

COURSE OUTLINE

**PREPARING COMPETENT, COMPASSIONATE, COOPERATIVE AND COMMITTED
LEADERS**

**EED 360 – Curriculum and Instruction I:
TEACHING AND LEARNING IN THE PRIMARY SCHOOL
Spring 2006 SEMESTER
Online Course**

**INSTRUCTOR: Dr. Denise M. Littleton
Professor, Department of Early Childhood/Elementary Education
OFFICE: 148 Bozeman Education Building
OFFICE HOURS TBA**

**OFFICE TELEPHONE: 757/823-9583
EMAIL: dlittleton@nsu.edu**

Term: Spring 2006

Course: Curriculum and Instruction I-Teaching and Learning in the Primary School

Course Number: EED 360 90

Credit Hours: Three Undergraduate Credit Hours

Instructor: Dr. Denise M. Littleton

Rank: Full Professor

Department: Early Childhood/Elementary Education

Office: 148 Bozeman Education Building

Telephone: 757-823-9583 Email: dlittleton@nsu.edu

Class Meetings: Online Course

Course Description

This course is designed to prepare teachers to design and implement an effective curriculum for children in grades preK-3. As a prerequisite, you will need to have adequate content knowledge to teach mathematics, science, art, music, reading, social studies, physical education, health, and technology on the early childhood level. The course will require you: (1) to develop a broad-based educational philosophy based upon accepted theories, (2) to use your knowledge of child development to design effective teaching and learning experiences, (3) to interpret a body of research about teaching and learning for effective instruction, and (4) to interact with and teach young children. Though not exclusive, areas covered will include principles of learning, creating learning communities, differentiating instruction for all learners, managing the classroom, evaluation techniques, the effective use of technology, and working with colleagues and parents. PRAXIS Principles of Learning and INTASC Standards are infused in the course. Ultimately, the goal is for you to use apply theoretical, practical, and research knowledge to improve learning at the early childhood level.

Prerequisites: EED 201 and EED 274

Course Rationale: This is a required course to prepare teachers to design and implement an effective curriculum for children in grades preK-3. It meets the standards required by ACEI, NCATE, and those required by the state for licensure and certification.

Course Goal and Learning Outcomes

The goal of this course is to prepare teachers to design and implement an effective curriculum for children in grades preK-3.

Upon completion of this course, students will be able to:

1. Develop and apply their educational philosophy based upon established theories to enhance the development of young children with clear and precise implications for the early childhood curriculum.

2. Design an effective learning environment reflecting principles of management and knowledge of the early childhood curriculum (the Virginia Standards of Learning for grades (Pre)K-3 in the areas of English/language arts/literacy/reading, social studies, science, mathematics, art, music, physical education, health, and technology).
3. Create effective learning communities encouraging meaningful instructional experiences for children (in language and literacy, mathematics, science, social studies, art, music, drama, play, movement, and/or technology) in which students will have to:
 - a. Design units and lesson plans reflecting the appropriate instructional strategies, methodologies, activities, materials, technology, and tools of evaluation based upon principles of learning to engage and involve all students inclusive of diversity in the learning process.
 - b. Demonstrate and reflect upon the implementation of one or more lessons with one or more preschool aged children.
4. Identify ways to work with colleagues and parents to meet the needs of the students.

Course Materials/Required Text(s)/Supplementary Readings

Required Text

Jo Ann Brewer. Early Childhood Education: Preschool through Primary Grades, Fifth Edition. Boston: Pearson, 2004.

