

**Appendix to the Faculty Agenda – February 22, 2011**

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Biology Date: 1-13-11

Course No. or level: 115 Title: Introduction to Biological Science Laboratory

Semester hours: 1 Clock hours: 3 Lecture: 0 Laboratory: 3

Prerequisite or Corequisite: 105 Enrollment expectation: 300

Indicate any course for which this course is a (an)

modification: Biol 105 Introduction to Biological Science

substitute: None

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate: None

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Peter King, Tim Shannon

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

**Catalog description:** Practical examination of life science topics through experimental procedure with instruction on laboratory equipment and techniques.

- Purpose:
1. **For Whom (generally?):** Biology majors
  2. **What should the course do for the student?** Introduce students to fundamental laboratory techniques and equipment. Give students experience collecting and interpreting data.

**Teaching method planned:** Hands on, experiential and enquiry based projects.

**Textbook and/or materials planned (including electronic/multimedia):**

Introduction to Life Science Lab Manual produced by the Biology Department

**Course Content:**

Please see attached syllabus and lab manual.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Biology Date: 1-13-11

Course No. or level: 105 Title: Introduction to Biological Science

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisite: Enrollment expectation: 300

Indicate any course for which this course is a (an)

modification: Biol 105 Introduction to Biological Science

substitute: None

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate: None

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Peter King, Tim Shannon

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

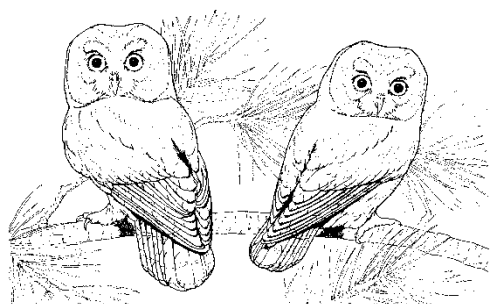
**Catalog description:** Practical examination of life science topics through experimental procedure with instruction on laboratory equipment and techniques.

- Purpose:
1. **For Whom (generally?):** Biology and Psychology majors and prenursing students
  2. **What should the course do for the student?** Introduce students to fundamental concepts in biological sciences

**Teaching method planned:** Classroom lectures.

**Textbook and/or materials planned (including electronic/multimedia):**  
Freeman, Scott. 2011. Biological Science. Benjamin Cummings, Boston.

**Course Content:** Please see attached syllabus



## Biology 115 Syllabus Introduction to Biological Science Lab

Francis Marion University  
Fall 2011

<u>Week beginning</u>	<u>Lab #</u>	<u>Topic</u>
August 29	1	Lab Safety; Scientific Inquiry
September 5	2	Organic Molecules
September 12	3	Microscope and Cells
September 19	4	Osmosis and Diffusion
September 26	5	Enzymes
October 3	6	Cellular Respiration
<b>October 10</b>	<b>No labs this week</b>	<b>Fall Break – Oct. 10 &amp; 11</b>
October 17	7	Photosynthesis
October 24	8	Mitosis; DNA and its Role in Heredity
October 31	9	Meiosis; Transformation set-up
November 7	10	Gene Expression
November 14	11	Electrophoresis
<b>November 21</b>	<b>No labs this week</b>	<b>Thanksgiving Break – Nov. 24 &amp; 25</b>
November 28	12	Nerve Impulses and Reflex Testing

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Textbook: *Biology 105L: Life Science Laboratory Manual* (4<sup>th</sup> ed.),  
Francis Marion University.

**Biology 105** (lecture) is a **co-requisite** for Biology 105L (lab)

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology Date 12/7/10

Course No. or Level 332 Title The Psychology of Relationships

Semester hours 3 Clock hours: Lecture 2.5 hours/week Laboratory n/a

Prerequisites PSY 206 or Permission of Department

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute PSY 230 \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Farrah M. Hughes

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation 8/24/11

Date of School/Department approval 12/7/10

Catalog description:

**332 The Psychology of Relationships** (3) (Prerequisite: 206 or permission of department) F, S, or SU. This course is designed to be an exploration of current psychological theories and research methods used in the study of couple and family relationships. Perspectives covered may include clinical, developmental, health, learning, motivational, cognitive-behavioral, and evolutionary psychology. The psychological study of couple and family relationships will be covered, processes within these relationships will be examined, and empirically-based strategies used for couple and family intervention and relationship enhancement will be explored.

Purpose: 1. For Whom (generally?)

This course is designed primarily for upper-level psychology majors and minors who are interested in couple and family relationships and wish to further their study in this area, perhaps to earn elective credits toward their major/minor requirements. Students with collaterals in psychology and students from other disciplines (e.g., Sociology, Gender Studies) are also likely to be interested in the course. This course will add another option to the Psychology Department's available electives.

2. What should the course do for the student?

This course will acquaint the student with up-to-date research and theory regarding the psychological study of relationships, integrating information, theoretical perspectives, and research methods learned in previously taken psychology courses. In addition, the student will become familiar with key processes within relationships that are the focus of study in large areas within the field of psychology (e.g., clinical psychology, social psychology, evolutionary psychology). Further, this course will introduce students to empirically based interventions and clinical approaches to the prevention and treatment of relationship problems. The student certainly will gain useful information that can be used in preparation for graduate study or, more personally, within the student's own relationships.

Teaching method planned:

Lecture, class discussion, in-class learning activities, student presentations

Textbook and/or materials planned (including electronic/multimedia):

Textbook:

Bradbury, T. N., & Karney, B. R. (2010). *Intimate relationships*. New York: Norton.

In addition, the instructor may assign recently published readings from the empirical literature and the popular media. Video clips that will be obtained from the textbook publisher also will be used to illustrate key concepts and research and clinical methods within the study of relationships.

Course Content:

(Please see the attached syllabus.)

