

ECED 368: Curriculum & Methods: Art, Music, Creative Movement, & Creative Dramatics (3 credits) Syllabus

Fall Semester 2020

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Class Sessions: Wednesday 4:30-6:20pm

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Required Course Materials

Course Text (Rental)

- 📖 Mayesky, M (2015). *Creative Activities for Young Children* (11th ed.). Belmont, CA: Wadsworth, Cengage Learning

Supplementary Reading (Available on Canvas – to be verified)

- 📖 Beloglovsky & Daly (2015): *Early Theories Made Visible*.

Supplementary Course Materials (Available on Canvas – to be verified)

- 📖 Articles/Readings needed on the following topics: Brain Research findings, EC theories, Developmentally-Appropriate Practiced (DAP), Personal Dolls, Globalization, STEM, and Play Integration
- 📖 Video Clips: Presentations and Webinars on EC theorists, STEM in Early Childhood (NAEYC), other Creative Curriculum and Activities for young children.
- 📖 Article Search & Reviews: conduct a search and review an article on Persona Dolls in relation to Globalization/Diversity.

ECED 368: Course Description:

Introduction to curriculum and methods for using expressive arts and characteristics of play to enhance development and learning of young children. Implications of specific theories (Piaget, Vygotsky, Howard Gardner, Erik Erikson and the Reggio Emilia approach) are discussed. Findings from brain research in early childhood classrooms, impact of technology, globalization, diversity, and intentional play are also integrated in the course. Practicum experience in an EC setting is an essential component of the course.

Course Content:

- ✓ Class Meetings: discussion, hands-on presentations in expressive arts, and reviews of topics
- ✓ Assignments: weekly reviews, thematic presentations, practicum experience, unit plan
- ✓ Practicum: 2-hour weekly field experience in early childhood classrooms (that involves observation and documentations, curricula support, lesson plan, and focus curriculum summary)

Learning Outcomes:

Knowledge: (KNOW)

- Participants will describe findings from research on early brain development and socio-emotional growth.
- Participants will explain and critique ideas shared by EC theorists.
- Participants will list the impact of exploring diversity on their teaching practices.

Skills: (ABLE TO DO)

- Participants will be able to design learning activities reflective of their knowledge of specific theoretical perspectives on EC, brain findings, and socio-emotional growth.
- Participants will be able to plan activities that engage learners' knowledge of STEM.
- Participants will demonstrate how to explore diversity, globalization, and anti-bias practiced through the use of Persona Dolls.

Disposition: (VALUE/APPRECIATE)

- Participants will appreciate different theoretical perspectives in early childhood classrooms.
- Participants will value planning meaningful activities and learning environments for young children.
- Participants will value the significance of diversity and STEM.

Dispositions

In 2010, the School of Education adopted the Professional Educational Program Teacher Candidate Dispositions. Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. All students are expected to show continued progress in these dispositions focusing on Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions. Should the need arise; a tiered-approach is available and individualized to individual students.

In TASC #10

10r. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (disposition).

10t. The teacher embraces the challenge of continuous improvement and change (disposition).

Attendance: Please read carefully.

- ✓ Each student is **required** to attend class regularly. With our new and uncertain times during COVID-19, attendance will be taken each class period, but you will not be graded on attendance alone. That being said, please make every attempt to attend class. If you are not able to attend class, please email Professor Maus before class if possible. Participation will be taken by your weekly discussions during class and discussion posts on Canvas.
- ✓ In case of approved absence, the student is responsible for obtaining course materials from group members or/and other colleagues.
- ✓ Your participation in weekly class discussions, and the design and implementation of hands-on activities in class count towards your overall grade.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty

and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Personal Conduct & Professionalism

As we meet on Wednesdays, students are expected to

- Ⓢ Follow University guidelines of social distancing, wearing face masks, and disinfecting procedures. There will be a seating chart, please place your name tags in front of your seat at the beginning of each class.
- Ⓢ STOP all side conversations and dialogues when class starts.
- Ⓢ Be respectful of others and yourselves – listen, ask helpful Qs, acknowledge others' efforts.
- Ⓢ Dress professionally to class and practicum placements – Please do NOT wear clothing that are torn or expose chest, hips. Wear simple, neat, and professional looking clothing.
- Ⓢ Turn off and/or silence your cell phone at all times in class.
- Ⓢ STOP texting or playing games on the phone or laptop. Refrain from using your cell phone and computer for anything other than class discussion.
- Ⓢ Be a Team Player. Do your share of work. Be dependable.

