

North Central **Michigan College**

NCMC MASTER COURSE SYLLABUS FOR YEARS: 2001-2003

DIVISION/AREA: Natural Sciences, Health & Human Services DEPARTMENT: Early Childhood Education

AREA DEAN: Timothy Dykstra, Ph.D.

ORIGINATOR: Jo-Anna Kolodziej

TOTAL HOURS OF INSTRUCTION: Lecture: 3 Lab: 0 Total Contact Hours: 48

COURSE NUMBER: ECE 110

CREDIT HOURS: 3

COURSE TITLE: Curriculum and Methods

TRANSFERABLE TO: CMU (HEV), GVSU (ED GEN), SVSU (GEN ELECT), MSU (TE), WMU (ED), LSSU: ED 110

PREREQUISITE(S)/COREQUISITE(S)/ADVISORY:
None

CATALOG DESCRIPTION: Students will plan, participate in, and evaluate developmentally appropriate curriculum and teacher practices that support the physical, socio-emotional, cognitive, language and aesthetic development of children. Topics covered include child centered learning, use of themes and interest areas, elements of an anti-bias curriculum, child management techniques, and informal and formal assessment tools and strategies. *This course meets the CDA Credential competency goals I: To establish and maintain a safe, healthy learning environment and II: To advance physical and intellectual competence.*

GENERAL EDUCATION OUTCOMES OR OCCUPATIONAL PROGRAM OUTCOMES

Refer to College catalog or specific occupational program outcomes and describe how this course meets those outcomes.

Meets ECE competencies:

- Establish and maintain a safe and healthy learning environment based on developmentally appropriate practice.
- Understand and apply the principles of child growth and development and use of observation/assessment tools to ensure program development in support of children's physical, intellectual, and socio-emotional needs.
- Utilize strategies that are sensitive to issues of diversity to establish and maintain positive guidance and productive relationships with families and the community.

COURSE OBJECTIVES & OUTCOMES: Upon successful completion of this course, the student will:

Know and comprehend the principles of child development theory and developmentally appropriate practice in program development and environmental design.

- Develop a one-week thematic unit, based on developmentally appropriate practice, with activity plans for interest areas, a book list, bulletin board, and parent newsletter.
- Explain the importance of the home visit and the parent/teacher partnership.
- Describe the role of play in child development.

- Explain how child observation and assessment tools influence curriculum development.
- Describe three child management techniques or guidance strategies.

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COURSE TITLE AND NUMBER: ECE 110 Curriculum and Methods

- Write 10 open-ended questions that support children's learning.
- Describe three ways to make transition times go smoothly in the daily schedule.
- Write a persona doll story based on the principles of an anti-bias curriculum.

METHODS OF INSTRUCTION:

Lecture, class discussion, small groupwork, videos, and hands-on activities.

METHODS OF EVALUATION:

Papers, thematic unit project, class participation

REQUIRED TEXTS: (Representative List)

Creative Curriculum for Early Childhood, 3rd edition, Diane Trister Dodge and Laura Colker

Affective Curriculum, by Saderman-Hall

Teaching Preschoolers.....It Looks Like This in Pictures, Jeanette G. Stone

Optional supplementary Materials:

Young Children Journal published by NAEYC

Reasonable accommodations may be provided for students with documented physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the Education Opportunity Program (EOP) at (231) 348-6687 to arrange services for this course.

TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION:

Week 1	Pre Knowledge Inventory, Personal reality paper, Teaching Preschooler...It Looks Like This in Pictures
Week 2	Creating anti-bias environment/curriculum/goals and objectives
Week 3	Teaching Tolerance: race, gender, ability, and culture.
Week 4	Holidays, Activism, Stereotypes/Persona Dolls/ Open Ended Questions.
Week 5	Individual Needs/Schedules and routines/parent's role
Week 6	Continuation of weeks 4 and 5
Week 7	Activity plan form, weekly plan, thematic unit
Week 8	Blocks and House areas
Week 9	Table toys and Art
Week 10	Sand and Water, Library
Week 11	Music and movement and Cooking
Week 12	Computers and Outdoors
Week 13	Child Development Checklists
Week 14	Child Observation tools and assessment
Week 15	Home visitor skills/Teacher conference
Week 16	Teacher Observation/Portfolio completion

APPROVED FOR ADOPTION BY THE CRD/AP COMMITTEE ON _____