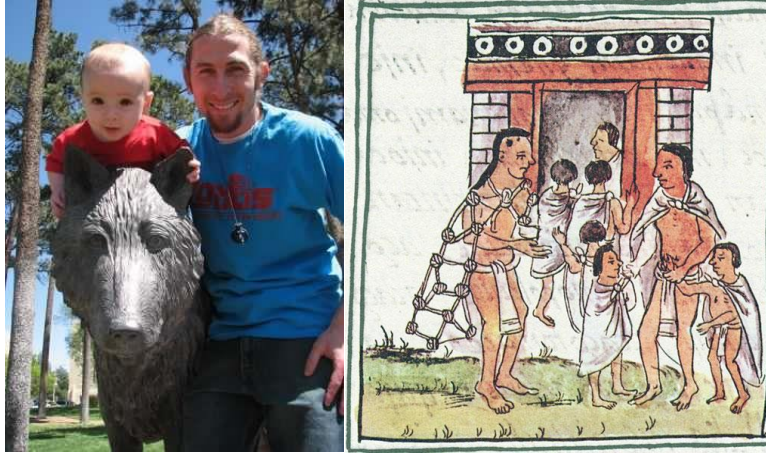


**ECED-2121: Curriculum Development through Play: Birth through Age 4 (PreK)
Practicum (78772)
UNM-Valencia
Fall 2024
Syllabus**



(Left: My oldest son, Aidán and myself; Right: Mexica Calmecac or advanced School)

Instructor: Joshua Frank Cárdenas, Ph.D.

Classroom: Online via Canvas (canvas.unm.edu). You must have a UNM net ID to access it.

Class Days, Times and Location: Thursday 6:00pm to 7:40pm, Synchronous Online via Zoom

Office: In person Rm. #111, Arts & Sciences building or via Zoom

Office Hours: Tuesday & Thursday 9:30-10:30 (A&S #111), Tuesday 3:30-4:30 (A&S #111), Wednesday 3:30-4:30pm (Online via Zoom), Thursday 2:30-3:30 (Online via Zoom). These times may be subject to change, but I'll let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 times in a Canvas message and I will respond promptly.

Email: jstjoshn@unm.edu, however, the best way to communicate with me is with a **Canvas** message. Note: I do not usually respond to messages from Friday evening until Monday morning. If you have an academic emergency, you can also phone a friend-classmate, contact a Librarian, a Writing Center tutor, or PASOS for help on or off campus.

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 Description

The field-based component of this course will provide experiences that address curriculum content that is relevant for children 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, birth through age four, is

emphasized.

Course Competencies

Course Competencies This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education'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 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

- Explain how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.
- 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.
- Students will demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.
- Design curricula and learning environments based on developmental observational assessment, children's interests and relevant content topics.

Required Textbooks & Materials

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

Powers, J., & Ridge, S. W. (2019). Nature-based learning for young children: anytime, anywhere, on any budget (First). Redleaf Press.

ISBN (softbound): 978-1-60554-596-7

UNM Ebook: <https://unm.on.worldcat.org/oclc/1051779725>

Other required readings, texts and materials will be provided on Canvas. Suggested sources are found always in the Library folder in the Major Resources module.

Credit-Hour Statement

This is a three-credit-hour course delivered in blended format (501 face to face, 502 online, 550 dual credit online) over 16 weeks during the Spring 2024 semester (Jan 15 to May 11). Please plan for a minimum of 24 hours per week to learn course materials and complete assignments. 9 hours out of class time is expected each week or roughly 3 hours to 1 in class hour.

Course Webpage on Canvas (canvas.unm.edu)

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will send messages via Canvas, give announcements or updates, as well as being the place where our resources, assignments and work is completed. Students should check their email at least every couple of days, if not every day.

Attendance Policy

Student's must attend class each day. A maximum of 3 missed classes is allowed with instructor notification. Lateness and leaving early is not acceptable and will count as ½ class missed. All students must attend the first day and week of class or will be dropped. Excessive absences, lateness and leaving early prior to census will force a student to be dropped. 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. Student's must participate fully. Student's must refrain from using their cell phones and other devices in class and instead focus on taking notes and completing in-class activities timely. Students should not be doing work for other classes.

Academic Dishonesty (from the UNM Catalog)

"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others including using AI to "write" your papers for you; not citing sources and claiming words or ideas as your own (plagiarism); 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.

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.

Required Reading Assignments

Throughout the course, you will be provided with required reading assignments. Our textbook is found via the UNM online catalog/Worldcat. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions. Our discussion is based on the reading, and our weekly check-in assignments are based on our reading, practice/practicum hours, experience and observation.