Topics to be covered in the course include:

- What do we want to know about intimate relationships? The student will explore current, important issues in the psychological study of relationships (e.g., relationship aggression, mate selection, infidelity, psychopathology and relationships) and explore reasons for the importance of investigating them.
- Tools for studying intimate relationships. The student will become familiar with the application of psychological research methods to the study of relationships. *How do we know what we know?*
- Theoretical frameworks for understanding intimate relationships. The student will be reacquainted with the dominant theoretical perspectives in psychology and how they form the foundation for the study of couple and family relationships.
- Men and women, gay and straight. The student will explore relationship issues from the perspectives of gender and sexuality.
- Attraction and mate selection. The student will investigate major schools of thought

regarding the ways in which couples form their intimate relationships.

- Individuals in relationships: Personality and history. The student will learn about the ways in which individual differences can shape relationships (and vice versa), including personality, previous experience, psychopathology, and family of origin issues.
- Communicating closeness: How intimate relationships are maintained. The student will learn the importance of communication within relationships, including effective versus ineffective communication and types of communication that psychologists have found to be toxic to relationships.
- Managing differences: Conflict and aggression. The student will become familiar with risk factors for aggression within relationships and how clinical psychologists might intervene with couples experiencing violence. This topic is particularly salient given South Carolina's poor domestic violence ranking (i.e., #9 for women killed by men, per the most recent Violent Policy Center report).
- Beliefs and values: Thinking about intimate relationships. The student will explore the ways in which personal values and belief systems can impact relationship formation and functioning.
- Explanations and justifications: Making meaning in intimate relationships. The student will become familiar with the emphasis on cognition in psychology, including the ways in which individuals' thoughts about their partner and their relationship (e.g., expectations, standards, attributions) can impact individual, relationship, and family functioning.
- Stress and social support: Intimate relationships in context. The student will become familiar with research demonstrating the buffering effect that high quality relationships can have on individual health and functioning, as well as the negative effects that poor relationships can have on individuals. Further, stress can serve to weaken or strengthen relationships, and the student will become familiar with factors that might impact the association between stress and relationship well being.
- Interventions: Making intimate relationships better. The student will be exposed to the world of clinical intervention and the empirically supported strategies that psychologists are currently using to help repair damaged relationships, as well as to prevent future declines in relationship quality.
- Intimate relationships across the life span. The student will become familiar with developmental factors that influence relationships and thus how relationships can change over time (e.g., recent work on the experience of "love," as illustrated by Sandra Day O'Connor and her husband, who has Alzheimer's dementia).

**When completed, forward to the Office of the Provost.**

9/03

## Psychology 332: The Psychology of Relationships Dr. Farrah Hughes Fall 2011, Section #TBA

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**Instructor:** Dr. Farrah Hughes  
**Office:** CEMC 236-C  
**Phone:** (843) 661-1642  
**Email:** fhughes@fmarion.edu

**Office Hours:** TTh 1-2 pm and by appointment. Contact me early in the course if you are concerned about your grades, your study habits, or the material. There is very little that I can do to help you improve your grade later in the semester, so please meet with me early on.

**Class Meetings:** TTh, time and classroom TBA

**Prerequisite:** PSY 206 or permission of department.

**Required Text:** Bradbury, T. N., & Karney, B. R. (2010). *Intimate relationships*. New York: Norton. Additional readings may be assigned throughout the semester.

**Purpose:** This course is designed to be an exploration of current psychological theories and research methods used in the study of couple and family relationships. Perspectives covered may include clinical, developmental, health, learning, motivational, cognitive-behavioral, and evolutionary psychology. The psychological study of couple and family relationships will be covered, processes within these relationships will be examined, and empirically-based strategies used for couple and family intervention and relationship enhancement will be explored.

**Class Time:** Because this class is a survey course, we will cover a lot of information very quickly. We will not cover every concept in every chapter during class; there is too much material. However, you are still responsible for all material in the text. You must read the chapter material prior to the course lecture for that chapter. Note that there will be lecture material not covered in the text for which you are responsible, so you should consider taking adequate notes as you read.

In order to make class time more engaging and to enhance your learning, we will frequently engage in group learning exercises and discussion during class. Exercises will be designed to help you apply the material that you have read. Thus, class time will consist of lecture, discussion, and group learning activities.

To facilitate an atmosphere of respect, any behaviors that disrupt class time or are otherwise disrespectful to the instructor and/or other students will not be tolerated; that includes unsolicited talking, arriving late, eating, and coming and going during class. Disruptive students may be dismissed from class and counted absent.

**Attendance:** The FMU catalog states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled" (p. 62). Students missing more than four (4) classes (excused or unexcused) will be dropped from the class with a grade of W or F. It will be very difficult to do well in this course if you do not attend class. When the class is set to begin, the door will be closed and students may no longer be admitted. Thus, students arriving late to class may be counted absent. In addition, students leaving early may be counted absent. If you must miss a class meeting for official, FMU business, you must clear it with the instructor *prior to the day of the class*, and you will need to provide official documentation.

**Cell Phones:** Cell phone use of *any* kind (e.g., voice, texting, calculator, photography) is banned during class. Phones must be rendered *inaudible* (either turn them off completely or at least set them not to make noise) during class time. Students who engage in texting or other cell phone use during class will be dismissed from class and considered absent; their attendance grade will be adjusted accordingly. **Note:** During exams, any cell phone use will automatically constitute scholastic dishonesty and will be dealt with as a violation of academic integrity (see below).

**Textbook Website:** To access the companion website for your textbook, click on the link in the Blackboard website (in the External Links folder). Alternatively, you may type in the following URL:

<http://www.wwnorton.com/college/psych/intimate-relationships/>

This website offers practice quizzes, flash cards, videos, and demonstrations to facilitate your understanding of the material and to help you study for exams. There is no username or password required for this website.

**Course Website:** The Blackboard address is: [Http://blackboard9.fmarion.edu](http://blackboard9.fmarion.edu). Check the course website frequently, as announcements, grades, and other important information will be posted here. Please make sure that you enter a valid email address when creating your Blackboard profile.

**Grades:**

**Exams.** There are 4 unit exams in this course (the final exam is the fourth unit exam). Each exam is worth 100 points. Exams may be composed of multiple choice, short-answer, and essay items. You will need a #2 pencil to complete scantron forms. I will provide the scantron forms. Exams may contain bonus questions for which you can earn extra credit points. It pays to study!