Classroom Behavior

Collegiality, mutual respect, and tolerance are expected of every student enrolled in this course. The ability to work well with other people is an important characteristic in the more team-oriented workplace of today (maintain professionalism). Please use tact and diplomacy in resolving conflicts, speaking to a classmate, and discussing issues or concerns with the instructor. Any personal information about children and/or adults that is shared during class sessions should not be discussed with others outside the classroom (maintain confidentiality).

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance;
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification

in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Face Coverings:

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing

a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646). As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Canvas: This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Assignments: Students are required to

- Type all class assignments in double space, with a font size of 12.
- Submit all assignments to Canvas on due dates.
- Consult Rubrics designed for specific course assignments. Doing this facilitates a successful completion of specific assignments.
- Check your Spelling, Tense, and Grammar before submitting your assignments.

PLEASE NOTE:

- **Do Not** drop off assignment in Ms. Maus' mailbox, or on office door
- **Do Not** send any assignment via email to Ms. Maus
- **Do Not** send any late and OR incomplete assignment

Ms. Maus will not grade any assignments that fall under the above

Updated: 9-11-20

Weekly Assignments: Come to class with the reading assignments done so that discussion of the chapters and supplemental readings can be done in class. Along with the required readings, there will be a Canvas discussion that you will need to participate in before class on Wednesday. A question or prompt will be posted weekly; you will need to respond no later than the Tuesday before class. You will need to post a response *by Monday* and also respond to no less than 3 classmates' posts *by Tuesday* as well. Your post should be at least one paragraph long. Paragraphs should be at least 7-10 sentences long, with correct grammar/punctuation. When responding to your classmate's posts, write at least 5 sentences. Be respectful of others opinions and thoughts. We can agree to disagree, but it should be in a respectful, professional manner.

Assignment: Summary

» Students enrolled in ECE 368 are responsible for completing the following assignments in **Groups**, and **Individually**.

- A. **Individual:** Review of weekly readings and facilitation of class discussions Each student will complete weekly class readings, submit into Canvas, and bring to class. Students will use review forms to facilitate initial class discussions of topics.
- B. **Group:** Curriculum Projects & Presentations Using the SOE Professional Program Lesson Plan Template, each group will prepare and present thematic-based activities during specific class meetings in **Art** (*on 10/21/20*), **Music/Creative Movement** (*on 11/4/20*), & **Creative Dramatics** (*on 12/2/20*).
- C. **Group:** Reflection on Classmates Presentations Each group will complete a reflection on peer presentations given during specific class meetings.

D. **Individual: Practicum Assignments** Students will complete the following assignments as part of their practicum experience at any 4K – 3rd grade classroom.

✓ **Lesson Plan & Implementation:** Using the Professional Program (SOE) Lesson Plan Template, students will plan and present an activity to learners. This lesson must be approved by Professor Maus and the Lead Teacher at your placement before implementation. Samples of lesson plan will be prepared in class. Consider the theme “FRIENDSHIP” in completing this assignment.

✓ **Weekly Journal:** Beginning from September, students will keep a weekly typed journal on the learning centers in the practicum classroom. The journal entries will feature descriptions of centers that include Art, Music, Creative Movement, & Creative Dramatics. Typed Journal Entries will be reviewed by classmates during class meetings. NOTE: If you are in a classroom where none of these curricula are featured, choose other curricula for your journal entries. MEET WITH ME TO DISCUSS YOUR OPTIONS.

✓ **Practicum Summary & Assessment:** Using the Practicum Summary Form, each student will type a summary of his/her practicum experience.

