**SAMPLE SYLLABUS -** Highlighted sections require information specific to instructor and college.

**Course Number and Title**

Semester/Day/Time

Room:

3 units

**Instructor**

Your name email address Office Hours

**Course Description:**

Survey of the materials in science, nature, and mathematics fields suitable for teaching young children (ages 3 – 6 years). Students will acquire the appropriate blend of science and mathematics content and pedagogical skills to increase confidence and attitudes towards science and mathematics to young children. Students will receive training in using appropriate materials, inquiry-based activities, and guided discovery teaching methods to promote learning. Students will gain practice in translating curriculum standards and guidelines into high quality science and math programs.

• Note: Meets the State Department of Social Services licensing requirement for DSS III, Program and Curriculum Development. This course supports these degrees and certificates Early Childhood Education - Master Teacher *elective* [CA.ECEMT.D]

**Student Learning Outcome:** *At the end of this course, students will be able to:*

* Build and indicate increased confidence in and comfort and enjoyment with engaging young children in science and mathematics learning experiences.
* Plan and implement an integrated curriculum that includes developmentally and culturally appropriate science and math experiences that engage young children in scientific inquiry and constructivist thinking.
* Identify and choose appropriate curriculum learning goals from California Pre-K Science and Math Foundations to inform hands-on and discovery based curriculum experiences.

**Text and Readings**

# *Big Ideas of Early Mathematics: What Teachers of Young Children Need to Know*1st Edition by The Early Math Collaborative – Erikson Institute

All other required readings are in the Course Reader or will be distributed in class.

**Requirements and Grading:**

1. **Attendance and Participation:** Class attendance is required, and prompt arrival is appreciated. You are expected and encouraged to participate in class activities, discussions, and assignments. You will earn weekly participation points for doing so. Unique to this course, you will be expected to bring items to class each week to contribute to our lesson (example: rocks, leaves, cardboard tubes etc.). The use of these items will be explained in class and are also listed on the course calendar. Bringing these items contributes to your overall Participation Points.
2. **Class Discussions:** Students are encouraged to reference the text and class materials as sources for class discussion. The class will focus heavily on interactive discussions as learning tools. A variety of teaching and learning methods (lecture, small and large group activities, individual and group projects, audio visual presentations) will be used to address and engage students’ different learning styles.
3. **Readings and Homework** Reading is assigned each week from the *Big Ideas of Early Mathematics* book and/or from other various articles and handouts in the Course Reader. **Homework:** Each week you will turn in brief answers to questions on the reading to deepen your reflection and learning. Homework will be graded and returned to keep in your binder.

**Homework Grading**

Each weekly homework assignment is worth 0-3 points.

**0 pts. –** Assignment not turned in

**1 pt.** **–** Assignment minimally completed.

**2 pts.** **–** Assignment partially complete, but missing some answers or has multiple spelling or grammatical errors.

**3 pts**. **–** Assignment is complete, very thorough, clear, neat and few spelling or grammatical errors.

Homework will be graded and returned to keep in your binder.

1. **Making Mixtures Group Activity:** You will work with a group to make a mixture, and then give a group presentation to the class to share ideas for making your mixture with children.
2. **Midterm Project:** You will choose one of the science exemplar activities featured in class to teach to children in a classroom setting, and write a report about your experience.
3. **Reflective Essay:** A 2-3 page typed, double-spaced essay reflecting on your own professional growth throughout the course.
4. **Final** **Paper** will be due the last day of class. Guidelines for the assignment will be provided several weeks in advance.

Students are strongly encouraged to keep a 3-ring binder of course materials. Keep your Course Reader in the binder along with sections for: Science Exemplar Activity Guides, Homework, Handouts, Notes.

**Timeliness and Quality of Work** It is important that assignments be completed in a timely manner. To receive full credit on an assignment, the work must be of high quality and turned in on time.Grammar and clarity in your written work are part of your grade, so do your best! If English is your second language, I strongly urge you to use a tutor to proofread your papers before submission. Reading and writing tutoring is available FOR FREE through the college Tutoring Services. Info about this valuable and helpful service can be found at insert link here.

