

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 474 Curriculum Foundations
Fall 2015

INSTRUCTOR:	Dr. Lisa A. Foster E-mail: lisa.foster@adjunct.chaminade.edu lisaanefoster@hotmail.com Cell: 808-282-1300 Office: 908-282-1300
OFFICE HOURS:	Office hours by appointment – please email or call the instructor for an appointment.
TIME and LOCATION:	http://www.chaminade.college.com Check your student email account (or have it forwarded to the one you check) on a regular basis. For technical assistance with your student email account, contact helpdesk@chaminade.edu
TEXT/S:	<ol style="list-style-type: none"> 1. <u>Theories of Childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vigotsky</u>, C. Garhart Mooney, ISBN: 10-1605-5413-89, Pearson, 1st edition 2. <u>Developing Constructivist Early Childhood Curriculum: Practical Principles and Activities</u>, R. Devries, ISBN: 9781-1336-7137-1 (e-text), 9780-4158-9526-2 (print), Taylor & Francis, 2nd edition
WEB-BASED COURSES:	Go to: http://chaminade.college.com Chaminade's online programs use eCollege to provide Internet access to fully online and hybrid courses at both the bachelors and graduate levels. Many traditional courses at CUH also use eCollege as a supplemental tool for class work. Please be sure you are officially registered and have received a CUH ID before attempting to login. Your CUH ID will be your login. Passwords are the last four digits of your Social Security number. If you do not see your course listed or have difficulty logging in, please contact helpdesk@chaminade.edu (808-735-4855). <u>All communication for this course will be managed through the eCollege online management system which is linked to your Chaminade student email account. Please make sure that you check your student email account frequently for course updates and/or forward your Chaminade student email to a personal email account to assure your receipt of important announcements. Again, if you need assistance with this please contact the helpdesk@chaminade.edu (808-735-4855)</u>
CATALOG DESCRIPTION:	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
MAJOR COURSE TOPICS	<ol style="list-style-type: none"> 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, and culturally, and linguistically responsive.
MAJOR COURSE OBJECTIVES	<ol style="list-style-type: none"> 1. Assist students to gain a better understanding of curriculum theory in ECE 2. Assist students in acquiring a range of curriculum planning strategies and best practices in curriculum development.

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	<p>3. Assist students in demonstrating the ability to plan and implement developmentally appropriate curriculum and instructional practices based on individual children, community, curriculum goals and content.</p> <p>4. Assist students in developing and implementing an integrated curriculum that focuses on children’s needs, interest and culturally valued content.</p> <p>5. Assist students in extending their knowledge and ability to utilize and develop various procedures for assessment of child development and learning.</p> <p>6. Assist students in creating and developing a personal curriculum philosophy based upon readings, observation and assignments in this course.</p>	
<p>EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES:</p> <p>All five (5) program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD.</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"> 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. 2. (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. 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. 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. 5. (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 	
<p>STUDENT LEARNING OUTCOMES:</p>	<p style="text-align: center;">Outcomes (NAEYC Standard(s) addressed)</p> <ol style="list-style-type: none"> 1. Use developmentally appropriate and effective approaches to create meaningful curriculum 2. Demonstrate the content knowledge in ECE 3. Demonstrate the knowledge and use of assessments goal, benefits and uses 4. Demonstrate the knowledge of assessment partnerships with family and professionals 5. Develop a personal curriculum philosophy that integrates knowledgeable, reflective, and critical perspectives. (3B, 3C, 4A, 4D, 5D) 	<p style="text-align: center;">How will the outcomes be achieved? (e.g. assignments, readings, lectures, fieldwork, etc.)</p> <ol style="list-style-type: none"> 1. Readings, response paper, observations, journal article, discussion 2. Readings, response paper, discussion, journal article 3. Readings, response paper, lesson plans, discussion, journal article 4. Readings, response paper, discussion, observations 5. Readings, response paper, discussion, observations, final research paper
<p>ACADEMIC REQUIREMENTS:</p>	<p>A. Participation - Weekly discussion questions, responses, and assignments. Complete and submit discussions and assignments each week according to the weekly schedule due dates. Entries should reflect an understanding and mastery</p>	

