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 LSC: App-4/3/14  
 UWUCC: App-4/8/14  
 Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE II DEPARTMENT COMMITMENT

Professor Dr. Fredalene B. Bowers Received  
 Department Human Development & Environmental Studies JAN 27 2014  
 Email fbowers@iup.edu Liberal Studies  
 Course CDFR 429 Teaching in Child Development Centers Received

Please provide answers to these questions on the next page:

APR 2 2014

1. Include the most recent syllabus for the Type II course.

Liberal Studies

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

| Approvals:                  | Signature                 | Date    |
|-----------------------------|---------------------------|---------|
| Professor (s)               | <i>Fredalene B Bowers</i> | 3/31/14 |
| Department Chair            | <i>Fredalene B Bowers</i> | 3/31/14 |
| College Dean                | <i>M. A. E. C.</i>        | 4.2.14  |
| Director of Liberal Studies | <i>Dr. H. Prof</i>        | 4/3/14  |
| UWUCC Co-chair(s)           | <i>Gail Sechrist</i>      | 4/8/14  |

## **TYPE II DEPARTMENT COMMITMENT**

Professor: Dr. Fredalene B. Bowers

Department: Human Development &  
Environmental Studies

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The "statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

In the Child Development & Family Relations Program, CDFR 429W Teaching in Child Development Centers is one of two capstone courses. This course, focuses on the Child Development component, the other capstone course, CDFR 428W Family Dynamics, focus on the family relations component of the major. Both courses have been offered for over 20 years as writing intensive courses.

In addition to meeting IUP's Writing Intensive requirements, both courses were part of an extensive program and course revision (approved in 2010-2011) to meet requirements/standards of the following national organizations and departments: National Association for the Education of Young Children; Pennsylvania Department of Education's Pre K Competencies; and the National Council for Family Relations.

Over the years, multiple faculty have taught both courses. As the HDES Department Chairperson, it is my responsibility to assure that any faculty teaching writing intensive courses, meets or exceeds all requirements, and follows the course syllabus and writing assignments.

The student outcomes for CDFR 429 Teaching in Child Development Centers are assessed each year. The specific student outcomes that are writing intensive include:

- Twelve (12), three-four page logs, submitted weekly, describing a child or children's behavior, utilizing the anecdotal record format and demonstrating the ability to integrate child development theory with field work/practice.
- Four (4), two-three page observations of specific behaviors (e.g., value of play; documentation of learning activities; special needs children; and problematic behaviors exhibited through play), submitted throughout the semester.
- Three developmentally appropriate activities/lessons planned, implemented and evaluated throughout the semester (three-four pages per plan).
- A comprehensive term project, detailing one week of developmentally appropriate activities, focused on "learning through play" in all curriculum areas (e.g., dramatic play, language/literacy, creativity, science, math, gross motor, nutrition, music and movement, and special activities). The term project is to be submitted in a three-ring binder, addressing all domains of development (e.g., physical, cognitive, social and emotional), demonstrating a clear understanding of developmentally appropriate practices and utilizing APA format for references. (Approximate length, 40-50 double-spaced pages.)

Feedback is given to students on a weekly basis. Logs, observations and activity/lesson plans are returned one week after submission in order to provide students with information regarding their strengths and weaknesses in analyzing, synthesizing and recording child behaviors. This also provides the student with information and guidance regarding conceptualizing, organizing and presenting written materials. It assures that students understand child development theory and are able to integrate theory with the actual behaviors of children. Sixty-four (64) percent of the course grade is based on writing assignments (exceeding the required 50%).

