I. COURSE DESCRIPTION
Child growth and development as related to the content areas within the early childhood years (birth through eight years). Appropriate subject matter, field experiences, reference materials and audio-visual resources in the lives of young children will be explored.

II. COURSE OUTCOMES
Course readings, activities, and assignments are designed to meet the following outcomes that are aligned with course assignments and select, Standards for the Preparation of Teachers of Early Childhood General and Special Education (ZS; Michigan State Board of Education, September 9, 2008; see section VIII):

1. Students will examine and describe theories and research-based practices on the integration of curriculum content areas and individual accommodations aimed to promote young children’s learning and development, including intellectual and emotional dispositions.
2. Students will develop and write age-/grade-appropriate Project Approach curriculum units that explore a topic in depth in order to promote young children’s development and learning, including intellectual and emotional dispositions.
3. Students will demonstrate knowledge of child growth and development and developmentally appropriate practice aimed to promote young children’s language, communication, and literacy abilities within curriculum activities.
4. Students will become familiar with and develop strategies and accommodations for children who have special needs in order to increase their engagement in curriculum activities that promote learning and development.
5. Students will become familiar with and demonstrate understanding of appropriate strategies to assess young children’s learning, including authentic and performance-based assessments.
6. Students will become familiar with and demonstrate appropriate application of the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten Programs, Common Core State Standards, Grade Level Content Expectations (K-3).
7. Students will describe and apply strategies to involve families in classroom activities and incorporate them into curriculum units.

III. REQUIRED READINGS
ISBN: 978-1-928896-64-7). These texts are available at the bookstore. The instructor will provide additional readings in class and on the course Blackboard (Bb) website.

IV. COURSE REQUIREMENTS AND ASSIGNMENTS

The course content is covered in class through lectures, group discussions and activities, and through readings and assignments outside of class and on our Blackboard (Bb) website (http://blackboard.wayne.edu). Students need to complete the reading assignments each week in order to participate in discussions and activities in class and online. The course has six assignments for students.

1. Reflective Journal Entries on Seminar 1-9 Discussion Board Forums (140-points, undergraduate students). Each student is to write at least 40 Reflective Journal entries over the 10-weeks (e.g., 8-sessions x 5-entries per session x 3.5-points per entry = 140-points) on our Bb website Seminars 1-9, Discussion Board Forums (http://blackboard.wayne.edu). The Reflective Journal Entries are thoughtful, reflective comments or responses written as Bb POSTs or REPLYs to other class members’ entries using at least 3-5 sentences. Personal, confidential, or identifying information about others outside of class must be omitted from entries to protect the privacy rights of individuals and agencies. Reflective journal entries will be graded pass/fail and evaluated on the extent that course content is integrated with professional reflections (3.5-points). All entries are to be written in complete sentences and paragraphs with correct spelling. The instructor will monitor entries.

2. Early Elementary Emergent Curricula – Annotated Bibliography Paper (140-points, graduate students). Individual graduate students choose a Young Children article and develop a research question/topic on emergent curricula that would be used in early elementary grades (see syllabus reference list, pp. 5-7). From the research question/topic, answer the question with annotations from 3 websites and 4 articles from Young Children. The paper structure and format is to follow guidelines from the Publication Manual of the American Psychological Association (APA), 6th Edition (2010) and include the following sub-heading sections: (a) an Introduction of the research question/topic, its significance and importance in ECE, and a description of current knowledge and practices in this area from our course texts; (b) an Annotated Bibliography listing of at least 3 websites and 4 professional journal articles from Young Children; and, end with (c) Summary Recommendations that provide an overview of the annotations to answer the research question with recommendations that support ECE practice next steps in this area. Each annotation is a 250-300 word paragraph that provides a summary of each article and an answer to the research question. See assignment Evaluation/Rubric on Bb ASSIGNMENTS page for specific details and format. A research question/topic sign-up sheet will be available in the Bb TownCenter Discussion Board forum and is due by Session 5 (week 6). The Annotated Bibliography Paper is due Session 8 (week 13).

