

New Course Proposal
Submit completed form electronically

1. **Course prefix and course number:** ECE 460
2. **Course title:** Innovations in Curriculum for Young Children
3. **Abbreviated title for class schedule** (30 characters or less): Curriculum for Young Children
4. **Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. **Catalog description:**

This course is designed to provide teachers with a philosophical foundation, a clear articulation of appropriate practices and principles for young children and connecting student observations with their own theoretical knowledge. Students will bring critical thinking into the work with young children while examining all aspects of classroom life including children's cultural identities, linking known and accepted early learning theories to developmentally appropriate curriculum development, utilizing a "whole-child" perspective to serve all learners. This robust course looks deeply at the development of children between the ages of 3 and 8 years and the role of the teacher as observer, documenter, curriculum designer, and advocate for children and families.

6. **Prerequisites** (to add each additional prerequisite, start a new line): None
(See attached Note for samples)

A. (course prefix, (space) and number) ECE 350 or or or

B. (course prefix, (space) and number) or or or

C. (course prefix, (space) and number) or or or

7. **Co-requisites** (including labs, if any): None

A. (course prefix, (space) and number) or or or

8. **Major/Class restrictions: Please indicate any class or major restrictions:** Restricted to ECD majors and minors.

9. **Is course repeatable?** No **If Yes, list maximum credits:**

10. **Labs requirements: If course includes a lab: # of hours lecture:** ; **# of hours lab:**
No Lab

11. **Fees: List any course fees:** None

12. **Grade Mode:** Graded Only

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. **University Studies?** No **If yes, list Strand(s)** NA

B. **Honors?** No

15. Cross-listing: List any cross-listing: None and and and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course?

1. To combine two existing curriculum courses into one 4 credit course.
2. To eliminate any redundancy within the two courses.
3. To move students into broader and deeper critical thinking about the whole child in relation to curriculum content and design.

B. Alignment:

1. How does this course align with the unit's mission plan?

This course is intended to prepare students to build their roles and responsibilities as effective teachers in a changing and diverse society. As professionals in early education students will be required to communicate effectively in writing and technology while accessing and evaluating current research and information. This course requires students to think critically, comparing and contrasting developmentally effective practices in the field of early childhood with current initiatives and standards to raise questions about school culture and curriculum, instructional strategies, and family engagement. Throughout the course, students will examine early learning approaches and known theories, curriculum as the content of learning, pedagogy as best practices to teaching, personal attitudes, and beliefs and values as an intentional way to develop advocacy and leadership skills as nurturers and supporters of early learning in diverse settings.

2. How does the course fit into the rest of the unit's curriculum?

This course is designed as an acknowledgment of the current challenges of effective understanding and teacher preparation in the field of early education. This course is designed to bring critical thinking and creative mindset into our work with young children. Students will examine all aspects of classroom life including children's cultural identities, relationships with families, teaching and learning from a "whole-child" perspective to serve all learners. Students will be called upon to engage their own curiosity and creativity as they examine children's interactions with others in diverse environments and with materials. This course is designed to provide teachers with a theoretical and practical foundation and a clear articulation of developmentally appropriate practices and principles in educating young children.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?

Year 1: 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. Faculty:

- a. Who will teach the course?** Rebecca Tree
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor
- c. If additional faculty members are needed, how will that need be met?**
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

2. Facilities: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Moodle and online support from IT Helpdesk and Moodle support team as needed.

3. Other:

- a. Are Hannon Library resources sufficient to meet the needs of this course?** Yes
- b. Are any other resources needed to support this course?** Students will observe children in early childhood classrooms and outdoor environments. Students will also use online resources and links for further research and virtual learning experiences. Students will use Moodle resources, and access to the internet will support the needs of this course.

