

## HDFS 248: LEARNING EXPERINCES FOR CHILDREN

**Final:** Wednesday 10:00 – 11:50 am

**Instructor:** Marcia Walsh  
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**Office hours:** T 12:30 – 2:30, F 12-1

### 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

*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

Curtis, Deb & Margie Carter (2011). *Reflecting Children’s Lives* (2<sup>nd</sup> Ed.) St. Paul, MN. Redleaf Press.

[\*Reflecting Children’s Lives: A Handbook for Planning Your Child-Centered Curriculum.\*](#)

Here is a direct link to this book:

<https://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=927928>

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.
- Look through and familiarize yourself with the course packet contents.
- Complete assignments on time. Type all assignments.
- 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’.
- Submit draft learning experience plans, and FINALS (Revision 1) **for each learning experience topic**.

**VII. Advice**

- Start getting your measles, TB documentation and Criminal History Registry Enrollment **immediately**.
- Be sure to you a use a resource for your Learning Experience Plans and use your own words and ideas to develop it.
- Use your course packet as a resource. There is lots of helpful information in there about the class process and children’s creativity.
- 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**.
- Your learning experience plans cannot be the same as the ones presented in class.

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

Assignments	Total Points	Your Points
Weekly Questions x 9	180	
Observation #1	80	
Observation #2	80	
Curriculum Project Part I	100	
Curriculum Project Part II	100	
Learning experience Plan Final: Social-Emotional	90	
Learning experience Plan Final - Physical	90	
Learning experience Plan Final – Cognitive/Language	90	
Presentation Points – Team Leader	95	
Team Participation	55	
Final	40	

**Your total points:**

Written assignments will be evaluated on the following:

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

Please see 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 final plan. **You MUST submit final plan into ‘Revision 1’ area for credit.**

Presentations with the children will be evaluated by your group and will be submitted with observation information from the observing group. Points will be determined based on this information and the instructor’s observations of you & your group’s performance. Please authentically evaluate yourselves. Group reflections and observation forms will be considered in determining the points you will receive.

Team Participation will be evaluated based on group evaluations, self-evaluations and instructor observations. Please 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.

**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. 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**

<b>WHAT WE DO WHEN</b>	<b>Topic</b>	<b>Readings Due Today</b>	<b>Assignments Due Today</b>
<b>1</b>	Introduction to course; Learning Domains; PCDC Tour	<i>No weekly Quest.</i>	* Purchase Course Packet * Read through CP
<b>2</b>	Child-Centered Curriculum	Chapters 1	* Observation #1
<b>3</b>	The Learning Environment	Chapter 2	* Observation #2
<b>4</b>	The Learning Environment	Articles & Video	* Curriculum Project Part I (Research) * Documentation due
<b>5</b>	How Children Learn; Learning Invitations	Chapter 3	* Documentation due
<b>6</b> Curr. Project Groups	Developmentally Appropriate Practice (DAP)	Chapter 4	* Draft SE (Social-Emotional) Plan * Curriculum Project Part II (Environment)
<b>7</b> SE In-Class	Redefining Curriculum Themes	Chapter 5	* Draft Physical Plan
<b>8</b> SE PCDC/ Physical In-class	Redefining Academics	Chapter 6	* Final SE (Soc-Emo) Plan * Draft Cog/Lang Plan
<b>9</b> Phys PCDC/ Cog In-Class	Caring for Infants and Toddlers	Chapter 7	* Final Physical Plan
<b>10</b> Cog PCDC	Teacher Roles; Curriculum Planning & Development	Chapter 8 & 9	* Final Cog/Lang Plan
	Final: Wednesday 10-11:50		

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

## **Team Leader & Team Participation Points**

### **Team Leader - 95 points**

**Emailing teacher and copying instructor** 5 pts \_\_\_\_\_

**Presentation on Leader Day**  
 (see Learning Experience Plan Presentation Checklist for specifics) 90 pts \_\_\_\_\_

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### **Team Participation - 55 points**

**Present with team at PCDC** 10 pts \_\_\_\_\_

**Team Participation** 45 pts \_\_\_\_\_

*Including, but not limited to the following:*

- ★ Communicate inside and outside with presentation team, as needed
- ★ Supportive of team members
- ★ Participate in all stages of presentation (draft day, in-class, PCDC)
- ★ Collaborate on evaluations and assessments (after presentations)
- ★ Arrive on-time on presentation days
- ★ Active participation when presenting at PCDC
- ★ Do at least your share of the work
- ★ Be prepared on draft day with your drafter (leader)
- ★ Be prepared on in-class day with presentation & materials (leader)

*(See 'team participation rubric' for additional information)*

**Total Points = 150**