Welcome to CDFS 203: Curriculum for Young Children

Dual Enrollment CRN# 75296 & 75297, Fall 2023 Syllabus
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This is a fully online course for students enrolled at Atascadero High School. This course is not self-paced. We will move through the content together as a class (see **Course Outline & Calendar**, below). This is our course Syllabus and is a guide to the assignments and expectations for our class. You will refer to it throughout the semester, so I recommend that you print it out and have it available. I want all students to succeed, so please reach out to me if you have any questions or need assistance.

Communication:
Once the semester begins and you have logged into the course, please use the **Canvas Inbox** tool to communicate with me. You will receive a reply within 24 hours (M – F). For more information about the Canvas Inbox tool, please refer to the Canvas Quick Reference for Students, Communication (pg. 2). I will provide weekly Notes & Reminders messages posted as Announcements to review learning from the past week, as well as share what's coming up next. Please make sure you set your Canvas Notifications to receive Announcements in this course.

Student Hours:
I am available to help you with course concepts and personal or academic challenges. I am regularly online for virtual hours on **Mondays 11:30-12:30 and Thursdays 6-7 p.m.** I am also happy to set up individual conferences at a mutually convenient time (nights/weekends OK). See the Student Hours coupon at the end of the Syllabus for Extra Credit.

Getting Started:
If you have not already done so, read the Course Welcome Letter available online:
https://cuesta.instructure.com/eportfolios/91/Home/CDFS_203_Welcome_Letter

Required Text:
Introduction to Curriculum for Early Childhood Education. Jennifer Paris, Kristin Beeve & Clint Springer. **FREE Download via Libre Text** for students, also embedded in each course Module. Supplemental materials will be posted in Canvas, under each week's topic heading.

I am looking forward to our semester together!
Most students call me Virginia (like the state) or Ms. Roof, pick your preference. My pronouns are she/her/hers. Our course syllabus explains my expectations, course policies, and the coursework, created with your success in mind.

You can learn more about me in About Your Instructor.

Cuesta is here to ensure your success on and off campus. **Student Success and Support Programs HUB** is available 24/7.

Course Description:
Introduces developmentally appropriate curriculum and environments for children birth through age eight. Emphasizes knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice in the planning of environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. Required for teachers in all early childhood education programs as a part of the 12 units for the Child Development Permit and licensing requirements for the State of California.

Student Learning Outcomes:
Upon completion of this course the student should be able to:
1. Apply elements of various curriculum models, approaches, theories, and standards for early learning including indicators of quality to plan and individualize curriculum for children from birth through eight years of age.
2. Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.
3. Develop curriculum for all content areas to support children's learning and developmental needs.

Students with Disabilities:
If you need accommodations for this course, please discuss them with your high school teacher and me as soon as possible to ensure that you receive assistance in a timely manner. While I have designed the course to be accessible to all students, please message me to discuss your accommodations so that we can ensure your needs are met. Cuesta's Disability Support Programs & Services is also available as a resource.

Course Content & Participation: In this course, we explore a variety of topics, including our own early experiences, that some students might find personally challenging, emotional, or difficult. I am available to talk privately with you about any/all emotionally difficult topics and provide resources for further information & healing. We all have something to teach and something to learn from each other in this class. You will be given opportunities to share your own experiences as well as read about others' experiences via course discussions, projects, and assignments. We will all be reflecting on these experiences to build our learning and develop our skills. This course requires active participation to achieve course objectives. Please plan on logging into the course via Canvas **at least 2-3 sessions per week** to keep pace with the course and to check messages, announcements, and discussion posts.

Respect for Diverse Views:
We all come from unique backgrounds that have shaped our experiences and perspectives. It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity of culture students bring here be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. Please be sensitive and respectful of one another's values and viewpoints. Let's be curious and interested, as well as kind.

COURSEWORK (590 total points):

Learning Activities (310 points, 20 points each week)

Learning activities will emphasize key concepts from the reading, websites, articles, and videos related to the weekly topic and are a blend of assignments, discussions, quizzes (with multiple attempts), and other activities. Learning Activities open Monday morning and are due Sunday by 11:59pm. Students will have two or three assignments each week to complete.

Yes, **late work** is accepted! Students will receive a message when work is not submitted by the due date. Students can receive full credit when/if the assignment is submitted within 2 weeks after it is due. To stay on track in the course and ensure student learning outcomes are met, student will receive partial credit for coursework submitted within 3 weeks of the due date. If there are extenuating circumstances, please message me to make alternate arrangements.