If so, please explain how they will be obtained. Students will need internet access to support the needs of this course. The instructor will guide students in selecting and obtaining access to placements in the field to carry out observations.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? No impacts are anticipated.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

**Southern Oregon University
School of Education
Early Childhood Development Program**

**Innovative Curriculum for Young Children
ECE 460: CRN XXXX
Term/Year**

Instructor: Rebecca Tree
Phone: 541-301-5013 ©
E-Mail: treer@sou.edu
Office Hours: By “Appointment” or by email.
Responses will be between 24-48 hours.
Schedule: This is an on-line format. Students will be expected to manage their time appropriately to meet all deadlines and course expectations.

Course Description

This course emphasizes theory as the foundation of real-life classroom practices with young children. This course stands as a message and support of the right of children to learn through direct, hands-on experiences. Students will study varying perspectives that provide a diverse and comprehensive view of the whole child. Students will look at learning domains through the eyes of developmental theorists that will add clarity and meaning to appropriate practices for young children. Students will bring critical thinking into their work with young children while examining all aspects of classroom life including children’s cultural identities, linking known and accepted early learning theories to curriculum development designed to serve all learners. This robust course looks deeply at the role of the teacher as observer, documenter and advocate for children and families.

NAEYC Standards for Early Childhood Professionals Preparation Programs

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

SOU Early Childhood Development Course Outcomes for Becoming a Professional

1. Communicate effectively in writing, speech, and technology.
2. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
3. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
4. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

Course Goals and Outcomes

- Examine early learning education theories in modern context.
- Use critical thinking to connect early learning theories to curricular decisions through thoughtful analysis of the whole child.
- Examine dispositions, material choices and strategies that support children's cultural identities and provide representation in practice and environmental design.
- Examine play as a viable tool to expand learning opportunities for young children.
- Use observation and documentation to analyze children's strengths, interests, and needs as foundational to curricular planning.
- Examine compatibility of wholistic practices along-side current standards, Developmentally Appropriate Practices, and Early Learning Frameworks.

SOU Conceptual Framework & Program Goals

Through consistent, regular and meaningful participation students will experience and explore the following conceptual frameworks and program goals. Outcomes are relevant to the level of student participation in course readings and resources, discussions and completion of all assignments. This course addresses but is not limited to the following frameworks and program goals.

Southern Oregon University – Early Childhood Development Program Goals and Outcomes
5. Communicate effectively in writing, speech, and technology.
6. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
7. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
8. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

Required Course Materials: An automatic Incomplete will be given if it becomes apparent that a student does not have the required materials.

Beloglovsky, M. & Daly, L. (2015). *Early learning theories made visible*. Redleaf.St. Paul, MN.

Beloglovsky, M. & Daly, L. (2018). *Loose Parts 3: Inspiring Culturally Sustainable Environments*. Redleaf Press. St. Paul, MN.

Optional Book:

Beloglovsky, M. & Daly, L. (2016). *Loose Parts 2: Inspiring Play with Infants and Toddlers*. Redleaf.St. Paul, MN.

Good Resource: We will be referring to this during the course.

<http://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>

On-Line Course Format & Expectations

This course will be delivered on-line. Course documents including this syllabus are posted on Moodle and outline specific expectations. Students are expected to read and understand the contents of these documents. Students will be expected to read, listen, think, reflect on their current beliefs and on the information presented in this course; to ask thoughtful questions; and to share ideas and information with other students.

There is a much more in-depth calendar for you on Moodle.

