TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Sharon Vaska, Assistant Professor, ECE</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:lvsv@uaf.edu">lvsv@uaf.edu</a></td>
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See [http://www.uaf.edu/uafgov/faculty/cd/cdman.html](http://www.uaf.edu/uafgov/faculty/cd/cdman.html) for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):

   - [ ] Trial Course
   - [X] New Course

2. COURSE IDENTIFICATION:

   - Dept: ECE
   - Course #: 128
   - No. of Credits: 3

   Justify upper/lower division status & number of credits:

   Course combines existing required courses ECE 105 (1), ECE 122 (1) and ECE 125 (1) and is comparable to ECE 120B, currently offered at TVC.

3. PROPOSED COURSE TITLE:

   - Thinking, Reasoning, and Discovery

4. CROSS LISTED? YES/NO

   - [ ] Yes
   - [ ] No

   (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. STACKED? YES/NO

   - [ ] Yes
   - [ ] No

6. FREQUENCY OF OFFERING:

   - Every Spring

   (Every or Alternate) Fall, Spring, Summer – or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

   - Fall, 2009

8. COURSE FORMAT:

   NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<table>
<thead>
<tr>
<th>COURSE FORMAT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 weeks to full semester</th>
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<tr>
<td>(check one)</td>
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   OTHER FORMAT (specify)

   Mode of delivery (specify lecture, field trips, labs, etc)

   Lecture and lab.

9. CONTACT HOURS PER WEEK:

<table>
<thead>
<tr>
<th>2 LECTURE hours/weeks</th>
<th>2 LAB hours/week</th>
<th>PRACTICUM hours/week</th>
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   Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See [http://www.uaf.edu/uafgov/faculty/cd/credits.html](http://www.uaf.edu/uafgov/faculty/cd/credits.html) for more information on number of credits.

   OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

   Emphasizes developmentally and culturally appropriate curriculum in the area of cognition. Development and implementation of curriculum that fosters children's development in
numeracy, problem solving, intellectually autonomous decision-making, and inquiry in physical and natural science based on the individual needs and characteristics of young children. Emphasizes the principles and practices of culturally appropriate, local knowledge and resources being used with young children. Lab required.

11. **COURSE CLASSIFICATIONS**: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

| H = Humanities | N = Natural Science | S = Social Sciences |

Will this course be used to fulfill a requirement for the baccalaureate core?  
**YES**  
**X**  
**NO**

IF YES, check which core requirements it could be used to fulfill:

| O = Oral Intensive, Format 6 | W = Writing Intensive, Format 7 | Natural Science, Format 8 |

12. **COURSE REPEATABILITY**:  
Is this course repeatable for credit?  
**YES**  
**X**  
**NO**

Justification: Indicate why the course can be repeated  
(for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  
**TIMES**

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  
**CREDITS**

13. **GRADING SYSTEM**:  
**LETTER**:  
**X**  
**PASS/FAIL**:  
**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**:  
ECE 101, ECE 104, ECE 107, ECE 115; qualification for or successful completion of ENGL111X

These will be required before the student is allowed to enroll in the course.

**RECOMMENDED**:  
Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**:  
$0

Has a memo been submitted through your dean to the Provost & VCAS for

17. **PREVIOUS HISTORY**:  
Has the course been offered as special topics or trial course previously?  
**Yes/No**

If yes, give semester, year, course #, etc.:
18. **ESTIMATED IMPACT**

**WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.**

None

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffkij@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

20. **IMPACTS ON PROGRAMS/DEPTS**

**What programs/departments will be affected by this proposed action?**

Include information on the Programs/Departments contacted (e.g., email, memo)

This is a proposed combination course to the required one-credit courses ECE 105, ECE 122 and ECE 125 for the distance Certificate and AAS Program. This change will impact the BA in Child Development and Family Studies, as an alternative to the required ECE 105, ECE 122 and ECE 125. The TVC ECE Program will continue to require ECE 120 A (ECE 105, ECE 121 and ECE 123) and ECE 120B (ECE 122, ECE 124 and ECE 125).

21. **POSITIVE AND NEGATIVE IMPACTS**

**Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.**

Positive: ECE 128 will have prerequisite courses that build a child development foundation; this curriculum course will be applied to that knowledge. ECE 128 combines developmental and curriculum topics that are congruent and no longer require individual one-credit classes towards the degree in ECE.

