both chapters Discussion Question #7: How does observing what children do provide insight into how they think? Activity Lesson Plan #2: 1 Week	Feb. 21 Submit to Drop Box no later than this date

7	Feb. 21	<b>-Geometric Reasoning -Group Game</b>	<p>Rd. Chapter 8: Geometric Reasoning-DCECC</p> <p>Discussion Question # 8: Why is geometric understanding important to a child's cognitive development?</p> <p>Rd. Chapter 9: Group Games-DCECC</p> <p>Response papers for both chapters</p> <p>Discussion Question #9: What are your thoughts about competitive and cooperative games?</p> <p>Lesson Plan-1 Month Unit/Plan</p> <p>Work on this.</p>	Feb. 28 Submit to Drop Box
8	March 7	<b>-Variations of a Checkers Theme</b>	<p>Rd. Chapter 10: Variations on a Checkers -DCECC</p> <p>Response paper for Chapter 10</p> <p>Discussion Question # 10: Do you think it is appropriate to have the checker's game in an ECE classroom and why?</p> <p>Submit to Instructor Drop Box and Post Monthly Unit/Plan in DOC SHARING.</p>	March 14 Submit to Drop Box
9	March 14	<b>-Research Paper (Signature Project)</b>	<p>Research Paper, 4-5 pages, double spaced w/ bibliography</p> <p><b>Arrangements made for Proctored Final Exam, March 19, 2011 and Site Location</b> w/ Donna Yoshimura at 735-4755 or at <a href="mailto:dyoshi@chaminde.edu">dyoshi@chaminde.edu</a></p>	March 21
10	<p>March 19</p> <p>March 21</p>	<p><b>3/19/2011- Site Based Proctored Final Exam</b></p> <p><b>Open Book/Multiple Choice Q &amp; A.</b></p> <p><b>-Research Paper (Signature Project)</b></p> <p><b>3/21/2011-Last day for On-Line Final Exam</b></p> <p><b>ED 474</b></p> <p><b>Course Evaluation</b></p>	<p>Proctored Final Exam at a proctored site. On-line proctored exam offered from Friday, March 18 to Monday, March 21<sup>st</sup>. Cost is \$22.50. Need a webcam and microphone. On-line Proctor link is: <a href="http://www.proctoru.com/chaminade">www.proctoru.com/chaminade</a></p> <p>Click tutorial and schedule directly with Proctoru.</p> <p>Proctored exam registration is student's responsibility.</p> <p>Final Research Paper Due to Instructor no later than March 21, 2011.</p> <p>Course Evaluation done through E-College. Contact Jon Nakasone at <a href="mailto:jnakason@netserver05.chaminade.edu">jnakason@netserver05.chaminade.edu</a></p> <p>Winter Term Ends March 23, 2011.</p>	<p>Submit to Drop Box</p> <p><b><u>ALL ASSIGNMENTS MUST BE SUBMITTED ON-LINE, NO LATER THAN MARCH 21, 2011</u></b></p>

**Note: This schedule is tentative and is subject to change. Changes will be announced via email**

## **Specifics Guidelines for Assignments/Projects**

1. **Discussion Questions (10 total: 2 points per)**
  - § On-line participation for posted discussion question.
  - § Minimum of one paragraph in length, typed, double spaced
2. **Response Papers to Chapter Readings (15 total: 3 points per response paper)**
  - § 15 response papers that requires you to reflect, evaluate, analyze, contrast, compare, or apply information that you have read
  - § 1-2 pages typed, double spaced.
  - § Include Introduction, Body and Conclusion
  - § Title each response paper with Your Name, Book Title, Chapter Number and Date of submittal.
3. **Classroom Observations/Reflections (2 total: 15 points per observation)**
  - § 2 classroom observations at different types of early childhood centers using specified observation data/form
  - § 1-2 pages typed, double spaced
4. **Activity/Lesson Plans (3 total: 30 points total)**
  - § 3 types of lesson plans, 1-2 pages typed, doubled space
  - § **Lesson plan #1:** Day-Single activity/lesson plan that demonstrates integration and includes ways to incorporate differentiation, extension and assessment (5 pts)
  - § **Lesson plan #2:** Week activity/lesson plan integrated with learning centers, content areas or themes that includes ways to incorporate differentiation, extension and assessment (10 points)
  - § **Lesson plan #3:** 15 pts: Month unit/plan integrated with learning centers, content areas or themes that includes ways to incorporate differentiation, extension and assessment (15 points)
5. **Journal/Article Review (2 total: 10 points per Journal/Article)**
  - § **Article #1:** Review journal/article, or search on-line. **Choose an article that presents a particular view of early childhood curriculum development, philosophy, or constructivist theory.** Include a brief summary of the article, your opinion and/or critique.
  - § 2 pages double spaced, with title of article
  - § Attach article with your review
  - § **Article #2:** Review journal/article, or search on-line. **Choose an article that presents a particular view of the use of assessments in ECE.** Include a brief summary of the article, your opinion and/or critique.
  - § 2 pages double spaced, with title of article
  - § Attach article with your review

**6. Final Research & Reflection (1 total: 30 Points)**

- § 4-5 pages, typed, doubled space. Select two of the five major theories/theorists presented in class that are of particular interest to you, provide rationale.
- § Also cite and incorporate 4 or more references, using the APA referencing style.
- § Compare and/or contrast these two theories/theorists by focusing on specific points, i.e. role of the teacher, role of the child, play/learning, materials, environments, etc. Based on your readings, discussions, observations and reflections
- § Describe your personal curriculum philosophy in relation to the theories selected.
- § You may also incorporate other theories that have not been presented in class.
- § Your paper needs to include a title/heading, introduction, body/content and conclusion.

**7. Final Proctored Exam (25 points total)-Complete by March 19, 2011 if taken at a proctored site. If taken on-line at [www.protoru.com/chaminade](http://www.protoru.com/chaminade), must be completed by March 21<sup>st</sup>. Final exam is an open book, multiple choice questions/answers.**