Week	Readings	Major Assignments
1	Introduction in Early Learning Theories And Introduction to Culturally Sustainable Environments-Loose Parts 3	Introductions Discussion Mindful Activity
2	Part 5 in Early Learning Theories	Thoughtful Ponderings Mindful Activity
3	Part 1: The Theories as a Framework to Support Children in Early Learning Theories	Discussion Mindful Activity
4	Part 2: Social-Emotional Development in Early Learning Theories pp. 35-58 And Part 5: Child, Family Community in Loose Parts	Thoughtful Ponderings Observation and Analysis
5	Part 2: Social-Emotional Development in Early Learning Theories pp. 59-85 And Part 4 in Loose Parts	Discussion Mindful Activity
6	Part 3: Beyond ABC's and 1,2,3's pp. 89-123 in Early Learning Theories And Part 2: The Arts in Loose Parts 3	Thoughtful Pondering Loose Parts
7	Part 3: Beyond ABC's and 1,2,3's pp. 124-150 in Early Learning Theories And Part 4: Daily Living in Loose Parts 3	Discussion Mindful Activity
8	Part 4: Physical Development in Early Learning Theories pp. 155-184 And Part 3: Inquiry in Loose Parts 3	Thoughtful Pondering Mindful Activity
9	Part 4: Physical Development in Early Learning Theories pp. 185-209 And Appendix: About our Advisory Committee in Loose Parts 3	Discussion Curriculum Portfolio
10	Review all resources for your final reflection	Thoughtful Pondering Final Reflection
11	Rewrites will be due on the Curriculum Portfolio if necessary	Bonus

Course Expectations

Students will be responsible for organizing their lives and time in such a way to adequately participate and turn in assignments when expected. Plan to spend a *minimum* of 9 hours per week on this course. Pay close attention to due dates, assignment expectations, formats and rubrics. *Have back up plans for computer challenges and break downs.* Occasionally life throws us a curve ball that is unforeseeable such as an extended illness or even more traumatic. In these cases, we may need to evaluate our circumstances and make alternate and difficult decisions

regarding our courses for the term. Be realistic knowing that we can revisit our education goals, but some life challenges may not be able to be put on hold.

1. **Attendance and participation:** Participation in class discussions is an essential component of this course. It is important that students demonstrate professionalism and communicate respectfully with one another. *Students should expect to log on to the course a minimum of 3 to 4 times each week. See discussion grading rubric for more information.*
2. **Time management:** Students are responsible for managing their time appropriately. (Whoever said that on-line is easier was just kidding.) *Extensive delays could result in non-acceptance of assignments resulting in a zero grade. This is at the instructors' discretion and circumstances.* Please look ahead at the assignments so you get an idea of how to pace yourself. Do not wait until the last minute as this can impact your stress level and your grade.
3. **Late Assignments:** I understand that life happens. However, there must be communication regarding late assignments. In most cases expect point deductions. Once posted, you must communicate (via email) that the late assignment has been posted and which assignment it is.
4. **Assignments and Projects:** Assignments and especially projects are mandatory. Even if point accumulation is within passing, students will receive an Incomplete if assignments are not turned in.
5. **Professional Writing Responsibility:**
Your writing is your professional 'voice'. Once you post assignments, your writing becomes a *professional document*. Present your work in a professional manner. Student papers will be evaluated based on their substantive content and quality of writing. All papers are to be college level and free of conventional errors. Contact the instructor if you wish to resubmit or add more content to an assignment to gain additional points after receiving feedback. All discussions and information pertaining to this course should not be forwarded to others without permission of the instructor and students. *Please submit papers using double space, Times New Roman, Helvetica, Calibri or some similar font at 12 point. Please avoid fonts that are 'cute' as they are difficult to read.*

Grading Policy and Criteria for Evaluating Achievement of Students:

Grade Scale: Based on a 300-point system. Total points will be divided by 3 to achieve a letter grade.

Example: A student achieved 275 points for the term. 275 divided by 3=91.6=A-.

Grade Scale

A: 96-100	A-: 90-95	B+: 87-89	B: 84-86	B-: 80-83	
C+: 77-79	C: 74-76	C-: 70-73	D+: 67-69	D: 64-66	D-: 60-63
F: <60					

Grading based on 300-point system	Points	Percentage
Discussions: 5 points x 5 assignments	25 points possible	8.33%
Thoughtful Ponderings: 5 points x 5 assignments	25 points possible	8.33%
Mindful Practice Activities: 10 points x 6 assignments	60 points possible	20%
Observation and Analysis: 40 points	40 points possible	13.33%
Loose Parts Activity: 40 points	40 points possible	13.33%
Curriculum Portfolio: 75 points	75 points possible	25%
Final Reflection: 35 points	35 points possible	11.68%

These points do not include the Bonus assignment which is an additional 10 points. The bonus assignment does not replace any other assignment; therefore, all other assignments must be completed.