**CDFR 429 Teaching in Child Development Centers/W/Lab  
Spring 2014**

**Class Time: Thursday 3:45 – 5:30 p.m., Ackerman 109**

**Plus: Six lab hours per week and four one hour observations**

**Instructor:** Fredalene B. Bowers, Ph.D., Professor, Child & Family Studies  
**Office:** Ackerman 207  
**Office Hrs:** Monday & Wednesday 1:00 a.m. – 4:00 p.m., Tuesday 9:00 - 12:00,  
Friday 9:00 a.m. - 12:00 p.m. or by appointment  
**Phone:** 357-2336  
**E-mail:** fbowers@iup.edu

**Catalog Description:**

Participation in a laboratory child development/early care and education center as a teacher's assistant. Applying principles and concepts of child development is the major focus of this course. Techniques of planning developmentally appropriate activities and utilizing positive guidance with a group of diverse preschool children are emphasized.

**Prerequisites:** Grade of C or better in CDFR 218, 310, 315, 321, 322, 323, 410, 426; compliance with current agency regulations; and enrolled in major or by permission of instructor.

**Required Textbooks:**

Copple, C. & Bredekamp, S. (eds). (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. (3rd ed.). Washington, D.C.: National Association for the Education of Young Children.

Marion, Marian. (2011). *Guidance of Young Children* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

**On-Line Reading:** Pennsylvania Learning Standards for Early Childhood – Pre Kindergarten  
<http://www.pakeys.org/uploadedContent/Docs/PD/Standards/Pre-Kindergarten%202010.pdf>

**ADDITIONAL READINGS WILL BE ASSIGNED IN CLASS**

**Peer Contact:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Course Objectives:**

Students will be able to:

1. Create a curriculum that emphasizes play as the primary tool for learning and an integral part of the child's emotional, social, language, cognitive, physical and creative development in the early years.
2. Integrate developmentally appropriate activities into all curriculum areas (e.g., language & literacy, math and manipulatives, science, creativity, gross and fine motor and other related areas) addressing the National Association for the Education of Young Children and Pennsylvania Department of Education PreK learning standards.
3. Demonstrate the use of positive guidance and discipline techniques that support the growth of self-control in young children.
4. Evaluate traditional child development/early care and education center routines, procedures and activities in conjunction with the needs and diversity of young children (e.g., age, cognitive development, culture, socio-economic, and linguistic).
5. Analyze the developmental and special needs of children (including physical, cognitive, cultural and social-economic) through observation and assessment.
6. Incorporate appropriate activities for children with special needs including accommodations and modifications for diverse learners.
7. Synthesize a personal, professional code of ethical behavior in regard to work with children and their families through conferencing with families and on-going professional development.

**Course Outline:**

- A. Introduction to the Child Development / Early Childhood Centers (2 hours)
  1. Teacher Responsibilities
  2. Safety Concerns and Limits
  3. Planning the Program
  4. Preparation of Materials
  5. Classroom Management Techniques
- B. Professionalism and Ethics in the Classroom (2 hours)
  1. Confidentiality
  2. National Association for the Education of Young Children's Code of Ethics
  3. Professionalism with Parents and Families
- C. Developmentally Appropriate Activities for Young Children (6 hours)
  1. Curriculum Areas Focusing on a Multi-Cultural Perspective
    - a. Language & Literacy

- b. Math and Manipulatives
  - c. Science
  - d. Creativity
  - e. Music and Movement
  - f. Fine and Gross Motor Activities
  - g. Additional areas such as Technology, Social Studies, Cooking/Nutrition
2. The Importance of Play as the Primary Vehicle for Learning
  3. Enhancing Dramatic Play in the Classroom
  4. Implementing Developmentally Appropriate Lessons

Exam I (2 hours)

D. Observation and Assessment of Preschool Children (8 hours)

1. Interactions Between and Among Children
2. Interactions Between Children and Adults
3. Individual Behavior Patterns and Needs
4. Special Needs of Children
5. Respect for Diversity and Diverse Learners
6. Documenting Children's Growth and Development

E. Concepts of Positive Guidance (4 hours)

1. Conceptual Framework and Theoretical Background
2. Techniques of Positive Guidance
3. Guidance During Routines and Transitions
4. Helping Children Deal with Strong Emotions and Stress
5. Helping Children Develop Positive Social Skills

F. Developmentally Appropriate Discipline Techniques (4 hours)

1. Supporting Self-Control
2. Teaching Prosocial Skills
3. Situational Assistance and Redirection
4. Reality Appraisal

Final Activity/Exam - During Final Exam Week

**Procedures:**

The course will be taught by lecture/discussion and laboratory work involving student/child weekly interactions. The students will be teacher assistants and will help plan and manage the daily child care program. Observation of children will be assigned weekly and daily logs will be kept. Audio-visual aids and resource materials will be used when appropriate.