**Presentation/Paper.** You will prepare and present information regarding an applied topic regarding intimate relationships. You will work with a group of classmates, and the presentations will take place on pre-determined dates throughout the semester. Your job will be to research your topic and prepare a brief (i.e., 15-20 minute) presentation for the class. Students caught sleeping or otherwise being inattentive during the presentations will be dismissed from class and considered absent; their presentation grade will be adjusted accordingly. Each member of your group will turn in an individually-written summary paper of your presentation. This paper is to be written in APA style. Please see the attachment for more details regarding this assignment, including topics, presentation dates, and requirements.

Your final grade in the course is determined by totaling the points you earn on the exams and your presentation/paper. Note that there are no make-ups for exams. Not showing up for an exam will constitute a score of 0. If you must miss an exam/quiz for official, FMU business, you must clear it with the instructor *prior to the day of the exam*, and you will need to provide official documentation. If an emergency arises, you must make every effort to contact the instructor prior to the exam (as soon as possible) to make arrangements.

4 Exams:	100 points each	= <b>400 points</b>
1 Presentation:	100 points	= <b>100 points</b>
<u>1 Presentation Summary:</u>	<u>10 points each</u>	<u>= <b>100 points</b></u>
<b>Total points possible</b>		<b>= 600 points</b>

<b>Grading Scale:</b>	A	600+ – 537 points	(100 - 90%)
	B+	536 – 519	(89 - 87%)
	B	518 – 477	(86 - 80%)
	C+	476 – 459	(79 - 77%)
	C	458 – 417	(76 - 70%)
	D+	416 – 399	(69 - 67%)



D	398 – 357	(66 - 60%)
F	356 – 0	(59 - 0%)

**Extra Credit – The Writing Center.** You may earn up to 10 points of extra credit, which will count toward your point total for the course, by participating in tutorial services at the Writing Center *geared toward your paper*. Each time you meet with a tutor/consultant for assistance with your paper, you will receive 5 points of extra credit. You may earn 10 points total. You may earn these extra credit points up until the day of your class presentation, which is the day that your paper is due. Although you may only earn 10 points of extra credit via the Writing Center, I encourage you to visit the Center as many times as you can to help you improve your writing.

You can receive services at the Writing Center either by making an appointment or by walking in (although scheduling an appointment insures you a time slot). Visit the Center on campus in FH 114-C or on the web at <http://www.fmarion.edu/academics/wcenter>. The phone number is 661-1528.

**Plagiarism Module.** You also may earn ten (10) extra credit points, which will count toward your point total for the course, by completing the online plagiarism tutorial at the following website:

<http://www.umuc.edu/ewc/tutorial/intro.shtml>

This module takes about 30-40 minutes to complete. It is designed to educate you about what plagiarism is, and what it is not. At the end of the module you will take a post-test. Once you earn 100% on the post-test, you will be able to print a certificate of completion. You must turn in this certificate of completion by December 1<sup>st</sup> in order to earn 10 extra points. If you have completed the module for another class or in a previous semester, you must complete it again to earn the points.

**Academic Integrity:** Any student caught cheating on an exam, quiz, or paper, or plagiarizing (altering, copying, or using another's words without proper citations/quotation marks) another's work will receive no credit for that assignment or exam and may be subject to disciplinary action by the University. See the *FMU Student Handbook* and the *FMU Catalog* for more information regarding academic violations.

**Special Needs:** Any students with documented disabilities or special needs that may require special accommodations for this course should make this known to the instructor as soon as possible.

## Course Outline

(This outline is subject to minor modifications, which will be announced in class.)

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**Unit I:**    ➤ **Chapter 1 - Introduction: What do we want to know about intimate relationships?**  
              ➤ **Chapter 2 - Tools for studying intimate relationships**  
              ➤ **Chapter 3 - Theoretical frameworks for understanding intimate relationships**

August            25 –    Introduction to the course; syllabus; introduction to the study of intimate relationships  
                          30 –    Ch. 1  
September        1 –    Ch. 2  
                          6 –    Ch. 2  
                          8 –    Ch. 3  
                          13 –    Ch. 3  
                          15 –    \* **Exam 1** \* (Chs. 1, 2, 3 and lecture notes)

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**Unit II:**    ➤ **Chapter 4 - Men and women, gay and straight**  
              ➤ **Chapter 5 - Attraction and mate selection**  
              ➤ **Chapter 6 - Individuals in relationships: Personality and history**  
              ➤ **Chapter 7 - Communicating closeness: How intimate relationships are maintained**

September        20 –    Ch. 4  
                          22 –    Ch. 4  
                          27 –    Ch. 5 - Presentation  
                          29 –    Ch. 5  
October            4 –    Ch. 6  
                          6 –    Ch. 7 - Presentation  
                          11 –    *No class – FMU Fall Break*  
                          13 –    \* **Exam 2** \* (Chs. 4, 5, 6, 7 and lecture notes)

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**Unit III:**    ➤ **Chapter 8 - Managing differences: Conflict and aggression**  
              ➤ **Chapter 9 - Beliefs and values: Thinking about intimate relationships**  
              ➤ **Chapter 10 - Explanations and justifications: Making meaning in intimate relationships**

October            18 –    Ch. 8 - Presentation  
                          20 –    Ch. 8  
                          25 –    Ch. 9 - Presentation  
                          27 –    Ch. 9  
November        1 –    Ch. 10  
                          3 –    Ch. 10  
                          8 –    \* **Exam 3** \* (Chs. 8, 9, 10 and lecture notes)

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**Unit IV:**    ➤ **Chapter 11 - Stress and social support: Intimate relationships in context**  
              ➤ **Chapter 12 - Interventions: Making intimate relationships better**  
              ➤ **Chapter 13 - Intimate relationships across the life span**

November        10 –    Ch. 11 - Presentation  
                          15 –    Ch. 11  
                          17 –    Ch. 12  
                          22 –    Ch. 12  
                          24 –    *No class – Thanksgiving holiday*  
                          29 –    Ch. 13  
December        1 –    Ch. 13- Presentation - *Last day to earn extra credit via plagiarism module.*  
                          TBA – \* **Exam 4** \* (Chs. 11, 12, 13 and lecture notes)

\*\*\*\*\* *Have a great winter break!* \*\*\*\*\*

## Student Guidelines for Presentation & Summary Paper

My group has been assigned this topic: \_\_\_\_\_.

