Instructor: Marisa Macy, Ph.D.
E-mail: mamacy@utep.edu
Office Phone: (915) 747-7640
Office & Hours: Virtual office hours in Blackboard Mondays 1-5pm or by appointment

Class Time & Location
Asynchronous & Online. This is an online course. There is no face-to-face class.

Course Description (UTEP Catalog)
“Seminar in Early Childhood Curriculum (3-0) Curriculum Development for the early childhood teacher includes program design, activity planning, examination and construction of materials, and teaching and evaluation techniques.”

Course Objectives
By the end of this course, students will have developed early childhood education knowledge and skills in: (1) program design, (2) activity planning, (3) examination and construction of materials, (4) teaching techniques, and (5) evaluation techniques.

Learning Outcomes
By the end of this class, students will develop the following learning outcomes:

Program Design
- Understand and apply skills related to early childhood inclusive curricula.
- Gain a comprehensive knowledge of how to design developmentally appropriate early childhood programs and establishing a learning environment.

Activity Planning
- Understand and apply knowledge of how to create activity plans.
- Manage the classroom physical environment

Examination and Construction of Materials
- Understand the skills and techniques needed examine early childhood materials for inclusive environments.
- Understand the skills and techniques needed construct early childhood materials for inclusive environments.

Teaching Techniques
- Understand how to plan and implement effective management of the classroom physical environment.
- Be able to coordinate and organize inclusive early childhood environment.
• Be able to apply early childhood teaching techniques to foster early literacy development in inclusive classrooms.
• Be able to apply early childhood teaching techniques to foster early numeracy development in inclusive classrooms.
• Be able to apply early childhood teaching techniques to foster art and music development in inclusive classrooms.

**Evaluation Techniques**
• Be able to plan and implement effective techniques to evaluate:
  - Student learning and development
  - Teaching
  - Parental satisfaction
• Understanding and applying skills for creating and utilizing evaluation methods.
• Understanding the interrelationship between assessment and evaluation.

**Student Learning Outcomes Assessments**

*Learning Outcomes Achieved and Measured by:*
Reading and written reflection (weekly)
Participation in discussions (weekly)
Constructing a personal teaching statement portfolio (by the end of the class)

The course adheres to the College of Education’s mission and vision addressing the culture of curriculum development inquiry through a sustained, comprehensive, and coherent program of study with special emphasis and support for student learning and development in linguistically and culturally diverse settings. The course emphasizes the building of a knowledge base, generation and dissemination of research and its application, these being part of the driving force of the mission, vision, belief, ethics, and values of the College of Education.

The ECED 5352 course addresses representative curriculum and concepts useful for the consumption and generation of curriculum issues and competencies by the graduate students in their efforts to become a learner and producer of curriculum and methods which directly impact schools and student performance on issues of duties, accountability and learning. The course provides the fundamental bases for allowing students to continue their journey of curriculum development, reflection, application of basic problems and challenges of methodologies and design and generate solutions to these problems. As a whole, the course goal is to equip students with a wide array of curriculum possibilities in early childhood education which allows them to plan, organize, implement, and execute classroom methods for the appropriate, care, and precise analysis of quantitative and qualitative educational solutions to problems.
Course Readings

Required Textbook:
Pearson customized text available in the UTEP Bookstore.

Additional readings may be assigned throughout the semester and distributed in class, or available online.

University Policies

Standards of Academic Integrity:
Students are expected to uphold the highest standards of academic integrity. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operation Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities Statement:
If you have, or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 201. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency, or which may cause an emergency during classes, you are encouraged to discuss this in confidence with the instructor and/or the director of Disable Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Instructor Policies

Class Participation
Much of the value of a course comes in the questions, discussion, and involvement of students. Participation means actively contributing to discussions. Participation includes asking questions, and taking part in discussions and activities.

To be successful in this course, class functionality, assignments and activities rely heavily on your early understanding of expectations. You are responsible for doing all the assignments, turning them in on time, and reading the online material and your text book every week.
**Communication**
I may communicate with you using UTEP email or Blackboard. You should check your UTEP email and Blackboard several times a week for announcements or updates.

**Assignments**
All assignments are due on the assigned date in the **digital drop box on Blackboard**. Assignments may **NOT** be turned in via hard copy or via e-mail unless otherwise specified. **Late assignments will not be accepted.**

Assignments are expected to be typed, double-spaced, paginated, 1 inch margins, 12 point Times New Roman font, use of people first language, and follow APA guidelines. Submit your work in a .doc format. See the Grading section of the syllabus for information about how assignments are graded.

