ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION
"Preparing students to serve as effective, reflective and caring teachers."

COURSE SYLLABUS
EEC 4227

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

Course Prefix:	EEC 4227
Section #:	3802
Credit Hours:	3
Co-requisites:	EEC 4943
Pre-requisites:	EEC 3204 and Admission to: EDST-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 the development of creativity and the importance of creative experiences from birth through four years of age. Emphasis is placed on creating and adapting meaningful, challenging, engaging and developmentally supportive learning experiences in art, music, movement, and dramatics. This course requires 15 field experience hours in an early childhood setting. The course incorporates methods to promote creativity into all aspects of the curriculum.

II. MAJOR LEARNING OUTCOMES

1. The student will evaluate 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. analyzing the relationship of multiple intelligences to creativity.
   e. explaining the relationship of divergent thinking to creative expression.

2. The student will analyze the teacher's role in fostering creativity by:
   a. differentiating the characteristics of a creative teacher.
   b. organizing 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. comparing the major theories of the development 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. arranging 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 analyze the principles and practices of artistic development by:
    a. explaining the stages of artistic development from birth to age four.
    b. comparing process-oriented experiences to product-oriented experiences.

5. The student will organize appropriate opportunities for children to create art by:
    a. choosing appropriate art activities and materials for children.
    b. defining instructional strategies that include two and three dimensional art activities for children.
    c. designing an art center which integrates low cost materials.

6. The student will design developmentally appropriate music activities in early childhood programs by:
    a. considering the characteristics of musical development of children.
    b. choosing 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. illustrating how music can be used in routines, transitioning and building a source of community.

7. The student will design developmentally appropriate creative experiences that enhance motor development by:
    a. choosing characteristics of theories that explain the importance of movement.
    b. explaining the development of movement in children.
    c. compiling appropriate movement activities into the curriculum, both indoors and outdoors, for children.

8. The student will integrate concepts associated with creative drama by:
    a. connecting the relationship between drama and how young children learn.
    b. explaining the benefits of including creative drama in the early childhood setting.
    c. outlining the different types of dramatic activities that can be used with children.
    d. constructing instructional experiences which include different types of creative drama and play making for children.

9. The student will analyze the rationale for the arts being integrated into all aspects of the curriculum by:
    a. researching a "position paper" and explaining how it supports 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 : • Gandini, L. & Edwards, C. P. (2000). Bambini: The Italian Approach to Infant/Toddler Care, ISBN: 9780807740088

	• Mayesky, M. (2009). Creative Activities for Young Children (10th ed.). Cengage, ISBN: 9781285329659
	Recommended: None

Students using **eBooks** <u>must</u> 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

>

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 accurate complete the assignment and meet the aligned competencies.

>

B. ALL Course Assignments

Click here to enter text.

Lewis Lesson Study: Early Childhood Integrated Methods (Social Studies, Language Arts through the Creative Arts)
    -   Discussion Memo
    -   In Class: Presentation & Post Presentation Reflection
         o   Lesson
    -   Post Refelction Write Up

The Progettazione
    —   The Progettazione – An Introduction
    —   The Progettazione – Overview
    —   The Progettazione – Application 1; Application 2; and Application 3
    —   The Progettazione – 5 Unit Plan & Virtual Field Trip

Creative Activities: Content to Context
    —   Creative Activities: Content in Context – Assessing Environment & Learning
    —   Creative Activities: Content in Context – Changing the Environment

> — Creative Activities: Content in Context– Changing the Learning (the planning)
> — Creative Activities: Content in Context – Changing Practice Part I
> — Creative Activities: Content in Context – Changing Practice Part II

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/1VrvFtlW9RPl2YgbSrHdstAkktd-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	• Start Here Quiz	Refer to MYCOURSES calendar
Module 1 Subunit 1.1	Fostering Creativity and Aesthesis in Young Children: The Concept of Creativity	• 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 Aesthesis in Young Children: Promoting Creativity	• SubUnit1.2: 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 Aesthesis in Young Children: Aesthetics	• SubUnit1.3: Current Issues & Methods around Creativity and Schools • Assignment 1.3: Creative Activities: Content in Context – Assessing Environment & Learning • Quiz One	Refer to MYCOURSES calendar
Module 2 Subunit 2.1	Art and the Development of the Young Child: The Developmental Levels of Art	• 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	• 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	• SubUnit2.3: Current Issues & Methods around Creativity and Schools • Assignment 2.3: Creative Activities: Content in Context – Changing the Environment • Quiz Two	Refer to MYCOURSES calendar
Module 3 Subunit 3.1	Developing the Visual Arts Program: Program Basics, 2-D, & 3-D Art	• 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	• 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	• SubUnit 3.3: Current Issues & Methods around Creativity and Schools • Assignment 3.3: Creative Activities: Content in Context– Changing the Learning (the planning) • Quiz Three	Refer to MYCOURSES calendar
Module 4 Subunit 4.1	Creative Experiences in Early Childhood Programs: Creative Language Arts Experiences	• 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	• 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	• SubUnit 4.3: Current Issues & Methods around Creativity and Schools • Assignment 4.3: Creative Activities: Content in Context – Changing Practice Part I • Quiz Four	Refer to MYCOURSES calendar
Module 5 Subunit 5.1	Creativity: A Multicultural View: Creativity, Diversity, and EC Programs	• 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	• 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	• SubUnit 5.3: Current Issues & Methods around Creativity and Schools • Assignment 5.3: Creative Activities: Content in Context – Changing Practice Part II • Quiz Five	Refer to MYCOURSES calendar
Final Module	Final Review Module	• Final Exam: Content and Application • Creative Arts Virtual Field Trip Assignment	Refer to MYCOURSES calendar

VII. Uniform Core Curriculum Assignments

There are no UCC assessment points/assignments in this course.