ECSE 3214-01: Exploratory Curriculum for PreK-5 Classrooms, Fall 2018

Instructor Information

Instructor: Mrs. Jennifer Heidorn
Class Meeting Time & Location: Wednesday, 2:00-3:40pm, Education Center #200
Office Location: Coliseum 2042
Telephone (cell): 770-722-0862 (text messages preferred)
Telephone (office): 678-839-6182
Office Hours: Tuesday, 9-11am & 1-2pm, Wednesday, 11-2pm, Thursday, 9-11am
Online Hours: Tuesday 1-2pm
UWG email: jheidorn@westga.edu

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

Course Den D2L Home Page
D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu
24/7/365 D2L Help Center
Call 1-855-772-0423
University Bookstore
Student Services

Center for Academic Success
678-839-6280
Distance Learning Library Services
Ingram Library Services
Accessibility Services
678-839-6428
counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), Society for Health and Physical Educators (SHAPE America), the National Sexuality Education Standards (NSES), and the Common Core Georgia Performance Standards (CCGPS) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.
Course Information

Course Description

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

Credit Hours: 2
Prerequisites: Admission into Teacher Education
Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s): None

Suggested Text(s)


**Required Instructional Resource: TK20 Subscription**

Please select the link to access a pdf guide on [how to purchase your account](#). If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

**Approaches to Instruction**

This class will use various methods of instruction including but not limited to, cooperative learning, peer review, direct instruction, discussion, inquiry based learning, and peer teaching.

This course will be delivered approximately 6% online. This requires the online equivalent of 90 minutes of instruction (seat-time) and an additional 180 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/video instruction</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Total</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.
Course Objectives and Learning Outcomes

Students will:

1. Identify strategies for effective planning and teaching exploratory curriculum (fine arts, physical activity, and health). (Rink, 2010; Rink, Hall & Williams, 2010; Kovar et al., 2012; Cone, Werner & Cone, 2009; Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2010; Isenberg & Jalongo, 2010; Edwards, 2011; O’Brien, 2009); (Standards: ACEI 1-3; INTASC 1-4 & 7-8);

2. Identify common health disparities, risks, and developmental growth patterns among children, and describe strategies for maintenance of proper health, prevention of diseases, and meeting curricular standards; (Telljohann, Symons & Pateman, 2009; Mayeski, 2009; Kovar et al., 2012); (Standards: ACEI 1-2, 4; INTASC 4 & 7 NHES 1, 3-7);

3. List and describe all components of a school wellness program including comprehensive physical activity and identify strategies for effective implementation; (Rink, Hall & Williams, 2010; NASPE, 2012, Telljohann, Symons & Pateman, 2009); (Standards: ACEI 2-3 & 5; INTASC 3 & 10; NHES 1-3 & 8);

4. Develop appropriate learning experiences for Pre-K-5 classrooms and develop a resource file of student learning activities; (Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2007); (Standards: ACEI 1 & 5; INTASC 1-5, 7-8);

5. Demonstrate knowledge of appropriate adaptations and supports to ensure participation of children with disabilities in drama, art, music, physical activity, and health activities (Rapp, & Arndt, 2012); (Standards: ACEI 1-3; INTASC 1-5 & 7-8);

Assignments

Assignment 1: Health Project 30 pts. (15% grade)

Health lesson plan to be used to teach at your field site (40 pts.)
Peer teaching will also be conducted in class and feedback will be required.
(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

Assignment 2: Energizer Activity 20 pts. (10% grade)

Students are to teach a content specific/transitional Energizer to their peers in class (20 pts.)
(A detailed rubric, general outline format, and guidelines will be posted in D2L in the Energizer Learning Module.)

Assignment 3: Quick Writes 60 pts. (25% grade)

Students will be required to take weekly comprehension quizzes as designated by the instructor and indicated in the Course Plan. (Quizzes will cover information from D2L, article readings, and video clips).

Assignment 4: Live Binder or Equipment Project 50 pts. (20% grade)

Live Binder: Students will be setting up individual live binder site early in the semester where relevant information (lesson ideas, standards, websites, videos etc.) will be saved for future reference. The specific live binder instructions will be provided in class. The live binder is in place of a hard copy resource guide.

Equipment Project: Students may choose to create their own physical activity equipment in lieu of the live binder assignment. The equipment should be homemade and/or store bought. It will be evaluated based on creativity, appeal, and durability. Specific guidelines will be provided in class.

Assignment 5: Purposeful Movement Lesson Concept 30 pts. (15% grade)
Purposeful movement lesson idea (math, science, social studies or ELA) (40 pts.)
(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

Assignment 6: Fine Arts Lesson Concept 30 pts. (15% grade)

Fine arts lesson idea (math, science, social studies or ELA) (40 pts.)
(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

Assignment 7: Weekly In-Class Assignments/Application 130 pts. (25% pts)

