

CTEC 8720 Designing Early Childhood Curriculum



AUBURN UNIVERSITY

COURSE SYLLABUS

1. Course Number: CTEC 8720

Course Title: Designing Early Childhood Curricula

Credit Hours: 3 semester hours

Prerequisites: Master's Degree

Corequisites: None

Instructor: Angela Love

Contact: angela.love@auburn.edu

Office: Haley 5018

Office hours: By appointment

2. Date Syllabus Prepared: August, 1998, Revised January 2007

3. Text:

Required Books

1. *One child, two languages: A guide for early childhood educators of children learning English as a second language*, 2nd Edition, Patton O. Tabors, Brookes Publishing: 1-4283-7586-4

OR

Dual Language Learners in the Early Childhood Classroom, by Edited by Carollee Howes, Ph.D., Jason T. Downer, Ph.D., & Robert C. Pianta, Ph.D., also published by Brookes: 978-1-59857-182-0

II. *Handbook of research on the education of young children*, part II (pp. 133-302), chapters 8-16 ONLY (AU Bookstore has them for less \$ than ordering the whole book)

III. *Anti-bias curriculum: Tools for empowering young children*, by Derman-Sparks & the ABC Task Force, published by National Assoc. for the Education of Young Children: 0-93589-20-K

OR

The New Voices ~ Nuevas Voces Guide to Cultural and Linguistic Diversity in Early Childhood, by Castro, with Arankoya & Kasprzak, published also by Brookes: 1 978-1-59857-046-5

Choose from the following list, one book per person. Click on Book Choice to post your top 3 choices.

- Alim, H. S. (2007). *Talking black talk: Language, education, & social change*. New York: Teachers College.
- Ayers, W. (2001). *To teach: The journey of a teacher*, (2nd Ed.). New York: Teachers College.
- Compton-Lilly, D. & Greene, S. (2011) *Bedtime stories and book reports: Connecting parent involvement and family literacy*. New York: Teachers College.
- Genishi, C., & Dyson, A. H. (2009). *Children, language & literacy: Diverse learners in diverse times*. New York: Teachers College.
- Herz, R. S. (2010). *Looking at art in the classroom: Art investigations from the Guggenheim Museum*. New York: Teachers College.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College.
- Lindfors, J. W. (2008). *Children's language: Connecting reading, writing, and talk*. New York: Teachers College.
- Macdonald, E., & Shirley, D. (2009). *The mindful teacher*. New York: Teachers College.
- Pahl, K., & Rowsell, J. (2010). *Artifactual literacies: Every object tells a story*. New York: Teachers College.
- Tammet, D. (2006). *Born on a blue day: Inside the extraordinary mind of an autistic savant*. New York: Free Press.

4. Course Description:

Students design a curriculum for children within the age range of 0-8 years of age **and/or** for pre-service or in-service teachers of children within that age range. The focus of the course is on the process used in the design of curriculum. The content is organized around the needs of the students as they engage in the design process.

5. Course Objectives:

Each student will:

1. Develop competence in the design of curriculum for a particular (hypothetical or actual) population.
2. Identify and coordinate the essential elements of the curriculum.
3. If possible, field test components of the curriculum.
4. Understand and appreciate the role of theory and research in the design of curriculum.
5. Keep a reflective blog. I will read and respond to blogs periodically during and at the end of the semester.

6. Course Content and Schedule:

(Note: This is a process course where students are involved in the design process. The content grows from the students questions and is provided through lecture and class discussion.)

Date	Day/Details	
May 25	Wed	Book Choice due by 4pm
Jun 8	Wed	Blog due by 4pm
Jul 13	Wed	Curriculum Intervention due by 11:59pm
Jul 20	Wed	Book Response due by 11:59pm
Jul 27	Wed	Online Discussion due by 11:59pm

AUBURN COLLEGE OF EDUCATION-CONCEPTUAL FRAMEWORK

Competent

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and promote active, collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that are safe, stimulating, and enriched with diversity; engage in reasoned and purposeful decision making; and implement their professional practices in proactive, flexible, and self-regulating ways. We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

Committed

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision making. Our College emphasizes the conscious development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

Reflective

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned

commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

CLASS POLICY STATEMENTS

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are: a) Engage in responsible and ethical professional practices, b) Contribute to collaborative learning communities, c) Demonstrate a commitment to diversity, and d) Model and nurture intellectual vitality.

Cell Phone Policy: Cell phone use and text messaging during the class session is viewed as extremely unprofessional and **will result in an automatic loss of 5 points of Class Participation** (under COURSE REQUIREMENTS) **for each occurrence**. It is best that cell phones not be visible during the class session to avoid any misunderstanding of their use.

Academic Honesty Policy

All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center, 844.2096 (V/TT).