External Links

The Interstate New Teacher Assessment and Support Consortium (INTASC)

<http://www.ccsso.org/intasc.html>

National Board for Professional Teaching Standards (NBPT)

<http://www.nbpts.org/>

Survival Guide for New Teachers: How Teachers Can Work Effectively with Veteran Teachers, Parents, Principals, and Teacher Educators

<http://www.ed.gov/pubs/survivalguide/>

National Council for Accreditation of Teacher Education (NCATE)

<http://www.ncate.org>

The American Association of Colleges of Teacher Education

www.aacte.org

Lesson Plans

www.adprima.com/lesson.htm

Unit Plans

<http://www.ubdexchange.org/resources/news-articles/article4.html>

<http://edtech.tennessee.edu/~bobannon>

Virginia Standards for Learning

<http://www.pen.k12.va.us/VDOE/Superintendent/SOLs/home.shtml>

Developmental Norms

www.ibabydoc.com

<http://parenting.aol.com>

www.cdwire.net

www.questia.com

Several other websites for lesson plan development, content area information, multicultural education, urban education, and special education will be provided.

Please read announcements daily.

Primary Methods of Instruction

The course format will consist of assigned readings, multimedia presentations by students, and discussion boards. Online small group and cooperative learning sessions will be scheduled where warranted.

Tentative Course Outline	Spring 2006	Text Assignment Chapter #/Other Resources
Knowing Your Theoretical Focus and Children		1,2
Theoretical and Philosophical Background Major Philosophers and Contributors Child Development Norms Diverse Students and Their Needs		Handouts External Links
Designing an Environment for Learning		3
Knowing the Curriculum/Virginia SOL's Organizing Your Classroom and Materials Selecting the Teaching Rules and Schedules		External Links 4 (p.124-130)
Planning and Implementing Instruction		4, 9-15
Developing Lesson Plans and Unit Plans		4

Developing Behavioral Objectives
Choosing Appropriate Instructional
Methodologies /Strategies/Activities
Determining the Method of Evaluation
Setting Goals
Designing a Thematic Unit
Demonstrating a Lesson

External Links
9-15

External Links
Handouts

Working With Parents

8
Handouts

This schedule is subject to change at the discretion of the instructor or depending upon the progress of the class.

Course Assignments

Assignment Policy: All assignments are due on the date listed and should be emailed for forwarded on CD as requested. All submissions should be virus free or they will not be accepted. Late assignments will be accepted only with a three-day notice prior to the due date and my approval. If there is a technical difficulty with transmitting the assignment, please call or contact me immediately (any day before or on the due date, not after the due date) to inform me of the problem. You will then be given the number to fax the assignment or another means of conveyance. All assignments are due by 5:00 p.m. on the due date. Please keep your copies of all assignments, graded and/or ungraded. Without a copy of graded work, no grade change or credit for a missing assignment is possible.

- a. After reading chapters 1 and 2, reviewing handouts (Word documents) on the major contributors and theorists in the field of early childhood education, you are to write an essay, minimum three pages, describing your educational philosophy which would support **your** approach to teaching. Your philosophy should be well described and supported by an existing theory, a combination of theories, or abstracts of many theories to form a new theory which you feel will provide the foundation for **your** approach to teaching and how it will be evidenced in your classroom (**your** teaching style, **your** classroom design, **your** management style, and how you deliver the curriculum.) Email this assignment as a Word document with file name Theory Essay Your Name (Ex. TheoryEssayLittleton) by January 20, 2005. The rubric to evaluate the assignment is located in the Course Documents folder.

- b. Develop a child development norm chart for children aged 3-8 in language, cognition, fine motor, gross motor, social development and emotional development. Have at least four indicators per category for each age level. See Child Development Norm Chart in Course Documents for format. To find information to

develop the chart do a Internet search using the keywords 'developmental norms'. After developing the chart, using the Virginia Standards of Learning (see External Links) for K-3 in the areas of social studies, English, science, mathematics, art, music, technology, health and physical education and child development norms for children choose one grade level and match an academic activity according to what is expected for the child developmentally in each of the six developmental areas. For example, it would be developmentally appropriate for a three year old to hold a crayon with fingers which would be listed under the fine motor category. Academically at the three year old level, it would then be appropriate for the child to be able to scribble or color. Add two academic indicators in the same developmental norm chart based upon the SOL's for the age you chose. Please note that the SOL's start at age 5 and for the age you choose you will six indicators in the columns. Please email assignment as a Word document by February 10, 2006. The rubric for evaluation is located in the Course Documents folder.

