

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION COURSE SYLLABUS
ED 434 Developmentally Appropriate Practice II
Spring 2017 Online

INSTRUCTOR:	<p>Jennifer Fremgen, M.Ed.</p> <p>Email: jennifer.fremgen@chaminade.edu</p> <p>Cell Phone: 808-389-4431</p>
OFFICE HOURS:	<p>Appointments may be scheduled by phone.</p>
TEXT:	<p>1. Copple, C., & Bredekamp (Eds). (2009). <i>Developmentally appropriate practice in early childhood programs serving children from birth through age 8, 3rd edition</i>. Washington, DC: National Association for the Education of Young Children. ISBN: 978-1-928896-64-7</p> <p>2. Packaged Booklet for Chaminade: <i>What every teacher should know about</i>. Boston, MA: Pearson. ISBN: 0132492814</p> <p>NOTE: The packaged booklet contains the following three books: What Every Teacher Should Know About ... 1) Multicultural and Global Education: ISBN-10: 0137156618 2) English Language Learners: ISBN-10: 0137155476 3) Making Accommodations and Adaptations ...: ISBN-10: 0205608361</p>
WEB-BASED COURSES:	<p>This is an Online course.</p> <p>Go to: http://chaminade.edu</p> <p>Click on Canvas tab at top left of your screen.</p> <p>User ID: 7-digit CUH student number</p> <p>Password: Last 4 digits of your SSN</p> <p>Please be sure to view the Student Tutorial to better familiarize yourself with Canvas and learn where you can get technical help.</p>
CATALOG DESCRIPTION:	<p>This course provides an extension of the concepts and research-based practices that were taught in ED433-Developmentally Appropriate Practice I. The teaching strategies and concepts are based on children's development in Early Childhood Education Centers, are researched based and appropriate to each developmental stage and age. Teaching strategies and materials are designed with developmentally appropriate practices within the classroom setting.</p>

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	Prerequisite: ED 433	
MAJOR COURSE TOPICS	1. Sociopolitical and historical contexts 2. Critical perspectives on theory 3. Negotiations between home settings and programs 4. Educational practices and alternative strategies in diverse settings 5. Assessments in diverse settings	
EARLY CHILDHOOD EDUCATION PROGRAM OUTCOMES: All 5 program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD .	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: 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.	
STUDENT LEARNING OUTCOMES:	Outcomes (NAEYC Standard(s) addressed)	How will outcome be achieved? (e.g., Assignments, reading, lecture, fieldwork, etc.)
	1. Curriculum: Areas of Development - Social Emotional,	1. Readings, Discussions, Article Summaries

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	<p>Physical, Language, Content Area (early literacy, math, science, social studies, technology, creative arts, and health and safety) (2B – 2L)</p> <p>2. Teaching: Designing Enriched Learning Environments (3A)</p> <p>3. Teaching: Responding to Children’s Interests and Needs (3E)</p> <p>4. Teaching: Making Learning Meaningful for All Children (3F)</p> <p>5. Teaching: Using Instruction to Deepen Children’s Understanding and Build Their Skills and Knowledge (3G)</p> <p>6. Demonstrate the importance of connecting with children and family. (1A, 2A, 2C, 4A)</p>	<p>2. Readings, Discussions, Article Summaries</p> <p>3. Readings, Weekly Discussions</p> <p>4. Readings, Weekly Discussions</p> <p>5. Readings, Weekly Discussions, Exam</p> <p>6. Readings, Weekly Discussions, Interview Paper, Exam</p>
ACADEMIC REQUIREMENTS:	<p><u>Grading Criteria:</u> Your work will be graded on quality of content, completeness, and demonstration of understanding. You are expected to complete assignments by their deadlines. Assignment deadlines are listed on the weekly schedule. Assignments should be submitted by 11:59 p.m. of their due date.</p> <p>All assignments should be submitted through the Canvas course platform. Assignments have specific instructions for submitting work. Please read the instructions carefully.</p> <p><u>Late Policy:</u></p> <ul style="list-style-type: none"> • No more than 2 late assignments will be accepted, unless previous arrangements have been made with me. • Late assignments will be accepted up to one week after the original due date with a 50% grade deduction. • Weekly discussions will not be accepted late. 	
Signature Assignment	Interview Paper	

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<p>Other Assignments</p>	<p>A. Participation - Students will be evaluated on their participation in class by contributing to weekly discussions.</p> <p>Learning is a collaborative endeavor. You will be required to do weekly on-line discussions. Each week, you will need to read the postings of your classmates and/or instructor; and write a meaningful response/reflection to them. You must make a minimum of two responses per week. (20 points, 2 points per week). Complete assigned readings each week. Entries should reflect an understanding and mastery of the text.</p> <p>Check Announcements Daily for important updates and suggestions.</p> <p>Check Canvas and Chaminade Student Email Daily.</p> <p>B. Weekly Discussions: Students must be prepared to discuss weekly readings in Weekly Discussion threads. Each Week is listed separately. Every week look for appropriate thread to share your responses with your classmates. Your original posting should be made by Thursday each week. You are also required to post at least 2 responses to your classmates' discussions by Saturday each week.</p> <p>C. Article Summaries: Submit to Assignments. Select an article from a scholarly publication about a current topic in early childhood education. Summarize the article as it relates to your practice. There will be a total of three (3) different article summaries in this course. Additional instructions for these assignments will be provided in Canvas.</p> <p>D. Interview Paper (SIGNATURE ASSIGNMENT): Interview a person with experience related to special education (student, former student, parent, teacher). This assignment will include a written paper to summarize your findings. Additional instructions for this assignment will be in Canvas.</p> <p>E. Weekly Summary: Every Saturday you will be asked to reflect on the week's material and to elaborate using your own personal experiences.</p> <p>F. Final Exam- by Saturday, June 17, 2017</p>