My group members and their contact information are as follows:

Name	Phone	Email

- ❖ Your group must research the issue and integrate at least four outside sources (i.e., sources other than your textbook) to enhance your presentation. These sources can include academic journal articles, information from respected web sites, or information from professional books. Your entire presentation should take no longer than 15-20 minutes.
- ❖ Your presentation will be graded on clarity, accuracy, thoroughness, organization, and effective use of verbal and nonverbal skills. In addition, your presentation should be designed to set the stage for a lively class discussion of the issue. Therefore, you should be intriguing! Ask interesting questions, present case material, apply the issue to students' lives via illustrations from well-known media, etc. You may use PowerPoint if you wish.
- ❖ Each group member will turn in a summary of the presentation and a list of your references (in APA format) to me on the day of your presentation. Your summary will be a typed paper in which you present to me in written form the material that your group presented to your classmates. This summary should be typed, double-spaced, and 3-6 pages long. You **MUST** cite the sources of your information within the text using parenthetical or in-text citations, and you must include an APA-style reference list at the end of your summary paper. Please see the attached handout regarding APA format for examples of references and citations. Refer to the online module at <http://www.umuc.edu/ewc/tutorial/intro.shtml> for more information about citing sources appropriately.
- ❖ You may create and distribute handouts for your classmates if you believe that they will enhance the discussion.
- ❖ As part of the presentation grade, each student will be rated on their participation in the preparation and presentation of their assigned topic.
- ❖ After the presentation, the class will discuss the issue based on the material that you present.
- ❖ See the attached grading form, which explains how points are allocated.

## The Psychology of Relationships - Presentation Topic Preferences

**Student's Name:** \_\_\_\_\_

Rank order your top three choices by placing the numbers 1, 2, and 3 next to the topics you would most like to research and present (in order of preference). Groups will be assigned based upon mutual interest and availability. I also am willing to consider suggested topics, if a group has in mind a particular topic that they would like to present. If that is the case, please speak with me directly.

<b>Your Ranking</b>	<b>Topic</b>	<b>Presentation Date</b>
	What does psychology know about online dating and later relationship success?	9/27/11
	What are some possible reasons for the poor relationships of people in the spotlight (e.g., celebrities, athletes, politicians)?	10/6/11
	When a partner is caught in a violent relationship, what options are available to them? Think generally and specifically (locally).	10/18/11
	What influence (positive and negative) might American movies, television, and music have on relationships?	10/25/11
	How can chronic medical conditions or debilitating illnesses (e.g., cancer) impact a relationship?	11/10/11
	In what ways (positive and negative) can military deployment impact couples' relationships?	12/1/11

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: **Psychology**

Date: **December 15, 2010**

Course No. or Level: **PSY 327**

Title: **Psychology of Gender**

**Semester hours:** 3

**Clock hours:** Lecture

**Prerequisites:** PSY 206 Introductory Psychology

**Enrollment expectation:** 30

This course is new.

**Name of person preparing course description:** Teresa Herzog

Department Chairperson's/Dean's Signature\_\_\_\_\_

Provost's Signature\_\_\_\_\_

**Date of Implementation:** Fall Semester 2011

Date of School/Department approval: December 7,  
2010

**Catalog description:**

**Purpose:**

1. *For Whom (generally?):* Psychology majors and minors; Gender Studies minors and collaterals
2. *What should the course do for the student?* A broad-based understanding of gender issues enhances students' basic understanding of human nature, their own personal relationships, as well as best practices in any occupation that involves working with people.

**Teaching Method Planned:**

Students will attend regular class sessions with assigned readings, quizzes, and exams. The course will emphasize in-class case studies designed to apply the concepts discussed in lecture and presented in readings, often using the vehicle of documentaries a focal point for real-world application of critical thinking skills. In addition, the course is designed to encourage tolerance as students are exposed to diverse points of view involving culture, subculture, sexuality, and gender perspectives.

**Textbook and/or materials planned (including electronic/multimedia):**

Assigned reading on special topics, instructor notes accompanying PowerPoint slides, documentary films, YouTube presentations of gender-related media, New York Times gender issues in the news, and Nova documentaries of gender-related science.

**Course Content:**

The course approach to the topic of gender underscores a number of fundamental academic approaches. First, topics are considered jointly from the perspectives of social theory and biological bases. Second, the class incorporates evolutionary theory into many modules. This is perhaps the most coherent theoretical approach to gender to come out of psychology. Third, feminism has been an important theory for the social sciences, the philosophy of science concept of “value-free science,” and is closely tied to the social justice movement of women’s rights. This latter connects gender issues to topics of race and class, both of which are important research areas in the psychology of gender. In addition, the class will incorporate regular case studies to augment lectures. Grappling with real-life case examples encourages students to immediately apply the abstract concepts from lecture to a situation where they must rely on critical thinking. Because case studies are generally integrative, necessitating students to analyze multiple aspects of a particular case (e.g., precipitating or contextual factors, biological bases of behavior, and implications for intervention and social policy), they stimulate higher order learning. They provide effective assessment opportunities that not only measure rote memory, but also assess clarity of understanding and application of the learning objectives. Cases challenge students to think through scenarios involving situations where a mere yes or no answer is inherently inadequate. In addition, conducted as small group exercises, the case approach fosters peer modeling and mentoring and ensure that the student can operate somewhat independent of the instructor.

**Rationale:**

The course would add dimension to curricula offered through the psychology and gender studies departments at Francis Marion University. In addition, the topic of gender is an excellent vehicle to teach the importance of basic science and critical thinking skills: It is the subject of much scientific inquiry and it also evokes sufficient controversy in our changing times, providing wonderful opportunities to practice seeing multiple sides of complex issues. Moreover, gender is of intense interest at this developmental stage of emerging adulthood, making students highly motivated to learn in an area that will enhance their sensitivity and tolerance of others.