This course uses analytical and reflective thinking opportunities as well as experiential learning. There is no mid-term or final exam. Your time will be spent analyzing, reflecting and doing. All projects and assignments are considered mandatory to pass this course.

Disclaimer Statement: This schedule may be amended from time to time depending on the pace of the class.

Professional Writing and Research:

Southern Oregon University has set a standard for academic writing, especially at the higher levels. Instructors have been informed of the standard and are expected to include this in grading considerations. SOU has valuable resources including a writing center for assistance.

See information at the end of the syllabus.

- Spell check and grammar check your work prior to turning in.
- Written work should be submitted in a .doc, .docx, .rtf or another compatible format.
- **Do not submit work as Google doc, .pgs or .pdf.**
- Cite references using APA format including references in the body of the paper.
- I wish to stress professional and scholarly references. Use the Hannon Library. On-line references such as .edu and .org are generally very good. Professional journals are considered scholarly resources such as NAEYC Young Children, Child Care Exchange, Childhood Education, Inc. ASCD, etc.
- You tube interviews with individuals that impact the field of early education (Howard Gardner, for instance) are acceptable. Beware of product endorsements and infomercials. These are not considered research and will not be accepted.
- Plagiarism is a serious offense.
- **Pinterest and Wikipedia are not considered appropriate research resources. There will be appropriate times to use Pinterest with references.**

Weekly Activities & Assignments: A more comprehensive description of each assignment is at the end of the syllabus.

- Each week the instructor will post an *Overview* of the topics, activities and assignments.
- There is a weekly log in the course documents outlining exactly which assignments are due each week. This allows students to look ahead and anticipate any needs.
- Students are expected to complete all activities and assignments on time.
- Do not email me your assignments without prior approval. Assignments must be posted in the appropriate Moodle forums.
- When communicating about an assignment include the name of the assignment, the week and other identifiers.

1. Discussion: There will be 5 Discussion assignments. Prompts will be found in each weekly *Overview* posted on Moodle.

2. Thoughtful Ponderings There will be 5 of these assignments. Each assignment will be described in the weekly *Overview*. The purpose of “Thoughtful Ponderings” is to help me see inside your experiences and thoughts using specific prompts and assigned resources.

3. Mindful Practice Activities Reading and discussing the content materials is not enough to “really learn” new material, especially material related to direct teaching in a classroom. Research indicates that actively engaging with the material, improves learning and retention. In other words, we “have to work the information” to make it our own. For that reason, these activities have been designed to provide first-hand experiences related to the course material.

- View the weekly plan in the Course Document Forum outlining each activity for the course. Cite your references and resources. Follow the instructions for each weekly plan.
- Due dates are posted on the course calendar and Mindful Practice Log. You will find these under Course Documents in Moodle.

4. Loose Parts Project: This project will expand your experience with loose parts. Treat this like a field trip; wondering into thrift stores, hardware stores, go on a nature walk, clean out your junk drawers, ask friends and neighbors to save specific items for you.

5. Observation and Analysis Assignment

This project is designed to help you think in different and perhaps unexpected ways. It is meant to capture your own creative potential. In many programs’ curriculum is prepared without the use of observation or analysis of children’s play, strengths and interests. In the end the experience will add depth to your existing work. In many cases curriculum is becoming more packaged and scripted eliminating a teacher’s own autonomy and creativity.

6. Curriculum Portfolio Project:

The goal of the project is to provide students practical experience using the material covered in the course by researching, selecting, planning developmentally appropriate curriculum for young children.