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<p>Grading Scale</p>	<p>(90 – 100 % = A; 80 – 89 % = B; 70 – 79 % = C; 60 – 69% = D; below 60% = F)</p> <p>108 – 120 = A 96 – 107 = B 84 - 95 = C 72 - 83 = D 0 – 71 = F</p> <p>Evaluation:</p> <p>Weekly Discussion (2 pts per week) = 20 pts. Participation (2 pts per week) = 20 pts. Weekly Summary (2 pts per week) = 20 pts. Article Summary (10 pts x 3) = 30 pts Interview Paper = 20 pts Final Exam = 10 pts.</p> <p>TOTAL = 120 points</p>
<p>UNIVERSITY POLICIES:</p>	<p>Attendance Students are expected to attend regularly all courses for which they are registered. 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's campus extension, 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>Writing Standards 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.

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	<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.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. <p>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.</p>
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WEEKLY SCHEDULE

Week	Dates Sun – Sat	Major Topic	Required Reading	Assignments Due
1	October 3-9	Introduction to Course Excellence in Teaching	Welcome Letter Copple and Bredekamp: Chapter 1	Weekly Discussion Posting - Thursday, April 13 At least 2 responses to your classmates' discussion posts – Saturday, April 15 Weekly Summary - Saturday, April 15
2	Oct 9-16	Infant and Toddler Years Multicultural and Global Education	Copple and Bredekamp: Chapter 1 Booklet: Global Education Part 1 pp. 1-32	Weekly Discussion Posting - Thursday, April 20 At least 2 responses to your classmates' discussion posts – Saturday, April 22 Weekly Summary - Saturday, April 22
3	Oct 16-23	Infant and Toddler Years Multicultural and Global Education	Copple and Bredekamp: Chapter 3 Booklet: Global Education Part 2 & 3 pp. 33-51	Weekly Discussion Posting - Thursday, April 27 At least 2 responses to your classmates' discussion posts – Saturday, April 29 Weekly Summary - Saturday, April 29 Article Summary #1 – Saturday, April 22
4	Oct 23 - 30	Preschool Years English Language Learners (ELL)	Copple and Bredekamp: Chapter 4 Booklet: English Language Learners Chapter 1 (pp. 1-17)	Weekly Discussion Posting - Thursday, May 4 At least 2 responses to your classmates' discussion posts – Saturday, May 6 Weekly Summary - Saturday, May 6

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4	Oct 23 - 30	Preschool Years English Language Learners (ELL)	Copple and Bredekamp: Chapter 4 Booklet: English Language Learners Chapter 1 (pp. 1-17)	Weekly Discussion Posting - Thursday, May 4 At least 2 responses to your classmates' discussion posts – Saturday, May 6 Weekly Summary - Saturday, May 6
5	Oct 30 – Nov 5	Preschool Years Supportive Environment for ELL	Copple and Bredekamp: Chapter 5 Booklet: English Language Learners Chapter 2 (pp. 18-32)	Weekly Discussion Posting - Thursday, May 11 At least 2 responses to your classmates' discussion posts – Saturday, May 13 Weekly Summary - Saturday, May 13
6	Nov 6 - 12	Kindergarten Year Instruction with ELL	Copple and Bredekamp: Chapter 6 Booklet: English Language Learners Chapter 3 (pp. 33-45)	Weekly Discussion Posting - Thursday, May 18 At least 2 responses to your classmates' discussion posts – Saturday, May 20 Weekly Summary - Saturday, May 20 Article Summary #2 – Saturday, May 20
7	Nov 13 - 19	Kindergarten Year	Copple and Bredekamp: Chapter 7 Booklet: Making Accommodations Part 1 (pp. 1-40)	Weekly Discussion Posting - Thursday, May 25 At least 2 responses to your classmates' discussion posts – Saturday, May 27

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8	Nov 20 - 26	Primary Grades	<p>Copple and Bredekamp: Chapter 8</p> <p>Booklet: Making Accommodations ... Part 2 (pp. 41-80)</p>	<p>Weekly Discussion Posting - Thursday, June 1</p> <p>At least 2 responses to your classmates' discussion posts – Saturday, June 3</p> <p>Weekly Summary - Saturday, June 3</p>
9	Nov 27–Dec 4	Primary Grades	<p>Copple and Bredekamp: Chapter 9</p> <p>Booklet: Making Accommodations ... Part 3 (pp. 81-97)</p>	<p>Weekly Discussion Posting - Thursday, June 8</p> <p>At least 2 responses to your classmates' discussion posts – Saturday, June 10</p> <p>Weekly Summary - Saturday, June 10</p> <p>Article Summary #3 – Saturday, June 10</p>
10	Dec 5-10	Overview of DAP	<p>Copple and Bredekamp: Chapter 10</p> <p>Booklet: Making Accommodations ... Part 4 (pp. 99-138)</p>	<p>Weekly Discussion Posting - Thursday, June 15</p> <p>At least 2 responses to your classmates' discussion posts – Saturday, June 17</p> <p>Weekly Summary - Saturday, June 17</p> <p>Interview Paper – Saturday, June 17</p> <p>FINAL EXAM – Saturday, June 17</p>

FINAL EXAM: Saturday, June 17th, 2017

The exam is open book and taken online through Canvas. You will have an opportunity to complete the exam one time between Sunday June 11th and Saturday June 17th.

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

All work for credit must be submitted by Sunday, June 18, 2017.