Northampton Community College
EARL 106: Early Childhood Development and Learning
Syllabus for Spring 2015

Spring 2015       Office Phone: 610-861-4162
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EARL 106/01       Office: Reibman Hall 106A
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Catalog Description
Students learn child development theories and milestones from prenatal to age 9 in context of cultural and developmental variations. They learn inclusive teaching skills and strategies for all children including English Language Learners (ELL). Understanding the value of developing respectful, reciprocal relationships with families and community partners is a foundational skill. Students will be introduced to Art is a Way of Learning (AWL) as a curriculum framework.

Total Credits: 3               Lecture Hours: 2.5               Observation Hours: 10

*Child Abuse Registry, Criminal Background Check, and FBI clearances are required.

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

ONLINE SUPPORT:
NCC Help Desk: helpdesk@northampton.edu and Telephone number 610-861-5413
Office of Online Learning and Instructional Technology: onlinelearning@northampton.edu and Telephone number 610-861-4160
Like Us on Facebook at http://www.facebook.com/ncconlinelearning
Blackboard Collaborate Help: http://support.blackboardcollaborate.com and Telephone number 1-877-382-2293
NCC Online Tutoring: learning-center@northampton.edu
EARL 106 Learning Outcomes

Course Learning Outcome 1: Child Development and Learning
Students use evidence based knowledge of child development and learning to describe and explain each child’s characteristics, needs and multiple influences on development and learning to create safe, healthy, respectful, and inclusive learning environments that provide responsive, developmentally appropriate and arts-integrated learning opportunities.

Student Learning Outcomes:
1a. Observe, describe and explain each child’s characteristics and need for development and learning in all domains.
1b. Describe and explain multiple influences including cultural, linguistic and ability diversity that results in the uniqueness of each child’s development and learning
1c. Describe and explain how to create safe, healthy, inclusive environments to provide developmentally appropriate p and arts-integrated learning opportunities using evidence based knowledge

Course Learning Outcome 2: Family and Community Relationship
Students describe and explain evidence based knowledge about complex and diverse characteristics of families and communities to build collaborative relationships with families and communities to support each child’s development and learning.

Student Learning Outcomes:
2a. Describe and explain foundational theories of sociological systems of families and communities with a focus on cultural, linguistic and ability diversity.
2b. Describe and explain how teachers can build respectful, reciprocal relationships with families and communities including other professionals.
2c. Describe how to use evidence based knowledge to collaborate with families and other professionals to support each child’s development and learning

Course Learning Outcome 4: Using Developmentally Effective Approaches
Students describe and explain evidence based knowledge to build positive relationships and supportive interactions as the foundation for their work with children and families. Students describe and explain how arts integrated, developmentally appropriate approaches and Universal Design for Learning support each child’s development and learning.

Student Learning Outcomes:
4a. Describe and explain how to create positive relationships and supportive interactions with each child.
4b. Describe and explain evidence based teaching skills and strategies including developmentally appropriate practices and technology, to support each child’s development and learning.
4c. Describe and explain a broad repertoire of arts integrated, developmentally appropriate teaching/learning approaches, and Universal Design for Learning to support each child’s development and learning.
4d. Reflect on own knowledge of evidence based practices to support positive outcomes for each child’s development and learning.

Course Learning Outcome 5: Using Content to Build Meaningful Curriculum
Students describe how evidence based knowledge of subject areas, Universal Design for
Learning, inquiry tools and resources are used to create meaningful curriculum and experiences to support each child’s development and learning.

**Student Learning Outcomes:**
5a. Describe and explain symbol system/subject area in the arts, mathematics, language and literacy, science, social studies, and social/emotional development.
5c. Use evidence based knowledge, early learning standards, and Universal Design for Learning to describe and explain how to create meaningful curriculum and experiences to support each child’s development and learning.

**Course Learning Outcome 6: Becoming a Professional**
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for the field.

