

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

"Preparing students to serve as effective, reflective and caring teachers."

COURSE SYLLABUS
EEC 4210

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EEC 4210
Section #:	3801
Credit Hours:	3
Co-requisites:	EEC 4940
Pre-requisites:	EEC 3204 and Admission to: EDST-BS or Admission to: EDST-BS or Admission to: Prekindergarten/Primary Education (age 3 through grade 3) with Infused ESOL and Reading BS.

Day, Time and Campus:	Monday	6:00-8:40pm	Clearwater
Modality:	Blended		
Professor:	Mary Harper, PhD		
Office Hours:	Refer to Instructor Webpage	http://www.spcollege.edu/instructors/id/harper.mary	
Office Location:	Clearwater	NM-133	
Office Phone:	727-791-2480		
Email Address:	Harper.mary@spcollege.edu		

ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.		
Office Location & Number:	Tarpon Springs	BB 101	

I. COURSE DESCRIPTION

This course is designed to increase understanding of creative experiences for children three to eight years of age (prekindergarten to grade three). Emphasis is placed on creating and adapting meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and drama. The course promotes methods to incorporate creativity into all aspects of the curriculum.

II. MAJOR LEARNING OUTCOMES

1. The student will describe the importance of creativity and creative thinking by:
 - a. defining creativity and the arts.
 - b. summarizing the four dimensions of creativity.
 - c. identifying the characteristics of learning theories as they relate to creativity in the early years.
 - d. outlining the relationship of multiple intelligences to creativity.
 - e. explaining the relationship of divergent thinking to creative expression.
2. The student will analyze a creative learning environment by:
 - a. identifying the characteristics of a creative teacher.

- b. defining a physical environment that encourages creativity in the visual arts, music, creative drama and movement.
- c. arranging instruction to include open-ended activities and materials to be used with children.

3. The student will evaluate the importance of play by:

- a. outlining the relationship between major theories and the role of play.
- b. describing various qualities and types of play.
- c. explaining how play affects the development of children in all domains.
- d. illustrating characteristics of social play at different stages.
- e. developing instructional experiences which are integrated in learning centers to be used with children.
- f. explaining the teacher's role during both indoor and outdoor children's play.

4. The student will define the principles and practices of artistic development by:

- a. outlining the stages of artistic development from age three to grade three.
- b. comparing process-oriented experiences to product-oriented experiences.
- c. examining appropriate ways to introduce artists and their work to children.

5. The student will develop appropriate opportunities for children to create art by:

- a. selecting appropriate art activities and materials for children.
- b. defining instructional strategies that include two and three dimensional art activities for children.
- c. creating an art center which integrates low cost materials.

6. The student will integrate developmentally appropriate music activities into early childhood programs by:

- a. describing the characteristics of musical development of children.
- b. applying instructional strategies that include the four components of music.
- c. developing a lesson/unit that includes appropriate songs, recordings and musical instruments for children.
- d. describing how music can be used in routines, transitioning and building a source of community.

7. The student will integrate developmentally appropriate creative experiences that enhance motor development by:

- a. defining theories that explain the importance of movement.
- b. outlining the development of movement in children.
- c. illustrating appropriate movement activities into the curriculum, both indoors and outdoors, for children.

8. The student will explain the concepts associated with creative drama by:

- a. connecting the relationship between drama and how young children learn.
- b. identifying the benefits of including creative drama in the early childhood classroom.
- c. outlining the different types of drama that can be used with children.
- d. constructing instructional experiences which include different types of creative drama, play making and reader's theater for children.

9. The student will analyze the rationale for the arts being integrated into all aspects of the curriculum by:

- a. composing a position paper supporting a child's right to the expressive arts.
- b. differentiating the characteristics of teaching with the arts, about the arts, and through the arts.
- c. illustrating how the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practices has an impact on the arts in the classroom.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required :
	<ul style="list-style-type: none"> Mayesky, M. (2009). Creative Activities for Young Children (10th ed.). Cengage ISBN 9781305611597 Wurm, J. P. (2005). Working in the Reggio Way: A Beginner's Guide for American Teachers (2nd ed.). Gryphon House, Inc., ISBN: 9781929610648
	Recommended: None

Students using **eBooks** must have access to the **eBooks** during class sessions.

