HDFS 3470
LEARNING EXPERIENCES WITH YOUNG CHILDREN

Child development knowledge applied to preschool curriculum planning with supervised participation at the Auburn University Early Learning Center.

PREREQUISITES:
2.25 unadjusted overall GPA
HDFS 3460 Effective guidance and interaction with young children

TEXTBOOKS:

- "Laboratory Students Guide" (available at bookstore)
- Packet of readings (available at Sofy Copy)

COURSE OBJECTIVES:

* students will have an understanding of the cognitive development of children ages 3-5
* students will have an understanding of constructivist theory
* students will be able to determine developmentally appropriate activities for children ages 3-5
* students will be able to construct and apply appropriate curricula for children ages 3-5
* students will hone and self assess their teaching skills

COURSE REQUIREMENTS:
The course is broken down into 2 sets of tasks for a total of a possible 450 points. The breakdown of the grades will be as follows:

A= 419-450 (93%)
B= 382-418 (85%)
C= 338-381 (75%)
D= 337-379 (69%)
F= 336 and below

LECTURE TASKS:

65 points – At the beginning of each class period students will take a quiz (typically an activity critique) to be turned in before class starts. Quizzes will encompass previously covered material as well as any required readings for the days lecture.

40 points - A professional portfolio. You will turn in weekly discussions about your lab experience. At the beginning, you will comment on the classroom setup, the children, your interactions with the children, etc. As you begin activities your self critiques and discussions with your lab teacher will also be included. Entries should be both objective and reflective.
Final project - choose from one of the two options

A thematic unit will be created covering 5 three hour days. The theme can be in conjunction with your two days of head teaching or on a topic and age level of your choice. Two copies of the thematic unit will be turned in on the due date. Your thematic unit should include:

1. The age range of the children for whom the thematic unit is planned.
2. A list of reference materials you used to research your theme (curriculum books, children's books, web sites...).
3. A lesson plan for the week suitable to be sent home for parents and daily lesson plans listing all activities and times including transition activities, group times, book names and authors. Activities should cover all content areas over the span of the theme. Center time should have minimum of 6 activities each day. At least 50% of the activities should be theme related. Be sure to balance center times, group times, busy times, and quiet times as is developmentally appropriate. *Sketches and detailed explanations of any teacher made materials (games, graphs...) should be included.*
4. Make sure that your plans show some evidence of emergent curriculum. How will the children be included in planning and implementing the theme?

B. Twenty-five “portable” activities suitable for children in a hospital setting will be planned (Sometimes called “activities in a bag”). Activities may be divided into the categories of verbalization of feelings, adjustment to hospitalization, self esteem/body image, frustration/aggression and pain management/relaxation as well as other developmental areas discussed in class (some children may have extended hospital stays). Activities should vary in their purpose, type, required energy level and materials used (no more than 5 activities from any curriculum area will be allowed). Each activity should include the following:

1. List of materials needed
2. Intended purpose of activity and how it relates to hospitalized children
3. Specific instructions for the activity, including how to make it appropriate for all ages
4. Specific ideas on how to include children of varying disabilities or illness (Mobility, vision, auditory, extreme nausea, etc.)
5. Include a list of any relevant references used to research your activities

LAB TASKS:

100 points
Professional evaluation to be completed by your lab teacher. This is an evaluation of your interaction with the children, professionalism and problem solving skills. This includes completion of AUELC self-evaluation (found in the Laboratory Students Guide - for each item listed give one example rather than two.) You will schedule a mid-semester evaluation with your lead teacher to identify areas needing improvement and turn in your self-evaluation.

100 points
Over the course of the semester you will plan and implement ten approved curriculum activities in your assigned classroom. A completed lesson plan will be turned in to your head teacher at least one week before doing the lesson. All materials must be organized before you need them and cleaned up after use. DO NOT assume that the AUELC has any material you might need. Check with the head teacher first and order materials in a timely manner as needed. You will be graded on preparation as well as presentation. *You must also include a transition into the*
activity if needed. See your evaluation sheet for specifics regarding grading these activities. After completion of the activity, you have until the end of the day to critique your activity with your head teacher to receive credit for that portion of the grade.

You are required to complete a cooking activity and lead a group time. The other 8 activities can be chosen from the list below. You may only do each type of activity one time.