**Attendance Policy:****For Lab Work:**

Attendance for your assigned lab hours is **MANDATORY!** If hours must be missed for an approved reason, they may be rescheduled with the laboratory teacher. Unapproved absences cannot be made up. ***If one assigned lab period is missed, 20 points will be deducted from your grade. If more than two unexcused lab hours are missed, your lab grade will be lowered by one letter grade.*** (Remember, that daily logs are dependent on lab attendance. You cannot complete a log if you have not worked in the center for six hours.) Also, the classroom teacher is depending on your attendance - **arriving at the assigned time and departing at the assigned time**. If you need to leave early on any day that you are assigned in the classroom, that time must be made up. **If not made up or if you choose to "leave early" because you have "other things to do" your semester grade will reflect this! Ten points per "late arrival" or "early dismissal" will be deducted from your final points.**

**For Classroom Instruction:**

Attendance is also **mandatory** for the group class meetings. The number of unexcused absences should not exceed one class period. Unexcused absences, after one class period, will result in loss of 20 points per class period. In order to be considered present in class, student must arrive promptly at the beginning of the class period and remain for the entire 105 minute class session.

**It will be extremely difficult to understand the complex interaction of children's growth and development, individual idiosyncrasies and needs, developmentally appropriate practices and appropriate teacher behavior without serious preparation for and participation in the class sessions.** (Therefore, logs must be completed prior to attending class and students must be prepared to discuss both logs and observations in class.)

**Course Requirements:**

1. All written assignments will be due in class on the date assigned. Assignments turned in late for any reason (unless prior instructor approval is given) will receive a 10 point reduction. If the student has special problems and cannot turn in an assignment on time, the professor must be notified **in advance** to make appropriate arrangements. See course assignment section at the end of this syllabus for more specific information.
2. All assignments must be typed and double-spaced. Spelling and grammar will be included as part of the grade for all written formal work. Thus, proper spelling and careful proof reading are important. **Students should utilize APA style for any reference citations.** Any assignment, formal/typed or hand-written logs, deemed unreadable by the instructor will be returned to the student without a grade.
3. Students will be expected to show courtesy during the lecture – talking between students should be kept to a minimum. Talking to your neighbor is disruptive to both the instructor and to other students. Sleeping in class is also disruptive and demonstrates a lack of professionalism and commitment to the field.

**4. All student lesson plans, taught at the University Early Care and Education Center, must be approved by the professor prior to being presented; this includes picture recipes, charts, and other materials that the student plans to utilize with the children. Picture recipes/charts must be seen by the course instructor at least three days prior to your lesson - this is to allow enough time for the chart/recipe to be redone if necessary.**

**There are no exceptions and no credit will be given for a lesson that was not approved. Lesson Plans must be submitted one week in advance to both the professor and supervising teacher.**

5. Students are expected to observe all principles of academic honesty which includes plagiarizing. (Note: Plagiarizing means "to copy or imitating the language, ideas and thoughts of another author and passing off the same as one's original work" without citing or crediting the author). Violators of such standards will be dealt with accordingly (use Undergraduate Catalog).

**Academic honesty also includes completing all observations and floor work for the required number of hours and truthfully logging in the correct number of hours. Academic honesty means that students will not "make up observations or logs"; these are to be written based on actual experience in the child care classrooms. This class is preparing students to be professionals in the workplace, you will be expected to act as professionals - to be ethical, honest and trustworthy.**

6. Cell phones, Blue Tooth/ear pieces, pagers and head sets are **not permitted** in the preschool classroom or observation booths at Davis and must be turned off in our classroom. **TEXT MESSAGING WILL NOT BE PERMITTED EITHER IN THE CLASSROOM OR IN THE CHILD CARE CENTER.** If you are text messaging in class - you will be asked to **LEAVE!** Please leave your cell phone in your purse/book bag.