- c. Submit a drawn classroom design that would fit on 8 ½ x 11 size paper, class rules, and schedule for one grade level of your choice (PreK/K, 1, 2, or 3). Please clearly identify grade level and include a narrative discussing the rationale for your classroom design. Your design should reflect accommodations for student diversity, classroom management, the curriculum, and your philosophy derived in assignment a. Incorporate learning centers, space for large group instruction, small group instruction, and cooperative learning. Separate rubrics to evaluate the classroom design and the rules/schedule are located in the Course Documents folder. Email this assignment as Word document using the appropriate file name by March 3, 2006.
- d. Develop an interdisciplinary, well integrated, thematic mini unit reflecting identified Virginia SOL's (you choose and identify) on a grade level of your choice and your educational philosophy. The five-day unit **must** include instruction on social studies, science, reading, mathematics, and **should** incorporate art, music, physical education, health and/or technology in one or more lessons. Five lesson plans (see lesson plan format) to support the unit (see unit plan guidelines) should be included, one lesson plan per day. The lesson plans should include activities and instruction which would be beneficial to children with one or more multiple intelligences, learning styles, and diverse needs (gender, race, ethnicity, exceptionality, etc.). Submit the unit as a Word document March 31, 2006. The URL's for the Virginia SOL's, and information regarding lesson plan and unit plan development can be located under External Links. See the Course Documents folder for lesson plan format, unit plan handout, and the rubrics for grading.
- e. Using Microsoft Publisher or Word, develop a parent newsletter in a newsletter format to be sent to parents during the first week of school. Email by April 14, 2006. Additional information and the rubric for evaluation are located under the Course Documents folder.

- f. Choose one of the lessons from your unit to demonstrate to your peers on campus on a scheduled day and time or submit a videotape.

Submit lesson plan and the videotape on a CD/DVD or email the assignments by April 19, 2006. Requirements and the rubrics (lesson plan and demonstration rubrics) for grading are located under the Course Documents folder. **You may be asked to submit a lesson plan and/or videotape prior to the due date of this assignment to be sure you are on right track. It will be to your benefit to do so.**

- g. You will have to complete a twenty hour observation with specific tasks to be completed in addition to the requirements listed in the Level II Observation and Participation Handbook found under forms in the Center for Professional Development webpage under the School of Education at Norfolk State University. Additional information will follow. The assignment will be due by April 26, 2006.

Related University-Wide and Course Specific Requirements

The following competencies will be evaluated through course assignments:

- a. writing
- b. technology competence
- c. oral communication
- d. critical thinking
- e. quantitative reasoning
- f. scientific reasoning

Additional Course Requirements

Computer Requirements

Access to a computer with at least 256MB and 60GB Hard Drive with broadband access is needed. Though not required a 48x CD ROM Drive would be helpful. In addition, access to a printer, the Internet with a reliable service provider, and a browser are needed. Finally, Microsoft Office is required as all assignments are to be submitted via Microsoft Word, Microsoft Publisher, PowerPoint, or Excel.

Skills Requirements

To be successful, the following minimal skills are needed in this online course:

- a. computer literacy skills
- b. proficient typing or keyboarding skills
- c. basic Internet knowledge including how to access the Internet and use the various search engines
- d. knowledge of Microsoft Office and skill in using Word, PowerPoint, Excel, and Publisher
- e. how to send and receive emails with attachments
- f. creating and saving files in Word, PowerPoint, Excel, and Publisher

Grading

- 1 Rubrics will be used to evaluate assignments a-f. Letter grades will denote the final grade on each assignment.
- 2 Final grading will be based upon the following assignments and weights*.

