

## ED 179: LITERACY, SCIENCE AND MATH (CRN 24216)

Final: Wednesday 12/11, 10:00 am

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**Office hours:** M 3-4, Th 2:30 – 3:30, F 12-1

### 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.
- Integrate developmentally appropriate literacy, science and math activities using a variety of learning modalities.
- Identify a variety of curriculum resources for developmentally appropriate activities for children, ages 0-6.

### III. Required Text and Materials

California Department of Education, (2010). [California Preschool Curriculum Framework, Volume 1](#). Sacramento, CA: CDE Press. **(CF/OER)**

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

Course Packet purchased at the LBCC Bookstore. **(CP)**

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

- Set intentions for your success in the class.
- Participate in classroom activities and conversations.
- Be open-minded.
- Look through and familiarize yourself with the course packet contents.
- Journal after each class about what inspired you and what you learned. Definitely journal after you present your Learning experiences.
- Turn in a Learning Experience Plan **for EACH topic** (not just when you are the leader).
- Email Learning experience Plans to the teacher at PCDC **a week** before they are to be presented to the children (copy the instructor on the email).

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

- Attend consistently and on time.
- Participate as a teaching team member. Help others learn and grow.
- Complete assigned readings in preparation for class. Bring required book and materials listed on course outline.
- Stretch a bit beyond your 'comfort zone'. Be open-minded.
- Submit draft learning experience plans, and FINALS (Revision 1) **FOR EACH learning experience topic.**
- Your learning experience plans cannot be the same as the ones presented in class.

**VII. Advice:**

- Start getting your measles, TB documentation and Criminal History Registry Enrollment **immediately.**
- Journal weekly. This will help you significantly in writing your learning story.
- Take photos during in-class presentations for your 'learning story'.
- Use your course packet as a resource. There is lots of helpful information in there about the class process and children's creativity.
- Apply what you are learning to the children in your life.
- Show up on time when it's your day to present, or when your group is presenting.
- If you turn in a Learning Experience Plan DRAFT late, and want feedback before you submit your final, email the teacher that you have submitted your draft.
- Submit DRAFT and **FINAL (Revision 1) FOR EACH Learning Experience Plan topic.**

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

<b>Assignments</b>	<b>Total Pts</b>	<b>Your Points</b>
Weekly Questions x 7	140	
Video analysis & reflection - Literacy	100	
Home Science Experience & Reflection	100	
Video Analysis & reflection - Math	100	
Learning Story outline	60	
Learning experience Plan Final: Literacy	100	
Learning experience Plan Final - Science	100	
Learning experience Plan Final - Math	100	
Team Leader & Team Participation	100	
Final Learning Story & presentation	100	

**Your total points:**

**Written assignments** will be evaluated on the following:

- \* Creativity; Detail and description; Clarity & Quality & Application of educational content to classroom experience and/or reading reflections.

*Please see rubric below for additional guidance.*

**Curriculum ‘drafts’ will not be graded.** Use feedback to create final plan. **You MUST submit final plan into ‘Revision 1’ area for credit.**

**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. You must submit your late coupon to the instructor.

**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
94-11	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%  
900-1000

B = 80-89%  
800-899

C = 70-79%  
700-799

D = 60-69%  
600-699

F = 59% or less  
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 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.*

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## VII. Calendar / Course Outline

<b>IN-CLASS ACTIVITIES</b>	<b>Topic</b>	<b>Readings Due Today</b>	<b>Assignments Due Today</b>
<b>1</b> In-class Research	Course overview; Intro. to Literacy		'Turn It In' Account Setting Intentions Acquire a journal
<b>2</b> Research & prepare google slides	Literacy	CF. V 1- p. 97-168	
<b>3</b> Google slides Presentation sharing	Literacy/ELL	CF V1 - p. 177-230	Video Analysis - Literacy
<b>4</b> Research groups Demonstrations	Scientific Inquiry	CF V 3 –135-176	Home Science Experience
<b>5</b>	Physical Science	CF 3 – 176-214	Literacy Draft
<b>6</b>	Science/Math	CF 3 –177-229	Science Draft Learning Story Outline
<b>7</b> In-class Literacy Presentations	Math	CF V1 -p. 231-271	Math Draft Literacy Final
<b>8</b> In-class Science Presentations	Math	CF V 1 p. 272-289	Science Final
<b>9</b>	NO CLASS	CF V 1 p. 290-295	Video Analysis - Math
<b>10</b> In-class Math Presentations	Social Science	CF V3 p. 43-85	Math Final
<b>11</b>	Learning Story Presentations  Final: Wed 12/11, 10:00 am		Learning Story Presentation

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