**NOTE: If you are text messaging in the center, you will not receive credit for any hours that day! This will be reflected in your final grade! Please leave your cell phone in your purse or bag.**

**7. Laptops may only be used for note taking.**

8. Please adhere to housekeeping policies of **no food (snacks, lunch, etc)** in the classroom and drinks (water, etc.) only in a closed container.

9. If you have any problems with the course or the materials, please see the instructor prior to or after class to arrange an appointment time.

10. E-Mail Policy. Your IUP email is the only email address that the professor will use to contact you. It is expected all communications be prepared and presented professionally. To communicate professionally and respectfully with the professor, your email should include:

- Email subject
- A greeting

- Indicate you are a student of "class number/name"
- Clearly written paragraph indicating the question or concern you have
- End the message politely
- Be sure to include your name at the end
- Give the professor enough time to respond to your email (an email sent at 2:15 a.m. will not be responded to by 8:00 a.m. that morning / likewise, an email sent on Saturday morning may not be responded to before Monday morning).

11. Additional Costs for the Course. There will be additional costs for materials and supplies to teach your lessons in the preschool classroom. This may include, but it not limited to: creative materials, foam board for posters, lamination of materials, and other supplies.

12. If you have any questions or concerns, please contact the course professor.

### **Evaluation**

The final grade calculation will be made according to the following formula:

**Logs, Observations, Lessons, & lab grade– 60 %**

Includes all participation and activities with children in the laboratory setting, written observation assignments, written daily logs, and written curriculum activities. *Once the lab schedule is determined, it cannot be changed without prior approval.*

**Assignments - term project & portfolio - 30 %**

**Exams– 10%**

Students will be evaluated by their performance on daily logs and analysis of work with children, observations, papers, class activities, class discussion and growth in skills.

**A major factor in the final grade determination will be your ability to demonstrate integration of child development course materials, terminology, and content in all aspects of direct work with children, in class discussions and in written assignments.**

|   |                          |
|---|--------------------------|
| <b><i>Observations (4@ 10 points)</i></b> | <b><i>40 points</i></b>  |
| <b><i>Logs (12 @ 10 points)</i></b>       | <b><i>120 points</i></b> |
| <b><i>Portfolio</i></b>                   | <b><i>20 points</i></b>  |
| <b><i>Lesson Plan # 1</i></b>             | <b><i>20 points</i></b>  |
| <b><i>Lesson Plan # 2</i></b>             | <b><i>20 points</i></b>  |
| <b><i>Lesson Plan # 3</i></b>             | <b><i>20 points</i></b>  |
| <b><i>Term Project</i></b>                | <b><i>200 points</i></b> |
| <b><i>Lab</i></b>                         | <b><i>200 points</i></b> |
| <b><i>Exams/Quizzes</i></b>               | <b><i>50 points</i></b>  |
| <b><i>Total Possible</i></b>              | <b><i>690 points</i></b> |



**Course Grade**

|             |   |
|-------------|---|
| 621-690     | A |
| 552-620     | B |
| 483-551     | C |
| 414-482     | D |
| 413 & below | F |

*Students must receive a "C" or better for successful completion of the course. A grade lower than a "C" will require the student repeat the course.*

**NOTE:** On the first day of class, original copies of the following must be given to the professor:

- State Police Criminal Background Check
- Child Abuse Clearance
- FBI Fingerprinting
- Health Report
- Mantoux TB test
- Proof of liability insurance

***ANY STUDENT WHO DOES NOT HAVE THE ABOVE ITEMS ON THE FIRST DAY OF CLASS WILL NOT BE ALLOWED TO CONTINUE IN COURSE FOR THE CURRENT SEMESTER! These documents are required to work in the child care center by the Pennsylvania Department of Education (exception - liability insurance which is required by IUP).***

