

University of Oregon, College of Education
Curriculum in Early Childhood & Early Intervention
Syllabus – Spring 2008

SPED	683	Instructors:	Linda Albi, M.S.
CRN	34887	e-mail	lalbi@uoregon.edu
Course	3	Phone:	346-0813
Credits:			
Location:	Room 161 CSB	Office:	304 CSB
Days/Time:	Tues 3:00 - 5:50pm		
Office Hrs:	By appointment		Jantina Clifford, Ph.D.
		e-mail	jantinac@uoregon.edu
			Erin Barton, Ph.D.
		e-mail	ebarton@uoregon.edu

Course Description

This course will provide an overview of curricular approaches in early childhood education and early intervention programs, specific intervention strategies, and curriculum planning issues. As a result of this course, the student will be able to:

- Identify distinct educational philosophies and theories,
- Identify distinguishing features of major early childhood curriculum models,
- Evaluate the extent to which early childhood curricula include effective early learning standards, address early literacy, and support children as individuals and members of families with diverse backgrounds and values,
- Identify and address bias (e.g., cultural, linguistic) in curricula (e.g., activities or materials),
- Adapt curricula for children with disabilities,
- Demonstrate the ability to gather, synthesize, analyze, and apply information from field-related documents
- Develop a personal library of early childhood/early intervention curricula, activities and adaptation strategies.

Readings

Required:

- Follari, L. M. (2007). *Foundations and Best Practices in Early Childhood Education*. Upper Saddle River, NJ: Pearson Education, Inc.

Optional:

- Mooney, Carol Garhart. *Theories of Childhood: An introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. St Paul, Redleaf Press.

Additional readings may be handed out in class and/or placed on reserve in the EIP lending library.

Course Competencies

The Early Intervention Program competencies addressed in this course include:

- 1.3 Identifies and discusses roles, responsibilities and goals of early intervention in the delivery of services to children and their families.
- 1.5 Demonstrates knowledge of resources, which assist in serving early intervention clients.
- 3.1 Demonstrates best practice in the selection of curriculum-based assessments for planning and evaluation.
- 5.2 Demonstrates sound professional decision making in determining an appropriate early intervention service model.
- 6.1 Demonstrates knowledge of child development and learning theories.
- 8.3 Demonstrates an understanding of the role of interdisciplinary early intervention team members.
- 9.2 Demonstrates knowledge of current research related to curriculum.
- 9.3 Reads and integrates relevant research, relates conclusions to issues of best practice in early intervention, and alters intervention approaches based on empirical findings.

Attendance & Participation

All students will be expected to attend and actively participate in class. Participation means actively contributing to the discussions that will occur in class. Participation includes actively listening to others, asking questions, and taking part in whole class and small group discussions and activities. Attendance and punctuality are expected. Regular attendance means both coming to class on time, staying for the entire class session, and attending outside-of-class activities. Much of the value of a course comes in the questions, discussion, and involvement of students who are in class. Excessive and/or unexcused absences may impact your grade.

Readings

Students are expected to complete assigned readings **prior** to class. Students will be prepared to discuss readings and apply the information learned during class activities. In-class reading quizzes may take place periodically across the term.

Assignments

Students are expected to hand in assignments at the beginning of class on the day the assignment is due. Assignments are expected to be typed, **double-spaced**, paginated, 1 inch margins, 12 point font, Times New Roman font, and follow APA guidelines.

Assignments are expected to be of graduate level quality (i.e., with correct spelling and grammar). If you need assistance with your writing skills, contact the Academic Learning Services (ALS) at 68 Prince Lucien Campbell (PLC) 346-3226. See the Grading section of the syllabus for information on how individual assignments are evaluated.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic

Grievance Policy

Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact:

Ed Kameenui, Associate Dean for Curriculum and Academic Programs: 346-1644 or ekamee@uoregon.edu, or Surendra Subramani, Interim Diversity Coordinator: 346-1473 or surendra@uoregon.edu

Outside the College, you can contact:

UO Bias Response Team: 346-1139 or <http://darkwing.uoregon.edu/~brt/>

UO Conflict Resolution Services 346-0617 or <http://darkwing.uoregon.edu/~crs/>

UO Affirmative Action and Equal Opportunity 346-3123 or <http://aaeo.uoregon.edu/>

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (<http://education.uoregon.edu/feature.htm?id=399>) or enter search: student grievance.

