



**Course Syllabus**  
**Chaminade University Honolulu**  
**3140 Waiialae Avenue - Honolulu, HI 96816**  
[www.chaminade.edu](http://www.chaminade.edu)

Course Number:	ED 434
Course Title:	Developmentally Appropriate Practice II
Credit:	3 Credits
Department Name:	Education Division
Instructor Name:	Jennifer Fremgen, M.Ed.
Email:	jennifer.fremgen@chaminade.edu
Phone:	(262) 527-7200
Office Location:	Via Canvas
Office Hours:	By appointment
Term:	Winter Accelerated Undergraduate Program 2021
Dates:	January 11, 2021 - March 20, 2021
Class Location:	Via Canvas

**Required Textbook(s):**

1. Copple, C., & Bredekamp (Eds). (2009). ***Developmentally appropriate practice in early childhood programs serving children from birth through age 8, 3<sup>rd</sup> edition.*** Washington, DC: National Association for the Education of Young Children. ISBN: 978-1-9288-9664-7
2. Hadaway, S. M., Vardell, T.A., et. al., (2009). ***What every teacher should know about English Language Learners.*** Boston, MA: Pearson. ISBN: 9780-1371-5547-7

**Required Software**

Students will need access to word processing, spreadsheet and presentation tools. The preferred software is Google Drive tools (Google Doc, Google Spreadsheet, and Google Slides); however, participants are welcome to use the equivalent Microsoft Office (Word, Excel, Powerpoint) or Apple applications (Pages, Numbers, Keynote) or other free open source equivalent application suites such as Open Office - <http://www.openoffice.org/>.

**Internet Access & Applications**

Students will also need access to significant amounts of time online, ideally utilizing high-speed, broadband connections to the Internet. Students are expected to have an email account and a valid Canvas account. All of these are available from the University.

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**Recommended Texts**

American Psychological Association. (2010). Publication manual of the American Psychological Association. (6<sup>th</sup> ed.). Washington, DC: Author.

**Web Resources**

- o Canvas: <http://chaminade.instructure.com/>
- o APA Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
- o APA Code of Ethics: <http://www.apa.org/ethics/code/index.aspx>
- o NAEYC: <http://www.naeyc.org/>
- o G Suites for Education: <http://www.google.com/enterprise/apps/education/>

**Catalog Course Description**

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.

Prerequisite: ED 433

**Organization of the Course**

This course is organized into 10 modules, each with its own subject matter and assignments. Each module also includes both online discussions and shared resources with other participants enrolled in the course.

This course is both online and accelerated, covering an entire semester's work in just 10 short weeks. This type of learning requires significant initiative and responsibility on the part of the student. Regular participation in the weekly threaded discussions is equivalent to attendance, and timely submission of assignments is the key to successful completion of the course.

All of the weekly assignments are related to completion of the final "Signature Assignment" required for this course and must be submitted at the conclusion of the course.

**Online Environment**

Canvas is the current Learning Management System (LMS) of Chaminade University and it is the responsibility of each student to become familiar with and be an effective user of these virtual learning environments for accessing course information and assignments, as well as for interacting online with other participants.

Participants should plan to spend at least three to four hours per week online exploring and examining Internet sites and related materials, participating in discussions and completing assignments. Students are expected not only to complete each assignment, but also to reflect on the posts of other participants, actively engaging in discussion and debate about the topics being discussed. In addition, participants should plan to spend additional time offline, reading the course text and other articles, researching and developing the final project, and reflecting about the course concepts.

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**Online Discussions & Assignments**

Online discussions are considered class participation. Students are expected to complete the assignments and submit them in a timely manner. Any submissions past the due date will have some deductions.

If you need help, please send me an email and put your last name, Course Number and Name (i.e. ED 433) and "Help" in the subject line. My email is [jennifer.fremgen@chaminade.edu](mailto:jennifer.fremgen@chaminade.edu) or you can access email via the Canvas course platform.

**Conceptual Framework**

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

**Big Ideas:**

1. The foundations of DAP can be found in it's sociopolitical and historical contexts
2. It is essential to critically analyze various perspectives on early childhood theory as they relate to DAP
3. Quality programs negotiate between home settings and programs to find strategies that help children as individuals thrive. Families and programs work in cooperation.
4. There are additional educational practices and alternative strategies that educators can use when working in diverse settings
5. There are additional strategies which can be employed regarding assessments in diverse settings

**Essential Questions:**

- What drives developmentally appropriate practice?
- What are some of the theories behind developmentally appropriate practice?
- How can educators ensure that early childhood programs are developmentally, individually, and culturally appropriate?
- How can early childhood educators effectively work with diverse populations?
- What is the role of assessment and how can it be used in diverse settings?