**Student Learning Outcomes:**
6a. Identify and reflect on career goals; identify and involve self with the profession.
6b. Describe and explain ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Describe and explain strategies to advocate for each child, family, and the profession.
6e. Describe and explain knowledge about becoming a professional who can articulate and practice an individual philosophy which includes evidence based practices and Universal Design for Learning.

The following Supportive Skills are to be integrated in assessment as appropriate

2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

**Textbooks and Resources**

**Textbooks:**

**E-Portfolio:**
2. Students purchase Taskstream card from the book store to create an e-portfolio.

**Required Resources:**

   Scoring Sheets for Environment Rating Scales available at: 
   http://www.teacherscollegepress.com/free_downloads.html

   Also available online at:

6. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for 1st Grade, & 2nd Grade*. Harrisburg, PA: PA Department of Education. (referred to as “PA-ELS” in Course Calendar)
   Also available online at:

   Also available online at:
   http://www.northampton.edu/x1328.xml; Click on ECE Manuals – Student

   Also available online at: http://www.northampton.edu/x1328.xml;

   Available online at:
   http://www.dpw.state.pa.us/provider/earlylearning/index.htm

    Available online at:
    http://www.naeyc.org/positionstatements/ethical_conduct


12. NAEYC position statement on curriculum, assessment, and program evaluation (with DEC-specific version) http://www.naeyc.org/positionstatements/cape

13. In addition to the required textbooks and resources, you will also need access to:
   - One 1 inch binder
   - One 3 inch binder
   - Computer
   - Sketch Pad
Course Policies

ECE Paperwork
All required paperwork for entry into the ECE program must be completed and submitted to the department secretary by the end of class three. This includes: Results of FBI Check, State Police Clearance, Child Abuse Check, current Health Assessment and two letters of reference. Failure to submit the required paperwork will result in being withdrawn from the course.

Assignments:
Written assignments must be completed and submitted electronically, use APA format, and be on time in order to receive credit. Printed forms (e.g. observation forms) must be downloaded from the ECE web site and typed; all other assignments must be typed (12-point size, double-spaced) including a cover page with the necessary information.

Privacy Statement
Video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. Any videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or videotape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

Students must complete ALL key assessments to pass this course

Consequences of Late Work or Missed Exams:
Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in points deducted as follows:

- All weekly assessments (e.g. journals) are due on time. Late submissions will not be accepted.
- All major papers, projects, and quizzes will drop one percentage point for each week that they are late. Refer to rubrics for further information.
- All missed assignments and quizzes will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

GENERAL COLLEGE POLICIES:

Class Attendance and Withdrawal:
Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses.

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students
who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

**Academic Honesty Policy:** Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

**Student Responsibilities**

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

**Faculty responsibilities**

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice President for Student Affairs.

**Academic Honesty Violations:** Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- Cheating on examinations and quizzes --
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
o Posing as another student or allowing another student to pose as you when taking an exam or quiz.
o Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- Plagiarizing –
o Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
o Copying, exact words, phrases or sentences without quoting and giving credit to the source.
o Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
o The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
- Purchasing an assignment and submitting it as your own work.
- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
- Listing sources that you never consulted.
- Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
- Tampering with or damaging the work of others or preventing others from completing their own assignments.

Consequences of Violations: When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

- A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
- A failing grade for the assignment or test.
- An “F” grade for the course.

Commitment to Diversity

Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal
Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
northampton.edu/reportit

**Policy Regarding Children:** The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

**Disability Services:** Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

**Netiquette:** is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

- Responses to other students should address the ideas or work submitted not the person.
- Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor which may be misunderstood in online communications.
- Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
- Remember your Northampton Community College email is for educational purposes only.
**Class Preparation:** In order to prepare for each class, complete lab assignments and class assignments (e.g. reading text chapters, referring to web sites and articles, writing reflection papers, etc.) so that you can contribute to class discussion and get your questions answered.