**This is an approved Writing Intensive Course; therefore, the course will involve an extensive use of writing.** IUP is committed to the improvement of writing skills; therefore, the responsibility for writing must be university wide. This means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill. Writing assignments must be designed to increase learning by encouraging students to integrate new knowledge with previous knowledge and to teach discipline specific uses of writing. **All assignments will be graded based on the quality of the writing.**

**PLEASE NOTE:**

The IUP Writing Center is open to all students for help with writing assignments. Peer tutors are available to review the writing assignment with you and to help you compose or revise your drafts. The Writing Center is located in 218 Eicher Hall. For more information, visit [www.wc.iup.edu](http://www.wc.iup.edu) or call 724-357-3029.

**References:**

- Baird, B. (2002). *The internship, practicum, and field placement handbook* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Beatty, J. (2008). *Skills for preschool teachers* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Epstein, A. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: National Association for the Education of Young Children.
- Fields, M., Perry, N., & Fields, D. (2010). *Constructive guidance and discipline* (5th ed.). Upper Saddle River, NJ: Pearson.
- Fraiberg, S. (1959). *The magic years: Understanding and handling the problems of early childhood*. New York, N.Y.: Scribner's Sons.
- Gartrell, D. (1998). *A guidance approach for the encouraging classroom* (3<sup>rd</sup> ed.). Albany, NY: Delmar Thompson Learning, 1998.
- Genishi, C., & Dyson, A. (2009). *Children language and literacy: Diverse learners in diverse times*. Washington, DC: National Association for the Education of Young Children.
- Gordon, A., & Browne, K. (1996). *Guiding young children in a diverse society*. Boston, MA: Allyn and Bacon.
- Heldebrand, V. (1996). *Knowing and serving diverse families*. Englewood Cliffs, NJ: Merrill Publishing Co.
- Henniger, M. (2009). *Teaching young children* (4th ed.). Upper Saddle River, NJ: Pearson.
- Hirsch, E. (Ed.) (1984). *The block book*. Washington, DC: National Association for the Education of Young Children.
- Hyson, M. (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom*. Washington, DC: National Association for the Education of Young Children.
- Hyson, M. (2003). *Preparing early childhood professionals. NAEYC's standards for programs*. Washington, DC: National Association for the Education of Young Children.
- Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Machado, J., & Botnarescue, H. (2005). *Student teaching: Early childhood practicum guide* (5<sup>th</sup> ed.). Clifton Park, NY: Thomson Delmar Learning,

- Mayesky, M. (2009). *Creative activities for young children* (9th ed.) Clinton Park, NY: Delmar Thompson Learning.
- Miller, D. (2000). *Positive child guidance*. Albany, NY: Delmar Thompson Learning.
- Ozretich, R., Burt, L., Doescher, S., & Foster, M. (2010). *Case studies in early childhood education: Implementing developmentally appropriate practices*. Upper Saddle River, NJ: Pearson.
- Reynolds, E. (1996). *Guidance young children: A child-centered approach* (2<sup>nd</sup> ed.) Mountain View, CA: Mayfield Publishing Co.
- Schickedanz, J. (2008). *Increasing the power of instruction: Integration of language, literacy, and math across the preschool day*. Washington, DC: National Association for the Education of Young Children.
- Spodek, B. & Saracho, O. (1994). *Dealing with individual differences in the early childhood classroom*. New York: Longman Publishing.
- Tyminski, C. (2006). *Your early childhood practicum and student teaching experience: Guidelines for success*. Upper Saddle River, NJ: Pearson.
- Wien, C. (Ed.). (2008). *Emergent curriculum in the primary classroom: Interpreting the Reggio Emilia approach in schools*. Washington, DC: National Association for the Education of Young Children.

### **SAMPLE REFERENCE:**

#### **APA style referencing format from APA Publication Manual 5th Edition**

##### **Book/s Entire book, print version**

Last Name, A.A. (Year of publication). *Title of book*. Place: Publisher.