Possible Negative: Students needing individual courses ECE 105, ECE 122 or ECE 125 will require that these courses be available, offered as independent study, or take this three credit course.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

ECE 128 will combine three one-credit courses (ECE 105, ECE 122 and ECE 125) in the ECE Certificate/AAS curriculum to a three credit course offering which corresponds to ECE 120B in the UAF/CRCD catalog, as offered by Tanana Valley Campus. This course provides a much stronger emphasis on using local knowledge, and resources to foster the cognitive development of young children in developmentally and culturally appropriate ways. This course will be required for many of the AAS courses (ECE 140, 210, 240, 242, 270 and 271) to ensure students have a strong foundation in child development prior to application classes.
**APPROVALS: SIGNATURES ON FILE AT THE GOVERNANCE OFFICE**

<table>
<thead>
<tr>
<th>Sharon Vaska/Veronica Plumb</th>
<th>Date 9/30/08</th>
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</thead>
<tbody>
<tr>
<td>Signature, Chair,</td>
<td></td>
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<tr>
<td>Program/Department of:</td>
<td>Early Childhood Education</td>
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<tr>
<td>Date</td>
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| Date                        |             |
| Signature, Chair, College/School Curriculum Council for: |             |
| Date                        |             |

| Date                        |             |
| Signature, Dean, College/School of: |             |
| Date                        |             |

| Date                        |             |
| Signature of Provost (if applicable) |             |

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

| Date                        |             |
| Signature, Chair, UAF Faculty Senate Curriculum Review Committee |             |

**ADDITIONAL SIGNATURES: (If required)**

| Date                        |             |
| Signature, Chair, Program/Department of: |             |
| Date                        |             |

| Date                        |             |
| Signature, Chair, College/School Curriculum Council for: |             |
| Date                        |             |

| Date                        |             |
| Signature, Dean, College/School of: |             |
ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.
The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. Disabilities Services:
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”
ECE F128 Thinking, Reasoning, and Discovery (3)(2 + 2)

Instructor:
TBA
Address/Phone/Email

Class Meeting Times and Dates and Audio-Conference Information:
Class meetings/lecture time will be 2 hours per week
Class lab time will be 3.5 hours per week

Day, time, dates:
Audio-Conference Bridge Number: 1-800-570-3591, PIN:
Audio Help Desk: 1-800-290-5900
The Encounter Audio Conference System has the following commands:
Mute: *6; Unmute: #6; During a call, if you need help, dial O
To listen to a recorded class: Dial 1-800-230-8546, enter the PIN for the class and then the date of the call (six digits as 09/22/08).

Course Description
Emphasizes developmentally and culturally appropriate curriculum in the area of cognition. Development and implementation of curriculum that fosters children's development in numeracy, problem solving, intellectually autonomous decision-making, and inquiry in physical and natural science based on the individual needs and characteristics of young children. Emphasizes the principles and practices of culturally appropriate, local knowledge and resources being used with young children. Lab required. Offered Spring. Prerequisites: ECE 101, ECE 104, ECE 107, ECE 115, or permission of instructor; qualification for or successful completion of ENGL111X. This course encompasses and is equivalent to ECE 105 Developmentally Appropriate Practice, ECE 122 Cognitive Activities for Young Children, and ECE 125 Math Activities for Young Children.

Number of Contact Hours/Credits:
ECE 128 will meet 14 times for 2 hours each, giving a total of 28 contact hours, in addition, there will be a total of 35 hours of lab assignments that will take place outside of class times.

Required Texts

Additional Resources used within the ECE AAS and BA programs

AudioVisual
“Block Play: Constructing Realities” NAEYC
“Intellectual Development” DVD UAECE
“Nutmilllaput: Our Very Own (Integrating local knowledge and expertise into the school curriculum)” DVD, Alaska Native Knowledge Network
“To Show What We Know (Alaska Native science camps, projects and fairs in action” DVD, Alaska Native Knowledge Network
“Birds: An Integrated Curriculum” DVD, from Who Am I in the Lives of Children
“Growing Through Play: Cognitive and Social Development” Association of Children’s Services
“Appropriate Curriculum for Young Children: The Role of Teacher” NAEYC

Course Objectives/Student Outcomes
1. Students will develop an understanding of cognition in children ages birth through eight including theories, multiple intelligences, play and discovery, problem-solving and science inquiry, cultural practices and beliefs, observation and reflection, documentation and individual planning, and issues impacting children today.