7. Final Reflection: “What Should I Do Now?”

This reflection is a call to action. It is an opportunity to look back over the term, reflect on your experiences and the resources in a way for you to answer the big questions, “What should I do now?” and “Now what?” How will you move forward after this term?

Rewrite Possibilities:

I provide opportunities to do rewrites within reason. Most times I will indicate the final due dates. You are free to make the choice. These are instances where the work is incomplete or did not capture the full intent of the assignment. I will include comments on your work to consider. *Use the original document, highlight the changes and notify me by email* when you repost your assignment. Don’t freak out about this, it’s called learning. It’s an opportunity. I do not expect students to get everything first time out of the gate. This is a process.

Bonus: For anyone who wishes: (10 points) The bonus is not intended to replace any project or assignment. All assignments must be up to date. See your options in the Course Documents Forum. Unless otherwise indicated, these are a minimum of 4-page essays following the criteria for professional writing. The 5th page is for references and resources.

Expanded Descriptions for Assignments

In this section is an expanded description for each assignment. There may be references to templates and other information placed in the Moodle Forums under Course Documents. Read this over carefully to avoid any misunderstandings. Contact me with any questions.

Discussion: There will be 5 Discussion assignments. Prompts will be found in each weekly Overview posted on Moodle.

- After reading and viewing the assigned chapters, articles and/or videos, students will respond to prompts and participate in a discussion forum with other students.
- Initial posts are due on Wednesdays by 12:00 midnight on the assigned weeks.
- *The discussions end the following Tuesday with clear, robust and well-expressed responses expected within the time period.* Students are responsible for facilitating their initial posts as well as responding to others.
- Responses should be distributed throughout the time-period, not clustered together in one brief time-period.
- Final responses to others are due on the following Tuesday by midnight.
- *Late postings or waiting until the last minute to respond to classmates devalues those that are diligent in the assignment and cannot be considered as participation in a discussion.*
- This assignment is time sensitive and cannot be delayed past the due date. It is vital to your grade that you post promptly and follow through with responses. **Responses posted after the due date will not be considered for grading**

For full points

- A minimum of 3 or more robust responses following a well-articulated initial post.
- Use citations, page numbers and references to your ideas and comments in the body of your work and at the end of your work.
- Follow characteristics of quality online discussion postings-see below.

Expectations

- As a student in this course, you are expected to actively participate in discussion forums. Class participation is an essential part of the learning process as it broadens and expands the learning for self and others within a learning community.
- Students are expected to facilitate their own posts and participate with others. You do not need to respond to everyone but do exchange thoughts with fellow students and the instructor.
- Discussion posts should not **just** be summaries from the resources but rather demonstrate critical thinking and represent developing understandings in a scholarly manner. A good on-line discussion promotes robust conversation amongst peers.

Initial posts

- Initial posts should be a minimum of 3 well-crafted paragraphs, unless indicated otherwise, using academic writing and a well-articulated ‘voice’
- Follow the prompts in each week’s discussion forum. Answer all questions and prompts.
- Cite references, page number(s) and other identifiers to your key ideas. Let others know how your ideas evolved. Use references in the body of your work as well. This is very important.
- Describe why these key concepts resonated for you, and how this information fits into your growing beliefs about children and learning.

Responses

- Avoid one or two-line responses. Responses should be robust, help expand or advance the topic further.
- Avoid phrases such as “I really liked” or similar. These kinds of phrases do not move us into analyzing ideas or thinking critically. What specifically did you take away from the post? How can you connect the post with your current situation? How can you expand the ideas?
- Consider “You wrote” (include a specific phrase or thought) then elaborate with your own ideas and additional resources where pertinent.
- Other phrases that can set up a good response; “This idea resonated with me because”, “I was compelled by this idea. I would also add...” “This made me think of...” “I found _____ inspiring in my own work (then elaborate)”.