Shotton, M.A., (1989). *Computer addiction*. London, England: Taylor & France.

##### **Article on Internet based on a print source**

VandenBos, G., Knapp, S. & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.

##### **Article in an Internet-only journal**

Fredrickson, B.L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved November 20, 2010, from <http://journals.apa.org/prevention/volume3/pre0030001 a.html>

**CDFR 429 Teaching in Child Development Centers  
Spring 2014**

**Class Time: Thursday 3:45 – 5:30 p.m., Ackerman 109**

**Plus: Six lab hours per week and four one hour observations**

**Required Textbooks:**

Marion, Marian. (2011). *Guidance of Young Children* (8<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Bredekamp, Sue (Ed). (2001). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. Washington, D.C.: National Association for the Education of Young Children.

**On-Line Reading: Pennsylvania Learning Standards for Early Childhood – Pre Kindergarten**

<http://www.pakeys.org/uploadedContent/Docs/PD/Standards/Pre-Kindergarten%202010.pdf>

| Date Week         | Topic  | Reading Assignment  | Written Assignment DUE                  | Quiz |
|-------------------|--|---|---|------|
| January 23<br>(1) | Course Intro<br>Classroom Assign.<br>Role of the Teacher,            |   |   |      |
| January 30<br>(2) | Ethics<br>NAEYC Standards<br>PA Learning Standards<br>Visit Indikids | Marion, Chapter 1<br>Bredekamp, Part 1  |   |      |
| February 6<br>(3) | DAP Lessons for<br>Preschool<br>Literacy                             | Dodge, pp. 126-138<br>pp. 370-377<br><i>Integrating Across<br/>Domains...</i> | <b>Observation # 1</b><br>Value of Play |      |

|                                   |  |   |   |  |
|-----------------------------------|--|---|---|--|
| February 13<br>(4)                | Math &<br>Science/Discovery  | <i>Dodge, pp. 134-141</i><br><i>Dodge, pp. 142-145,</i><br><i>381-401. 403-421</i><br><i>Preschool</i><br><i>Curriculum</i> | <i>Three "proposed"</i><br><i>lessons discussed with</i><br><i>classroom teacher</i><br><i>(first), then Dr.</i><br><i>Bowers by Feb. 13</i>      |  |
| February 20<br>(5)                | The Arts:<br>Visual Arts /Creativity<br>Music<br>Cooking<br>Outdoor Play/Gross<br>Motor<br><br>Transitions | Dodge, pp. 152-155<br>pp. 425-441<br>pp. 443-469<br>pp. 494-522<br><br>pp. 88-89,101,180                                    | <i>Written copy of lesson</i><br><i>plan given to Dr.</i><br><i>Bowers &amp; classroom</i><br><i>teacher, Feb. 20</i>                             |  |
| February 27<br>(6)                | Foundations of Child<br>Guidance &<br>Understanding<br>Development   | Marion, Ch. 2 & 3   | <i>Lesson # 1 taught</i><br><i>week of February 24</i>  |  |
| March 6<br>(7)                    | Foundations cont.  |   |   |  |
| March 13<br>(8)                   | Supportive Physical<br>Environments -<br>Indirect & Direct<br>Guidance                                     | Marion, Ch. 4, 5 & 11   | <i>Three "proposed"</i><br><i>lessons discussed with</i><br><i>classroom teacher, then</i><br><i>Dr. Bowers by March</i><br><i>13</i>             |  |
| <b>Week of</b><br><b>March 17</b> | <b><i>SPRING</i></b>   | <b><i>BREAK</i></b>   | <i>Written copy of lesson</i><br><i>plan given to Dr.</i><br><i>Bowers &amp; classroom</i><br><i>teacher, March 20</i><br><i>(can be emailed)</i> |  |
| March 27<br>(9)                   | Dramatic Play  | Dodge, pp. 271-292<br>Documentation<br>Reading  | <i>Lesson # 2 taught</i><br><i>week of March 24</i>   |  |
| April 3<br>(10)                   | Play Problems  |   | <b><i>Observation # 2</i></b><br><b><i>Play Problems</i></b>  |  |
| April 10<br>(11)                  | Special Topics -<br>Self-Esteem,<br>Emotional<br>Competence  | Marion,<br>Ch. 7,8, & 9   | <b><i>Observation # 3</i></b>   |  |