Inclement Weather Policy

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main homepage (in the "News" section) at <http://www.uoregon.edu>. College of Education students should contact their program department for further information.

Grades

A student's final course grade will be based on the percentage of points received on assignments. The instructor may assign a plus or minus to a grade when a student is at the top or bottom of the indicated range. Percentages are equivalent to the following grades:

Grade	Total points
A	90 - 100%
B	80 - 89%
C	70 - 79%

Late Assignments

Students will be expected to complete assignments by the assigned due date. Assignments will be due at the beginning of the class specified on the course schedule. Assignments turned in after the due date will result in a (-) added to the grade for that student. For example, a student who would otherwise receive an A on an assignment will receive an A- if the assignment is late.

Assignment Descriptions

Course Schedule		
Date	Topics	Readings
1 4/1	Oregon Professional Educator Fair	
2 4/8	Syllabus and course review What is curriculum? Curricular approaches & products	Mooney chapter handed out
3 4/15	Theories of Child Development: Student Jigsaw Historical trends in ECE & ECSE	Mooney chapter Gargiulo & Kilgo (2000) Chapter 7 Foundations and Best Practices in ECE: Chapter 5
4 4/22	Curricula for children with Autism Speaker: Florien Deurloo	Readings from Florian
5 4/29	Augmentative Communication (PECS) Florien Deurloo	Readings from Florian

	Guest Lecture: Highscope (Unity) Charleen Strauch 484-0107	Foundations and Best Practices in ECE: Chapter 7
6 5/6	Guest Lecture: Waldorf (Lourdes Smyth) Student Presentations: Curricular Products	Foundations and Best Practices in ECE: Chapter 11 <i>Curricular Product Presentations</i>
7 5/13	Guest Lecture: Constructivism (Olum Center) Guest Lecture: Head Start (Carol Snead)	Foundations and Best Practices in ECE: Chapter 3 Foundations and Best Practices in ECE: Chapter 6
8 5/20	Guest Lecture: Montessori Jennifer McConochie 344-9237 Guest Lecture: Reggio Emilia (Guest speaker TBA)	Foundations and Best Practices in ECE: Chapter 10 Foundations and Best Practices in ECE: Chapter 9
9 5/27	Guest Lecture: Anti-Bias Curriculum (Jane Farrell)	Derman-Sparks & Ramsey (2005) Derman-Sparks & ABC Task Force (1993) Chapters 1 & 2
10 6/3	Overview of Social-Emotional Curricula Guest speaker: Kris Funk Guest speaker: Annemieke Golly	Joseph Strain (2003) Other readings TBA
Finals week 6/11	Student Presentations: Addressing Content Areas in ECE	

Reading Quizzes (5 points each)

Students are expected to complete assigned readings **prior** to class. Students will be prepared to discuss readings and apply the information learned during class activities. In-class reading quizzes may take place periodically throughout the term.

Curricular Product Presentation (30 points, due week 5)

The purpose of this assignment is to provide you with practice in evaluating curriculums so that you will be able to objectively critique or select curriculums in the future. As a result of this assignment, you will be able to identify the theoretical bases, describe the content, list the strengths and weaknesses and make recommendations about the curriculum you have evaluated.

Working in groups of 2-3, students will use the *Strategies for Analysis of a Commercial Curriculum* guidelines (to be distributed in class) to prepare a presentation describing and summarizing their evaluation of a curriculum.

Early Childhood Curriculum Content Area Presentation and Handout (40 points, week 10).

You and one of your classmates will examine a curriculum content area relating to state standards in early childhood education. After accumulating information from journal articles, books, websites, and teachers, you will present strategies for helping children to develop skills in your specific content area in class during a 10-15 minute presentation. Presentation and handout guidelines will be presented in class during week 5.

Student teams will choose from one of the pre-academic content area:

Science	Social Sciences
Early Literacy	Early Numeracy
Art & Nature	Other (upon instructor approval)
Movement	