B. Supplemental Material

Resources:	
Materials:	
Library:	http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods. The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.
All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

D. Supplies

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IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours Course Requirements

This course requires 0* hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

*While zero hours may be required, there are assignments that will require some contact in early childhood classrooms to gather the information required to accurately complete the assignment and meet the aligned competencies

B. ALL Course Assignments

<p>Lewis Lesson Study: Early Childhood Integrated Methods (Social Studies, Language Arts, and Reading, through the Creative Arts)</p> <ul style="list-style-type: none"> - Discussion Memo - In Class: Presentation & Post Presentation Reflection <ul style="list-style-type: none"> o Lesson - Post Reflection Write Up
<p>The Progettazione</p> <ul style="list-style-type: none"> — The Progettazione – An Introduction — The Progettazione – Overview — The Progettazione – Application 1; Application 2; and Application 3 — The Progettazione – 5 Unit Plan & Virtual Field Trip
Research Article Synopsis: Power of Creative Arts to Support Curricular Outcomes

<ul style="list-style-type: none"> - Article One - Article two
Creative Arts Education in the News: Examples of What Works and Why <ul style="list-style-type: none"> - Article One - Article Two
Reggio in Public Education: “How to Make it Happen!” a Perspectives Project <ul style="list-style-type: none"> - Paper/Project
SAE Expect Guide, Handout, and Game

UCC Assignments: *Teacher candidates must demonstrate UCC competencies and earn a ‘C or above (at least 75%)’ on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.*

FEAP Assignment Rubrics: *In addition to a ‘C or above’, a teacher candidate must also earn a ‘minimum’ score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.*

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table above.

*** Assignments labeled with an (*) denote required assignments that must be passed at 75%.**

For courses with lesson planning:

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

<https://docs.google.com/document/d/1VrvFtlW9RPI2YgbSrHdstAkktD-BtneMQuttI5khNzQ/edit?usp=sharing>

B. SPC SYLLABUS STATEMENTS

<http://www.spcollege.edu/addendum/index.php>

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

Click here to enter text.			
Sessions	Topics	Assignments	Due Dates
Course Overview	Course Description Major Learning Outcomes Structure of Course MYCOURSES Tutorial	<ul style="list-style-type: none"> Start Here Quiz 	Refer to MYCOURSES calendar
Module 1 Subunit 1.1	Fostering Creativity and Aesthetics in Young Children: The Concept of Creativity	<ul style="list-style-type: none"> SubUnit 1.1: Creative Reflection Activity Assignment 1.1: The Progettazione – An Introduction 	Refer to MYCOURSES calendar
Module 1 Subunit 1.2	Fostering Creativity and Aesthetics in Young Children: Promoting Creativity	<ul style="list-style-type: none"> SubUnit 1.2: Social Studies Knowledge – Social Skills Assignment 1.2: Lewis Lesson Study – Sign Up 	Refer to MYCOURSES calendar
Module 1 Subunit 1.3	Fostering Creativity and Aesthetics in Young Children: Aesthetics	<ul style="list-style-type: none"> SubUnit 1.3: Current Issues & Methods around Creativity and Schools Assignment 1.3: Reggio in Public Education – Defining It Quiz One 	Refer to MYCOURSES calendar
Module 2 Subunit 2.1	Art and the Development of the Young Child: The Developmental Levels of Art	<ul style="list-style-type: none"> SubUnit 2.1: Creative Reflection Activity Assignment 2.1: The Progettazione – Overview 	Refer to MYCOURSES calendar
Module 2 Subunit 2.2	Planning and Implementing Creative Arts: Creative Activities and Environments	<ul style="list-style-type: none"> SubUnit 2.2: Social Studies Knowledge – History Assignment 2.2: Lewis Lesson Study – Discussion Memo 	Refer to MYCOURSES calendar
Module 2 Subunit 2.3	Planning and Implementing Creative Arts: Technology & Creativity	<ul style="list-style-type: none"> SubUnit 2.3: Current Issues & Methods around Creativity and Schools Assignment 2.3: Reggio in Public Education – Creative Arts Education in the News: Examples of What Works and Why: Article One & Two Quiz Two 	Refer to MYCOURSES calendar
Module 3 Subunit 3.1	Developing the Visual Arts Program: Program Basics, 2-D, & 3-D Art	<ul style="list-style-type: none"> SubUnit 3.1: Creative Reflection Activity Assignment 3.1: The Progettazione – Application 1 	Refer to MYCOURSES calendar