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	<p>of the all the resources provided (texts, other readings, web resources and videos). You may communicate any concerns regarding your inability to participate (prior to due dates for discussions and assignments) that may arise during the course directly with the instructor.</p> <p>B. Assignments- Submit assignments by midnight HAWAIIAN STANDARD Time by the assigned day in DROP BOX. 1 POINTS PER DAY will be deducted for late assignments if received after midnight of the due date. Assignments submitted one week after the due date will receive a grade of 0 (unless a student has made an arrangement with the instructor prior to the due date for the discussion/assignment).</p> <p>Please review the description of plagiarism later in this syllabus and also the university policy regarding plagiarism in your student handbook. Any assignment that contains plagiarism (intentionally or otherwise) will be returned UNGRADED and may receive a grade of ZERO.</p> <p>The instructor reserves the right to return, all work UNGRADED that may be required to be resubmitted based upon the grading criteria mentioned in this syllabus. All submitted assignments are to be word-processed and of the quality appropriate for undergraduate study. Take the time to proof read (spell and grammar check) your submitted discussions and assignments.</p> <p>Each assignment is to be submitted as an independent assignment or discussion and will be assessed as such. Submitting work from other coursework will not meet the requirements for this course and may be considered an act of plagiarism. Submitting partial or work that is another's is considered plagiarism and is a serious offense.</p> <p>C. Grading Criteria-The following criteria will be used for evaluating course work:</p> <ol style="list-style-type: none"> a. Completeness (all parts of the assignment must be done) b. On-time submittals of assignments. c. Quality of content (including correct spelling and grammar) d. Quality of participation. e. Thoughtfulness and reflection of resources and coursework. f. Properly cited references (according to APA 6th Ed). <p>D. Grading for Course Discussions and Assignments:</p> <table style="width: 100%; border: none;"> <tr> <td>Discussion Responses</td> <td style="text-align: right;">9x5= 45 points</td> </tr> <tr> <td>Chapter Responses</td> <td style="text-align: right;">10x5 = 50 points</td> </tr> <tr> <td>Observation Reports</td> <td style="text-align: right;">1 x 20 = 20 points</td> </tr> <tr> <td>Lesson Plans</td> <td style="text-align: right;">10 +20 = 30 points</td> </tr> <tr> <td>Journal Article or Video Review</td> <td style="text-align: right;">3x 10 = 30 points</td> </tr> <tr> <td>Research Paper</td> <td style="text-align: right;">1 x 30 = 25 points</td> </tr> <tr> <td>Total Points</td> <td style="text-align: right;">= 200 points</td> </tr> </table>	Discussion Responses	9x5= 45 points	Chapter Responses	10x5 = 50 points	Observation Reports	1 x 20 = 20 points	Lesson Plans	10 +20 = 30 points	Journal Article or Video Review	3x 10 = 30 points	Research Paper	1 x 30 = 25 points	Total Points	= 200 points
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<p>COURSE REQUIREMENTS</p>	<p>ALL COURSE WORK MUST BE SUBMITTED by Sunday, Dec.13, 2015, 12 <u>Midnight</u> to receive a grade for this course. Grades will be submitted on Dec.14, 2015. Coursework not completed may warrant a withdrawal from the course, an incomplete contract, and/or a remediation plan arranged with the instructor and Dean of Education.</p>														
<p style="text-align: center;">Signature Assignments</p>	<p>Signature Assignment: Final Research Paper- 4-5 pages typed, double space. Select 2 of the 5 major theories/theorists presented in class that are of particular interest to you. <u>Compare and/or contrast</u> these theories of the two theorists by focusing on specific</p>														

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	<p>similarities and differences between the two theories.</p> <p>Some examples of aspects of the theories that you can compare are the role of the teacher, the role of the child, importance of play in learning, materials, environments, and other methods and approaches and/or theoretical and conceptual frameworks. You may also compare a theory that has not been presented in course with one of the theories presented in this course. Describe your personal curriculum philosophy (or model) you would choose to implement in your classroom and why. Your paper needs to include a title/heading, introduction, body/content and conclusion. Also be sure to cite and reference a minimum of four (4) or more references, using the APA (6th ed.) referencing style. Please see the rubric, guidelines and due dates for this final research paper (Signature Assignment) in eCollege and the APA guide to referencing according to APA (6th ed.) in Doc Sharing in eCollege.</p>
<p style="text-align: center;">All Assignments And Due Dates</p>	<p>Please see details of all the assignments and their respective due dates posted in eCollege on the Weekly Schedule.</p>
<p style="text-align: center;">Grading Scale</p>	<p style="text-align: center;">200-185=A; 184--169=B; 168-153=C; 152-137=D; 136 and below=F</p>
<p>UNIVERSITY POLICIES:</p>	<p>Attendance and Participation</p> <p>Students are expected to participate regularly in the course in which they are registered. Students should notify their instructors when illness prevents them from participating in class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's phone number or by sending an email to the instructor. It is imperative that you contact the instructor and agree to a plan B for late submission of assignment/s or discussions <u>prior to the due date</u>. Attendance is assessed by participation in the weekly online discussions and by timely posting of assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops posting discussions and/or does not submit assignments without officially withdrawing (2 or more consecutive weeks), may be automatically withdrawn from the course and receive a failing grade.</p> <p>Writing Standards</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"> 1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English. 2. Develop ideas, themes, and main points coherently and concisely. 3. Adopt modes and styles appropriate to their purpose and audience. 4. Be clear, complete, and effective. 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. <p>Plagiarism - "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"> 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. 2. Paraphrasing the work of another without proper author acknowledgment.

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	<ol style="list-style-type: none">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.4. Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.
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