**Late Work:** Full credit is possible for assignments completed on time (before or on the listed due date). I generally DO NOT accept late homework, but each student has ONE pass to turn in one late homework assignment (within the next 2 weeks). The late pass cannot be used for Midterm Project or Reflective Essay.

**Grade Issues:** If you have a question or concern about a grade received on an assignment, please contact me within one week of receiving the grade to appeal. If you disagree with the final course grade you receive, you have 1 week after grades are posted on WebAdvisor to appeal.

**Grades will be based on the total points earned as follows:**

|  |  |
| --- | --- |
| **Course Assignments** | **Points** |
| Participation Points (includes bringing items from home for hands-on activities and overall class participation) | 50 points |
| Written Homework Assignments (0-3 points) | 40 points |
| Making Mixtures Group Activity | 10 points |
| Midterm Project | 40 points |
| Reflective Essay | 20 points |
| Final Paper | 40 points |
| **Total Points:** | **200 points** |

**Calculating Your Grade:**

To calculate your final grade in the class, I add up all of the “Points Earned” and divide the total by the total possible number of points. Earned Points / Total Possible Points = Final Percentage in the Course

For example: If at the end of the semester, your total number of earned points equals 190

190 points / 200points = .95 = 95%

**Grading Scale:**

A= 90% and above of possible points (180 – 200 points)

B= 80%-89% (160-179 points)

C= 70%-79% (140-159 points)

D= 60%-69% (120-139 points)

F= below 60% (119 and below points)

**Extra Credit:**

It is possible to earn extra credit in this class by doing the following extra assignments:

1. Teaching one of the science or math activities we do in the course to children in a classroom. You will write a one-page report about how it went and what you learned.
2. Choose one of the chapters in the *Big Ideas in Early Mathematics* book and watch the video clip associated with that chapter on the DVD. The last page of each chapter has a “Video Link” section that lists questions related to the video. Answer ALL of the questions in writing for extra credit.

Each of the above extra credit opportunities are worth 10 points. You may earn a total of 20 extra credit points through extra credit. Check in with me before doing any extra credit activities.

**Communicating with Course Instructor:**

Contacting me can best be accomplished by e-mail at instructor email address. I will attempt to respond to all questions sent by e-mail within 36 hours Monday-Friday. Please include “course number” and YOUR LAST NAME in the Subject line. You can also drop by my office during scheduled office hours.

**Student Conduct and Behavior:**

Conduct yourself in a courteous and professional manner in our classroom, taking full advantage of the learning opportunities available. This includes thoughtful participation in weekly discussions and assignments and respect for divergent opinions and ideas. Please follow the standards for appropriate behavior during class and when interacting with your instructors and classmates. This is a college level course and students are expected to perform at a college level.

* Be prompt for the beginning of each class. If entering late, please do so quietly without disturbing other class members.
* Come prepared with materials organized.
* Listen, take notes, ask questions, be present.
* Speak in a respectful tone and manner.
* No “side talking” when someone has the floor.
* No cell phones (no call or texts) used inside the classroom unless for taking photos of materials.
* If you miss class, it is your responsibility to find out what you missed by contacting a fellow student.
* Discuss individual concerns with the instructor in private.
* Help clean up each week. We are all responsible for leaving the classroom neat.

**Academic Honesty:**

College name is committed to student learning, and in order to protect the validity of students’ intellectual work and the authenticity of their achievements, the college expects that all students will be committed to the value of academic honesty. As such, the Student Code of Conduct holds students accountable for the integrity of the work they submit in all courses. You should be familiar with the policy and know that it is your responsibility to follow instructor and general academic expectations with regard to academic honesty, including proper citation of sources in written work and the integrity of work submitted in exams and assignments. Serious consequences can result from engaging in academic dishonesty of any sort, including plagiarism, cheating, or assisting others in acts of academic dishonesty. Consequences will include a warning, loss of points on specific assignments, and notification to the Dean of Students office for disciplinary review.

**For more information and the complete Student Code of Conduct, visit:** website

**ADA accommodations:**

Students with documented learning and/or physical disabilities may receive reasonable classroom and/or testing accommodations. Meet with a counselor in the Disabled Students Programs and Services (DSPS) to have your special needs documented. Please make these arrangements with the instructor at the beginning of the semester or as soon as possible after documentation has been determined. Last minute requests may not be determined to be “reasonable.”