Module 3 Subunit 3.2	Developing the Creative Arts Program: Dramatic Play, Puppetry, & Drama	<ul style="list-style-type: none"> • SubUnit3.2: Social Studies Knowledge – Geography • Assignment 3.2: Lewis Lesson Study – Presentation 	Refer to MYCOURSES calendar
Module 3 Subunit 3.3	Developing the Creative Arts Program: Music and Creative Movement	<ul style="list-style-type: none"> • SubUnit 3.3: Current Issues & Methods around Creativity and Schools • Assignment 3.3: Reggio in Public Education – Research Article Synopsis: Power of Creative Arts to Support Curricular Outcomes: Article One & Article two • Quiz Three 	Refer to MYCOURSES calendar
Module 4 Subunit 4.1	Creative Experiences in Early Childhood Programs: Creative Language Arts Experiences	<ul style="list-style-type: none"> • SubUnit 4.1: Creative Reflection Activity • Assignment 4.1: The Progettazione – Application 2 	Refer to MYCOURSES calendar
Module 4 Subunit 4.2	Creative Experiences in Early Childhood Programs: Creative Science and Math Experiences	<ul style="list-style-type: none"> • SubUnit4.2: Social Studies Knowledge – Economics • Assignment 4.2: Lewis Lesson Study – Presentation 	Refer to MYCOURSES calendar
Module 4 Subunit 4.3	Creative Experiences in Early Childhood Programs: Creative Social Studies Experiences	<ul style="list-style-type: none"> • SubUnit 4.3: Current Issues & Methods around Creativity and Schools • Assignment 4.3: Reggio in Public Education –Research Project Outline & All Identified Resources • Assignment 4.4 - SAE Expect Guide, Handout, and Game • Quiz Four 	Refer to MYCOURSES calendar
Module 5 Subunit 5.1	Creativity: A Multicultural View: Creativity, Diversity, and EC Programs	<ul style="list-style-type: none"> • SubUnit 5.1: Creative Reflection Activity • Assignment 5.1: The Progettazione – Application 3 	Refer to MYCOURSES calendar
Module 5 Subunit 5.2	Creativity: A Multicultural View: The Common Bond Curricula	<ul style="list-style-type: none"> • SubUnit 5.2: Social Studies Knowledge – Civics & Government • Assignment 5.2: Lewis Lesson Study –Reflection Paper 	Refer to MYCOURSES calendar
Module 5 Subunit 5.3	Creativity: A Multicultural View: Children’s Literature and the Arts	<ul style="list-style-type: none"> • SubUnit 5.3: Current Issues & Methods around Creativity and Schools • Assignment 5.3: Reggio in Public Education –“How to Make it Happen!” a Perspectives Research Project • Assignment 5.4 - Assignment 4.4 - SAE Expect Guide, Handout, and Game • Quiz Five 	Refer to MYCOURSES calendar

Final Module	Final Review Module	<ul style="list-style-type: none"> • Postings to Chalk & Wire • Final Exam: Content and Application • Creative Arts Virtual Field Trip Assignment 	Refer to MYCOURSES calendar
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VII. Uniform Core Curriculum Assignments

Assignment Name	UCC	Specific Indicator
Lewis Lesson Study: Early Childhood Integrated Methods - Social Studies, Language Arts, and Reading, through the Creative Arts	FEAP	1.c
	FEAP	3.a
	FEAP	3.b
	FSAC	PKP 1.4.5
	FSAC	PKP 2.2.5
	FSAC	PKP 2.2.6
	ESOL	3.1
Course Assignments	OE	c