**Program Learning Outcomes (PLOs):**

- PLO 1: Content Knowledge (Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts).
- PLO 2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).

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- PLO 3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
- PLO 4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
- PLO 5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
- PLO 6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
- PLO 7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
- PLO 8: Professional & Ethical Dispositions and Communication: (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

**Course Learning Outcomes (CLOs)**

Through the course discussions, readings, assignments and case studies, participants will be able to:

1. Student will understand the sociopolitical and historical contexts of DAP
2. Student will be able to critically analyze various perspectives on early childhood theory related to DAP
3. Student will articulate effective strategies to negotiate between home settings and programs
4. Student will understand and articulate educational practices and alternative strategies in diverse settings
5. Student will understand how to effectively use assessments in diverse settings

**Assignments and Grading**

Assignment	Percentage
Attendance & Participation	20%
Discussions	20%
Assignments	40%
Signature Assignment ( )	20%
Total	100%

90 – 100 % = A; 80 – 89 % = B; 70 – 79 % = C; 60 – 69% = D; below 60% = F)

252 - 280 = A

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224 - 251 = B  
196 - 223 = C  
168 - 195 = D  
0 - 194 = F

Evaluation:

Weekly Discussion (5 pts per week) = 50 pts.  
Participation (5 pts per week) = 50 pts.  
Weekly Summary (5 pts per week) = 50 pts.  
Article Summary (20 pts x 3) = 60 pts  
Interview Paper = 50 pts  
Final Exam = 20 pts.

TOTAL = 280 points

- **Participation** - Students will be evaluated on their participation in class by contributing to weekly discussions.
  - 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 four responses per week. (50 points, 5 points per week). Complete assigned readings each week. Entries should reflect an understanding and mastery of the text.
  - Check Announcements Daily for important updates and suggestions.
  - Check Canvas and Chaminade Student Email Daily.
  
- **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.
- **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.
- **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.
- **Weekly Summary:** Every Saturday you will be asked to reflect on the week's material and to elaborate using your own personal experiences.
- **Final Exam-** by **Saturday, March 20, 2021**

**Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)**

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CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Understand sociopolitical and historical contexts	I	D	I				D	
Critical perspectives on theory	I	D	I				D	
Negotiations between home settings and programs	I	D	I			D	D	D
Educational practices and alternative strategies in diverse settings	I	D	D	I	D	D	D	
Assessment in diverse settings	I	D	I		D	D	D	

\*I = Introduced, D = Developing, and M = Mastered

**Instructional Strategies**

Instructional strategies for this course will include case studies, presentations, discussion, research and online communication. The facilitator will engage course participants in the online threaded discussions and through email.

**Discussion & Written Assignments**

The following criteria will be used to evaluate written assignments and presentations:

- The writer/presenter demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience.
- The writer/presenter has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space and time allotted.
- The writer/presenter focuses the presentation by means of a clear statement of purpose (thesis statement, hypothesis or posed question) and logically organized sub-topic sections.
- The writer/presenter substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline.
- The writer/presenter has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries.
- The writer/presenter draws upon research as needed to support critical analysis or assertions made and properly cites the work of others in APA.
- The writer's/presenter's work conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation.

**Major 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

**Netiquette for Online Activities**

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- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Make sure that you re-read all of your e-mail and discussion questions before you send or post to the class site. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- Documentation: Any material not original to the student should be cited in APA 6<sup>th</sup> Edition.

**University Policies:**

**Attendance:** As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division’s attendance policy is attached at the end of this syllabus.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

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.

**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:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.

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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.

Please refer to your **Student Handbook** and the **Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

**Grade Dissemination (Clearly share how and when students will learn of their grades.):**

Example: Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of our University Learning Management System. My goal will be to return graded assignments within one week of the due date.

**Course Policies**

**Late Work Policy:** There are no make-ups for in-class writing, quizzes or exams. All other assignments turned in late will be assessed a penalty of 20%.

**Grades of "Incomplete":** The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

**Rewrite Policy:** Rewrites are entirely optional. Work may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

**Writing Policy:** Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far



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fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of [APA](#) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#) . All papers are to be word-processed, proofread, and solely the work of the author.

**Group Work Policy:** Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Appropriate Technology:** You are expected to work with appropriate technology including mobile devices for your course work.

### **Student Expectations**

**Disability Access:** The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

**Title IX Compliance:** Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at [808 735-4845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Attendance Policy:** Attendance will be measured by weekly participation in discussion posts as well as through submission of other assignments by scheduled due date.