Thoughtful Ponderings: There will be 5 of these assignments. Each assignment will be described in the weekly *Overview*. The purpose of “Thoughtful Ponderings” is to help me see inside your experiences and thoughts using specific prompts and assigned resources.

- While using the resources consider how theory fits into practice.

- It is one thing to be inspired by the work of others. To visualize actual practice requires a different way of thinking- a “thinking heart”. I love the Discussions, but they do not always provide a needed private opportunity.
- Writing and quality for this assignment follows the same criteria as all other written assignments.
- A *minimum* of 3 well formulated paragraphs with citations and references both in the body of the paper and at the end is expected.
 - **Grading Rubric:** “Minimum” refers to a low average, between 200-300 words. The high average would be 400-500 words.
 - 0-1 points: Uses only generalizations, short responses. Tardy.
 - 3 points: Meets most expectations.
 - 4 points: Includes all elements of the assignment; grammar, speech or ‘voice’. Expands on the concepts. Uses proper citations, follows writing expectations for the course. Includes all prompts in the assignment
 - 5 points: Exceeds expectations.
- Due on Thursdays of the assigned weeks.

Mindful Practice Activities

Due dates are posted on the course calendar and Mindful Practice Log. You will find these under Course Documents in Moodle.

Reading and discussing the content materials is not enough to “really learn” new material, especially material related to direct teaching in a classroom. Research indicates that actively engaging with the material, improves learning and retention. In other words, we “have to work the information” to make it our own. For that reason, **Mindful Practice Activities** have been designed to provide first-hand experiences related to the course material. There is a weekly plan in the Course Document Forum outlining each activity for the course. Cite your references and resources. Follow the instructions for each weekly plan.

Loose Parts Project

Read the following information on loose Parts also use the Loose parts 3 text.

<http://www.communityplaythings.com/resources/articles/2015/loose-parts>

<http://www.letthechildrenplay.net/2010/01/how-children-use-outdoor-play-spaces.html>

<http://bkcd-media.vhost.psu.edu/documents/tips1107.pdf>

<http://www.aneverydaystory.com/2013/03/05/the-theory-of-loose-parts/>

<https://www.bing.com/images/search?q=loose+parts+pictures&qpv=loose+parts+pictures&FORM=IGRE>

1. **Collect loose parts.** Have fun with this. Go through your junk drawers, the garage, or your own collections. Visit thrift stores, yard sales. Ask friends to go through their items in their own homes. Go on a nature hike.
2. Using the articles, texts and pictures as inspiration, **organize** your collections.
3. Once your collections are gathered, **photograph them**.
4. Then...
 - a. **Gather** a few adult friends/colleagues.
 - b. **Present** the materials to them without too much dialogue.
 - c. **Ask** them to use the materials in any way they wish. **Consider** how you want to display and present the materials. What **message** do you wish to convey in your presentation? **Instruct** the participants not to talk but to use this time quietly so they can reflect on their work.
 - d. Stand back. **Observe** closely. Look for schema and other learning domains that may be presented in their work. **Watch** for patterns, emotional input and approaches to learning/learning dispositions; frustration, joy, impulse control, perseverance, etc. Allow them a good 20-30 minutes. **Photograph** *without disturbing*-this is vital, it takes practice not to be disruptive while capturing documentation.
5. Then...
 - a. **Reflect** with your participants on the following questions, you may also add your own questions;
 - i. Have you ever played with these kinds of materials?
 - ii. How could these materials provide valuable learning opportunities for children?
 - iii. Have you ever gotten a new tool, car, or other piece of equipment where the process of “just messing around” was similar to this experience?
 - iv. As you worked with the materials what were your thoughts, emotions?
 - b. Make certain to document this.
6. Then...
 - a. **Write** a minimum of a 4-page reflection following writing standards listed above. A fifth page will be for your resources.
 - b. In the reflection **provide** the four questions and the responses of the participants.
 - c. **Provide** your own reflection, your awareness throughout the process of collecting, organizing, presenting, photographing and reflecting with the participants. Minimum 3 pages.
 - d. **Create** a Power Point that will document this experience. Label the photos and make certain they follow a logical sequence; Collecting, organizing, presenting to colleagues/showing their creations, and any other impacting photos you wish to share. *The Power Point will be shared on Moodle.* Minimum 10 slides.

