

# ECED 2121-550: Curriculum Development through Play Practicum: Birth through Age 4 (PreK)

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**University of New Mexico-Valencia Campus**

**Fall 2023 Semester: August 21, 2023 – December 16, 2023**

**Instructor:** Gabriela Peterson, M. Ed, Ph.D. (Dr. Gaby)

**Classroom:** Online via Canvas (canvas.unm.edu)

**Class Time:** Asynchronous

**Office Hours:** Mondays (11:00 am-12:00 pm via Zoom)

**Email:** [gpeterson22@unm.edu](mailto:gpeterson22@unm.edu).

## **COURSE DESCRIPTION**

The beginning practicum course is a co-requisite with the course Curriculum Development through Play- Birth through Age 4. The field-based component of this course will provide experiences that address curriculum content that is relevant for children from birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children from birth through age four, is emphasized.

## **COURSE COMPETENCIES**

This course is part of the *New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Programs*. The following objectives are taken from the New Mexico Public Education Department's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Provide a variety of activities that facilitate the development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive, and adaptive/living skills. A.5.
- Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5.
- Provides and uses anti-bias materials and literature and experiences in all content areas of the curriculum. D.7.

- Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences. E.4.
- Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5.
- Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6.
- Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7.
- Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

### **STUDENT LEARNING OUTCOMES**

1. Provide or facilitate a variety of activities that foster development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive, and adaptive/living skills.
2. Based on observation and interaction with children, explain, using a strengths-based perspective, how each child is unique and can be encouraged through diverse ways, including creative play.
3. Utilize a physical setting, schedule, routines, and transitions to provide quality experiences that promote children's development and learning.

### **REQUIRED TEXTBOOK**

Tyminski, Carroll (2014). *Your Early Childhood Practicum and Student Teaching Experience: Guidelines for Success*, 3<sup>rd</sup> ed. Boston, Mass.: Pearson.

### **ATTENDANCE POLICY**

As the class is asynchronous online, there is no attendance to be taken. However, assignments must be completed each week by Sunday at midnight to be accepted. You have all week at your convenience to read or watch the material and complete the assignment, so there are no late assignments except for extreme circumstances. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. It is the prerogative of the instructor to decide what is an extreme circumstance. Email me if you have something unusual that comes up that interferes with your ability to complete assignments.

Attendance in an online course should be approached the same as you would in a face-to-face course. If this course was offered face-to-face, it would meet (at a minimum) twice a week; thus, you should log into Canvas a minimum of two times per week. Keep in mind that coursework is done outside of lecture times, so you need to log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication.

Attendance and participation are required to successfully complete this course. The instructor is not responsible for withdrawing students. A “W” will not be given as a final grade. The student is responsible for following UNM Valencia's policy for dropping or withdrawing from a course – be aware that financial consequences may occur from these actions. Students who miss two discussion boards and/or assignments/assessments will be dropped from the course. And any student registered for the course when the semester begins who fails to submit all the course introduction activities by the end of the first week will be dropped from the course.

### **ASSIGNMENTS**

1. **Required Reading.** Throughout the course, you will be provided with required reading assignments. The assignments are located in Weekly Assignments on the course menu. You are expected to complete all required reading assignments and integrate what you have read into your course assignments and your online discussions.
1. **Discussion Boards.** Students will participate in weekly discussion boards for each chapter of the required text. Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be a complete thought and have at least five lines of text. There is no maximum number of words required, but please use good judgment. Use references to websites or readings to support your comments whenever possible. It is important that you get your initial discussion postings up in the early part of the week so others have an opportunity to read them and share their thoughts and experiences. By interacting fluidly throughout the week, we will build on one another's ideas. Therefore, post your initial response to the discussion forum no later than Wednesday and reply to three classmates no later than Wednesday. Discussion boards open on Sunday at midnight.
2. **Quizzes.** Students will complete a quiz for each chapter of the required text. A quiz is a quick assessment of student knowledge. Quizzes are intended to help students to have a better understanding of how well they grasp the material.
3. **Field Experience.** Students must complete at least 45 Practicum hours at a licensed public school early childhood program, including charter schools or a Head Start center.

The facility must be a licensed child care and education center through CYFD (Children, Youth, and Families Department) with a three-star or above quality ranking.

4. **Pre-Field Experience Conference.** Students are required to meet with their cooperating teacher to discuss the goals and expectations related to their time at the school site prior to or during the first week of Field Experience.
5. **Post-Field Experience Evaluation.** Students are required to receive an evaluation from their cooperating teacher at the completion of the Field Experience.
6. **Field Experience Reflection.** Students are required to complete a reflection activity at the end of their field experience.

### **GRADING POLICY**

This course is competency-based. Student competency will be evaluated based on the criteria presented below.

<b>Assignment</b>	<b>Percentage of student's grade</b>
Discussion Boards	10%
Quizzes	10%
Field Experience	50%
Pre-Field Experience Conference	10%
Post-Field Experience Evaluation	10%
Field Experience Reflection	10%
<b>Total</b>	<b>100%</b>

### **PERCENTAGES AND GRADE EQUIVALENT**

Points will be recorded for each activity and totaled at the end of the semester. The grading scale below will apply based on the percentage of total points possible.

