**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

**2. Date Syllabus Prepared:** August, 1998, Revised January 2007, May 2011, May 2021

**3. Text**:

**Required Books**

Alcock, S., & Stobbs, N. (2019). *Rethinking play as pedagogy.* New York: Routledge.

Demarest, A. B. (2015). *Pace-based curriculum design*: Exceeding standards through local investigations. New York: Routledge.

Articles on Canvas (mentoring, place-based studies)

**Choose from the following list, one book per person, please:**

1. Tammet, D. (2006). Born on a blue day: Inside the extraordinary mind of an autistic savant. New York: Free Press.
2. Paley, V.
	1. *You can’t say you can’t play* (1993)
	2. *A child’s work: The importance of fantasy play* (2005)
	3. *The girl with the brown crayon: How children use stories to shape their lives* (1998)
	4. *The boy who would be a helicopter* (1991)
	5. *White teache*r (2000)
	6. *Boys and girls: Superheroes in the doll corner* (2014)
	7. *The kindness of children* (2000)
	8. *Bad guys don’t have birthdays: Fantasy play at four* (1991)
	9. *In Mrs. Tully’s room: A childcare portrait* (2003)
	10. *Mollie is three: Growing up in school* (1988)
	11. *The boy on the beach: Building community through play* (2014)
	12. *Wally’s Stories* (1987)
	13. *Kwanzaa and me: A teacher’s story* (1995)
	14. *Starting small* (2003)
	15. *Exploring the spirituality of childhood (1998)*
	16. *Unsmiling faces: How preschools can heal* (Koplow, L., & Paley, V. G., 2007)
3. Katch, J. (2002). *Under deadman’s skin: Discovering the meaning of children’s violent play.*

**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 journal or blog. I will read and respond to reflections periodically during and at the end of the semester. If it is a handwritten journal, I will ask that you take very good screen shots and upload them to the assignment link. If it is a digital file, then I would like it all in one file, even if you prefer to write it in separate files. It should be a task that’s doable and not too time consuming, hopefully, to put the separate files into one file. :)

**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.)

I. Introduction

Week 1 Overview of curriculum design using play and place (Demarest, 2015) Defining place-based education, Part I – II

Mentoring undergraduates: what does it mean?

Opportunities in 3 settings

Week 2 Ways to Conceptualize Curriculum (Demarest, 2015) Defining place-based education, Part III – IV

Week 3 Discussion of the elements of a place-based curriculum (articles on Canvas, mentoring, place-based studies)

 Choose a book from the choice book list, read to be finished, reviewed, and discussed by Week 8

II. Theoretical orientations, areas of interest, analysis & synthesis

 Week 4 Being alongside children (Alcock & Stobbs, 2019), Section I

Begin curriculum design projects

Theoretical orientations

Aims and objectives

Develop plans and timeline for work

 Week 5 Those who educate (Alcock & Stobbs, 2019), Section II

Identify and locate data needed

Determine curriculum parameters

Week 6 Social Constructivism and Sociocultural Approaches: Embedding families and communities (Alcock & Stobbs, 2019), Section III

 Formulate and submit questions

 Share progress

Week 7 Working with systems (Alcock & Stobbs, 2019), Section IV

 Design layout, Component development

Week 8 Field test component/s, Design work

Identification of curriculum reviewers.

Book review sharing

 Week 9 Group and Independent Design Work, areas of interest

Proof drafts and submit

Share and appraise products

 Week 10 Share and appraise products

**7. Course Requirements/Evaluation:**

A. As individuals or in small groups, each student is required to complete and submit a **well-designed curriculum** that will be evaluated according to the following criteria:

 1. Theory based

 2. Supported by empirical research

 3. Contains a well-developed rationale for the need of the curriculum

 4. Uses plain language

 5. Originality

 6. Practical Easy to Use

 7. Consistency between all components

 8. Completeness in terms of intent, population, and time span

B. Each student is required to present their completed project to the class for response and critique.

C. Each student is required to raise substantive questions related to their research and design. **Questions must be submitted in writing (on Canvas),** after considerable reading and reflecting, and should be related to issues and concepts that need clarification.

D. Each student is required to use a journal for reflection on the design process.

E. Each student will mentor an undergraduate or group of undergraduates in one of three settings: Loachapoka, Nature preschool, local daycare center (Grove Hill), keep a journal, and write a final reflection on the experience.

Original Curriculum 40%

Curriculum Presentation 10%

Book Review 20%

Reflective Journal 15%

Mentoring reflection 15%

Final grades are based on the weight and grade of each of the above requirements. Peers and the instructor evaluate curriculum presentations. The average of the peer scores contributes 30% and the instructor's grade contributes 70%. The instructor according to the criteria specified above evaluates all other requirements. The grade ranges are:

 90-100 = A

 80 - 90 = B

 70 - 80 = C

 60 - 70 = D

 00 - 60 = F

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**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.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.