|                       |                               |                     |   |             |
|-----------------------|-------------------------------|---------------------|---|-------------|
|                       | Resilience & Stress           |                     | <b>Documentation of Peer Lesson</b><br><br><b>Portfolio Project Due April 10th</b>  |             |
| April 17 (12)         | Dealing with Special Children |                     | <i>Three "proposed" lessons discussed with classroom teacher, then Dr. Bowers by April 17</i><br><br><b>Observation # 4 Special Needs</b>           | <b>EXAM</b> |
| April 24 & May 1 (13) | Aggression                    | Marion, Ch. 10      | <i>Written copy of lesson plan given to Dr. Bowers &amp; classroom teacher, April 24</i><br><br><b>Final Project Due Monday April 28, 4:00 p.m.</b> |             |
| May 1 (14)            | Aggression, cont.'            |                     | <i>Lesson # 3 taught week of April 28</i>   |             |
| <b>May 8</b>          | <b>Culminating Activity</b>   | <b>12:30 - 2:30</b> |   |             |

***CDFR 429 Teaching in Child Development Centers***  
***Dr. Fredalene B. Bowers***  
***Spring 2014 Grade Sheet***

|                                   | <b>Your Points</b> | <b>Total Points</b> |
|-----------------------------------|--------------------|---------------------|
| <b>Observation Assignment # 1</b> | _____              | <b>10</b>           |
| <b>Observation Assignment # 2</b> | _____              | <b>10</b>           |
| <b>Observation Assignment # 3</b> | _____              | <b>10</b>           |
| <b>Observation Assignment # 4</b> | _____              | <b>10</b>           |
| <br>                              |                    |                     |
| <b>Daily Log # 1</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 2</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 3</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 4</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 5</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 6</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 7</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 8</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 9</b>              | _____              | <b>10</b>           |
| <b>Daily Log # 10</b>             | _____              | <b>10</b>           |
| <b>Daily Log # 11</b>             | _____              | <b>10</b>           |
| <b>Daily Log # 12</b>             | _____              | <b>10</b>           |

|                     |         |            |
|---------------------|---------|------------|
| <b>Lesson # 1</b>   | _____   | <b>20</b>  |
| <b>Lesson # 2</b>   | _____   | <b>20</b>  |
| <b>Lesson # 3</b>   | _____   | <b>20</b>  |
| <b>Term Project</b> | _____   | <b>200</b> |
| <b>Lab</b>          | _____   | <b>200</b> |
| <b>Portfolio</b>    | _____   | <b>20</b>  |
| <b>Exam</b>         | _____   | <b>50</b>  |
| <b>Absences</b>     | - _____ |            |
| <b>TOTAL POINTS</b> | _____   | <b>690</b> |



**CDFR 429 Teaching in Child Development Centers/W/Lab  
Spring 2014**

**Class Time: Thursday 3:45 – 5:30 p.m., Ackerman 109**

**Plus: Six lab hours per week and eight one hour observations**

***COURSE ASSIGNMENTS***

**Assignment # 1**      ***Logs: 12 Hours of Lab Work (floor work) in the classroom working directly with the children.***  
***Six hours per week x 12 weeks = 72 hours***  
***One typed log submitted each week - within two days of floor work (logs are submitted either in class or in my office)***

***(Total Points – 120)***

Students must complete 72 hours interacting directly with the children as a teaching assistant, under the supervision of the child care or head start teachers. The Lab Work will be scheduled in six hour blocks or one day (once the lab schedule is determined, it cannot be changed without prior approval). This Lab Work will include assisting the teacher with all activities, teaching DAP lessons, assisting with start-up and clean up activities as requested, working one-on-one with individual children, and *leading activities such as circle time, reading a story, gross motor activities, etc. when asked. Students are NOT permitted to sleep during the children's nap time!*

Each session, working directly with the children, will be discussed in a written log. The format of the log will remain the same throughout the semester. All logs must be typed and written in anecdotal form (covered in CDFR 310).