**Feedback on Assignments/Projects/Discussions**
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Gradebook of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, quizzes) with 5 business days of submission or at least a week prior to the next similar assignment is due. Your discussion forum posts will be read at least every other day and graded within 3 days of the discussion forum closing.

**Tutoring Services:** The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called **Student Rights and Support Services** in the **Course Information** page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information: [http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm](http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm)
Access the online tutor for ECE courses at the following email address: ecetutor@northampton.edu

**Incomplete Policy:** An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

**For further information** regarding any NCC procedures or policies refer to the current **Student Handbook** at the following link: [http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf](http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf)

**Instructional Plan**

**Assignments Required and Weight of Each in Determining Final Grade:**

- Five Classroom Observations and Five Observation Packets: 23%
- Family and Community Partnership Paper: 15%
- Class Project: Teaching Skills and Strategies: 10%
- Quizzes: 5%
- Weekly Assignments: 10%
- Reflection Journals: 10%
- Class Participation: 10%
- Personal Growth and Philosophy Paper: 13%
- Course Assessment Binder and e-Portfolio: 2%
Students must complete the following assessments with a C average grade or better to pass the course:

- All Key Assessments of the Course: Observations and Packets, Family and Community Paper, Personal Growth and Philosophy Paper
- Course Assessment e-Portfolio and Binder
- TAOC e-Portfolio and Binder

Description of Assignments:

- **Classroom Observations:**
  The purpose of this assessment is to build your observational skills while increasing your knowledge of child development and educational environments. This project will provide you with learning experiences to:
  - Observe classroom environments for children who are culturally, linguistically or ability diverse.
  - Experience the development of children in classrooms for ages up to nine years old.
  You are required to complete five observational visits (2 hours each for a total of 10 hours) to the following educational settings:
    1. Infant or Toddler classroom
    2. Head Start or State Subsidized Preschool/Pre-K classroom
    3. Kindergarten, first, or second grade classroom
    4. Elementary School classroom (Third or Fourth Grade)
    5. Special Education classroom

- **Family and Community Partnership Project**
  The purpose of this assessment is for you to examine and reflect on your family structure and characteristics related to socioeconomic conditions, family structure, relationships, stresses and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources; cohesiveness and organization using Bronfrenbrenner's theory of ecological systems as a framework.

- **Professional Growth and Philosophy Paper:**
  The purpose of this paper is to give you an opportunity to reflect on your growth as an early childhood professional, with a focus on Early Childhood Child Development. Consider your ability to:
  - Involve self with the field;
  - Explain ethical standards and state and national systems for quality in early childhood programs;
  - Research and collaborate with others to inform evidence based practice;
  - Explain ways to advocate within the context of cultural, linguistic, and ability diversity; and
  - Articulate and practice your own philosophy about young children's development and learning.

- **Weekly Assignments:** You will complete ten weekly assignments during the semester, focusing on all your projects in the course, including children who are culturally, linguistically or ability diverse.

- **Reflection Journals:** You will complete ten weekly journals during the semester, reflecting on your own learning of the course concepts. Weekly themes will include culture, language and ability diverse topics.
Class Project:
The purpose of this assignment is to work with a small group on Instructional Strategies. This project will provide you with learning experiences to:
- Work in a small group
- Explore specific instructional strategies
- Develop a lesson to exhibit the use of this strategy to support the learning of all children.
- You will present your lesson to the class.

Quizzes: There will be four multiple choice quizzes in this class that will assess your knowledge of key course content. (There will be one additional quiz in week 15 that you will be required to take, however, this quiz will not be counted towards your final grade for the class).

Course Assessment Portfolio Binders: You will follow the step-by-step directions to build your portfolio binders (hard copy for EARL 106) and TAOC Binder (Program Portfolio binder)

TAOC e-Portfolio: You will build your TAOC E-portfolio in TaskStream by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer portfolio.

Alternative Assignment: In this course you take 4 quizzes to assess your knowledge of child development and other key course content.

Weekly Assignments: You will complete ten weekly assignments during the semester, focusing on all your projects in the course.