2. Students will develop a repertoire of teaching materials, methods and environmental supports to nurture cognitive development in young children birth through age eight in the areas of math concepts, discovery and reasoning through active learning and play.

3. Students will demonstrate knowledge and understanding of effective and appropriate (developmental and cultural) learning environments (indoor and outdoor) for young children including play, space, time, materials, relationships, discovery, and the integration of physical, communication, emotional and social development.

4. Students will demonstrate understanding of the principles and guidelines for Developmentally Appropriate Practice (DAP) with young children.

5. Students will demonstrate understanding of the basic mathematical concepts identified in standards for young children, how to plan and implement appropriate and successful mathematical activities, and incorporating math concepts from and into every day experiences.

6. Students will develop an understanding of their important role in the development of cognitive skills in young children, and identify effective resources, environments and activities that can be used with children ages birth through eight.

7. Students will develop and demonstrate an understanding of the importance of parents, families and community in young children’s cognitive development.

Methods of Instruction
This course is taught through an audio-conference format and will include in-class discussion of material and concepts. Each student’s experience, ideas and beliefs are considered to be part of the course instruction. Each student is a critical component of the “learning community.” Reading the texts, formulating questions and comments about the reading, observations of young children, and the assignments are all considered “methods of instruction.”

Course Policies
1. Attendance: As part of the “Learning Community” all students are expected to attend and participate in all classes.
2. Absences and Make-ups: If necessary, excused absences must be arranged ahead of time with the Instructor.
3. Tardiness: Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor without disturbing the class.
4. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.
5. Assignments: All assignments must be received by the Instructor no later than 12 p.m. on the due date as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor’s Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page.
6. Extra credit assignments: Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.
7. Graded Assignments: It is the instructor’s intention to grade and respond to student assignments within seven days of their receipt. At any time you may call and ask what you received on a specific assignment if you haven’t yet received it back.
8. Reporting Grades: All student grades, transcripts and tuition information are available on line at http://www.uaonline.alaska.edu. If you have difficulty accessing this web site, contact the registrar at your local campus.
9. Written paper assignments: All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to students (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.
10. Plagiarism: Plagiarism is using what another person has written, and using it as your own words and thoughts. Plagiarism is never acceptable. According to the University, plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.”
11. All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.
12. Confidentiality: An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.
13. Incompletes, Withdrawal and No Basis Grading: A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is provided
if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.

14. Ethical Behavior: It is expected that, while on the audioconference, you are present and paying attention. If you must “step out of the room” and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

Student Support Services
You may contact the Office of Student Support Services if you are in need of additional support. Their phone number is 474-6844 (UAF) and 796-6000 (UAS, Juneau).

Disabilities Services
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UA students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (UAF: 474-7043; UAS: 796-6000) to provide reasonable accommodation to students with disabilities.

Writing Center
http://www.alaska.edu/english/studentresources/writing/
The Writing Center is a student-staffed, student-oriented service of the English Department.
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246
* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Library Services for off campus students
Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.
Contact us at
http://library.uaf.edu/offcampus
Off-Campus Services, Elmer E. Rasmuson Library
310 Tanana Loop, PO Box 756800
Fairbanks, Alaska USA 99775-6800
Phone: 1-800-478-5348 Email: fyddl@uaf.edu
For more off campus help go to:
http://www.uaf.edu/library/instruction/ls101/other/Distance_Resources.html

Computer, Internet, and software Problems:

You cannot get your email: Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads. If you are having problems with a UAF account, you will need to contact the UAF help desk 1.800.478.4667. If it is another company’s account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email. Also check with your email program’s Help.
You forgot your password: Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

You are having problems with Blackboard: You will need to contact the Blackboard administrator, at: http://classes.uaf.edu/ Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

Evaluation:

Grades will be determined on the following scale:

(NOTE that you must achieve a C or higher for this course to count towards your ECE Degree)

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A = 100% - 90%</td>
<td>300-270</td>
<td>An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity &amp; poise.</td>
</tr>
<tr>
<td>B = 89% - 80%</td>
<td>269-240</td>
<td>Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an “A.”</td>
</tr>
<tr>
<td>C = 79% - 70%</td>
<td>239-210</td>
<td>Average. The student grasps the essential information; material is complete and presented on time.</td>
</tr>
<tr>
<td>D = 69% - 60%</td>
<td>209-180</td>
<td>Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.</td>
</tr>
<tr>
<td>F = below 60 %</td>
<td>179-0</td>
<td>Student was unable to complete the assignment on time with at least a 60% understanding and presentation.</td>
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Grades based on
50% laboratory responses
10% Attendance
10% Class presentations and sharing
20% Curriculum documentation projects
10% Reflective journals.

