**ED 179:  LITERACY, SCIENCE AND MATH (CRN 24216)  
Fall 2020**

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**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](https://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf).  Sacramento, CA: CDE Press. **(CF/OER)  
    
   Spanish translation** of the *California Preschool Curriculum Framework, Volume 1*  
   [Marco de currículo preescolar de California, Volumen 1](https://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol1spa.pdf) (PDF; 4MB)California Department of Education, (2010).  [California Preschool Curriculum   
   Framework, Volume 3.](https://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf)  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:**

* Participate in weekly class “collaborative experience”
* Actively Participate in your small group weekly activities
* Turn in completed Weekly Chapter Organizer notes.
* Turn in completed Weekly Checklist: Class Learning Experiences .
* Use the course outline to know when assignments are due.
* Turn in a Learning Experience Plan **for EACH topic**
* 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. weekly.
* 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.      Advice:**

* Use Moodle & Course packet resources
* 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 8 x 10 pts each week** (Options: download & type or handwrite and take photo or scan. Submit to Turnitin weekly). | 80 |  |
| Video analysis & reflection - Literacy | 85 |  |
| Home Science Experience & Reflection | 85 |  |
| Video Analysis & reflection - Math | 85 |  |
| Learning Story outline | 50 |  |
| Learning experience Plan Final:  Literacy | 90 |  |
| Learning experience Plan Final  - Science | 90 |  |
| Learning experience Plan Final - Math | 90 |  |
| Weekly Class Exercises (10 pts week total) | 100 |  |
| Small Group Participation | 100 |  |
| Small Group Project | 45 |  |
| 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 |
| **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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 **Class & Small Group Participation Points**

**Class Participation: 100 points**

* Submission of Weekly Checklist: Class Learning Experiences to Turnitin.
* Respectful interactions. [See Climate of Care.](https://docs.google.com/document/d/1xDQr8PIowppdE2OwwdPWt7pR9Aq6lFT1pmlHq1kGA8s/edit?usp=sharing)
* Participation in Weekly Collaborative Experiences and at least 2 posts.
* Asking instructor questions if you are confused.

**Small Group Participation: 90 points + 45 points group project**

**Class outcome:** Participate collaboratively in team planning and presentations.

* Join & participate in your assigned small group’s weekly activities
* Facilitate the group process at least 2x per term. If this feels uncomfortable to you then ask your group to go last in the rotation.
* Post small group activity notes when you are the facilitator.
* Respectful interactions with group members
* Do at least your share of the work for the small group project.
* Be supportive of team members
* Submit team evaluations at end of term
* Each small group member will evaluate their own participation and each other’s participation using forms in your course packet.

**Guidelines for Small Group Weekly Meetings & Activities**

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| --- |
| ❏ **You will be with the same group every week**  ❏ **You will meet weekly online (ideally using Zoom, people without strong  internet can call into Zoom).**  ❏ **Follow directions on the Small Group Weekly Meeting Agenda on Moodle.**  ❏ **Take notes & write down questions during meeting in** [**Small Group   Weekly Reporting Form**](https://docs.google.com/document/d/1inFjRC6dfgDsGvjputdu9qfpLoTwHIm2b0SxJ2FPbPI/edit?usp=sharing)**. Email** questions to Marcia.  ❏ **Post Completed Small Group Weekly Reporting Form to Weekly Activity   Forum after your meeting.** |

**Communication Guidelines:**

● **Be respectful.** Treat others with respect and kindness.

● **Be supportive.**  Help each other out in understanding the class requirements.

● **Be open-minded**. Be open to ideas that may be different than your own.

● **Be considerate of each other’s feelings and experiences.**

● **Practice Active Listening skills and other skills we learn in class**. This is a   
 great, low-risk format to practice your communication skills.

● **Be mindful of the others in your group.** If you are emailing as a group format,   
 if something someone says upsets you draft an email and don’t send it. Wait a bit   
 and go back and edit what you wanted to say when you are calm and thinking   
 clearly.

● **Talk to me if you are experiencing challenges with your group.** Please   
 refrain from side conversations about other students who are not participating in   
 the way you like. Maintain professionalism.

● **End of the term evaluations:**  You will be evaluating your own participation and   
 your team members' participation and contributions at the end of the term.

**VII***.***Course Outline/Calendar**

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| --- | --- | --- | --- |
| **WHAT WE DO WHEN** | **Topic** | **Readings Due** | **Assignments Due Today** |
| **1** | Course overview;  Intro. to Literacy |  | **\* Create a ‘Turn It In’ Account** \* Complete Week 1 Checklist |
| **2** start small group literacy project | Literacy | CF. V 1- p. 97-168 | \* Complete Week 2 Checklist \* Week 2 chapter organizer   notes |
| **3**  small group literacy project cont. | Supporting English-language learners | CF V1 - p. 177-230 | Video Analysis - Literacy \* Complete Week 3 Checklist \* Week 3 chapter organizer notes |
| **4** small group literacy project due | Scientific Inquiry | CF V 3 –135-176 | Small Group Literacy Projects \* Complete Week 4 Checklist \* Week 4 chapter organizer notes |
| **5** | Physical Science | CF 3 – 176-214 | Home Science Experience \* Complete Week 5 Checklist \* Week 5 chapter organizer notes |
| **6** | Science/Math | CF V1 -p. 231-271 | Literacy DRAFT Learning Exp Plan \* Complete Week 6 Checklist \* Week 6 chapter organizer notes |
| **7** Peer Evaluations- Literacy | Math | CF V 1 p. 272-289 | Learning Story Outline  \* Complete Week 7 Checklist \* Week 7 chapter organizer notes |
| **8** Peer Evaluations- Science | Math | CF V 1 p. 290-295 | Literacy FINAL Learning Exp Plan  \* Complete Week 8 Checklist \* Week 8 chapter organizer notes |
| **9** Peer Evaluations- Math | Social Science | CF V3 p. 43-85 | Science Final Learning Exp Plan  Video Analysis - Math \* Complete Week 9 Checklist: NO CH OR NOTES this week |
| **10** | Social Science |  | Math Final Learning Exp Plan  \* Complete Week 10 Checklist \* Week 10 chapter organizer notes |
| **11** | Learning Story Presentations in small group |  | Learning Story Presentations Small Group Evaluations |

**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](https://docs.google.com/drawings/d/1dNXuVvL9bwVrTVngOLJdeWCFLHl4bUloYaZlmCQCtZI/edit?usp=sharing) of how the class is organized and what your weekly responsibilities are.