- **APA Style**: Citations in the body of a paper and the reference list at the end of the paper should follow APA Style. Information about APA style may be found at [http://www.wisc.edu/writing/Handbook/DocAPA.html](http://www.wisc.edu/writing/Handbook/DocAPA.html)

- **People First Language**. All assignments must be completed using People First Language—which respectfully puts the person before the disability to describe what the person *has not* who a person *is* (e.g., a student with autism vs. autistic student). Points will be deducted if these conventions are not followed.

**Class Conduct**
I expect you will be respectful of everyone in class.

---

**Being Successful in an Online Class**

**TECHNOLOGY**

**E-mail**
E-mail is required in this class. If you do not have a UTEP e-mail account, get one immediately. Contact the UTEP help desk for assistance.

**Software**
For this class you may need the following software:
- **Adobe Acrobat Reader** which you can get at [www.adobe.com](http://www.adobe.com) and then clicking on the icon on the left side of the screen which says, “Get Adobe Reader.” Follow instructions to install the reader.
- **Macromedia Flash Player** can be obtained at [www.adobe.com](http://www.adobe.com) and then clicking on “Download Flash Player.” Follow installation instructions.
- **Apple QuickTime Player** can be obtained at [www.apple.com](http://www.apple.com). Once there, click on “QuickTime” tab on the top of the page and then click on “QuickTime Player FREE premier multimedia player and following instructions.
• **Microsoft Office.** I recommend buying this if you do not have any word processing software or presentation software. I recommend it purely because it is pretty inexpensive in the UTEP Bookstore.

**STUDENT SUCCESS**

Online learning is not a spectator sport. It is everyone’s responsibility to participate as fully as they can so everyone can get the most of the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: if you don’t know the answer, please ask and I or someone else will share it with you. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any problems you are having. Make sure that you have clearly indicated the subject of your message.
- Reach out to others: offer a fact, article, link, or other items that can help others learn something you can share.
- Be appropriate: the online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually be subject to disciplinary action, as well.
- Be diplomatic: when sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- Stay focused: stay on topic to increase the efficiency of your learning.
- Manage your time: the rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. So, for this course you should expect to spend 3 hours of class time + 9 hours of study and prep time = 12 hours per week.

### Assignment Descriptions

**#1) Posting of Chapter Activity in “Assignments”**

*(7 assignment posts x 6 pts possible = 42 points possible)*

Each week you will have readings from the course text book, and/or sometimes other reading materials posted on Blackboard. There will be an activity related to the reading where you reflect upon the concepts and synthesize the content.

**Due:** weekly.

**#2) Podcast**

*(10 points possible)*

Listen to one podcast by an influential person in the early childhood field. Then write up your impression of the podcast not to exceed two pages in length.
Include in your summary report: (a) who the person is, (b) why you chose their podcast, (c) what you learned about early childhood education, and (d) how you could apply the information you gleaned from the podcast. **Due: at the end of the semester (see calendar at the end of the syllabus).**

Here are some possible podcasts you may wish to choose:

-✔️ Building Upon the Things in The Environment & Routines for Children’s Ubiquitous Play (BUTTERCUP) [www.marisamacy.com](http://www.marisamacy.com)
-✔️ NAEYC Radio [www.naeyc.org/newsroom/NAEYCradio](http://www.naeyc.org/newsroom/NAEYCradio)

### #3) Posting of Chapter discussion in “Discussion”

(7 discussion x 4 pts possible = 28 pts possible)

Each week you will participate in an online discussion with others in the class. This activity simulates what occurs in a face-to-face class. Here are some tips for posting messages for the online discussion activities.

-✔️ Post your initial message as early in the week as possible so people will have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or replies to someone else.
-✔️ Keep your messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Keep in mind that people are more apt to read and digest shorter messages than long ones.
-✔️ Be respectful of other’s ideas, opinions, and beliefs. It’s fine to disagree with someone, but please respect their right to think differently.
-✔️ Notify Dr. Macy as far in advance as possible of any time exceeding 4 days in which your participation will not be possible during an online course.
-✔️ Avoid using caps. IT SEEMS LIKE SHOUTING!
-✔️ Maintain the privacy of participants, including privacy of comments made during electronic conversation that is to be shared only with those participating in the course.
-✔️ Abide by the Family Educational Rights and Privacy Act rules which find academic information is confidential and forbids disclosure of academic information without the participant’s consent.
-✔️ A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:
  - Reflection about meaning: describe thoughtfully what something means or new insights it provides, or raise a questions as a seed for clarification or further discussion.
  - Analysis: discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
Elaboration: build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.