Reflection Journals: You will complete fifteen weekly journals during the semester, reflecting on your own learning of the course concepts.

Discussion Forum: You will participate in weekly forums, responding to the guiding questions as well as interacting with others. This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts.

Class Project: This small group project will support your understanding of the NCC Teaching Skills and Strategies.

For complete descriptions of assignments and rubrics, refer to the Course Information section of Blackboard.

Privacy Policy
Video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

Save all your work!
You are expected to save all your assignments on disks/thumb drives as back up data to safe guard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio. It is highly recommended that you maintain a binder for each course that contains hard copies of all your major “key assessment” projects as well as a TAOC binder to keep all key assessments organized.

Assessment Criteria:
The general criteria for grading work is as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.
D = Students demonstrate partial ability to describe information.

Grade Scale:

The following grades are used in the Early Childhood department:
A   = 93 – 100 %
A-  = 90 – 92 %
B+ = 87 – 89 %
B   = 83 – 86 %
B-  = 80 – 82 %
C+ = 77 – 79 %
C  = 73 – 76 %

Please note: There are no A+ or C- grades. Any final grade below a C grade (72%) means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics. Your final weighted percentage will be used to determine your final grade

This syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.

Note: This syllabus is a summary of important course information. For details, please view the contents of all folders in the Start Here Course Information page as well as the Learning Content and Assignments page in Blackboard. Also check the Announcements page for any changes to the syllabus.
EARL 106: Early Childhood Development and Learning
COURSE CALENDAR

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so.