Curriculum Portfolio Project (140 points total)

In completing this Project, students will review elements of curriculum, explore a content topic and provide curriculum resources. Completed Projects will include a total of 13 slides, which we will add to the over the course of the semester. You are welcome and encouraged to submit rough drafts for each slide as we move through the course, so that you can receive timely feedback on your work. The completed Project will be submitted as the Final for the course and "presented" to the class for review and reflection by your fellow students in an online Discussion Forum.

You must complete the Curriculum Portfolio Project to receive an A or B in the course in the course.

Quizzes (10 points each Quiz, 140 points total):

The weekly quizzes will include questions from the chapter reading, videos, assignments, lectures and discussions, including concepts, terms, and theories. Students will have 2 opportunities to take each quiz (highest score kept) to reduce test anxiety, to provide a preview (what to study), and to encourage students to improve/do better the second time.

Extra Credit

Throughout the semester, there will be opportunities to complete extra credit assignments to help students make up points from missed/incomplete coursework. In the first week of our class, you can earn your first extra credit points by sending me an email & setting your Canvas Notification to receive course communication!

Grade Scale:

Grade	Percentage
A	93 – 100%
A-	90 – 92.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 – 79.9%
C	70 – 76.9%
D+	67 – 69.9%
D	60 – 66.9%
F	0 – 59.9%

Check your grade in the course at any time by clicking on "Grades" in the Navigation column. Student grades are awarded based on total points earned at the conclusion of the semester. All grades will be posted after the due date (usually within 1-2 weeks), even if an assignment is submitted early. I am happy to discuss your grades with

you during Student Hours or by phone. At any point in the semester, students can use the Canvas [What-If Grades tool](#) to calculate their total grade by entering hypothetical grades for individual assignments.

Technical Support
Cuesta students are encouraged to direct all technical support inquiries to support@my.cuesta.edu. Students may also refer to Cuesta College's [Distance Education Technical Support](#). If you are having difficulty viewing the course, it may be because you are using your phone or using a non-optimal browser (e.g., Internet Explorer). **I encourage you to access the course from a desktop or laptop, using Firefox or Chrome.** This may solve your problem!

Online Etiquette
When posting to the Discussion Forums and writing messages, let us all remember to be courteous and respectful of one another. Remember that there is a real person "behind" the screen name you see on your computer. Some guidelines:

- Use respectful and appropriate language in your posts, replies, and conversations.
- Please do not use texting language, lol.
- Emoticons are acceptable ways to show emotion.
- Avoid CAPS as they come across like YOU'RE SCREAMING.
- You are expected to read all forum posts.
- You are to respond to the appropriate number of posts for each forum.
- All messages are public, so be careful and courteous when you post.
- Make your posts and your replies thorough and meaningful.
- Complete sentences and thoughts are mandatory for forum posts.
- Use a person's name when you reply to their post.
- Use greetings & salutations.

Academic Honesty
In this course, I promise that I will be fair, truthful, and trustworthy in helping you learn and grading your work. In return, I expect you to work hard and do only your own individual work on the assignments, projects, and quizzes. Together we can do this! Review the [Cuesta College Student Code of Conduct](#) & [Suggestions for Avoiding Academic Misconduct](#) for more information.

Accessing the Course Online
To complete this course successfully, you will need a back-up plan to access the course in case of technical difficulties. For example, if your computer breaks down, how will you access the course in order to complete your assignments? Where will you save the files you are working on to ensure you can turn them in on time? While it is the student's responsibility to ensure timely access to the course, I am available to brainstorm solutions, if needed.

Using the Canvas app on your mobile device works well to review course documents, read discussion posts, and check due dates. However, I don't recommend relying solely on a mobile phone/device to complete coursework. Downloading documents, submitting coursework, and taking quizzes may not function properly on your mobile device.

Drop Policy
Will you be dropped from the course? **I hope not!** However, yes, sometimes I will drop students. Students who do not log in at all during the first week, students who have not completed any assignments by the census date, students who have not completed any course work for 2 or more consecutive weeks at any point during the semester, and/or students who have not submitted at least 60% of assigned work at any point in the semester, may be dropped without notice.

Why is this important? If you drop this class after the census date (see course calendar) you will receive a "W" on your transcript. All courses in which you earn a grade of "D", "F", "NP" and/or "W" are counted as

"unsatisfactory" attempts to successfully complete the course. You are only allowed 3 attempts to repeat courses for which you receive an "unsatisfactory" grade. A "W" on your transcript will count as an "unsatisfactory" attempt to successfully complete the course.

Course Expectations:

Deadlines: Assignments in this course have due dates to help you stay on track with course content and make sure you don't fall behind. I expect you to submit work consistently on time.

Computer literacy: In taking this course, you will learn how to navigate in Canvas, attach and submit documents, and more. I am available to support your learning and I encourage you to contact me when you need help. Cuesta also provides additional Technical Support to assist you.