3. Analysis Essay on Blackboard Website (130-points). All students individually write a 1500-word essay analyzing a week’s readings for one class session and place the essay on the appropriate Discussion Board Forum session. Students sign-up for one class session and write an essay to (a) compare and contrast individually selected content across ALL OF THE READINGS and (b) evaluate selected material across readings in terms of practical applications. The essay needs to be posted on our Bb website at least by the MONDAY before the class session. A maximum of Two students are to sign-up for a class session. Essays need to be written in complete sentences and paragraphs with correct spelling in narrative format. The quality of the writing across content sections (80-points) and the student’s participation in the Bb THREADED DISCUSSION with at least 3 class members’ entries posted on the essay (50-points) will earn full points (130-points). A sign-up Thread for weekly readings will be available in the TownCenter Discussion Board forum on Bb.

4. Project Approach Curriculum Unit Report and Bb Presentation (200-points). This assignment is an individual activity to develop one Project Approach Curriculum Unit for children in Kindergarten or Grade 1 or 2. Students are to use the Project Planning Journal (i.e., Young investigators: The project approach in the early years, 2nd ed., Helm, J.H., & Katz, L.G., 2011, New York: Teachers College; see Bb Course Documents page) to frame their documentation of the assignment. In addition, the curriculum unit report is to include class activities, a documentation plan of children’s learning, a field trip plan, and plans to include parents and family members. The curriculum unit report is to follow APA style and conventions (see V. Class Policy, Evaluation, and Grading in syllabus). An Evaluation/Rubric is available from the Bb Assignments page. The Project Approach Curriculum Unit Phase I items due on Bb by Session 6 (week 9); the complete Report is due Session 8 (week 13).

5. Blackboard (Bb) Activation Questions (AQs) (160-points). There are eight (8) AQs posted on eight of the weekly Bb Discussion Board Forum sessions. Each student is to respond individually to the AQs. Each question is worth 20-points. The answers to AQs are to be posted on the Discussion Board Forum session for the week as a REPLY to the instructor’s AQ entry. The criteria for awarding points are 10-points for a professional reflection with a correct answer.
posted during 5-days of AQ entry and 10-points if the answer is supported by reference material in the texts and/or course readings.

6. **Probe Quizzes (210-points).** There will be three (3) Probe Quizzes, each worth 70-points, scheduled over the semester. The probes will cover material from lectures, class activities, and course readings. The purpose is to assess your knowledge of terminology, concepts, and the application of course material. The Probe Quiz is completed on our Bb website during a 5-day period. A Probe Quiz completed after the 5-day period will earn a maximum points of 89%. Students must complete their own work.

### V. CLASS POLICY, EVALUATION, AND GRADING

Students need to complete the reading assignments each week in order to participate in discussions and activities in class and on our Bb course website. **Assignments must be turned in by due dates;** 89% of the points are the maximum available for late assignments without an instructor approved written explanation, as well as assignments completed as hard copy rather than posted online as course Bb entries.

- **Hard Copy Assignments** must be written with a computer application using 12 point font and formatted with 1-inch margins, headings/sub-headings, and a title page in accordance with the "Publication Manual of the American Psychological Association (APA),” 6th Edition (2010). Please write carefully with correct sentence and paragraph structure, grammar, and spelling.