✓ **Focus Curriculum Summary:** Based on your practicum journal entries, students will prepare a 4-5 page paper on a chosen curriculum in Expressive Arts. This paper will explore the impact of this curriculum on learning experiences in your practicum classroom. Include the following in your paper:

- Identify curriculum & provide a theoretical rationale of the significance of this curriculum in Early Childhood Education. For e.g. *Creative Dramatics is improvised drama that learners in older grades (primary grades) find joyful. Creative Dramatics involves finding a solution to a problem engendered by a story in a book or created by the learners. We chose this curriculum because it promotes flexibility, higher-order thinking, joyful learning, and social interactions. According to Lev Vygotsky, the basis for higher cognitive functioning in the early years is social interactions. His major thesis was “Intelligence is social” because what you learn through interactions becomes a major pool of knowledge or pocket of tools from which you can draw confidently. Similarly, findings from brain research in early childhood attest to the social nature of the brain. How we interact with others – through play, conversations, and dialogues has an impact on our learning experience. Creative Dramatics provides that opportunity for learners to engage and use previously acquired social, cognitive, emotional, and language skills.*
- Summarize how this curriculum was set up and utilized in the classroom. Share only those interactions that struck you as “extraordinarily incredible.”
- Suggest ideas that enrich the Curriculum. For e.g. *Based on the socio-emotional competence and broader knowledge engendered by Creative Dramatics, it helps to ensure that an adult is always present in this center at all times. The presence of an adult promotes high-level thinking and helpful guidance*
- Reflection. Provide a brief discussion about what you learned from this Practicum experience, especially, keeping a journal on learning centers. Connect your discussions to at least **two** InTASC Standards. Be sure to define and describe the entire Standard e.g. InTASC **Standard #1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PLEASE NOTE THE FOLLOWING:

- ✓ Students' complete assignments must include **forms, rubrics, and paper.**
- ✓ Students will submit complete assignments on due dates into Canvas.
- ✓ Late or/and Incomplete Assignments will not be accepted nor graded.
- ✓ Assignments that are sent via email will not be accepted nor graded.

Assignments, Points, Due Date (Subject to Change)

Assignment	Due Dates	Due to	Points	INTASC Standards
Weekly Reviews of class topics (8 points weekly) Your Post = 5 Peer Reflection = 3	Weekly (9-16; 9-23; 9-30; 10-7; 10-14; 10-28; 11-18)	Canvas	56	1, 2, 3, 4, 5
Practicum weekly journal entries (5 points each turned in journal entry on specific topics) (Minimum Total of 15 hours of practicum)	Weekly	Canvas	20	1, 2, 3, 4, 5, 6, 7, 8, 10
In Class Curriculum Projects – Lesson Plan, Presentation, & Reflection (20 points each presentation)	Art = 10/21 CD = 11/4 Music & CM = 12/2	Canvas & paper copy	60	1, 2, 3, 4, 5, 6, 7, 8, 10
Reflection of Classmates Presentations (1pt. for each reflection)	Art = 10/21 (6 pt.) CD = 11/4 (6 pt.) Music & CM = 12/2 (6 pt.)	Canvas	18	1, 2, 3, 4, 5
Complete Lesson Plan & Evaluation (Individual)	12/9	Canvas	40	1, 2, 3, 6, 9, 10
Focus Curriculum Summary (Individual)	12/15	Canvas	20	1, 2, 3, 4, 5, 6, 9, 10
Practicum Summary & Evaluation (Individual)	12/15	Canvas	40	ALL

TOTAL = 254 Points

Grading Scale

- 254 – 237 = A
- 236 – 226 = A-
- 225 – 217 = B+
- 216 – 209 = B
- 208 – 198 = B-
- 197 – 189 = C+
- 188 – 181 = C
- 180 – 170 = C-
- 169 – 161 = D+

Note: Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Late Work Policy: Late work will need to be cleared with the instructor by email or phone call before class begins the day the assignment is due. Late work that is turned in will not be eligible for full credit; a maximum of 85% will be given for late assignments.