Observation and Analysis Assignment

This project is designed to help you think in different and perhaps unexpected ways. It is meant to capture your own creative potential. In many programs, curriculum is prepared without the use of observation or analysis of children’s play, strengths and interests. In the end, this experience will add depth to your existing work.

- Your observations will be with children ages birth through age 8, the Early Childhood years.
- Children must be engaged in open-ended, free choice play, not sitting, not listening, not watching. If your choice does not fit this criterion make different arrangements.
- Schedule your observation soon. Have a backup plan if your original arrangement falls through. Do not wait until the last minute to make these arrangements.

The following documents are posted in Moodle Course Documents in the Project Folder:

- a. Observation & Analysis Instructions and Template
- b. Information on Schemas.
- c. Resources for the Observation/Analysis.
- d. Early Learning Guidelines and Frameworks; link is listed at the beginning of the syllabus.
- e. Contact me with questions and breathe out! You've got this!

Goal:

- Students will implement principles of observation and analysis then connect the observation in such a way that will expand children's opportunities based on their strengths, interests and urges using Early Learning Guidelines/Frameworks, Learning Domains, Piaget's Schemas and Developmentally Appropriate Practices.

Expectation:

- This assignment requires that you *observe* children, not *play or interact* as you would if teaching or working.
- *This observation will take place during a free play or free choice time either indoors or outdoors.*

Curriculum Portfolio Project

The goal of the project is to provide students practical experience using the material covered in the course by researching, selecting, planning developmentally appropriate curriculum for young children.

Assignment Parameters

Each student will complete 6 lesson plans for the following early learning activities. You will be drawing from both texts for this assignment.

- Read the resources in Moodle regarding different kinds of learning activities.
- Find the Invitations to Learning template and familiarize yourself with the format and categories. It is designed to walk you through a process.
- Using the planning template in Moodle under Course documents create a lesson plan for each of the following six common types of activities. Each activity needs to be represented in your portfolio.
 - Exploratory Play using Loose Parts. Choose your domain from below.
Use your experience from the loose parts activity to now create something

meaningful for the children. Provide photos of your selections and how you will display them.

- Guided Discovery; choose your domain from below
- Problem Solving; choose your domain from below
- Discussions; choose a domain from below
- Demonstrations; choose a domain from below
- Direct Instruction; choose a domain from below
- These are the domains with resources to choose from. Each domain needs to be represented in your portfolio.
 - Art or Music (aesthetics); Chapter 1 or 3 of *Loose Parts 3* and *Part 3 of Early Learning Theories*.
 - Children's identity (affective); Chapters 9, 10, 11, and 12 of *Loose Parts 3* and *Part 2 of Early Learning Theories*.
 - Science, math or engineering (cognitive); Part 3 of *Loose Parts 3* and *Part 3 of Early Learning Theories*.
 - Language and Literacy; Chapter 2 of *Loose Parts 3* and *Part 3 of Early Learning Theories*.
 - Physical; Chapters 6, 7 and 8 of *Loose Parts 3* and *Part 4 of Early Learning Theories*. Be aware that most of our work anticipate children will be moving, either indoors or outdoors in some capacity. You may find inspiration in some of the other chapters as well. Sitting should be kept to a minimum in early childhood programs. Children need large blocks of time to move about and explore their environment.
 - Social/Emotional; Part 4 of *Loose Parts 3* and *Part 2 of Early Learning Theories*.
- Do not regurgitate an activity that you have used in the past to the glowing reports of co-workers. The goal is to expand your thinking.
- Students may expand on previous lesson plans created during the term from the weekly activities or discussions. Make certain the lesson plans have gone through a thoughtful revision process using any comments provided by the instructor and your own personal reflections. Highlight any revisions. Ensure that the plans follow developmentally appropriate guidelines as well as capturing the intent of the project.
- Be inspired by the texts and other resources but do not "borrow" or copy and paste lesson plans from other resources. That's a no-no. Do research, using resources provided during the term and others you may stumble upon. Always, always scrutinize these resources for appropriateness. I will be looking for hands-on, child centered activities.
- **Use the Invitations to Learning Template in Moodle for your Project. Do not alter the template. Do not remove or add categories.**
- You will post your project in both the "Grading Forum" and the 'Sharing Forum'. This way we are all benefiting from one another's work. *Responses are optional*. I suggest you get started soon, do not wait until the last minute to begin this project. You can work on it a bit at a time, so it will not seem so overwhelming.
- **Please note:** Make certain to cite your references and resources. Finding new resources is valuable. It is common to see duplicates of the same activity. I understand you will do on-line research. That is fine. However, let me see that you have been thoughtful with your decision, that you have made thoughtful