<table>
<thead>
<tr>
<th>ART</th>
<th>BLOCKS</th>
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<tbody>
<tr>
<td>LANGUAGE/LITERACY</td>
<td>SCIENCE/SENSORY PLAY</td>
</tr>
<tr>
<td>COOKING (** required)</td>
<td>OUTDOOR (not just gross motor)</td>
</tr>
<tr>
<td>GROUP TIME (** required)</td>
<td>MUSIC/DANCE/LARGE MOTOR</td>
</tr>
<tr>
<td>FIELD TRIP/RESOURCE PERSON</td>
<td>DRAMATIC PLAY</td>
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<tr>
<td>MATH</td>
<td>WOODWORKING</td>
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80 points
Two days of head teaching in your assigned classroom. You will plan and implement two full days (three hours each) of teaching. Your plans will need to be consistent with the goals of the head teacher and follow his/her theme. You are responsible for ordering food/materials needed and gathering supplies in a timely manner. You will be responsible for assigning tasks to other teachers or aides. You will be graded on the quality of preparation as well as the quality of presentation/implementation. Please see the evaluation sheet for more details concerning grading. Your lead teacher will give you specifics about her expectations for head teaching.

EXTRA CREDIT

Video critique of self: You are required to videotape yourself in your classroom for 10-15 minutes of one lesson showing a teacher/child interaction. You then view the tape, and write a critique of the lesson and interaction. (See grading at end of syllabus) A camcorder and tripod will be available for your use at the AUELC. A written transcript of the tape is required if the sound is not easily understood. (Up to 10 points)

CLASS BUSINESS:

*Students are expected to attend all classes and participate in class discussions and laboratory activities. Absences will be excused only in accordance with University policies outlined in the Tiger Cub.

*A university approved excuse is required to avoid having your grade penalized in the case of late assignments. All assignments will be considered late if they are not turned in at the beginning of class on the day that they are due. **A 10% reduction in grade will result for each day that your assignment is late including weekends.**

*Honor code: All portions of the Auburn University Code (see Tiger Cub) will be enforced.

* Make up opportunities will be given only for assignments missed because of a university approved absence. Make-up assignments must be scheduled within one week of your return to class.

*Students with special needs: It is the policy of Auburn University to provide accessibility to its programs and activities, and reasonable accommodations for persons defined as having a disability under Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. Students with special needs are encouraged to see their instructor during the first week of classes or they should contact The Program for Students with Disabilities, 1234 Haley Center (844-5943)
*All HDFS students enrolled in this course are required to have Student Professional Liability Insurance. The fee for this insurance ($14.50 per year) will be assessed on your Spring semester Bursar's bill. Students in curricula other than HDFS are strongly encouraged to purchase Student Professional Liability Insurance if they are not already covered by a similar policy. To purchase this insurance, see the secretary at Glanton House (the second small brick building on the Haley Center concourse). **It is each student's responsibility to purchase this insurance.**

* By Alabama law, all HDFS students, as well as students from other majors who work with children, youth, adolescents, and the elderly in either a paid or voluntary basis, are required to have criminal background checks and be fingerprinted. Forms can be obtained in the HDFS office, 203 Spidle Hall. Students then must complete the forms exactly as specified and take them to the Lee County Sheriff's Department located in the Lee County Justice Center between the hours of 1-4 pm, Tuesday through Thursday. The cost of the criminal background check/fingerprinting is $49 plus a $5 fee paid to the Sheriff's Department. You will not be allowed to continue lab work until we have seen proof of fingerprinting or receive an indication from the HDFS office that it has been completed.

* For information on the World Food Program go to www.waronhunger.org
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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Prior to start</td>
<td>4:30 pm AUELC Orientation</td>
</tr>
<tr>
<td>Week 1</td>
<td>Intro to class /Developmentally Appropriate Practice</td>
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<tr>
<td>Week 2</td>
<td>Guidelines for developmentally appropriate practice</td>
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<td>Week 3</td>
<td>Importance of Play/Thematic Curriculum/Webbing</td>
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<td>Week 4</td>
<td>Scavenger Hunt/ Overview of Curriculum Areas</td>
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<tr>
<td>Week 5</td>
<td>Content and implementation of appropriate art activities</td>
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<td>Week 6</td>
<td>Content and implementation of appropriate language/literacy activities</td>
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| Week 7 | Content and implementation of appropriate music and movement activities  
Content and implementation of appropriate group times |
| Week 8 | Content and implementation of appropriate fine motor and math activities |
| Week 9 | Content and implementation of appropriate block activities |
| Week 10 | Content and implementation of appropriate diversity activities |
| Week 11 | Content and implementation of appropriate dramatic play activities  
Integrating school readiness skills into dramatic play |
| Week 12 | Content and implementation of appropriate science activities/ Questioning strategies |
| Week 13 | Content and implementation of appropriate cooking activities |
| Week 14 | Content and implementation of appropriate woodworking and sensory activities |
| Week 15 | Content and implementation of appropriate outdoor play activities  
Content and implementation of appropriate field trips and resource people |