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<th>Wk</th>
<th>Topic</th>
<th>Reading and Print Materials</th>
<th>Assignments Due</th>
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1/19/15 No Class in Observance of Martin Luther King Holiday
<table>
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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5 2/16</td>
<td>Infant Growth &amp; Brain Development, Cognitive</td>
<td>Trawick-Smith: Chapter 6 (pages 105-118) and Chapter 7 Developmentally Appropriate Practices for Infants 1. Journal: Social and Emotional Development 2. Schedule Head Start/State-Subsidized Preschool or Pre-K Observation (Print and review documents required for this observation)</td>
</tr>
</tbody>
</table>
Early Intervention information [http://www.pattan.net/category/Educational%20Initiatives/Early%20Intervention](http://www.pattan.net/category/Educational%20Initiatives/Early%20Intervention)  
Assessment in Early Intervention [http://www.cde.state.co.us/media/ResultsMatter/RMSe ries/AuthenticAssessInEI_SA.asp](http://www.cde.state.co.us/media/ResultsMatter/RMSe ries/AuthenticAssessInEI_SA.asp)  
the-right-to-early-intervention-for-infants-and-toddlers-and-their-families-in-pennsylvania-.pdf  
Special Education Evaluations: [http://www.pbs.org/parents/inclusivecommunities/special_education.html](http://www.pbs.org/parents/inclusivecommunities/special_education.html) |
|---|---|
| Overview of Preschool IEP and ELLs, Three Principles of UDL | PATTAN website for IEP and UDL [http://www.pattan.net/](http://www.pattan.net/)  
Video on UDL (National Center on UDL) [http://www.youtube.com/watch?v=pGLTJw0GSxk&feature=related](http://www.youtube.com/watch?v=pGLTJw0GSxk&feature=related)  
NAEYC Overview on DAP for Preschool age children [http://www.naeyc.org/dap/preschoolers](http://www.naeyc.org/dap/preschoolers)  
The ABCs of IEPs [http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/TheABCsofIEP.htm](http://eclkc.ohs.acf.hhs.gov/hslc/resources/cinema/iep%20Video%20clips/TheABCsofIEP.htm)  
Having Their Say: Parents Describe Why and How  
CONNECT Module 3: Communication for collaboration: [http://community.fpg.unc.edu/connect-modules/learners/module-3](http://community.fpg.unc.edu/connect-modules/learners/module-3)  
Journal on UDL  
Quiz II (Includes content on Child Development, Brain Development, Early Intervention, IFSP/IEP, ELLs)  
Infant/Toddler Observation Packet–Submit in Blackboard AND TaskStream  
Classroom Adaptations Assignment  
Complete Head Start/State Subsidized Preschool Observation (Focus on: |
<table>
<thead>
<tr>
<th>7</th>
<th>Introduction to Play, Value, Role &amp; Environment, Cultural and Ability Variations in Play, Curriculum, Curricular Approaches &amp; Content Areas</th>
</tr>
</thead>
</table>
| 3/2 | They are Engaged in Their Children’s Education [http://www.parentinvolvementmatters.org/system_files/library/34.pdf](http://www.parentinvolvementmatters.org/system_files/library/34.pdf)
| 6. | Schedule Primary School Observation (Kindergarten, First or Second Grade): Print and review documents needed for this observation |
| 3/9-3/15/15: Spring Break |
| 8 | Designing Learning Environments for all children, Teaching Skills & Strategies |
| 3/16 | Reading Assignment: Trawick-Smith: Chapter 15 (pages 357-359),
NAEYC Overview on using DAP in the Primary Grades |
<p>| 1. | Adapting Learning Environments: Journal |
| 2. | Submit Primary School Observation Packet–Submit in Blackboard AND TaskStream |
| 3. | Complete Primary School Observation |
| 4. | Quiz II |
| 5. | Schedule Observation in Special Education Classroom: Print and review documents needed for this observation |
| 6. | PowerPoint Presentation Due |
|---|---|---|</p>
<table>
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<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Assignments</th>
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| 11/4/6 | Languages and Literacy Skills & General Stages of Language Development | Trawick-Smith: Chapter 8, Chapter 12 (pages 283-291), Chapter 16 (419-422 and chart on pages 424-425) | 1. Journal: Working with ELLs and their Families  
2. Family and Community Partnership Paper Due–Submit in Blackboard AND TaskStream |
| 12/4/13 | The Primary Years: Physical Growth & Motor Development Universal Health and Safety Precautions | Trawick-Smith: Chapter 14  
Outdoor Activities for Children with a Disability [Link]  
The Sound Path-Finding My Way of the Playground [Link]  
Recess in Elementary School: What Does the Research Say? [Link]  
ERIC Digest. [Link] | 1. Teaching Strategies Project Due |
| 13/4/20 | Cognition and Schooling, NCTE/IRA Statement | Trawick-Smith: Chapter 15  
Video: Cognitive Development [Link]  
Help Sheet: What are Cognitive Disabilities? [Link]  
Intellectual Disability Overview: [Link]  
NCTE’s Position Statement on Key Issues [Link]  
IRA: Position Statements and Information Guides [Link] | 1. Quiz IV |
<table>
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<tr>
<th>Date</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>15/4</td>
<td>Primary Years: Social &amp; Emotional Development, Behavior Strategies and Interventions: PBIS</td>
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<tr>
<td></td>
<td>Trawick-Smith: Chapter 17 (pages 426-440)</td>
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<tr>
<td></td>
<td>What is PBIS? Video <a href="http://www.youtube.com/watch?v=l5_ttGPa4nk">http://www.youtube.com/watch?v=l5_ttGPa4nk</a></td>
</tr>
<tr>
<td>15</td>
<td>1. Work on Final Paper and Portfolio</td>
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<td></td>
<td>2. Quiz V</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
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<td></td>
<td>- Reflection on the course.</td>
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<td>- Create and present representation of your main learning from the course, using any of the arts.</td>
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<td>17</td>
<td>Final Projects Due Date 5/5</td>
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<tr>
<td></td>
<td>1. Professional Growth and Philosophy Paper –Submit in Blackboard AND TaskStream</td>
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<td>2. TAOC Portfolio Completed in TaskStream and in binder (hard copy).</td>
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<td>3. Course Binder Due</td>
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<td>4. Quiz V</td>
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