Course Assignments
1. Developmentally and culturally appropriate practice in ECE; Observation, activity and environment development. Total estimated lab time: 5 hours
2. Cognitive development in young children; how to promote and provoke wonder, discovery and reasoning; Observation, activity and environment development. Total estimated lab time: 4 hours
3. Constructivism and emergent curriculum: what is it and how to work it into requirements by agencies, funding sources, standards, and assessment. Total estimated lab time: 3 hours
4. Local knowledge, nature/natural environment and the outdoors as math and science “labs” for young children. Total estimated lab time: 4 hours
5. Math concepts, problem-solving and child development; creating and implementing culturally relevant, stimulating math learning centers. Total estimated lab time: 4 hours
6. Using observation to develop curriculum based on children's interests, needs and characteristics. Total estimated lab time: 2 hours
7. Finding and building a library of relevant children's books fiction and non-fiction to support math and science learning. Total estimated lab time: 2 hours
8. Science concepts for young children; creating and implementing culturally relevant, stimulating science learning centers. Total estimated lab time: 2 hours
13. Reflective journals and responses

**Estimated Course Calendar:**

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<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>In class today</strong></td>
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<tr>
<td></td>
<td>• Review course expectations; introductions;</td>
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<tr>
<td></td>
<td>• Lecture Topic: What is DAP and what is not?</td>
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<tr>
<td></td>
<td><strong>Preparation for next class:</strong></td>
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<tr>
<td></td>
<td>• Review the class calendar and assignments</td>
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<td></td>
<td>• Read Chapters 1 and 2 in text Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition.</td>
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<tr>
<td></td>
<td><strong>Homework:</strong> Please address the following statement within your reflective journal;</td>
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<tr>
<td></td>
<td>1. Think about and give examples of the 12 principles of child development as the basis for DAP that you have used.</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>In class today.</strong></td>
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<td></td>
<td>• Go over any student questions regarding the class calendar and assignments.</td>
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<td></td>
<td>• Lecture topic: Chapter 3 and 4; Understanding Play and Planning for DAP.</td>
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<tr>
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<td><strong>Preparation for next class:</strong></td>
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<td>• Read Chapter 3 and 4 in text Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition. Prepare for group discussions on topic of how our personal beliefs fit in with those of theorists; be prepared to respond with questions, relevant examples from your reading and other experiences.</td>
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<td><strong>Homework:</strong> Address the following in your reflective journal</td>
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<tr>
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<td>How would you differentiate the organization components of a developmentally appropriate class for young children? Give Examples.</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>In class today:</strong></td>
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<td>• Group discussion: Chapters 3 and 4, and correlating homework assignment.</td>
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<td>• Lecture topic: Chapter 9 – 12; Supportive Social-Emotional Environments</td>
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<tr>
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<td><strong>Preparation for next class:</strong></td>
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<tr>
<td></td>
<td>• Read Chapters 9 - 12 in text Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition.</td>
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<tr>
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<td><strong>Homework:</strong> Address the following in your reflective journal</td>
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<td></td>
<td>If emotional development refers to how we feel about ourselves, please reflect on how you use observations to see how a child feels about themselves and</td>
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</tbody>
</table>
| Week 4 | **In class today:**  
| | • Group discussion: Chapter 9-12 and child observation  
| | • Lecture topic: Chapter 13-16; Supportive cognitive/language environments.  
| **Preparation for next class:**  
| | • Read Chapters 13 - 16 in text *Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition*. Prepare for group discussions on ideas and thoughts regarding how you see your environments supporting developmentally appropriate cognitive and language development.  
| **Homework:** Address the following in your reflective journal  
| | 1. How do you support the children within your class environment to develop a sense of community and make friends? |
| Week 5 | **In class today:**  
| | • Group discussion: Chapters 13 - 16.  
| | • Lecture topic: Creating Responsive Learning Environments  
| **Preparation for next class:**  
| | • Read Chapter 1 in *Wonder of It: Exploring How the World Works*  
| | Prepare for group discussions on topic of how you agree or disagree of the information shared regarding adult child interactions. Be prepared to respond with questions, relevant examples from your own personal and other experiences.  
| **Homework:** Address the following in your reflective journal  
| | 1. How does your learning environment go together?  
| | 2. What activities do you regularly see children participate in?  
| | 3. What kinds of changes would you like to see? |
| Week 6 | **In class today:**  
| | • Group discussion: Chapter 1 of *Wonder of It: Exploring How the World Works*  
| | Lecture topic: Chapter 2:  
| **Preparation for next class:**  
| | Read Chapter 2 and 3 of *Wonder of It: Exploring How the World Works*  
| **Homework:** Address the following questions in your reflective journal;  
| | 1. What sparks your interest in the areas of life and physical science?  
| | 2. Reflecting on your interests, could you use any of your wonderings to develop curriculum topics that would spark an interest in young children?  
| | 3. What questions and concerns do you have in regards to making science happen in a classroom full of young children? |
| Week 7 | **In class today:**  
| | Group discussion: Chapters 2 and 3.  
| | Lecture topic: Chapters 4 and 5: Involving Parents: Helping parents get excited about science  
| **Preparation for next class:**  
| | • Read Chapters 4 and 5 of *Wonder of It: Exploring How the World Works*  
| | • Prepare for group discussions on topic of how parents can become involved. |
**Week 8**