adjustments to ensure that your design is appropriate for young children and fits the parameters of the assignment and is not just a copy and paste.

Final Reflection: “What Should I Do Now?”

This reflection is a call to action. Take some time to review the texts, resources and your own writings this past term. As you do this, write down any thoughts as random as they may seem.

Ask yourself the following questions:

1. What should I do now?
2. What are the next and necessary steps for me?
3. How will I move forward with a deeper understanding of young children and their needs?
4. How will my own practices change?
5. Do I have concerns? Fears? How might I manage them? What do I need?
6. What other questions come to mind?
7. Now write a minimum of 4 pages for the narrative, 1 ½ spaced, Times New Roman or another compatible font. Use the questions and your thoughts to guide you. Help me see inside your experiences and thoughts. Use citations and references as needed; place these on an additional page.

Resources:

Beloglovsky, M. & Daly, L. (2015). *Early learning theories made visible*. Redleaf.St. Paul, MN.

Beloglovsky, M. & Daly, L. (2018). *Loose Parts 3: Inspiring Culturally Sustainable Environments*. Redleaf Press. St. Paul, MN.

Beloglovsky, M. & Daly, L. (2016). *Loose Parts 2: Inspiring Play with Infants and Toddlers*. Redleaf.St. Paul, MN.

On-line Resources:

Oregon Early Learning Guidelines <http://www.oregon.gov/ode/students-and-family/FullDayK/Pages/Early-Learning-and-Kindergarten-Guidelines.aspx>

Loose Parts: Inspiring Play in Young Children
<http://www.communityplaythings.com/resources/articles/2015/loose-parts>

Theory of Loose Parts <http://www.letthechildrenplay.net/2010/01/how-children-use-outdoor-play-spaces.html>

Loose Parts: What Does This Mean? <http://bkc-od-media.vhost.psu.edu/documents/tips1107.pdf>

Images and examples of Loose Parts:

<https://www.bing.com/images/search?q=loose+parts+pictures&qpv=loose+parts+pictures&FORM=IGRE>

The Head Start and Early Learning Framework @

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

“Meeting the Needs of Multi/Biracial Children in School and at Home” (Research Paper)
@ <http://www2.uwstout.edu/content/lib/thesis/2009/2009cunicob.pdf>

High-Scope Preschool Introduction to Large-Group Time

@ https://www.youtube.com/watch?v=rvPv_RpGC0w

Small group time in High-Scope @

<http://www.angelfire.com/pa/ecedirectory/small.html>

Classroom Design and how it influences Behavior @

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=413

Messages for students from SOU Administration

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate

courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors

(<http://www.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541)552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.