Essay	15%
Child Development Norm Chart	10%
Classroom Design/Rules/Schedule	20%
Unit Plan	25%
Parent Newsletter	10%
Lesson Plan and Demonstration	10%
Discussion Boards	5%
Observation	5%
Total	100%

* Weighting may change based upon actual final assignments.

3.8-4.0	=	A
3.5-3.7	=	A-
3.1-3.4	=	B+
2.8-3.0	=	B
2.5-2.7	=	B-
2.2-2.4	=	C+
2.0-2.1	=	C
1.7-1.9	=	C-
1.4-1.6	=	D+
1.0-1.3	=	D
.8-.9	=	D-
.7 and below	=	F

The instructor reserves the right to revise grading criteria as appropriate and will make reasonable attempts to notify students as time permits.

Additional Evaluation Information

1. Have regular access to a reliable computer.
2. Spend a minimum of six hours each week in order to complete assignments.
3. **Read email and/or announcements daily** for updated information about the course and dates **for scheduled discussion boards**.
4. Sign in at all discussion boards which will be scheduled at a minimum on a weekly basis. Attendance will be recorded.
5. Complete all assignments and email or submit them on CD as requested on their **due date**.

6. Please note that assignments by email or CD should be **virus free** or they will not be accepted. **Late assignments will only be accepted upon at least a three day notice and prior approval from your instructor. No make up assignments will be allowed without an official reason and/or by prior approval by the instructor. Incomplete grades are given only at the discretion of the instructor based upon the individual and extenuating circumstances.**
7. All students must **use email address assigned to them by Norfolk State University.**
8. All assignments must be submitted with the name of the assignment and the name of the student in the file name.
9. **Review all policies related to the course under the Other Policies folder.**

Academic Integrity Standards

Policies

Please read all policies for the course. Ignorance of course and university policies is not an excuse for failure to conform to the policies.

Email Policy: Send all emails with the appropriate subject identified (Ex. Unit Plan or Need Clarification on Unit Plan). If it is an assignment attachment please identify the name of the assignment (Ex. UnitPlanLittleton) with your name as part of the file name. If it is a message please review course syllabus first to see if your question can be answered in the general course information. If the question can be answered in the syllabus, I will not respond. If the question is a technical one, the teaching assistant assigned to the course will answer the question. For all other appropriate questions, I will respond within twenty-four hours. If there are personal concerns, difficulties regarding the course content, or a need for clarification that is not answered by the course syllabus, I will respond to your email and suggest a follow-up telephone or office conference, when necessary.

Assignment Policy: All assignments are due on the date listed and should be emailed, forwarded on CD, or as requested. All submissions should be virus free or they will not be accepted. Late assignments will be accepted only with a three-day notice prior to the due date and my approval. If there is a technical difficulty with transmitting the assignment, please call or contact me immediately (any day before or on the due date, not after the due date) to inform me of the problem. You will then be given the number to fax the assignment or another means of conveyance. All assignments are due by 5:00 p.m. on the due date. Please keep your copies of all assignments, graded and/or ungraded. Without a copy of graded work, no grade change or credit for a missing assignment is possible.

Intellectual Property: All course materials are copyrighted and any portion of them cannot be shared or distributed without my permission.

Discussion Board Policy: Introduce yourself upon signing in the discussion boards. Credit will be given for attendance. Absences will be counted and will affect your grade according to the university policy.

Points will be given for appropriate participation in the discussion boards and grades will be posted for your participation after each discussion board. The following standards are to be adhered to while participating in the discussion boards:

- a. Do not use profane language
- b. Respect each other's opinion
- c. Do not change the topic
- d. Do not display an argumentative attitude
- e. Do not leave the discussion board prior to its end
- f. Do not post abusive or insulting messages

A grade of F will be posted if you do not adhere to one or more of the above mentioned standards.

Office Hours: My on campus office hours and email office hours will be posted and the manner in which I can best be reached. The on campus office hours and email office hours may be the same or there may be differences. Please review the announcements daily for the current campus and email office hours. They will be posted at the beginning of the course. If there are changes or if I will be unavailable during posted hours, the information will be shared in the Announcements which you should read daily.

