

## ED 179: Literacy, Science & Math Fall 2023

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**Office hours:** Thursday 1-3, and by [appointment](#)

### I. Course Description

This course focuses on understanding and creating quality curricula for young children. It involves hands-on experience with a wide variety of activities in literacy, science, and math. The class includes planning, implementing, and evaluating learning experiences for young children

### II. Course Outcomes

*Students will be able to:*

- Plan, implement and evaluate developmentally appropriate literacy, science and math activities to promote children's learning.
- Identify and analyze components of a developmentally appropriate learning experience.
- Participate collaboratively in team planning and presentations.

### III. Required Text and Materials

California Department of Education, (2010). [California Preschool Curriculum Framework, Volume 3](#). Sacramento, CA: CDE Press. **(CF/OER)**

**Spanish translation** of the *California Preschool Curriculum Framework, Volume 1*  
[Marco de currículo preescolar de California, Volumen 1](#) (PDF; 4MB)

### IV. How to be SUCCESSFUL in this course:

- Participate in weekly class “collaborative experience”
- Actively Participate in your small group weekly meetings
- Turn in completed Weekly Chapter Organizer notes.
- Turn in completed Weekly Checklist & Class Exercises.
- Use the course outline or the Moodle page to know when assignments are due.
- Turn in a Learning Experience Plan **for EACH topic**
- ECE AAS Majors: A “C” or better is required in this course to be eligible for practicum.

### VI. Expectations about your skills and abilities as a student:

- Use the weekly checklist to guide your learning.
- Participate as a supportive teaching team member. Help others learn and grow.
- Meet with your assigned group weekly. You will be evaluated on your group participation.

- Stretch a bit beyond your ‘comfort zone’.
- Do your share of your work as a team member for your group project.
- Ask questions for clarity. You are responsible for your own learning. Be proactive.
- Schedule an appointment with me if you need additional support.

**VII. Grades will be based on the following required assignments:**

<b>Assignments</b>	<b>Total Points</b>	<b>Your Points</b>
Weekly Chapter Organizer notes (20pts wk x 9 weeks)	180	
Small Group Weekly Participation (10 pts wk & 20 pts comm with your group)	100	
Checklist & Class Exercises (20 pts wk x 10 weeks)	200	
Small Group Project	50	
Collaborative Experiences Sharing Forum	50	
Video analysis & reflection - Literacy	60	
Home Science Experience & Reflection	60	
Learning experience Plan Final: Literacy	70	
Learning experience Plan Final: Science	70	
Learning experience Plan Final: Math	70	
Peer Evaluation Form	50	
Video Analysis & reflection - Math	60	

Written assignments will be evaluated on the following:

- \* Creativity
- \* Detail and description
- \* Clarity & Quality
- \* Application of educational content to classroom experience or readings.

Please see the rubric below for additional guidance.

Curriculum ‘drafts’ will not be graded. They are required to be submitted on time, as a prerequisite to submitting the final curriculum plan for points. Please use feedback to create a final plan.

Late assignments will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction. **Email me before or on the due date to use your late coupon.**

**Week 1-4 assignments will not be accepted after Week 5.**

**Week 5-9 assignments will not be accepted after Week 10.**

A	A-	B+	B	B-	C+	C	C-	D+	D	F
94-111	90-93	87-89	84-86	80-83	77-79	74-76	70-70	67-69	60-66	<60
Excellent		Good			Satisfactory			Passing		Fair
<b>What this means:</b>  Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes.		<b>What this means:</b>  Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes.			<b>What this means:</b>  Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed.			<b>What this means:</b>  Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes.		<b>What this means:</b>  Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome

A = 90-100%      B = 80-89%      C = 70-79%      D = 60-69%      F = 59% or less  
 900-1000      800-899      700-799      600-699      590 or less

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact the Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations. LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status. (See Administrative Rule No. E029 and Board Policy Series No. 6090.)*

### **Academic integrity**

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC.

**Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others.** LBCC students are responsible for understanding and abiding by the [College's academic integrity policy](#).

**If I become aware of academic misconduct, I will meet with the student(s) in question to discuss the matter and may assign a consequence of an "F" or "NP" for part of the assignment, the entire assignment, or the course overall.** I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action. When in doubt if something constitutes academic misconduct, please contact me and ask for clarification.

## VII. Course Outline/Calendar

WHAT WE DO WHEN	Topic	Readings Due	Assignments Due Today
<b>1</b>	Course overview; Intro. to Literacy		<b>Due: Sunday, October 1</b> * Weekly Checklist & Exercises
<b>2</b> contact small group members	Literacy	CF. V 1- p. 97-168	<b>Due: Sunday October 8</b> * Weekly Checklist & Exercises * Week 2 chapter organizer notes
<b>3</b> 1st small group meeting	Supporting English-language learners	CF V1 - p. 177-230	<b>Due: Sunday October 15</b> * Weekly Checklist & Exercises * Week 3 chapter organizer notes Assign: Video Analysis - Literacy
<b>4</b> Start small group Projects	Scientific Inquiry	CF V 3 -135-176	<b>Due: Sunday October 22</b> * Weekly Checklist & Exercises * Week 4 chapter organizer notes
<b>5</b> Continue small group Projects	Physical Science	CF 3 – 176-214	<b>Due: Sunday October 29</b> * Weekly Checklist & Exercises * Week 5 chapter organizer notes + Assign: Home Science Experience
<b>6</b> Finalize small group project	Science/Math	CF V1 -p. 231-271	<b>Due: Sunday November 5</b> * Weekly Checklist & Exercises * Week 6 Chapter organizer notes + Assign: Small Group Project Due
<b>7</b> Literacy Drafts	Math	CF V 1 p. 272-289	<b>Due : Sunday November 12</b> * Weekly Checklist & Exercises * Week 7 Chapter organizer notes + Assign: <u>Draft</u> Literacy Plan
<b>8</b> Opt. Zoom mtg with Alicia	Math	CF V 1 p. 290-295	<b>Due: Sunday November 19</b> * Weekly Checklist & Exercises * Week 8 Chapter organizer notes + Assign: Final Literacy Plan * Optional: meeting w/Alicia to review draft (5 pts extra credit)
<b>9</b> Peer Evaluation SCIENCE Drafts	Social Science	CF V3 p. 43-85	<b>Due: Sunday November 26</b> * Weekly Checklist & Exercises * Week 9 Chapter organizer notes + Assign: Final Science Plan
<b>10</b> Peer Evaluation MATH Drafts/ Final small group meeting	Social Science		<b>Due: Sunday December 3</b> * Weekly Checklist & Exercises * Week 10 Chapter organizer notes + Assign: Final Math Plan + Assign: Peer Evaluation Due
<b>11</b>			<b>Due: Tuesday, December 5</b> + Assign: Video Analysis - Math

**The instructor reserves the right to make changes in the course schedule**

Every week activities and learning experiences are in purple. Additional class assignments are in black.

Here is a link to a [Visual](#) of how the class is organized and what your weekly responsibilities are.