**Due: Within two days after students assigned day with the children - beginning Sept. 9**

**Assignment # 2**      ***Observations: Four One-Hour observations in the Davis Child Care Center Preschool Observation Booths***

***(Total Points – 40)***

Students must complete four hours of observation in one of the three Indiana County Child Care **PRESCHOOL** Classrooms. (Students should try to observe in each of the classes. We will discuss child/child and child/adult interactions in class; therefore, students should be familiar with all the classrooms.)

Each observation will be different and will be based on our class discussions and readings. An observation form will be given for each observation. Since the observations will follow the course outline, they cannot be completed in advance. All observations must be carefully typed and proof read.

**Due:** *In class*, the next week after assigned, beginning September 13th.

**Assignment # 3**      *Three lessons, approved by the supervising teacher and the course instructor, and carried out in the student's assigned classroom.*  
*(Total Points – 60 (20 points per lesson plan))*

Students will plan and carry-out three developmentally appropriate classroom activities in the preschool classrooms.

**What to teach:** The lesson plan must "tie-in" with the teachers unit theme for the week/month.

**Where to obtain ideas for lesson plans:** **STUDENTS MUST USE THE RESOURCE BOOKS FROM THE CURRICULUM LAB FOR THE LESSON PLAN ACTIVITIES OR ANOTHER ACCEPTABLE RESOURCE. Students are not to ask the preschool teacher what to teach - that is not the teacher's job!**

**How to get approval for your lessons:** Two weeks prior to your lesson, present the classroom teacher with three ideas (using the blue form distributed in class). Describe your activities to the teacher in order for her to select the most appropriate activity. The student will then discuss the activity with the course instructor, Dr. Bowers, giving the time/date the activity will be carried out (so the instructor can schedule an observation).

**When are lesson plans due:** **The lesson plan and any related materials must be submitted to Dr. Bowers and the classroom teacher one week prior to presenting the lesson, if late, points will be deducted.**

**How and when to evaluate your lesson:** The evaluation will be completed after the lesson has been presented and turned in to the instructor within two days. **Students will not receive a grade for their lesson until the evaluation is submitted.**

Due dates for lessons:

|                   |                                  |
|-------------------|----------------------------------|
| <b>Lesson # 1</b> | <b>Week of February 24, 2014</b> |
| <b>Lesson # 2</b> | <b>Weeks of March 24, 2014</b>   |
| <b>Lesson # 3</b> | <b>Weeks of April 28, 2014</b>   |

**Assignment # 4 Portfolio**

***(Total Points - 20)***

Students "began to assemble portfolios" in CDFR 321 Preschool Education. Since most students will graduate at the end of this semester, your portfolio should be near completion. Student will submit their portfolio on **Thursday, April 10th.**

**Assignment # 5      Term Project**

**(Total Points – 200)**

The term project will be a comprehensive paper, professionally presented, in which the student plans *an entire week of developmentally appropriate curricular activities* for the preschool classroom. The project must demonstrate an understanding of appropriate preschool classroom planning, terminology and organization. The paper will include the following:

- a bulletin board related to the theme,
- an integrated curriculum with *detailed* DAP activities for all curriculum areas each day, areas include: language/literacy, creativity, music/movement, science, math and gross motor
- one cooking activity including picture recipe
- dramatic play set-up and props, rationale for the play and role of adult
- field trip plan, activities prior to and after, permission form
- references (APA style).

A rubric for grading the Term Project will be distributed in class.

**Due: Monday, April 28, 4:00 p.m.**