**In class today:**
Group discussion: Chapters 4 and 5.
Lecture topic: Chapter 6: Community Involvement

**Preparation for next class:**
- Read Chapter 6
- Prepare for group discussions on topic of areas within the community that can support exploration and cognitive development.

**Homework:** Address the following questions within your reflective journal.
1. Think of 1 topic of exploration that would excite you, children, parents and given an opportunity for community involvement.
2. Developing curriculum for this topic, how can you move the children into the community rather than expect the community to come to you?

**Week 9**

**In class today:**
Group discussion: Chapter 6.
Lecture topic: Introduction to math, is it more than numbers?

**Preparation for next class:**
- Read Chapter 1 in of *Showcasing Mathematics for the Young Child*

**Homework:** Address the following questions in your reflective journal.
1. When you think of math and young children, what comes to your mind first?
2. Does the thought of math excite or depress you?

**Week 10**

**In class today:**
- Group discussion: Chapter 1.
- Lecture topic: Classification

**Preparation for next class:**
- Read Chapter 2 in *Showcasing Mathematics for the Young Child*
- Prepare for group discussions on topic of how play experiences support classification, ordering and seriation.

**Homework:** Address the following questions in your reflective journal.
1. What kinds of activities can you provide in your classroom that will promote actions within classification, ordering and seriation?
2. How do these kinds of activities promote logico-mathematical knowledge for children in general?

**Week 11**

**In class today:**
- Group discussion: Chapter 2.
- Lecture topic: Chapters 3 and 4; Patterns and 1:1 Correspondence

**Preparation for next class:**
- Read Chapters 3 and 4 in *Showcasing Mathematics for the Young Child*
- Prepare for group discussions on topic of how you have provided activities that support patterning and 1:1 correspondence within your program?

**Homework:** Address the following questions within your reflective journal.
1. Is 1:1 correspondence taught or learned? Give examples that are
traditional within your communities. What are important patterns in
the life of your community and culture? How could the rhythm of
nature and a perspective of seasons fit into this topic?

**Week 12**

**In class today:**
- Group discussion: Chapter 3 and 4
- Lecture topic: Chapters 5 and 6: Activities to support the learning of
  number.

**Preparation for next class:**
- Read Chapters 5 and 6 in Showcasing Mathematics for the Young Child
- Prepare for group discussions on topic of how children learn to count.
  What exactly is number?

Homework: Address the following within your reflective journal.
1. How do children learn to count within your community?
2. When do children become aware of numerals (written numbers)?
3. What would be some fun ways to help children learn to count and
  recognize quantities? Why would this be important?

**Week 13**

**In class today:**
- Group discussion: Chapters 5 and 6.
- Lecture topic: Chapter 7: Algebra in preschool? You betcha

**Preparation for next class:**
- Read Chapter 7 in Showcasing Mathematics for the Young Child
- Prepare for group discussions on topic of how algebra and
  measurement are used within the preschool setting.

Homework: Address the following questions in your reflective journal
1. What are some different types of measurements that people use where
  you live?
2. Are they universally used?
3. How do you talk about and use measurement with young children?

**Week 14**

**In class today:**
- Group discussion on chapter 7 and putting it all together.

All tasks completed and class is done!! 😊