- **Attention Students with Disabilities.** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

- **Academic Dishonesty/Plagiarism.** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf]). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- **Religious Observance Policy.** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

- **Wayne State University Writing Center.** The Writing Center provides individual tutoring consultations free of change for students at Wayne State University. While the Center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Center is located on the second floor of the Undergraduate Library or visit online at [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing)

- **Enrollment/Withdrawal Policies.** Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due date) at the time the withdrawal is requested
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade
Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

Grading is based on absolute, rather than comparative criteria. The final grading scales follow:

- **Undergraduate Grades** - 950-1000 = A (4.0), 900-949 = A- (3.67), 870-899 = B+ (3.33), 830-869 = B (3.00), 800-829 = B- (2.67), 770-799 = C+ (2.33), 730-769 = C (2.00), 700-729 = C- (1.67), 670-699 = D+ (1.33), 630-669 = D (1.00), 600-629 = D- (0.67), <600 = F (0.00)

- **Graduate Grades** - 950-1000 = A (4.0), 900-949 = A- (3.67), 870-899 = B+ (3.33), 830-869 = B (3.00), 800-829 = B- (2.67), 770-799 = C+ (2.33), 730-769 = C (2.00), < 730 = F (< 2.00)

The 1000-points available are divided across assignments as follows:

- Reflective Journal Entries (145-points, undergraduate students only)
- Early Elementary Emergent Curricula – Annotated Bibliography Paper (145-points, graduate students only)
- Analysis Essay on Blackboard Website (130-points)
- Project Approach Curriculum Unit (200-points)
- Blackboard (Bb) Activation Questions (AQs) (160-points)
- Probe Quizzes (210-points)
- Attendance and Participation Across Class Sessions 1-9 (9 x 10 = 90-points)
- Student Profile with .jpg Photo on Bb by 1/31/15 (15-points)

### VI. SCHEDULE OF READINGS, TOPICS, AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>SEMINAR TOPIC</th>
<th>READINGS and ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, Session 1 1/16/15 Friday</td>
<td>Teaching, Learning, and Curriculum – I Introduction to Course Syllabus Developmentally Appropriate Practice (DAP)</td>
<td>Engaging Children’s Minds, Chapter One Power of Projects, Chapter 1 NAEYC “Where We Stand” Documents (Early Childhood Mathematics; School Readiness; Learning to Read and Write; Curriculum, Assessment, and Program Evaluation) * Bb Course Documents page Student Profile &amp; Digital .jpg Photo by 1/31/15 (15-points)</td>
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<tr>
<td>Week 3 1/30/15</td>
<td>Assignments on Bb Website</td>
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<tr>
<td>Week 4, Session 3 2/6/15</td>
<td>Project Planning Phase I and II</td>
<td>Engaging Children’s Minds, Chapters Four &amp; Five Power of Projects, Chapter 3 &amp; 4 AQ 2</td>
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<td>Week 5, Session 4 2/13/15</td>
<td>Project Planning Phase III and Context</td>
<td>Engaging Children’s Minds, Chapters Six &amp; Seven Power of Projects, Chapter 4 &amp; 5 AQ 3 PROBE QUIZ 1</td>
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<tr>
<td>Week 6, Session 5 2/20/15</td>
<td>Projects Preschool and Early Elementary</td>
<td>Engaging Children’s Minds, Chapters Eight &amp; Nine Power of Projects, Chapter 4 &amp; 6 AQ 4 Emergent Curricula Annotated Bibliography Paper Research Question/Topic Due on Bb (graduate students)</td>
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<tr>
<td>Week 7 2/27/15</td>
<td>Assignments on Bb Website</td>
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Week 8 3/6/15
Assignments on Bb Website

Week 9
Session 6 3/13/15
Projects
Preschool and Documentation
Engaging Children’s Minds, Chapters Eight & Ten
Power of Projects, Chapter 7 & 8
AQ 5
Project Approach Curriculum Unit – Phase I Due on Bb website

Week of 3/17/15
SPRING BREAK

Week 10
Session 7 3/27/15
Projects
Early Elementary and Documentation
Engaging Children’s Minds, Chapters Nine & Ten
Power of Projects, Chapter 7 & 8
AQ 6
PROBE QUIZ 2