**Resources:**

The Department does not anticipate needing additional resources.

## PSYCHOLOGY of GENDER

Psychology 327

### FALL 2011

*Instructor:* Dr. Teresa Herzog  
*Office:* CEMS 109  
*Office Hours:* M W, 1:00 – 3:00PM and T TH 9-12PM and by appointment  
*Telephone:* 661-1562 (office) or 661-1378 (department)  
*E-mail:* therzog@fmarion.edu

*Sample Readings:* “Gender and Health: An Update on Hypotheses and Evidence” (1985)  
Verbrugge,

*Journal of Health and Social Behavior, 29, 575-588.*

“Mostly Straight” Young Women: Variations in Sexual Behavior and Identity Development” (2008) Thompson et al, *Developmental Psychology, 16, 561-588.*

and femininity

“Sex or gender? Expanding the sex-based view by introducing masculinity as predictors of risk taking” (2008). Meier-Pesti, *Journal of Economic Psychology, 19, 623-638.*

“Gender stereotypes: children's perceptions of future compensatory behavior following violations of gender roles - Brief Report “(2003). Farrah M. Hughes. *Sex Roles: A Journal of Research.*

### Course Topics and Objectives

**The psychology of gender provides critical information on this universal individual difference among humans. The course is designed to enhance your understanding of gender issues. This, in turn, will add to your understanding of human nature, your personal relationships, and prepare you to apply “best practices” in any occupation that involves working with people.**

#### **The objectives for the course:**

1. To become versed in the research on gender differences and similarities in the areas of physiological, social, emotional, and cognitive behavior.
2. To write thoughtfully in the area. This assignment will require that you apply both concepts learned in lecture and readings and critical thinking skills to the topic of gender.
3. To engage in lively class discussion on topics that have no “right answer” and on which people are likely to disagree and to embrace a diversity of views with tolerance and good humor.
4. To develop a multidisciplinary and multicultural perspective as you work in teams on case studies.

5. To recognize how men and women are viewed and treated in society.

**ATTENDANCE:** Students are expected to come to class on time and be prepared to stay throughout the entire class period. Students who have three absences the first month of class will be dropped after the last absence. Any student who is absent four times will be dropped after the last absence. An issue related to attendance is student retrieval of materials handed back when they were not in class. In this event, it is the student’s responsibility to come to my office to pick up the test, assignment, or paper. Belatedly, case study worksheets must be turned in the same class period for credit.

**GRADING: Grades will be assigned on the basis of three measures: 1) quizzes and exams (one midterm and one non-cumulative final), 2) in-class case studies, 3) attendance and discussion; and 4) two writing assignments.**

**ACADEMIC DISHONESTY:** Any student who is observed to cheat or commit plagiarism (i.e., passing off the work of another as one’s own ideas, words, and writings, etc.) will be reported to the Dean of Students and will ultimately not only fail the assignment or test, but also the course. If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, “Academic Integrity.”

<u>GRADE</u>	<u>POINTS</u>
A:	100 - 91
B+	89-87
B:	86 - 80
C+	79-77
C:	76 - 70
D+	69-68
D:	67 - 64
F:	<b>below 64</b>

**CLASS SCHEDULE:** The schedule outlined below is syllabus is planned to maximize our time and course content. However, the requirement of student comprehension takes precedence over this plan; thus we will take the time we need on any given topic. In addition, unforeseen events or conditions, such as the late arrival of a documentary, may cause us to alter course procedures, schedules, or requirements. In the event of course alterations, students will be informed of changes in a timely manner. In general, changes will be discussed or negotiated with the class.

### CLASS SCHEDULE

Unit	Lect	TOPIC
	8/25	Introductions Gender VS Sex
THEORY	1 8/30	Gender & Theory (Introduce Terms) - Social Structure/Cultural



		<p>Social Constructionism  Gender as a construction of education, access to resources, &amp; policy</p> <ul style="list-style-type: none"> <li>- Feminism</li> <li>Sex differences conceived in terms of systems that enforce inequality</li> </ul>
	2 9/1	<p>Stages of Gender Identity Development  Gender &amp; play behavior  Sex segregation  Sex role differentiation  Sex Typing</p>
	3 9/6	<p>History of Gender  Animistic era –  Gender as essential energy  Matriarchy  Hierarchical era -  Great Chain of Being  Patriarchy  Gender as “Opposite Sex” -  Instrumental vs. emotional power  Striving for equality: Feminism, the “mommy track” and the “glass ceiling”</p>
2. INFLUENCES ON GENDER	4 9/8	<p>Gender, Parenting, &amp; Early Development  Biology &amp; parent behaviors:  Moms vs. Dads  The “Mommy Brain” &amp; “Daddy Brain”  Couvade  Sex steroids and parenting  Baby X Study  Differential parental behavior to girl &amp; boy infants</p>
	5 9/13	<p>Biology of Gender over the Lifespan  How adolescence shapes gender behavior:  Hormonal changes begin in middle childhood  The 12-yr-old “Drop”: Why do girls seem to get “stupider”?  Dopamine &amp; risk-taking  Cortisol &amp; social stress  Gender changes and aging:  Menopause</p>
	6 9/15	<p>Women are from Venus, Men are from Mars? Gender &amp; Communication  Social division of labor &amp; roles  Evolutionary Perspective: Women invented language  Sensory Gender Differences of men (the visual system, right hemisphere, olfaction, human leukocyte antigens)</p>
	7 9/20	<p>Sexual Orientation  Gender is a continuum  Evolutionary view of same sex orientation  Stable world pop. rate vs. role of maternal stress  Birth order  Digit length</p>
	8 9/22	<p>Sexual Orientation &amp; Culture  Native Americans  African Americans: Living on the “down low”</p>
	9 9/27	<p>Thinking about Gender  - Cognition &amp; sex stereotypes  Chronic accessibility</p>