**Professionalism Policy:** Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful for all class

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meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

**Academic Conduct Policy** : The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

**Violations of Academic Integrity:** Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

**Plagiarism includes, but is not limited to:**

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

**One-on-One Tutoring:** Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services

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are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at [\(808\) 735-4724](tel:8087354724) .

**WEEKLY SCHEDULE**

<b>Week</b>	<b>Dates Sun – Sat</b>	<b>Major Topic</b>	<b>Required Reading</b>	<b>Assignments Due</b>
1	Jan 11 - 16	Introduction to Course  Excellence in Teaching	Welcome Letter  Copple and Bredekamp: Chapter 1	<b>Weekly Discussion Posting</b> - Thursday, Jan 14 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Jan 16 <b>Weekly Summary</b> - Saturday, Jan 16
2	Jan 17-23	Infant and Toddler Years	Copple and Bredekamp: Chapter 2	<b>Weekly Discussion Posting</b> - Thursday, Jan 21 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Jan 23 <b>Weekly Summary</b> - Saturday, Jan 23
3	Jan 24 - 30	Infant and Toddler Years	Copple and Bredekamp: Chapter 3	<b>Weekly Discussion Posting</b> - Thursday, Jan 28 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Jan 30 <b>Weekly Summary</b> - Saturday, Jan 30  <a href="#">Article Summary #1 – Saturday, Jan 30</a>
4	Jan 31 - Feb 6	Preschool Years  English Language Learners (ELL)	Copple and Bredekamp: Chapter 4  Booklet: English Language Learners Chapter 1 (pp. 1-17)	<b>Weekly Discussion Posting</b> - Thursday, Feb 4 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Feb 6 <b>Weekly Summary</b> - Saturday, Feb 6
5	Feb 7 - 13	Preschool Years  Supportive Environment for ELL	Copple and Bredekamp: Chapter 5  Booklet: English Language Learners Chapter 2 (pp. 18-32)	<b>Weekly Discussion Posting</b> - Thursday, Feb 11 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Feb 13 <b>Weekly Summary</b> - Saturday, Feb 13

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6	Feb 14 - 20	Kindergarten Year  Instruction with ELL	Copple and Bredekamp: Chapter 6  Booklet: English Language Learners Chapter 3 (pp. 33-45)	<b>Weekly Discussion Posting</b> - Thursday, Feb 18 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Feb 20 <b>Weekly Summary</b> - Saturday, Feb 20  <a href="#">Article Summary #2 – Saturday, Feb 20</a>
7	Feb 20 - 27	Kindergarten Year	Copple and Bredekamp: Chapter 7	<b>Weekly Discussion Posting</b> - Thursday, Feb 25 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Feb 27 <b>Weekly Summary</b> - Saturday, Feb 27
8	Feb 28 - Mar 6	Primary Grades	Copple and Bredekamp: Chapter 8	<b>Weekly Discussion Posting</b> - Thursday, Mar 4 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Mar 6 <b>Weekly Summary</b> - Saturday, Mar 6
9	Mar 7 - 13	Primary Grades  Adaptations for children with special needs	Copple and Bredekamp: Chapter 9	<b>Weekly Discussion Posting</b> - Thursday, Mar 11 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Mar 13 <b>Weekly Summary</b> - Saturday, Mar 13  <a href="#">Article Summary #3 – Saturday, Mar 13</a>
10	Mar 14 - 20	Overview of DAP	Copple and Bredekamp: Chapter 10	<b>Weekly Discussion Posting</b> - Thursday, Mar 18 <b>At least 4 responses to your classmates' discussion posts</b> – Saturday, Mar 20 <b>Weekly Summary</b> - Saturday, Mar 20  <a href="#">Interview Paper – Saturday, Mar 20</a>  <a href="#">FINAL EXAM – Saturday, Mar 20</a>

**FINAL EXAM: Saturday, March 20, 2021**

The exam is open book and taken online through Canvas. You will have an opportunity to complete the exam one time between Sunday, March 14, 2021 and Saturday, March 20, 2021 at 11:59 p.m. HST.

**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, March 21, 2021.**

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**Acknowledgement Statement**

(Please cut and paste and return to the instructor via email)

Course:

Term:

Printed Name:

Signature:

[Note: signature is not required if submitting through email]

By emailing this, I agree that I have completely read this syllabus and understand and agree to the course requirements. I also agree to the academic honesty statement and understand that plagiarism or cheating will result in an "F" grade for the assignment or course, or dismissal from the program.

Please indicate any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to log in for online courses, arrive in class on time, the need to leave class early, and/or observance of religious holidays.