As	Bs	Cs	Ds	F
100-97=A+	89-87= B+	79-77= C+	69-66 D+	58-0 F
96-93= A	86-83 =B	76-73 =C	65-62 D	
92-90 =A-	82-80 =B-	72-70 =C-	61-59 D-	

### **DUE DATES POLICY**

Students are expected to turn in work on the date that it is due. Late assignments will be accepted; however, 5 points will be deducted every day it is late. No late postings on the Discussion Board are permitted. See "Late Work and Exemptions" below.

### **LATE WORK EXEMPTIONS**

You can miss three discussion boards over the course of the semester and recover the grades by writing an expanded post. Requirements: 1) 1 page typewritten and double-spaced, 12 pt. font, default margins. 2) Email as an attachment within one week of the original due date. See “Due Dates Policy” above.

### **ACADEMIC INTEGRITY**

Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy:

<https://policy.unm.edu/regents-policies/section-4/4-8.html>. The policy states:

*Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.*

Academic Dishonesty is defined as:

*"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.*

### **NETIQUETTE**

Netiquette is a set of rules for behaving politely online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics of communicating online:

1. Be sensitive to classmates coming from different cultural and linguistic backgrounds and holding different political and religious beliefs. Plus, they will have other differences.
2. Use good taste when composing your responses in Discussion Forums. Swearing and using profanity are often insensitive to your classmates, so they should be avoided. Also, consider that slang can be misunderstood or misinterpreted.

3. Don't use all capital letters when composing your responses, as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
4. Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them, as this can cause hurt feelings and decrease the chances of learning from different points of view.
5. Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put it in parentheses afterward, such as Frequently Asked Questions (FAQs). After that, you can use the acronym freely throughout your message.
6. Use good grammar and spelling, and avoid using text-messaging shortcuts.

### **ACCOMMODATIONS**

UNM is committed to providing equitable learning opportunities for all students. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations but have not documented your disability, please contact Sarah Clawson, the coordinator for Equal Access Services at 925-8840 or [sjclawson@unm.edu](mailto:sjclawson@unm.edu).

### **CITIZENSHIP AND/OR IMMIGRATION STATUS**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

### **LAND ACKNOWLEDGEMENT**

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache, since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

## **COURSE OUTLINE**

<b>Week</b>	<b>Reading</b>	<b>Assignments</b>
Week 1 (08/21/23 – 08/27/23)	Chapter 1 – Preparing to Begin Student Teaching	Discussion Board – Week 1 Quiz #1
Week 2 (08/28/23 – 09/03/23)	Chapter 1 – Preparing to Begin Student Teaching	Discussion Board – Week 2 Education Facility Selection
Week 3 (09/04/23 – 09/10/23)	Chapter 2 – Becoming a Professional	Discussion Board – Week 3 Pre-Field Experience Conference
Week 4 (09/11/23 – 09/17/23)	Chapter 2 – Becoming a Professional	Discussion Board – Week 4 Quiz #2
Week 5 (09/18/23 – 09/24/23)	Chapter 3 – Establishing Effective Professional Relationships	Discussion Board – Week 5 On-site Field experience
Week 6 Week 6 (09/25/23 – 10/01/23)	Chapter 3 – Establishing Effective Professional Relationships	Discussion Board – Week 5 On-site Field experience Quiz #3
Week 7 (10/02/23 – 10/08/23)	Chapter 4 - Guiding Young Children in the Classroom	Discussion Board – Week 7 On-site Field experience
Week 8 (10/9/23 – 10/15/23)	Chapter 4 - Guiding Young Children in the Classroom	Discussion Board – Week 8 On-site Field experience Quiz #4
Week 9 (10/16/23 – 10/22/23)	Chapter 5- Classroom Management: Environments and Routines	Discussion Board – Week 9 On-site Field experience Quiz #5
Week 10 (10/23/23 – 10/29/23)	Chapter 6- Observations and Evaluations of Student Teaching	Discussion Board – Week 10 On-site Field experience Quiz #6

Week 11 (10/30/23 – 11/05/23)	Chapter 7- Assessment of Young Children	Discussion Board – Week 11 On-site Field experience Quiz #7
Week 12 (11/06/23 – 11/12/23)	Chapter 8 -Supportive Instruction	Discussion Board – Week 12 On-site Field experience Quiz #8
Week 13 (11/13/23 – 11/19/23)	Chapter 9-Understanding Diverse Communities and Interacting with Children’s Families	Discussion Board – Week 13 On-site Field experience Quiz #9
Week 14 (11/20/23 – 11/26/23)	Chapter 10 -Completion of Student Teaching: Looking Ahead	Discussion Board – Week 14 On-site Field experience Quiz #10
Week 15 (11/27/23 – 12/03/23)	Chapter 10 -Completion of Student Teaching: Looking Ahead	Discussion Board – Week 14 On-site Field experience Post-Field Experience Evaluation
Week 16 (12/04/23 – 12/10/23)	Field Experience Reflection	

***This syllabus should be viewed as a guide. While every attempt is made to provide an accurate overview of the course, circumstances, and events may make it necessary for the professor to modify the syllabus during the semester. Any changes to the syllabus are at the discretion of the instructor and will be made with advance notice. Changes will be posted in the Announcement section of Canvas.***