

***Welcome to***  
**HDFS 248: LEARNING EXPERIENCES FOR CHILDREN**  
**Winter 2022**



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**Office hours:** Zoom meetings, by appointment

### **Course Description**

Focuses on child-centered curriculum experiences for young children (ages 0-8 years). Students will plan, present, evaluate and assess developmentally appropriate learning experiences. Students will research age appropriate materials and environments which promote language/cognitive, physical and social/emotional development. Students will explore the perspective of the young child and collaborate in teams to present learning activities.

### **II. Course Outcomes**

*Upon completion of the course students will be able to:*

- Plan developmentally appropriate learning experiences to promote children's physical, cognitive and social/emotional development.
- Present and evaluate developmentally appropriate social-emotional, physical or cognitive/language learning experience.
- Participate collaboratively in team planning and presentations
- Analyze early childhood classroom environments and teacher behaviors that facilitate children's development and learning.

### **III. Required Text and Materials: Links to both texts are on HDFS 248 Moodle Page**

Curtis, Deb & Margie Carter (2011). [\*Reflecting Children's Lives\*](#) (2<sup>nd</sup> Ed.) St. Paul, MN. Redleaf Press. Click on title for link to online e-book.

CA Department of Education (2016). [\*The Integrated Nature of Learning. Best Practices for Planning Curriculum for Young Children.\*](#)

[Course Packet](#) online on Moodle page.

Here is the [link](#) to order your course packet to **order a hard copy from the bookstore (optional)**. They need at least 24 hours to fill your request.

### **Turnitin**

We will be using Turnitin to submit assignments and track grades.

**Class ID: 32870946**

**Enrollment Key: LooseParts! (this is case sensitive)**

For those of you that are new to 'Turnitin' please go to this [link](#). There is a link on how to set up an account (Item #7). You will submit the majority of your assignments on Turnitn, unless otherwise indicated by me.

Additional resources:

Video: [How to Register for a Turnitin Account](#)

Links: : [Answer to top Questions Students ask about Turnitin](#)

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

- Actively Participate in your small group weekly activities and emails
- Use the course outline to know when assignments are due.
- Participate in weekly class “collaborative experience”
- Turn in completed Weekly Chapter Organizer notes.
- Turn in completed Weekly Checklist: Class Learning Experiences .
- Turn in a Final Learning Experience Plan **for EACH topic** Create drafts for peer evaluation.
- CFS 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.
- Complete assigned readings & submit chapter organizer notes to Turnitin.
- Meet with your small 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. Advice:**

- Use Moodle & Course packet resources
- Submit Social-emotional (S-E) **DRAFT for feedback** and **make an optional appointment with me to review your social-emotional draft via Zoom (Week 8)**.
- Submit small group attendance forms to small group forums.

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

Assignments	Total Points	Your Points
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	
The Integrated Nature of Learning	60	
Home Loose Parts Experience	60	
Learning experience Plan Final: Social-Emotional	80	
Learning experience Plan Final - Physical	80	
Learning experience Plan Final - Cognitive/Language	80	
Peer Evaluation Form	60	

**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 the rubric below for additional guidance.

**Learning experience Social-Emotional ‘drafts’ will not be graded.** Use feedback in Turnitin 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 assignments a week after the due date without a 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%      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 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.)*

## VII. Calendar/Course Outline

Small Group Weekly Mtg Information	Topic	Readings Due Today	Assignments Due Today
<b>1</b>	Introduction to the class & the 5 Developmental Learning Domains		<b>Due January 9</b> * Weekly Checklist & Exercises <b>Review Course Packet &amp; Moodle Page</b>
<b>2</b> contact small group members	Child-Centered Curriculum	Chapters 1	<b>Due January 16</b> * Weekly Checklist & Exercises * Week 2 Chapter organizer notes
<b>3</b> 1st small group meeting	The Learning Environment	Chapter 2	<b>Due January 23</b> * Weekly Checklist & Exercises * Week 3 Chapter organizer notes <b>+ Assign: The Integrated Nature of Learning</b>
<b>4</b> Start small group Projects	The Learning Environment	Articles & Video	<b>Due January 30</b> * Weekly Checklist & Exercises * Week 4 Chapter organizer notes
<b>5</b> Continue Start small group Projects	How Children Learn; Learning Invitations	Chapter 3	<b>Due February 6</b> * Weekly Checklist & Exercises * Week 5 Chapter organizer notes <b>+ Assign: Home "Loose Parts" Experience</b>
<b>6</b> Finalize small group project	Developmentally Appropriate Practice (DAP)	Chapter 4	<b>Due February 13</b> * Weekly Checklist & Exercises * Week 6 Chapter organizer notes <b>+ Assign: Small Group Project Due</b>
<b>7</b> Social-Emotional	Redefining Curriculum Themes	Chapter 5	<b>Due February 20</b> * Weekly Checklist & Exercises * Week 7 Chapter organizer notes <b>+ Assign: Draft Social-Emotional Plan</b>

<b>Drafts due to Turntin</b>			
<b>8</b> Opt. Zoom mtg with Marcia	Redefining Academics	Chapter 6	<b>Due February 27</b> * Weekly Checklist & Exercises * Week 8 Chapter organizer notes <b>+ Assign: Final Social-Emotional Plan</b>
<b>9</b> Peer Evaluation Physical Drafts	Caring for Infants and Toddlers	Chapter 7	<b>Due March 6</b> * Weekly Checklist & Exercises * Week 9 Chapter organizer notes <b>+ Assign: Final Physical Plan</b>
<b>10</b> Peer Evaluation Cog/Language Drafts/ Final small group meeting	Teacher Roles; Curriculum Planning & Development	Chapter 8 & 9	<b>Due March 13</b> * Weekly Checklist & Exercises * Week 10 Chapter organizer notes <b>+ Assign: Final Cog/Language Plan</b> <b>+ Assign: Peer Evaluation form</b>

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