Application: provide examples of how principles or concepts can be applied to actual situations, or discuss the implication of theory or practice.

Synthesis: integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.

Evaluation: assess the accuracy, reasonableness, or quality of ideas.

Due: weekly.

#4) Final Portfolio
(20 points possible)
The final assignment for this class is a teaching portfolio based on all of the weekly studies and components that make up your early childhood classroom. This portfolio should be of the quality of documents that you would present at a job interview, or parent night introduction for your classroom. Contained within the 10-15 page portfolio will be descriptions of:

1. early childhood curriculum and classroom philosophy (why are you doing what you are doing, and what experts in the area inspired you to do so),
2. how you manage developmentally appropriate curriculum in your classroom,
3. your learning environment and illustrations of your room and centers,
4. physical environment including spaces and routines,
5. your plan for inclusion and how you include a diverse group of children in your classroom,
6. early literacy learning in your inclusive classroom,
7. early mathematics in your inclusive classroom,
8. creative arts (e.g., visual arts, music, dance/movement, etc.) in your inclusive classroom,

Cite references other than our text if used.

Due: at the end of the semester (see calendar at the end of the syllabus).

Your work will be evaluated using the following criteria and point scale:

- A title page is included. (1 point)
- All 8 areas from above were included in your description. (16 points)
- The portfolio is 10-15 pages in length. (1 point)
- The portfolio is well written (i.e., spelling and grammar are impeccable). Writing style is family-friendly and there is no jargon or technical language that might confuse parents. (1 point)
- Paragraphs are arranged around a common theme or topic where ideas flow together. (1 point)
### GRADING

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Points</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Posting of Chapter Activity in Assignments (7 assignment posts x 6pt)</td>
<td>42</td>
<td>_____</td>
</tr>
<tr>
<td>2. Podcast</td>
<td>10</td>
<td>_____</td>
</tr>
<tr>
<td>3. Posting of Chapter Discussion in Discussion (7 discussion posts x 4pt)</td>
<td>28</td>
<td>_____</td>
</tr>
<tr>
<td>4. Final Portfolio</td>
<td>20</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Letter Grades

*Grades will be based on the total points achieved according to the following scale:*

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>Below 60</td>
</tr>
<tr>
<td>Week</td>
<td>Topics &amp; Activities</td>
<td>Readings</td>
<td>Due</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
<td>----------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>Introduction</strong></td>
<td>Pearson</td>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developmentally Appropriate Practice</td>
<td>Week 1 (p. 1-24)</td>
<td>✓ Assignment ✓ Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curricular Approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td><strong>Program Design ~ Establishing a High Quality ECE Environment</strong></td>
<td>Pearson</td>
<td>Week 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching &amp; Learning in DAP Programs</td>
<td>Week 2 (p. 25-60 &amp; 61-96)</td>
<td>✓ Assignment ✓ Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishing a Learning Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><strong>Activity Planning</strong></td>
<td>Pearson</td>
<td>Week 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing the Physical Environment of the Classroom</td>
<td>Week 3 (p. 97-116)</td>
<td>✓ Assignment ✓ Discussion</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td><strong>Materials</strong></td>
<td>Pearson</td>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizing the Inclusive Classroom for Grades K-3</td>
<td>Week 4 (p. 117-154)</td>
<td>✓ Assignment ✓ Discussion</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Teaching Techniques</strong></td>
<td>Pearson</td>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding Early Literacy Learning in the Inclusive Classroom</td>
<td>Week 5 (p. 155-202)</td>
<td>✓ Assignment ✓ Discussion</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td><strong>Evaluation Techniques</strong></td>
<td>Pearson</td>
<td>Week 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics in the Inclusive Classroom</td>
<td>Week 6 (p. 203-234)</td>
<td>✓ Assignment ✓ Discussion</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td><strong>Putting in Altogether</strong></td>
<td>Pearson</td>
<td>Week 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrating Art and Music in the Inclusive Classroom</td>
<td>Week 7 (p. 235-270)</td>
<td>✓ Assignment ✓ Discussion</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td><strong>Finals Week Dec. 5-9</strong></td>
<td></td>
<td>Podcast Summary Portfolio</td>
<td></td>
</tr>
</tbody>
</table>