		<p>Stereotype threat                      - Gender &amp; personality                      Androgyny</p>
	10 9/29	<p>Gender &amp; Emotion                      The socialization of emotion                      Valuing emotion                      Emotion accuracy: Encoding &amp; decoding emotion</p>
3. GENDER AND THE WIDER SOCIAL ENVIRONMENT	11 10/4	<p>Gender &amp; Family                      Parenting, hormones, &amp; social dominance theory                      Siblings: Gender matters                      Gender identification &amp; de-identification in the family                      Divorce &amp; democracy: Family breakdown &amp; gender</p>
	12 10/6	<p>Race &amp; Gender &amp; Economics                      Mechanisms of separation                      Proximity &amp; liking                      Antidotes to separation &amp; their limitations                      Mere exposure                      Cognitive dissonance                      Gender &amp; the Law</p>
	13 10/1 1	<p>Sexism &amp; Economics                      (androcentrism, heterosexism)                      Gender prejudice &amp; discrimination                      Wage discrimination                      Marriage bars                      Intimate interdependence &amp; male status</p>
	14 10/1 3	<p>Emotional work &amp; Gender                      Sex workers                      Pornography</p>
	10/1 8	<p>Democracy &amp; Gender                      Influence on culture                      Influence on the family                      Gender &amp; Media                      In-groups &amp; out-groups</p>
4. THE “OPPOSITE SEXES”	15 10/2 0	<p>Sexual Selection &amp; Mate Value                      Mating strategies                      Physical attractiveness &amp; reproductive success                      What’s in a face?</p>
	16 10/2 5	<p>Beauty                      Beauty Cross-culturally                      Perceptions of female beauty across the menstrual cycle</p>
	17 10/2 7	<p>Competition among women and competition among men                      Assortive mating                      “Settling” (life histories of stepfathers)                      Emotional jealousy vs. sexual jealousy                      Reproductive suppression</p>
	11/1	<p>Competition Between Men &amp; Women = When male &amp; female agendas are at odds                      Infanticide                      Rape                      Domestic Violence</p>
	18 11/3	<p>Mate Value and Early Risk Exposure                      Sociosexuality                      Restrained &amp; unrestrained                      The “Double Standard”: Why does society punish Bad Girls?                      r-selected vs. k-selected behavioral strategies</p>

	19 11/8	Marriage & Gender Who benefits from marriage?
5. GENDER AND INDIVIDUAL DIFFERENCES	21 11/1 5	Aggression, Morality, & Gender Fight/Flight vs. Tend/Befriend Gender and stress responses Differences in boys' & girls' aggression Social Aggression Moral development & Carol Gilligan
	22 11/1 7	Intimacy, Attachment, & Gender Why are there no gender differences in attachment style in infancy, but there are beginning in middle childhood?
5: GENDER DIFFERENCES & HEALTH ISSUES	24 11/2 4	Gender & Health The sex ratio (Trivers-Willard Effect) Greater fragility of males across the Lifespan
	25 11/2 9	Gender & Health across the lifespan Gender & secondary aging Lifestyle and occupational risks
	26 12/1	Gender & Mental Health Depression Autism ADHD Gender Differences in Drug Effects Drugs of abuse Addictive Processes
	27 12/6	Identity & Well-being Transgender youth Gay & Lesbian teen suicide Passing

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School:** Education

**Date:** January 10, 2011

**Course No. or Level:** EDUC 780 **Title:** Assessment of Young Children with Disabilities

Semester hours: **3** Clock hours: **45** Lecture: **35** Laboratory: **10**

Prerequisites: **None**

Enrollment expectation: **20**

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: **Dr. Cindi Nixon**

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation: **Summer 2011**

Date of School/Department approval **12-16-10**

Catalog description:

**This course will focus on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues, ethics and concerns, use of specialized assessment instruments, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in curriculum planning, writing classroom assessment and screening summaries and overall classroom/program evaluation.**

Purpose: 1. For Whom: **Teachers (public, private and daycare) working with preschool students with disabilities and community service**

**providers working with preschool children (birth to six years).**

2. What should the course do for the student? **This course will provide a basic knowledge of assessing young children (birth to 6) who may have disabilities or are at-risk of developing disabilities. Students will learn how to choose the correct assessments, develop observation skills, write a case study, and administer specific assessments.**

Teaching method planned: **Lecture, demonstration and clinical**

Textbook and/or materials planned (including electronic/multimedia):

**Assessing Young Children (4<sup>th</sup> Edition) by Gayle Mindes. Publisher: Pearson (2011)**

Course Content: ( Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

**When completed, forward to the Office of the Provost.**

9/03

## EDUC 780: Assessment of Young Children with Disabilities

**Professor:** Dr. Cindi Nixon

**Office:** 218 CEMC

**Telephone:** (843) 661-1551

**Email:** cnixon@fmarion.edu

**Office hours:** TBA

**Class Meets:** TBA

### Course Description:

This course will focus on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues, ethics and concerns, use of specialized assessment instruments, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in curriculum planning, writing classroom assessment and screening summaries and overall classroom/program evaluation.

### Conceptual Framework

The School of Education prepares *competent* and *caring* teachers.

The graduate level educator will demonstrate *teacher competencies* as measured by the following:

IA. Knowledge of content in their area of teaching

IB. Professional knowledge and skills

1. Ability to plan instruction
2. Ability to apply skills and knowledge in a clinical setting
3. Ability to cause learning in P -12 students
4. Ability to assess learning and learners
5. Ability to work with children of poverty
6. Ability to use technology

The graduate level educator will demonstrate attributes of a *caring teacher* who will:

IIA. Exhibit professional attributes

IIB. Respect the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.

IIC. Uphold Ethical and Professional Standards

IID. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.

### Expected outcomes:

As a result of class attendance and participation, completion of assigned readings, written assignments and field participation, students should:

1. Understand the basic terminology used in assessment (ICC8K1)
2. Understand the legal provisions and ethical principles regarding assessment of young children with disabilities (ICC8K2)

3. Use assessment information in making eligibility and programmatic decisions for young children as it relates to nondiscriminatory testing and assessment of children from a variety of cultural and/or linguistically diverse backgrounds. (ICC8S6)
4. Understand the use and limitations of assessment instruments for young children with disabilities (ECSE8S7)
5. Select, administer, score, and interpret common assessment materials used in programs for young children with disabilities (ICC8S2)
6. Develop or modify individualized assessment strategies (ECSE8S7)
7. Involve families as active participants in the assessment process. (ECSE8S1)
8. Write assessment reports that focus on developmental domains and functional concerns to families and professionals in an educational setting (ECSE8S2, ECSE8S3)
9. Generate appropriate educational goals and objectives and outcomes based on assessment information (ECSE8S9, ECSE8S10)
10. Understand how professionals from a variety of disciplines participate in transdisciplinary assessments (ICC8S7, ECSE8S8)

**Required Text:**

Mindes, G. (2011). *Assessing Young Children* (4th Ed.). Upper Saddle River, NJ: Pearson.

**Methods of Presentation**

Each class will be a combination of lecture, demonstration/modeling, simulation, group discussions, analysis of diagnostic reports, and problem solving activities. Students will have opportunities to work independently and collaboratively with other students.

**Course Requirements**

1. Read required text and assigned readings.
2. Participate in class discussions.
3. Score, and interpret in-class assessments.
4. Administer, score, and write up the following:
  - A screening instrument
  - Cognitive domain of AEPS Measurement for Birth to Three Years
  - A motor assessment or an assessment of play/social skills
  - A developmental assessment
  - A language assessment
5. Write a final assessment summary in which the results of the above screening and assessments are interpreted, summarized and synthesized.
6. **Assessment Project:** In addition to the above assignments, teacher candidates will complete a project related to assessment of young children with disabilities. The topic must be approved in advance by the instructor. Teacher candidates must submit a proposal for approval. This assignment is worth 50 points. Some suggestions for this assignment include the following:
  - Comparison of two screening instruments including their technical adequacy.
  - Evaluation of the usefulness of selected instruments for evaluation of diverse children.

- An evaluation of additional assessment instrument.

**Grading**

<b>Assignment</b>	<b>Points</b>
Midterm	75
Final Exam	75
Assessment #1 (Screening)	25
Assessment #2 (AEPS)	25
Assessment #3 (Motor/Play/Social Skills)	25
Assessment #4 (Development)	25
Assessment #5 (Language)	25
Final Assessment Summary	100
Assessment Project	50
<b>TOTAL POINTS</b>	<b>425</b>

**Course Outline and Topic Area**

- **Session 1:** A Comprehensive Assessment System for Birth Through Age 8, DEC Recommended Practices, Current Issues and Ethics in Assessment
- **Session 2:** Developing Family Partnerships in Assessment, Parent Interviews, Behavior Questionnaires
- **Session 3:** Observations and Screening, DIAL-III
- **Session 4:** AEPS Measurement for Birth to Three Years
- **Session 5:** Basic Concepts of Measurement, Choosing the Right Measurement
- **Session 6:** Assessment of Communication Skills, Brigance IED-II
- **Session 7:** Assessment of Social Behavior & Play Skills
- **Session 8:** Assessment of Motor Skills, Batelle Developmental Inventory
- **Session 9:** Using Alternative Assessment Strategies
- **Session 10:** Building a Child Study, Learning Accomplishment Profile (LAP);
- **Session 11:** Using Assessment Data to Write IEP/IFSP Goals/Objectives
- **Session 12:** Special Issues in Birth-to-Eight Assessment



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: **Education**

Date: **January 10, 2011**

Course No. or Level: **EDUC 784**

Title: **Methods for Teaching Young Children with Disabilities**

Semester hours: **3** Clock hours: **45** Lecture: **35** Laboratory: **10**

Prerequisites: **None**

Enrollment expectation: **20**

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: **Dr. Polly Haselden**

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation: **Summer 2011**

Date of School/Department approval **12-16-10** \_\_\_\_\_

Catalog description: This course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Students will be provided with an understanding of developmentally appropriate programs and practices for young children with special needs. The emphasis of this course is on the actual process of planning, implementing, and monitoring programs for young children with diverse learning needs. Students will explore, plan, and implement curriculum and environments using individually responsive, age-related, and culturally appropriate methods and materials. Students will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge,

social interaction with peers and family members, and peers and families as significant others in children's intellectual and linguistic development.

- Purpose:
1. For Whom: **Teachers (public, private and daycare) providing instruction for preschool students with disabilities and community service providers working with preschool children (birth to six years).**
  2. What should the course do for the student? **This course will provide a basic knowledge of methods for instructing young children (birth to 6) who may have disabilities or are at-risk of developing disabilities. Students will learn how to plan, implement, and monitor appropriate programs for young children with diverse learning needs.**

Teaching method planned: **Lecture, demonstration and clinical**

Textbook and/or materials planned (including electronic/multimedia):

Bodrova, E. & Leong, D.J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. Columbus, Ohio: Merrill.

Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, D.C.: NAEYC.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, D.C.: NAEYC.

Hull, K., Goldhaber, J. & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston: Houghton Mifflin.

Course Content: ( Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

**When completed, forward to the Office of the Provost.**

9/03

## **EDUC 784 Methods for Teaching Young Children with Disabilities**

**Polly G. Haselden, Ph.D.**

**Office: CEMC 214; Office hours: by appointment**

**Phone: 843-661-1472 Email address: [khaselden@fmarion.edu](mailto:khaselden@fmarion.edu)**

### **COURSE DESCRIPTION:**

This course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Students will be provided with an understanding of developmentally appropriate programs and practices for young children with special needs. The emphasis of this course is on the actual process of planning, implementing, and monitoring programs for young children with diverse learning needs. Students will explore, plan, and implement curriculum and environments using individually responsive, age-related, and culturally appropriate methods and materials. Students will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge, social interaction with peers and family members, and peers and families as significant others in children's intellectual and linguistic development.

### **NATURE OF COURSE DELIVERY:**

The class will have a lecture format and will require active participation of all students. Guest lecturers from the community will be used to support content from readings.

### **STUDENT OUTCOMES:**

This course is designed to enable students to:

- Demonstrate the ability to plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables.
- Demonstrate the ability to develop individual and group action plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
- Demonstrate the ability to plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural life ways.
- Demonstrate the ability to apply current research on effective developmentally appropriate practices to teaching diverse young children.
- Demonstrate the ability to analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
- Demonstrate the ability to utilize problem solving strategies to address dilemmas encountered in diverse educational and community settings.
- Demonstrate an understanding of the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
- Relate ongoing data collection management plans for monitoring child progress in the context of daily activities.
- Begin the process of becoming a reflective practitioner.

### **PROFESSIONAL STANDARDS:**

This course is part of the Francis Marion University, Graduate School of Education, Special Education Program for teacher licensure in the state of South Carolina in the special education area of early childhood education. This program complies with the standards for teacher licensure established by the National Association for the Education of Young Children (NAEYC), the major professional organization addressing Early Childhood Special Education. As such the course objectives above cover many of the competencies for assessment in Early Childhood Special Education.

**REQUIRED TEXTS:**

Bodrova, E. & Leong, D.J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. Columbus, Ohio: Merrill.

Bredenkamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, D.C.: NAEYC.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, D.C.: NAEYC.

Hull, K., Goldhaber, J. & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston: Houghton Mifflin.

**COURSE REQUIREMENTS:**

1. Attend all class sessions (unless prior arrangements have been made with the instructor).
2. Prepare for class by completing all assigned readings.
3. Actively participate in all class discussions and activities.
4. Complete all written assignments and projects on time. These will be discussed in class and it is essential that you come prepared. A pattern of lateness will impact your grade.

**Note: If you require accommodations or modifications due to a disability or other circumstance, please consult with the course instructor. The University is required by the Americans with Disabilities Act to provide support and offers resources through the Disability Resource Center and the Writing Center.**

**COURSE GRADING:**

92-100 = A 89-91 = A- 86-88 = B+ 83-85 = B  
77-82 = C+ 70-76 = C  
Below 70 = F

**ASSIGNMENTS**

1. ECSE Program Research 20 points
2. Individual Activities Plan 15 points
3. Environmental Plan 20 points
4. Inclusion Model 15 points
5. Integrated Curriculum/ Thematic Unit 25 points
6. Dilemmas (3 total) 15 points

Total 110 points

## **DESCRIPTION OF ASSIGNMENTS**

### **1. Early Childhood Education Model program research (Part I. due\_\_\_\_, Part II due \_\_\_\_\_)**

Part I. Select a program model of early childhood education to explore. Answer the following in a short typed and double spaced paper: What is the background of the program? Who were the key people involved in its development? What are the unique features of the program? What is the role of the teacher? The environment? The role of families/cultures? What is the program's applicability for students with special needs? This paper is due \_\_\_\_\_. Keep your paper to a 5 page maximum and follow guidelines for APA 5<sup>th</sup> edition format.

Part II. Collaborate with others in the class who focused on your same program model and together create a one-page 'program at a glance' that will be shared with your classmates. Collaboration will take place in class on \_\_\_\_\_. Your group will bring 25 copies of your one page handout to class on \_\_\_\_\_ to share with the entire class.

### **2. Environmental Analysis**

Draw a model of your classroom or of a classroom you have observed. First, analyze the classroom from your own socio-culture perspective, through your own lens, as if you were a child. How does the environment reflect you? Then look at it from the point of view of a child from a culture other than your own or that of the teacher. What messages are conveyed to the child? Does the child 'see' him or herself in the classroom? How welcoming is this environment for all children? How does this environment feel? What features support learning? What is this room like from a child's perspective? What adaptations would you recommend? Come to class (*date specified in syllabus*) with a sketch of the room arrangement and a brief reflection about what you think about this environment from the above perspectives. Complete the paper (*by due date*) with any additional reflections and recommendations. The paper should be typed and double-spaced.

### **3. Individual Activity Plan – in class**

Based on a given child description (age, gender, disability, developmental level), work in small groups to identify at least one instructional objective in four different domains. Each group will describe two activities that would be appropriate in addressing these objectives across domains. For each activity, describe:

- a. the objectives and their relationship to the IEP goals
- b. the adaptations and accommodations needed for that child
- c. the environment/setting and materials needed
- d. the data collection system
- e. the way that family members could be included in the activity

### **4. Inclusion Model – in class activity**

Working in small groups, the class will design a model preschool inclusion program. The design will include strategies for accomplishing curriculum adaptation, scheduling, class composition, grouping, and transitioning. What will a day in your program look like?

**5. Integrated Curriculum / Thematic Unit**

Working in small groups, students will design a thematic curriculum appropriate for children of various ages and abilities in an early childhood special education classroom. Groups will present their units to the class. Written units will be due by the last day of class. You will:

- a. select a theme topic and tell why this topic was selected
- b. determine concepts, skills, and processes
- c. develop unit objectives
- d. plan lesson activities and projects
- e. plan for assessment of student and teacher

**6. Dilemmas**

Select a situation from your classroom that has perplexed you, caused you anxiety, or made you wonder. Describe the situation using the forms provided to you. This will be used in class for discussion, for practicing problem solving strategies, and reflection.

**PROPOSED CLASS SCHEDULE:**

<b>Session</b>	<b>Topics</b>
<b>Session One</b>	Introduction / Course Overview / Student Profiles
<b>Session Two</b>	Theories of Child Development; Trends in ECSE Handouts <i>The Power of Guidance: Chapter 1; Tools of the Mind: Section 1</i>
<b>Session Three</b>	Theories of Child Development, Program Models in ECE <i>Opening Doors: Chapters 1 &amp; 2; Articles – e-mailed link to you</i>
<b>Session Four</b>	Importance of Social Context, reflection and dilemmas, program model research sharing – in class activity
<b>Session Five</b>	<i>Developmentally Appropriate Practice: Parts 1 &amp; 2</i>
<b>Session Six</b>	Designing classroom environment, adaptive technology
<b>Session Seven</b>	Language and Literacy
<b>Session Eight</b>	<i>Anti-Bias Curriculum</i>
<b>Session Nine</b>	Promoting Development, Families
<b>Session Ten</b>	Model Preschool Inclusion Program
<b>Session Eleven</b>	Integrated Curriculum/Thematic Unit