**ED 179:  LITERACY, SCIENCE AND MATH (CRN 24216)  
Final:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructor**: Marcia Walsh

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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)** (‘companion’ manuals: Preschool Foundations Vol 1 & 3 available online)

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:**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Total Pts** | **Your Points** |
| Weekly Questions x 7 | 140 |  |
| Video analysis & reflection - Literacy | 90 |  |
| Home Science Experience & Reflection | 80 |  |
| Video Analysis & reflection - Math | 90 |  |
| Learning Story outline | 50 |  |
| Learning experience Plan Final:  Literacy | 100 |  |
| Learning experience Plan Final  - Science | 100 |  |
| Learning experience Plan Final - Math | 100 |  |
| Team Leader & Team Participation | 150 |  |
| 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**.

**Presentations with the children**: Points will be determined based on the instructor’s observations of you & your group’s performance. Group reflections and observation forms will be considered in determining the points you will receive.

**Team Participation**: See ‘Team Leader & Team Participation Points’ & ‘Team Participation Rubric’ in your course packet for additional information.

**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 |
| **What this means:**  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. | | **What this means:**  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. | | | **What this means:**  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. | | | **What this means:**  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. | | **What this means:**  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.*

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**VII***.***Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **WHAT WE DO WHEN** | **Topic** | **Readings Due Today** | **Assignments Due Today** |
| **1** | Course overview;  Intro. to Literacy |  | ‘Turn It In’ Account Setting Intentions Acquire a journal |
| **2** | English Language Development; Dual-language learners | CF. V 1- p. 97-168 |  |
| **3** | Literacy/Drama | CF V1 - p. 177-230 | Video Analysis - Literacy |
| **4** | Science | CF V 3 –135-176 | Home Science Experience |
| **5** | Science | CF 3 – 176-214 | Literacy Draft *Documentation Due* |
| **6**  Literacy in-class | Science/Math | CF 3 –177-229 | Science Draft Learning Story Outline |
| **7** Literacy PCDC/   Science in-class | Math | CF V1 -p. 231-271 | Math Draft Literacy Final (PCDC) |
| **8** Science PCDC/Math In-class | Math | CF V 1 p. 272-289 | Science Final (PCDC) |
| **9** | NO CLASS | CF V 1 p. 290-295 | Video Analysis - Math |
| **10**  Math @ PCDC | Social Science | CF V3 p. 43-85 | Math Final (PCDC) |
| **11** | Learning Story Presentations  Final: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | Learning Story Presentation |

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