

**Southeast Missouri State University
Course Syllabus**

Department of	Human Environmental Studies	Title of Course	<u>Learning Theory and Application: Preschool</u>
Course Number	<u>CF 280</u>	New	Spring 2012

I. Catalogue Description and Credit Hours of Course

Planning and implementing developmentally appropriate care and education experiences for preschool children. Includes supervised laboratory. (3)

II. Prerequisite(s)

CF 120

III. Purpose or Objectives of the Course

- A. Observe and identify developmental indicators of preschool children.
- B. Outline principles of play theory and developmentally appropriate practice while working with children in a University-based early childhood program.
- C. Identify and implement techniques for guiding and transitioning young children throughout the school day.
- D. Demonstrate methods of fostering the development of interpersonal relationships among children, teachers, family, and community members.
- E. Plan and implement methods for facilitating growth through group activities for preschool children.
- F. Describe and demonstrate the role of the environment as a vehicle for guiding behavior and creating a classroom community.
- G. Explore assessment tools and demonstrate the use of the Missouri PreK Standards in observation and curriculum planning for preschool children.

IV. Student Learning Outcomes

- A. The student will identify developmental indicators of preschool children.
- B. The student will identify key characteristics of teacher facilitation of learning in a preschool classroom.
- C. The student will identify techniques for guiding and transitioning young children.

V. Expectations of Students

- A. Attend orientation to laboratory school.
- B. Complete licensing requirements, including TB test, background check, infant-child CPR, and Pediatric First Aid and any accreditation requirements of the laboratory school.
- C. Be present, prepared, and cooperative in lecture/seminar.
- D. Complete all, out-of-class assignments, and participate in class discussions.
- E. Participate with supervising lab school teacher in self-select, small group, and large group experiences.
- F. Participate in midterm and final conference with supervising lab school teacher.
- G. Demonstrate ethical and professional standards of the child development/ early childhood education fields.
- H. Work cooperatively with other practicum students, student employees, supervising teacher,

director, and other laboratory staff.

- I. Maintain awareness and demonstrates ownership as a responsible member of the classroom community.
- J. Participate in 45 hours of supervised laboratory practicum.

VI. Course Topics	30 Hours
A. Developmentally Appropriate Practice (DAP)	3
1. Definition of DAP	
2. Twelve Principles of DAP	
3. Application of DAP in the classroom	
B. Play theory	3
1. Definitions of play	
2. Parten's social theory	
3. Piaget's cognitive theory	
4. Identifying types of social and cognitive play in practice	
5. Articulate an understanding of learning through play	
C. Planning for and teaching young children	3
1. Children's knowledge and interests	
2. Intellectual integrity	
a. Accurate and credible information	
b. Meaningful and relevant activities	
D. Observation of young children	2
1. Basis for learning about children's development	
2. Basis for learning about children's learning styles	
3. Prerequisite for planning	
E. Tools for observation and planning for children	2
1. Missouri PreK Standards	
2. Curricular Outcomes	
F. Writing lesson plans and implementing small group activities	3
1. Developmental objectives	
2. Alignment of PreK Standards with objectives	
3. Procedures for implementation	
G. Using current research to connect children to the natural world	4
1. Research on importance of nature in children's lives	
2. Class experiences outdoors and with natural materials	
3. Planning outdoor experiences for children	
H. The learning environment	4
1. Physical setting	
2. Daily structure	
3. Classroom community	
4. Set the stage for children's inquiry	

5. Building positive relationships among children, family, and adults

- I. Frameworks of time 1
 - 1. Establishing routines
 - 2. Planning for transitions
 - 3. Patterns for learning

- J. Techniques for promoting child development within curricular areas 3
 - 1. Science
 - 2. Math
 - 3. Social sciences
 - 4. The arts
 - 5. Language and literacy
 - 6. Technology

- K. The reflective process 2
 - 1. Daily experiences
 - 2. Lesson plans

VII. Textbooks

- Copple, C. and Bredekamp, S. (Eds). (2008) *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children. [Purchase]
- Curtis, D. and Carter, M. (2011) *Reflecting children's lives: A handbook for planning your child-centered curriculum*. St Paul, MN: Redleaf Press [Purchase]
- Dodge, D., Colker, L., & Heroman, C. (2002). *The creative curriculum for preschool*. 4th Edition. Teaching Strategies, Washington, D.C. [Rent]

VIII. Basis for Student Evaluation

Laboratory Performance	30%
Exams	15%
Lesson Plans	15%
Observations of Children	15%
Class Participation	15%
Reflection of Experiences	5%
Article Summaries	5%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

IX. Academic Policy Statement

Students will be expected to abide by the **University Policy for Academic Honesty** regarding

plagiarism and academic honesty. Refer to
<http://www6.semo.edu/judaffairs/code.html>

X. Student with Disabilities Statement

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to
<http://www.semo.edu/ds>