Weekly Reflections

Students are required to be doing two things each week. (1) Participating in class at/with UNM Valencia (by reading, reflecting and discussion) and participating in their ECE sites; (2) Students need to take copious notes, photographs, recordings, copies/scans of student work, products, classroom/school materials, texts, curriculum, rules, etc... to document your experience. Keep a journal and transfer your knowledge of the readings and in-class experiences into weekly reflection papers. These notes, observations and ideas can be utilized in your Child Case Study which requires a similar observation-note taking approach. Use APA format, 1-2 pages, double spaced, 12-point font.

Child Case Study

Select a young child to observe multiple times over the course of the semester. Use a variety of methods to record your observations. Your final product will use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this child.

Teacher Activity Analysis

Observe a curriculum activity being conducted by a teacher that has been planned for a child or group of children at your site. Take detailed notes; analyze and discuss this activity in the context of the readings. Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives?

- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the child.
- Analyze the activity from the perspective of the readings and class discussion.
- Analyze whether diversity is woven into the curriculum
- Reflect on the activity and what you have learned.

Mid-term

The Midterm will consist of a Walkthrough of Your Classroom, Curriculum, Students, Site and Progress. This will cover weeks 1-8. This will be turned in as an audio-video presentation 15 minutes minimum in length.

Final

This is the second part of the Mid-term, and is also a Walkthrough. This should cover weeks 9-16 and should not duplicate all that is in the mid-term but be much more extensive and in depth. This is an audio-video presentation of 15 minutes minimum in length.

Due Dates Policy, Late Work and Revision

Students are expected to turn in work on the date that it is due. Feedback comes along with each assignment, and so will be given liberally for on time material while late work will receive the minimum of feedback. Late assignments will be accepted; however, students who turn in late work must write an expanded post for discussion posts, of 2 paragraphs along with 2 responses of equal length and for projects an extra page minimum. Late work is graded also in the order it was received along with other late work, and never is graded before current ungraded work. All work can be revised for a better grade, but like above, will be regraded in the order it was received as a regrade, which will be graded *before* late work. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. Get used to this. Get used to reading and writing 1-2 pages each week as notes, discussion posts and replies, weekly reflections, projects, papers, quizzes, exam questions, and more. This is all practice to help you master the basics to language, literacy and reading for teachers of young children.

Grading and Assignments

Assignments	Grade Percentage
Attendance & Participation (In-Class & Out of Class Practice) 150 pts	25%
Teacher Activity Analysis 75 pts	15%
Midterm Walkthrough 100 pts	20%

Child Case Study 75 pts	15%
Final Walkthrough 150 pts	25%
Syllabus Quiz 50 pts	10%
Total 600 pts	100%

Percentages and Grade Equivalent

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-	

<u>COURSE OUTLINE Week</u>	<u>Topic & Readings</u>	<u>Activities and Assignments</u>
Week 1	Principles, Practice, Relationships (D.1, D.2)	Reflection 1
Week 2	Principles, Practice, Relationships (D.1, D.2)	Reflection 2
Week 3	Caregiving, Play, and Exploration as Curriculum (E.1, E.2, E.5, E.8)	Reflection 3
Week 4	Caregiving, Play, and Exploration as Curriculum (E.1, E.2, E.5, E.8)	Reflection 4
Week 5	Attachment with Infants and Toddlers (E.1, E.6, E.7)	Fingerprinting, Background Check, Site Selection, Pre-field Experience Contract & Conference, Practicum Student Agreement Due Reflection 5
Week 6	Infant and Toddler Perception (D.6, E.1, E.4, E.5, A.11)	Reflection 6
Week 7	Motor Skill Development of Infants and Toddlers (E.6, E.11, D.5)	Reflection 7 Field Log Part 1 due
Week 8 (No classes)	Midterms	Midterm Walkthrough Due
Week 9	Infant and Toddler Cognition (E.11, D.7)	Reflection 8
Week 10	Language	Reflection 9

	Development of Infants and Toddlers	Teacher Activity Analysis Due
Week 11	Emotional Development	Reflection 10
Week 12	Developing Social Skills in Infants and Toddlers	Reflection 11
Week 13	Physical Environment	Reflection 12 Child Case Study Due
Week 14	Social Environment (D.5, D.6, F.9)	Reflection 13 Observation Self-Review Due
Week 15	Family & Parent Relationships	Reflection 14 Post-Field Experience Due
Week 16		Reflection 15 Final Walkthrough due

Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Learning Commons: Tutoring Services

Tutoring is available to you in math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject

not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

Title IX

Our classroom and university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, or harassment, If you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus.

Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct and reporting, please see <https://policy.unm.edu/university-policies/2000/2740.html>.

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you are experiencing COVID- 19 symptoms, please do not come to class. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need to stay home, please get in touch with me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

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 emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

Respectful and Responsible Learning

We are all responsible for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment

constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure.

Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your work.

UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (<https://pathfinder.unm.edu>) and the Faculty Handbook (<https://handbook.unm.edu>).