Student Policies: You are to adhere to a strict code of conduct. Cheating of any kind, plagiarism, group test taking, and printing out tests are not allowed. Your attendance and participation in the discussion boards are important and will affect your grade. Demonstrate self-motivation, discipline and effective time management skills while enrolled in the course.

Blackboard Instructions: If you are reading this you have successfully log on! If you have not, 1. go to www.nsu.edu, 2. Click on Blackboard located at the top of the screen, 3. Click on Blackboard Brochure, 4. Scroll to second page for student information, 5. Follow steps for logging on. 5. Contact Blackboard Technical Support if there are difficulties.

ADA Statement

If you have or suspect you have a disability, please contact Ms. Marian Shepherd, Disabilities Services Coordinator, in room 240 Lyman Beecher Brooks Library or by telephone, 823-2014.

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups, interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated by the instructor, results from university assessment activities will not be computed in student grades.

References

- Baloche, L.A. (1998). *The cooperative classroom: Empowering learning*. Upper Saddle River, NJ: Prentice Hall.
- Banks, J.A. and Banks, Cherry A. McGee (2005). *Multicultural education: Issues and perspectives*. Fifth edition. New Jersey: John Wiley and Sons.
- Banks, J.A. (2002). *An introduction to multicultural education*, 3rd Edition. Boston: Allyn and Bacon.
- Brewer, JoAnn (2004). *Introduction to early childhood education: Preschool through primary grades*. Boston: Pearson Publishing.
- Burden, P.R. (2002). *Powerful classroom management strategies: Motivating students to learn*. Thousand Oaks, CA: Corwin Press.
- Clift, R.T., Houston, R.W., and Pugach, M.C. (Eds.) (1990) *Encouraging reflective practice in education: An analysis of issues and programs*. New York: Teachers College Press.
- Duplass, James A. (2004). *Teaching elementary social studies: What every teacher should know*. Boston: Houghton Mifflin Company.
- Edwards, Barbara and Queen, J.Allen (2002). *Using multicultural literature to teach K-4 social studies: A thematic unit approach*. Boston: Allyn and Bacon Inc.
- Griffin, B.J. (1997). Helping student teachers become reflective practitioners. *The Teacher Educator*, 33(1), 35-43.
- Heinich, R., Molenda, M., Russell, J., and Smaldino,, S. (2002). *Instructional Media and Technologies for Learning*. 7th Edition. Englewood Cliffs: Prentice-Hall, Inc.
- Hunter, M. (1994). *Enhancing teaching*. New York: Macmillan.
- Kilgore, K., Ross, D., and Zbikowski, J. (1990). Understanding the teaching experiences of first-year teachers. *Journal of Teacher Education*, 41(1), 28-38.
- Ladson-Billings, Gloria. *Dreamkeepers: Successful teachers of African-American children*. Boston: Allyn and Bacon.

- Marzano, R. J. et al. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Morin, JoyAnn Hauge ((2003). Social studies instruction incorporating language arts. Boston: Pearson Education, Inc.
- National Board for Professional Teaching Standards (1987). What teachers should know and be able to do. Detroit: Author. (Online) <http://www.nbpts.org>.
- National Commission on Teaching and America's Future (1996). What matters most: Teaching for America's future. New York: Author.
- National Council for the Accreditation of Teacher Education (2001). Professional Standards for the accreditation of schools, colleges, and departments of education. Washington, D.C.: Author.
- Tomlinson, C.A. (1999) The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A. (2001) How to differentiate instruction in mixed-ability classrooms, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- Turnbull, H.R. et al. (2002). Exceptional lives: Special education in today's schools, 3rd ed. Upper Saddle River, NJ: Prentice Hall
- Wilen. W. W. (1991). Questioning skills for teachers, 3rd ed. Washington, D.C.: National Education Association