Students will be required to implement weekly online content into authentic classroom applications. Assignments will need to be completed and submitted (online or face to face) by the end of the class period (4pm online) for evaluation. Daily rubrics will be given and students are encouraged to bring a laptop to class. Students absent from class will not have the option to make up daily work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective(s)/Key Assessment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Submit via:</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Lesson</td>
<td>Course Objective 1-2, 4-5</td>
<td>30</td>
<td>Online Rubric</td>
<td>D2L (Discussion Link)</td>
<td>10/24</td>
</tr>
<tr>
<td>Energizer Activity</td>
<td>Course Objective 3&amp;5</td>
<td>20</td>
<td>Online Rubric &amp; Observation</td>
<td>D2L (Discussions Link)</td>
<td>9/5-12/5</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>Course Objective 1-3 &amp; 5</td>
<td>60</td>
<td>Subjective &amp; Objective Assessment</td>
<td>Hard-copy (in class)</td>
<td>8/22-11/28</td>
</tr>
<tr>
<td>Live Binder or Equipment Project</td>
<td>Course Objective 4</td>
<td>50</td>
<td>Online Rubric</td>
<td>D2L Dropbox (Live Binder)</td>
<td>10/10</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Hard-copy (Equipment)</td>
<td>12/5 Live Binder</td>
</tr>
<tr>
<td>Purposeful Movement Lesson</td>
<td>Course Objective 1,3 &amp; 5</td>
<td>30</td>
<td>Online Rubric</td>
<td>D2L (Discussions Link)</td>
<td>12/5</td>
</tr>
<tr>
<td>Fine Arts Lesson</td>
<td>Course Objective 1&amp;5</td>
<td>30</td>
<td>Online Rubric</td>
<td>D2L (Discussions Link)</td>
<td>10/31</td>
</tr>
<tr>
<td>In-Class Assignments</td>
<td>Course Objective 1,2, 4 &amp; 5</td>
<td>130</td>
<td>Subjective Rubric</td>
<td>Hard-copy or D2L drop box</td>
<td>8/22, 8/29, 9/5, 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 11/7, 11/14, 11/28</td>
</tr>
</tbody>
</table>

Assignment Note:

Students are responsible for saving assignments submitted electronically as well as those returned hard copy. There will be no grade discrepancy discussion if the student cannot produce assignment artifacts. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructor’s discretion.

Grading

315 – 350 points \( A = (90 – 100\%) \)
280 – 314 points  \( B = (80 – 89\%) \)
245 – 279 points  \( C = (70 – 79\%) \)
210 – 244 points  \( D = (60 – 69\%) \)
0 – 209  \( F = (0 – 59\%) \)

## Course Policies

### Attendance Policy

Only one absence is permitted. There are no excused absences except for a documented medical need which needs to be given immediately when returning to class. Additionally, a maximum of 20 points are deducted from the final course average, per each subsequent absence after one. Tardiness and leaving early (without the instructor’s permission and discretion) will not be tolerated, and equates to a maximum of a 10 point deduction per instance. Cell phone use in class will imply a point deduction and will be reflected in their professional disposition evaluation and/or a professional conference documented in their file. Arriving late or leaving early will also result in a point deduction from a student’s final grade and will not be permitted to make up in class materials (competency quizzes, assignments etc).

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor’s policies and the University’s policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

### Extra Credit

Extra credit will be offered and announced in class. However, extra credit will only be awarded after the course has been completed and all assignments have been submitted. Failure to submit any of the assignments will nullify the extra credit points.

### Late Work

Classwork is expected to be turned in before or on the assignment’s due date. However, the instructor will allow written assignments to be submitted up to 24 hours past the due date. An assignment submitted within 12 hours (1 minute - 12 hours) past the due date will result in a 25% grade deduction. Assignments submitted within 24 hours (13 - 24 hours) past the due date will result in a 50% grade deduction. Late work will not be accepted after 24 hours past the due date.

In-class assignments will not be accepted late or can be made up under any circumstances.

Quick writes may only be made up due to a student/family medical emergency. Adequate documentation may be requested for the quiz extension.

### Professional Conduct

Students are to follow professional expectations such as (but not limited to), arriving late, leaving early, using a cell phone in class, demeaning peers or instructors, non-participatory, or inappropriate language.

### UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](https://www.usg.edu/campus-carry-guidance/). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](https://www.utc.edu/student-support-services/). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.
Americans with Disabilities Act Statement
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules
I will return your question or inquiry within 24 hours on weekdays. You may contact me through Course Den, UWG email, or text message in an emergency. Should you contact me Saturday or Sunday, I will respond Monday morning before noon. I will also make every attempt to return major assignments within 7 days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support
Technical support for Course Den, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

Center for Academic Success
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking
Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in Course Den under Resources in the navigation bar.

Student Services
Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

Full URL Support for Courses

- Course Den D2L Home Page
  https://westga.view.usg.edu/
- D2L UWG Online Help (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
- 24/7/365 D2L Help Center
  https://d2lhelp.view.usg.edu/
- University Bookstore
  http://www.bookstore.westga.edu/
- Common Language for Course Syllabi
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- UWG Cares
  http://www.westga.edu/UWGCares/
- Center for Disability
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- Student Services
  http://uwgonline.westga.edu/online-student-guide.php
- Center for Academic Success
  http://www.westga.edu/cas/
- Distance Learning Library Services
  https://www.westga.edu/library/resource-sharing.php
- Ingram Library Services
  http://www.westga.edu/library/
• Proctored Exams
  http://uwgonline.westga.edu/exams.php#student

• Student Services
  https://uwgonline.westga.edu/online-student-guide.php

• UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16Ri1XgXiGx28ooO-zRvYPraV3Ag3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvt4