

FCS 2640-002 INTEGRATED CURRICULUM METHODS – PreK/Elementary
Fall Semester 2021
Tuesday 4:35 – 7:05 AEB 340 (3 credit hours)

Instructor: Trish Saccomano, M.Ed. (cell/office: 801-580-9696)
t.saccomano@comcast.net or trish.saccomano@fcs.utah.edu
Office Hours: Tuesday 2:00 – 4:30 AEB 257

Class Webpage: The class webpage can be found on CANVAS. To access this page, go to <http://learn-uu.uen.org> and log in and select courses. Login instructions are given on the homepage. The class webpage will be used to post lecture slides, handouts, exam review sheets and answer keys, and important announcements.

No Required Texts: Various readings will be posted on Canvas and/or distributed in class.

This syllabus is meant to serve as an outline and guide for the course. Please note that it may be modified by the instructor at any time so long as reasonable notice is provided to students of the modification. The General Course Outline may also be modified by the instructor at any time to accommodate the needs of a particular class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in [programs](#) that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Course Description:

This class is a curriculum planning class and a Community Engaged Learning (CEL) course. Special emphasis will be on the aesthetic domains of visual arts, music, science, drama, movement and other creative outlets, as well as hands-on work with agencies/students in the SLC community. This methods class integrates basic skill development (literacy, math, core content areas) with these, and other innovative and creative learning strategies.

This interactive course also provides students with a practical framework for building effective and meaningful curriculum for children in PreK through 6th grade classrooms. Students will study, participate in and practice methods in planning and implementing an integrated curriculum. Emphasis will be placed on the *Utah State Core Curriculum* and the **National Association for the Education of Young Children's Developmentally Appropriate Practices**, in an effort to provide an in-depth knowledge of authentic, integrated learning in a child-centered classroom. Guest lecturers will also provide innovative and practical teaching ideas from a variety of PreK and elementary education settings.

Learning Outcomes:

The purpose of this course is to prepare students to plan and implement integrated learning opportunities for young children as an alternative to a compartmentalized subject matter approach to curriculum organization. By the end of this course students will have opportunities to:

- Explore the critical role of hands-on, experiential learning in the education of young (PreK thru elementary years) children
- Build effective and meaningful curriculum using knowledge of how children construct meaning from their environment

- Understand how to effectively plan, implement and evaluate classroom projects that will meet children’s individual and group needs
- Determine what constitutes developmentally appropriate curriculum for children of different age/grade levels and become familiar with national and state curriculum standards (PreK-6th grade)
- Become conversant with teaching strategies and methodologies that promote intellectual curiosity, problem solving and decision-making skills in young children.

Goals for Community Engaged Learning:

1. To enhance student’s learning through community engagement, including but not limited to curriculum input from educational leaders in the community, observation opportunities of exemplary educational programs, and active participation in community organizations through Community Engaged Learning (CEL) projects.
2. To serve the needs of the Glendale/Mountain View Community Learning Center (Through UNP – University Neighborhood Partners) as identified by instructional leaders from UNP and the CLC, by designing, planning and implementing programming for young children in the community.
3. To serve the needs of BTSALP (Beverly Taylor Sorenson Arts Learning Program) as identified by instructional leaders from BTSALP and Arts Specialists in school districts across the Wasatch Front, by designing, planning and implementing programming for elementary school aged children in BTSALP schools.
4. To reflect and discuss the Community Engaged Learning in a way that will benefit the academic growth of students in the class

Class Requirements: Grades will be assigned on the following basis:

1.	In Class Participation / Small Group Activities & Attendance	200 points
2.	Five Quizzes on Readings / Five Reflections	100 points
3.	Curriculum Webbing Activity	50 points
4.	Lesson Plan	25 points
5.	Field Observation/Reflection	50 points
6.	Community Engaged Learning Project and Response or	125 points

Class Participation

Due to the interactive nature of this course, full participation is extremely important. Participation in class discussion and small group activities is required. Please have reading requirements completed prior to class and allow flexibility for the schedules of guest speakers. If you attend only the first part of class, inform the instructor and you will be given partial credit. **Students are allowed one absence during the semester, more than that will result in a 10 pt. grade reduction per class missed.**

Quizzes on Readings/Class Discussions

A critical component of this course is the selected readings. To ensure discussions are both meaningful and relevant, students should have assigned readings completed *prior* to each class. Quizzes will be given during the first 15 minutes of class so please **BE ON TIME**.

Reflections: Field Trips/Guest Speakers

On specific dates, listed in the course calendar, students will be asked to write a class reflection relating to the field trip/special assignment or guest speaker. Responses are a written summary of a presentation and a personal opinion relating to the topic/content. **These are open reflections and not guided by specific questions.**

Curriculum Webbing

Ideas for curriculum topics will be sketched out including several classroom activities. Activities will be listed in detail, using a specific webbing format that represents possibilities of a quality, integrated curriculum experience. These activities will be based on curriculum objectives and /or Utah State Core Curriculum standards.

Lesson Plan

Using the above webbing as a starting point, curriculum topics will be broken down into a specific lesson plan.

Field Observation/Reflection

Students will have the opportunity to observe in a classroom of their choosing – PreK through 6th grade. Students will observe various elements of the classroom environment and curriculum for a four-hour period. A Field Observation/Reflection form will be filled out and turned in following the experience. This must be an original observation. Use of an observation/reflection from another class or an observation/reflection that has been submitted previously will result in a failing grade for the course.

Community Engaged Learning Project/Response

The purpose of this course is to prepare students to plan and integrate learning opportunities that are an alternative to a compartmentalized subject matter approach to curriculum organization. Students in this class will have an opportunity to demonstrate an understanding of this process by creating and teaching a 2 to 3 hour class, under the supervision of the course instructor, for elementary/preschool aged children in a BTSALP school. Students will also plan and implement an integrated educational project to be delivered to students in Utah public schools. This project will require 3-4 hours of research/planning outside of class time, as well as 2 to 3 hour teaching block in the elementary school settings. The specifics and guidelines for these projects will be discussed in class. The instructor will give feedback on individual teaching activities and assessment and will include feedback from the instructor as well as self-reflection as described above. A brief response paper will be written during the last class.

On specific dates, listed in the course calendar, students will be asked to write a class reflection relating to specific Community Engaged Learning projects. Responses are a written reflection of what occurred before (creating and planning), during (awareness through personal observation, flexibility, management) and after (What did you learn from the experience?) the community engaged project. A summary and in class presentation should explain your project to classmates and connect back to academic content.

Grade Breakdown

550 – 514 A 513 – 490 A- 489 – 472 B+ 471 – 454 B 453 – 430 B- 429 – 370 C
369 – We'll talk.

University and Departmental Policies:

Expectations:

It is expected that students will maintain a respectful and civil atmosphere during class meeting. Thus, expectations are that students:

- Arrive to class on time, and on a regular basis. It is important for your own learning and for the good of the class that you are in class every session, on time, and ready to go with all readings and any other assignments completed. Regular class participation is very important to this class since much of the course content will come from the class sessions, lectures, and group discussions. Again, please be prepared to be an active voice in class! At my discretion, you may lose points for consistent nonparticipation in class activities and discussions.
- It will be impossible to do well in this course without attending regularly. If you must miss a class, you are responsible for arranging with a classmate to collect handouts and to fill you in on course content. You are also responsible for any additional information about assignments that were given in class.
- Complete the required assignments.
- Show courtesy and respect to fellow students during all classroom activities. Please remember that everyone in the class had good ideas and that each individual's response to the readings helps to enrich the group's understanding and discussions.
- **Prevent disruptions by turning off and refraining from use of cell phones, and by putting away extraneous reading materials. Please refrain from text messaging during class. Use of laptop computers in class is not allowed without the instructor's permission.**
- Adhere to the University of Utah code for student conduct (see below).

Students with Special Needs/Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Academic Honesty

All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and **submitting the same work for more than one course without the permission of both instructors**. Any of these actions will not be tolerated.

If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations.

A faculty member who discovers or receives a complaint of misconduct relating to an academic activity for which the faculty member is responsible shall take action under this code and impose an appropriate sanction for the misconduct.

Upon receipt of a complaint or discovery of academic misconduct, the faculty member shall make reasonable efforts to discuss the alleged academic misconduct with the accused student no later than twenty (20) business days after receipt of the complaint and give the student an opportunity to respond. Within ten (10) business days thereafter, the faculty member shall give the student written notice of the academic sanction, if any, to be taken and the student's right to appeal the academic sanction to the Academic Appeals Committee for the college offering the course. Such sanctions may include requiring the student to rewrite a paper(s) or retake an exam(s), a grade reduction, a failing grade for the exercise, or a failing grade for the course.

If the faculty member imposes the sanction of a failing grade for the course, the faculty member shall within ten (10) business days of imposing the sanction, notify in writing, the chair of the student's home department and the senior vice president for academic affairs or senior vice president for health sciences, as appropriate, of the academic misconduct and the circumstances which the faculty member believes support the imposition of a failing grade. If the sanction imposed by the faculty member is less than a failing grade for the course, the faculty member should report the misconduct to the dean or chair of the student's home department or college. Each college shall develop a policy specifying the dean and/or the chair as the appropriate person to receive notice of sanctions less than a failing grade for the course.

For further information about the University of Utah's policies regarding academic misconduct, please refer to the online version of the Student Handbook and look for "University Code":
<http://www.acs.utah.edu/sched/handbook/toc.htm>

University Drop and Withdrawal Policies:

You may *drop* this class without penalty or permission until Friday, Sept. 3, 2021. After that you may *withdraw* from the course until Friday, Oct. 22, 2021 but a "W" will be recorded on your academic record, and applicable tuition and fees will be assessed. After Friday, Oct. 22, 2021 you will not be allowed to withdraw from this course. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801- 481-5808).

Incompletes:

In order to qualify for an "Incomplete" in any University of Utah course, you must complete no less than 80% of the course work *and* be in good standing (i.e., have earned at least a C on all completed work) *and* receive permission from the instructor. **The FCS Department Policy is that students who do not complete the work within 1 year will automatically receive a failing grade.** No exceptions will be made to this policy.

Technology Statement:

It is expected that students will maintain a respectful and civil atmosphere during class meetings. Thus, expectations are that students:

- Prevent disruptions by turning off and refraining from use of cell phones, and by putting away extraneous reading materials. Use of laptop computers in class is not allowed without the instructor's permission.
- Adhere to the University of Utah code for student conduct.

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states "*the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.*"

Instructor Responsibilities:

The instructor will: **(FCS Department policy bolded)**

1. **Be prepared for class.**
2. **Arrive on time or early for class and have all equipment set up.**
3. **Use a variety of teaching methods**, including lecture, group work, discussion, demonstrations, film, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
4. **Provide feedback on assignments in a timely manner.**
5. **Be available for individual consultation during office hours or by appointment.**
6. **Reply to email within 48 hours, not including weekends or holidays.**
7. Follow all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
8. **Comply with the final exam schedule. Final papers (in place of exams) should be due at the final exam time. Final projects or presentations should also follow this schedule.**
9. **Not cancel classes – if there is an emergency situation, efforts should be made to inform students.**
10. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students. For the full list of faculty responsibilities at the University of Utah, see <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>

Student Responsibilities for the course: You are expected to . . .

1. Spend 2-3 hours per credit hour in preparing for this class, including completing reading assignments, written assignments, and studying for exams. As this is a 3 credit hour course, you should plan to spend 6-9 hours per week in preparation for this course in addition to class time.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time or make alternate arrangements for completing assigned work with the instructor in advance of assigned due dates.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period – arriving late and/or leaving early will be disruptive to group work and class discussions.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. Seek help from the instructor (and other resources such as the Center for Disability Services of the Writing Center) whenever necessary, and before minor problems become major barriers to learning.
8. Refer to the syllabus and the class webpage for important information pertaining to exams, written assignments, and class policies.

For the full list of student rights and responsibilities at the University of Utah, see

<http://www.admin.utah.edu/ppmanual/8/8-1-.html>

Student Responsibilities for Community Engaged Learning: You are expected to . . .

1. Participate in class discussions regarding specific roles and responsibilities of working with community organizations **before** CEL projects begin. Students are encouraged to ask questions about their roles and the nature of the CEL relationship.
2. Adhere to basic expectations for professional behavior while serving in the community. Examples of these expectations are appropriate dress, no excessive cell-phone use, etc. These expectations will be discussed in class **before** students begin work in the community.

Scheduling Accommodations:

Students should register for courses for which they have no scheduling conflicts. Instructors should be very cautious in providing accommodations for students missing classes due to trips, family events, etc. It is the student's responsibility to get class information from other students (not the instructor). U of U policy allows students to make up assignments and exams if they are participating in officially sanctioned University activities such as intercollegiate athletics. If students miss an exam due to illness, medical documentation (i.e., a doctor's note) should be provided in order to make up missed work. Except in the case of an emergency, students must inform the instructor before the exam.

Sensitive Topics:

Occasionally, some writing, lectures, film, or presentations in courses include material that some students may find offensive. Please review the syllabus carefully to see if this is a class you are committed to talking. If you have a concern, please discuss it with me at your earliest convenience. In all cases, the policies of the University of Utah will be followed.

TENTATIVE CALENDAR**FCS 2640-002****Fall 2021(Draft)**

Non-Contract Note: This syllabus is not a binding, legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

CLASS		READINGS & ASSIGNMENTS DUE
Week One Tuesday Aug. 24 th	Create name cards, introductions Review of course syllabus Web Exploration First Impression Activity	
Week Two Tuesday Aug. 31 st	<i>Building the Primary Classroom</i> "Knowing the Children You Teach" Small Group Activities: <ul style="list-style-type: none"> • Developmental Characteristics • Understanding the Influence of Culture Individual Activity: Learning about the Individual Characteristics of Children Panel Discussion: <i>Why We Teach</i> : Becca, Celena, Sierra, Jenny,	Due: Web Search Writing Assignment/Definition
Week Three Tuesday Sept. 7 th	<i>Building the Primary Classroom</i> "Building A Classroom Community" Small Group Activities: <ul style="list-style-type: none"> • Defining Community • Welcoming Children to the Classroom • Meetings to Build Classroom Communities Guest Speaker: Beth Jameson Tanner	Due: Reflection on <i>Why We Teach</i> panel Quiz #1- Knowing the Children You Teach
Week Four Tuesday Sept. 14 th	Classroom Environments: Field Trip: Rowland Hall Beginning School	Due: Reflection on Beth Tanner <i>Building a Classroom Community</i> Quiz #2 – Take Home Quiz – Community and Environments

<p>Week Five</p> <p>Tuesday Sept. 21st</p>	<p><i>Building the Primary Classroom</i> Establishing a Structure for Your Classroom”</p> <p>Small Group Activities:</p> <ul style="list-style-type: none"> • Different Types of Structure • Stores Where I Hate to Shop • Messages Conveyed by the Structure • Integrating Literacy and Drama: <p>Guest Speaker: Meighan Smith</p>	<p>Due: Reflection on Classroom Environments</p> <p>Take Home - Quiz #2</p>
<p>Week Six</p> <p>Tuesday Sept. 28th</p>	<p><i>Building the Primary Classroom</i> “Guiding Children’s Learning”</p> <p>Small Group Activities:</p> <ul style="list-style-type: none"> • Making Learning Meaningful • Helping Children Construct Knowledge • Stages in the Learning Process • Investigation, Representation, Reflection <p>Using Children’s Literature in the Classroom Guest Speaker: Amy Jorgensen</p>	<p>Due: Reflection on Integrating Literacy and Drama</p> <p>Quiz #3 Establishing Structure</p>
<p>Week Seven</p> <p>Tuesday Oct. 5th</p>	<p><i>Building the Primary Classroom</i> “Assessing Children’s Learning”</p> <p>Discuss Field Observation Assignment</p>	<p>Due: Reflection on Using Children’s Literature in the Classroom</p> <p>Quiz #4 Guiding Children’s Learning</p>
<p>Week Eight</p> <p>Tuesday Oct. 12th</p>	<p>Fall Break – No classes</p>	
<p>Week Nine</p> <p>Tuesday Oct. 19th</p>	<p>Field Trip/Guest Speaker: Mind Mapping - Paige Pectol</p>	<p>Take Home - Quiz #5 Assessing Children’s Learning</p>
<p>Week Ten</p> <p>Tuesday Oct. 26th</p>	<p>Effective Lesson Plans Webbing as a method of Curriculum Planning</p> <p>Group Activities:</p> <ul style="list-style-type: none"> • Large group webbing <p>Small group webbing</p> <p>Integrating Visual Art: Jen Terry</p>	<p>Due: Reflection on Mind Mapping</p> <p>Take Home – Quiz #5</p>
<p>Week Eleven</p> <p>Tuesday Nov. 2nd</p>	<p>Field Trip/Guest Speaker: Kimi Bayless</p>	<p>Reflection on Integrating Art</p>
<p>Week Twelve</p> <p>Tuesday Nov. 9th</p>	<p><i>Building the Primary Classroom</i> “Building Partnerships with Families” – Reading Assignment</p>	<p>Due: Reflection on Kimi Bayless and Technology in the classroom</p>

Week Thirteen Tuesday Nov. 16 th	Integrating Science – Dayna Koch	Field Observation
Week Fourteen Tuesday Nov. 23 rd	Field Trip/Guest Speaker – Nicole Blank	Due: Curriculum Webbing & Lesson Plan Reflection on Integrating Science Drop Dead Date!
Week Fifteen Tuesday Nov. 30 th	CEL Completion	Extra Credit: Reflection on Wasatch Elementary/Nicole Blank
Week Sixteen Tuesday Dec. 7 th	Final Presentations Putting It All Together Community Engaged Project - In Class Reflections Reading Day: Friday, Dec. 10, 2021 Finals Week: Dec. 13 th thru Dec. 17 th 2021	Informal presentations of Community Engaged Projects In Class Response Papers