Course Outline (Subject to Change)

Date & Topic	Readings (reading requirements need to be done BEFORE class meets)	Class Activities	Assignments
9/ 2 Introduction	None	Discuss Course Content Groups Meet Readings are identified	<i>Clarify Readings for next class</i>
9/ 9 Starting Out Foundation: Socio-emotional Development	~ Beloglovsky & Daly (2015); <i>Early Theories made Visible</i> (Part 2 – pg. 35-85) ~ 5 skills Kids Need Before They Read by Tyre 2009 ~ Ho & Funk (2018) <i>Promoting Young Children's Social Emotional Health – Young Children</i> 73 (1) 73-79	Group discussion on Question	<u>Weekly discussion Question</u> <i>What are 3 skills, essentials that you will provide or teach at the beginning of a new year in your grade?</i>
9/16 Framework of Planning & Assessment Developmentally -Appropriate Practices (DAP)	Mayesky (2015) Text Chapters 5	Due: information on practicum placements Name, Time/Day, Where	<u>Weekly discussion Question (Groups)</u> Group (Kassie S.) Discuss the ways you can plan activities to match a child's attention span. Group (Brooklyn P.) List at least two ways you can plan activities to match the young child's activity level. Group (Cassie R.) With regard to young children, discuss the difference between having feelings and expressing feelings. Group (Lily S.) Describe the role of facilitator as it applies to the teacher who plans and guides creative activities for children. Group (Taylor F.) Discuss strategies for handling transition times.

			<p>Group (Carley V.) Explain how using Bloom's taxonomy can help encourage a child's creative thinking.</p> <p>Group (Tierney C.) List several characteristics of developmentally appropriate practice.</p>
<p>Sept. 23</p> <p>Theories, & Framework (eReserve reading on CANVAS)</p> <p>STEM (eReserve reading on CANVAS)</p>	<p>~ Bekigivisy & Daly (2015): <i>Early Theories made Visible</i> (Part 1 – pg. 9-34)</p> <p>~ Listen to Webinar: Making & Tinkering with Stem http://www.youtube.com/watch?v=M67tDikVU6Q: by Cate Heroman: <i>What you need to know about Tinkering, Making, & Engineering</i></p> <p><u>Articles on STEM Making:</u> ~ Brahms & Wardrip (2017) <i>Learning the practices in Making.</i></p> <p>~ Ruzzi & Eckhoff (2017); <i>Stem Resources & Materials for engaging learning experiences</i></p>	<p><u>Weekly discussion Question</u></p> <p>Choose an EC Theory. Describe how you will use this theory to guide the planning and implementation of a STEM activity for your assigned grade.</p>	<p><u>Weekly discussion Question</u></p> <p>Choose an EC Theory. Describe how you will use this theory to guide the planning and implementation of a STEM activity for your assigned grade.</p>
<p>Sept. 30</p> <p>Brain Research & Classroom Practices (eReserve reading on CANVAS)</p>	<p>Lally & Mangione (2017) <i>Caring relationships</i></p> <p>Rushton & Rushton <u><i>Linking brain principles</i></u></p> <p>Schiller: <u><i>Applications of brain findings</i></u></p> <p>Wilson (2004) <i>Creating a Brain Based Classroom</i></p>	<p>Groups: Bring a Children's book (to explore Friendship)</p> <p>Practicum Lesson Plan to discuss ideas.</p>	<p><u>Weekly discussion Question</u></p> <p>Choose any 2 major findings on Brain Research and explain how these will guide the set-up of your classroom.</p>
<p>Oct. 7</p> <p>Teaching in a Global Classroom (eReserve reading on CANVAS)</p> <p>Diversity & Persona Dolls (eReserve reading on CANVAS)</p>	<p>~ Tavangar (2017); <i>Every journey begins with a step.</i></p> <p>~ Education Update (2015); <i>Taking your classroom global</i></p> <p>~ Miller (2010); <i>Helping to End Global Poverty <u>Young Children</u></i></p> <p>~ Thomas, M (2011); <i>Amaze Persona Dolls.</i></p> <p>~ Whitney, Trisha; <i>Using Persona Dolls to help develop Anti-Bias in Pelo</i> (Ed) <u>Rethinking Early Childhood education;</u></p>		<p><u>Weekly discussion Question</u></p> <p>What does Diversity mean to you? How will you establish its significance in you EC classroom?</p>
<p>Oct. 14</p> <p>Exploring ART in EC classroom</p>	<p>Mayesky (2015) Text Chapters 9 & 11</p>	<p>Discussion:</p> <ul style="list-style-type: none"> ▪ Importance of ART in EC classrooms; ▪ Theories that support ART 	<p>Begin to sign – discuss Practicum lesson plans</p> <p><u>Weekly discussion Question</u></p>