Week 11 4/3/15
Assignments on Bb Website

Week 12 4/10/15
Assignments on Bb Website

Week 13
Session 8 4/17/15
Future Challenges – Preschool
DAP and State Standards
Transition to Kindergarten
Engaging Children’s Minds, Chapters Eight & Eleven
Power of Projects, Chapter 9
AQ 7
Emergent Curricula Annotated Bibliography Paper Due (graduate students)
Project Approach Curriculum Unit Report Due

Week 14
Session 9 4/24/15
Future Challenges - Early Elementary
DAP and Standards, Transition to Grade 4
Engaging Children’s Minds, Chapters Nine & Eleven
Power of Projects, Chapter 9
AQ 8
PROBE QUIZ 3

Week of 5/1/15
FINAL EXAMINATION

VII. REFERENCES


Portland, NH: Heinemann.

## VIII. ZS GUIDELINES/STANDARDS Aligned to COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD</th>
<th>ASSIGNMENTS</th>
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<tr>
<td><strong>1.0 Promoting Child Development and Learning</strong>&lt;br&gt;Candidates use their understanding of young children’s typical and atypical developing characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, responsive, supportive, and challenging for all children and in alignment with the State Board of Education’s Universal Education Vision and Principles. The preparation program provides candidates with a variety of opportunities to demonstrate:</td>
<td>Activation Questions, Probe Quizzes</td>
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<td><strong>1.1 Knowledge and understanding of young children’s characteristics and needs, including multiple interrelated areas of child development and learning (including, physical, cognitive, social, emotional, language, aesthetic domains, play) processes and motivation to learn.</strong></td>
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<td><strong>1.3 Knowledge and understanding of the multiple influences on development and learning, (i.e., cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children’s individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the media):</strong></td>
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<th>EARLY CHILDHOOD EDUCATION ZS GUIDELINE/STANDARD</th>
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<td><strong>3.0 Assessing to Support Young Children and Families</strong>&lt;br&gt;Candidates know about and understand the goals, benefits, use and misuse of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning. The preparation program provides candidates with a variety of opportunities to demonstrate:</td>
<td>Project Approach Curriculum Unit, Activation Questions</td>
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<td><strong>3.1 Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum;</strong></td>
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<td><strong>3.2 Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines;</strong></td>
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<td><strong>3.3 Use of skills in conducting systematic observations, interpreting those observations, and reflecting on their significance in combination with other data for instructional decision-making.</strong></td>
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<td><strong>3.4 Knowledge about and use of responsible assessment practices including administering assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum);</strong></td>
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<td><strong>3.5 Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction;</strong></td>
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4.0 Teaching and Learning
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive behavioral supports and technologies which promote appropriate development and learning for all children. The preparation program provides candidates with a variety of opportunities to demonstrate:

4.3 Knowledge about the research and theory regarding early care and learning environments for all children (birth through age 8) that create optimal conditions which foster exploration and learning;

4.4 Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges;

4.5 Use of developmentally effective approaches which foster language and communication development embedded in every aspect of the learning environment and curriculum, thereby promoting appropriate literacy and cognitive development as foundations for continued educational success;

4.6 Knowledge and understanding of the central concepts, inquiry tools, and structures of each content area, (i.e., literacy, science, mathematics, social studies, the arts, world languages, technology, physical education and health);

4.7 Implementation of the central concepts of core content areas in a developmentally appropriate manner drawing from a continuum of teaching strategies and multiple disciplines;

4.10 Utilization of incidental teaching opportunities by identifying and taking advantage of informal experiences to build children’s language, concept development related to core content-areas, and skills (i.e., diapering, meals, clean-up times, indoor and outdoor play, dressing, other routines, and transitions);

4.12 Understanding and developmentally appropriate use of content knowledge in early education environments which include community building and classroom management with intentional experiences to foster social competence, child initiated experiences, and plan interactions moving toward child’s self-regulation and respect of peers, and pro social skills;

4.13 Knowledge of Michigan’s curriculum standards and age-grade level expectations and the appropriate implementation of those standards in the early childhood classroom, using and appropriately modifying a variety of instructional methods, and materials.

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