Preparation: (per Cuesta policy for all lecture classes) You should expect two hours of independent work done out of class per each unit. Students in a traditional 18-week, 3-unit class should expect six hours of independent work each week. For late start, short semester sections, that requirement is increased.

Problem Solving: Taking online courses provide a lot of opportunities to problem solve. If you run into difficulty, can you search online for the answer? Is the answer on Cuesta's website (cuesta.edu)? Can you ask another student? Can you call Cuesta or Canvas Tech Support to troubleshoot?

203 COURSE OUTLINE & CALENDAR

Week	Topic, Chapter Reading, Learning Activity	Curriculum Portfolio Project Components
Week #1 8/28-9/3	Welcome to the Course & Introduction – Due 9/3 Topic: Foundations in Early Childhood Education Curriculum: Connecting Theory & Practice Chapter 1 Learning Activity & Quiz – Due 9/3	
Week #2 9/4-9/10	Topic: The Importance of Play and Intentional Teaching Chapter 2 Learning Activity & Quiz – Due 9/10	Curriculum Portfolio Project Title Page - Slide 1 Table of Contents - Slide 2 Play - Slide 3
Week #3 9/11-9/17 **Census-9/13**	Topic: The Cycle of Curriculum Planning & Developing Curriculum for a Play Centered Approach Chapters 3 & 4 Learning Activity & Quiz – Due 9/17	Curriculum Portfolio Project Curriculum - Slide 4
Week #4 9/18-9/24	Topic: Setting the Stage for Play: Environments Chapter 5 Learning Activity & Quiz – Due 9/24	Curriculum Portfolio Project Environment - Slide 5
Week #5 9/25-10/1	Topic: Guiding Behavior & Managing the Classroom Chapter 6 Learning Activity & Quiz – Due 10/1	Curriculum Portfolio Project Relationships - Slide 6
Week #6 10/2-10/8	Topic: Introduction to Planning for Preschoolers & Social and Emotional Development Section IV Introduction & Chapter 7 Learning Activity & Quiz – Due 10/8	
Week #7 10/9-10/15	Topic: Language & Literacy Chapter 8 Learning Activity & Quiz – Due 10/15	

Week #8 10/16-10/22	Topic: Mathematics & Science Chapters 9 & 10 Learning Activity & Quiz – Due 10/22	Curriculum Portfolio Project - Slides 7-11 Curricular Domain & Age Environmental Examples Materials Activity Learning Outcomes/Goals
Week #9 10/23-10/29	Topic: Creative Arts Chapter 11 Learning Activity & Quiz – Due 10/29	
Week #10 10/30-11/5	Topic: History & Social Science Chapter 12 Learning Activity & Quiz – Due 11/5	
Week #11 11/6-11/12	Topic: Physical Development & Health and Safety Chapter 13 & 14 Learning Activity & Quiz – Due 11/12	
Week #12 11/13-11/19	Topic: Introduction to Planning for Other Ages & What Curriculum Looks Like for Infants and Toddlers Chapter 15 Learning Activity & Quiz – Due 11/19	
11/20-11/26	Thanksgiving Week	
Week #13 11/27-12/3	Topic: What Curriculum Looks Like for School-Age Children Chapter 16 Learning Activity & Quiz – Due 12/3	
Week #14 12/4-12/10	Topic: Documentation & Assessment Chapter 17 Learning Activity & Quiz – Due 12/10	Curriculum Portfolio Project Documentation & Assessment - Slide 12 Personal Reflection - Slide 13
Week #15 12/11-12/15	Finals Week Curriculum Portfolio Project – Due 12/11 Reflection on Semester's Learning – Due 12/13	Curriculum Portfolio Project Final Draft & Sharing
Course Closes: Friday, 12/15 at 11:59 p.m.		

Note regarding due dates: If any of our class due dates conflict with your religious practice, please let me know ahead of the date and I will make reasonable accommodations for you. The above schedule and procedures are subject to change in the event of extenuating circumstances.

Thank you for reading the entire Syllabus! You will be more prepared to succeed in CDFS 203. - Virginia

STUDENT HOURS COUPON

Redeem this coupon at your first visit to my Student Hours to receive 5 Extra Credit Points.

Your name: _____   **Your class:** _____

Reason for coming:
- ❑ To find out about material missed due to absence.
- ❑ To discuss an upcoming assignment or project.
- ❑ To discuss the Early Childhood profession/career options.
- ❑ To find out more about majoring in Early Childhood Education.
- ❑ To prep for an Exam.
- ❑ To discuss a recent grade or your current points total.
- ❑ Not sure, but 5 extra points sounds good to me!
- ❑ Other: _____

+5 points

"Claim your Education."