		<ul style="list-style-type: none"> ▪ Issues in ART e.g. materials, activities. ▪ Integrating STEM & Diversity 	<p><i>What do you consider to be three concerns or issues in ART in EC classroom today? Give reasons for your choice.</i></p>
<p>Oct. 21</p> <p>Groups Present: Art</p> <p>Peer Review of Journals</p>	<p>Group Presentations – Art</p> <p>Consult Chap. 12 & Appendix C</p>	<p>Class time will be used to complete peer reflections</p>	<p>Art Groups submit Summary & Reflections of Presentations into Canvas</p>
<p>Oct. 28</p> <p>Exploring Creative Dramatics in the EC Classroom</p>	<p>Mayesky (2015) Text - Chapters 15</p> <p><i>Supporting Sociodramatic play in ways that enhance academic learning. Prairie 2013, YC May, (62-68)</i> (eReserve reading in Canvas)</p> <p>Kosoff & Doane – <i>Bringing Stories to Life – Early Childhood Today</i> PDF</p>	<ul style="list-style-type: none"> ▪ Importance of CD in EC classrooms; ▪ Theories that support CD ▪ Issues in CD e.g. difference between CD and Dramatic play ▪ Integrating STEM & Diversity 	<p><u>Weekly discussion Question</u></p> <p><i>What are the major differences between Sociodramatic play and Creative Dramatics? Is one better than the other? Why? Why not?</i></p>
<p>Nov. 4</p> <p>Groups present: CD</p>	<p>Group Presentations - Creative Dramatics</p>	<p>Practicum Lesson Plan should be completed & ready for implementation. Check with your Cooperating Teacher.</p>	<p>CD Groups submit Summary & Reflection of Presentation into Canvas</p>
<p>Nov. 11</p> <p>Major assignments: Review & Practice</p> <p>Focus curriculum summary</p>	<p>Mayesky (2015) Text</p> <p>Chapter 18 (Language), Chapter 19 (Science), Chapter 20 (Math), Chapter 22 (Social Studies)</p>	<p>Focus Curriculum Summary</p>	<p>Music group works on presentation</p>
<p>Nov. 18</p> <p>Exploring Music and Creative Movement in EC Classroom</p>	<p>~ Mayesky – Chap. 17, 16</p> <p>~ <i>Musical play in EC classrooms: Taking it one step further. By Ellen Carniglia (2013) Young Children</i></p> <p>~ Dancing the Curriculum by Skoning</p> <p>~ Movement experiences for EC by Vagovic 2008</p>	<p>www.songsforteaching.com (website)</p> <ul style="list-style-type: none"> ▪ Importance of Music & Creative Movement in EC classrooms; ▪ Theories that support Music & CM ▪ Diversity, Globalization, & STEM in Music & CM 	<p><u>Weekly discussion Question</u></p> <p><i>How can you provide Intentional Music Education in your EC classroom? (courtesy of Carniglia 2013)</i></p>

Nov. 25 No Class	Happy Thanksgiving		
Dec. 2 Groups Present: Music & Creative Movement	Appendix E of text Group Presentations - Music/Creative Movement		Music & CM Groups Submit Summary & Reflections of Presentations into Canvas
Dec. 9			<u>Submit:</u> ▪ Complete Lesson Plan & Evaluation (Self & Head Teacher) to Canvas
Dec. 16 All assignments need to be submitted			Submit assignment: ▪ Focus Curricula Report & Rubric ▪ Practicum Summary & Evaluation