

CHFD 5130 – Creative Activities for Young Children

Spring Semester 2008

Time: Mondays 3:35 – 6:30

Dawson Hall, Room 306

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Required Texts:

Mayesky, M. (2006). *Creative activities for young children, 8th Edition*. Clifton Park, NY: Thomson Delmar Publishers.

Bredekamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: NAEYC.

Readings packet (to be assigned, will be available at Bel-Jean). To be announced when it is available.

Course Description:

The course will focus on high quality individual and group programming for young children based on current theory, research, and developmentally appropriate practice. Special emphasis will be placed on the integration of creative activities – including art, music, movement, nutrition, health, dramatic play, and computer applications – into high-quality early childhood programming. The course includes a field experience with groups of children that will involve planning and implementing specific curriculum activities in the classroom setting.

Course Objectives:

At the conclusion of the course, students will:

1. Define creativity and describe criteria that indicate creative behavior
2. Observe and assess creative characteristics/behaviors of children and teachers
3. Describe in detail the value and characteristics of play for children's development and learning
4. Assess and plan for the inclusion of children with special needs in creative activities
5. Compile a collection of creative activity ideas and materials to use with children in the areas of music and movement, art, nutrition, health and safety, outdoor play, sensory activities, math, science, language, dramatic play, and technology
6. Plan and implement creative activities with groups of children in the areas of art and nutrition/health/safety
7. Review and evaluate software and web sites for the early childhood classroom
8. Explain clearly the value of creative activities in promoting developmentally appropriate practice

COURSE SCHEDULE
with revisions

- ***Please make sure you have your syllabus/schedule with you each time class meets.***
- Readings beginning with “Chapter” are in the Mayesky textbook
- Readings marked with an asterisk (*) are in the readings packet
- The course outline provides a general plan for the course; deviations may be necessary. Changes to the course schedule will be announced in class.

DATE	TOPICS/READINGS/ASSIGNMENTS
January 7	TOPICS <ul style="list-style-type: none"> • Orientation to course • What are characteristics of creativity and creative people? • Value and characteristics of play
	ASSIGNMENTS DUE <input type="checkbox"/> Observe in assigned classroom during your field experience
January 14	TOPICS <ul style="list-style-type: none"> • Definition of creativity • Creative characteristics/behaviors of children and teachers • Multiculturalism
	READINGS <input type="checkbox"/> Chapter 1, Concept of creativity, pp. 3-16 <input type="checkbox"/> Chapter 2, Promoting creativity, pp. 17-33 <input type="checkbox"/> Chapter 5, Children, teachers, and creative activities, pp. 66-90 <input type="checkbox"/> Chapter 6, Creative environments, pp. 91-106 <input type="checkbox"/> Chapter 7, Play, development and creativity, pp. 107-122 <input type="checkbox"/> Bredekamp, pp. 3-30 <input type="checkbox"/> Perlmutter and Burrell article* – “Learning through ‘play’ as well as ‘work’ in the primary grades”
	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #1
January 21	Martin Luther King, Jr. Day (observed)
January 28	TOPICS <ul style="list-style-type: none"> • Creative movement for young children • Music in the early childhood classroom
	READINGS <input type="checkbox"/> Chapter 3, The concept of aesthetics, pp. 35-48 <input type="checkbox"/> Chapter 4, Promoting aesthetics experiences, pp. 49-65 <input type="checkbox"/> Chapter 16, Creative movement, pp. 317-334 <input type="checkbox"/> Chapter 17, Creative music, pp. 335-354 <input type="checkbox"/> Appendix F, Criteria for selecting play equipment for young children, pp. 605-607 <input type="checkbox"/> Palmer article* – “The music, movement, and learning connection” <input type="checkbox"/> Kemple, Batey & Hartle article* – “Music play: Creating centers for musical play and exploration”

	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #2
February 4	TOPICS <ul style="list-style-type: none"> • Art and the development of the young child
	READINGS <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 9, Art and social emotional growth, pp. 142-163 <input type="checkbox"/> Chapter 10, Art and physical-mental growth, pp. 165-186 <input type="checkbox"/> Chapter 11, Developmental levels and art, pp. 187-213 <input type="checkbox"/> Chapter 12, Program basics: Goals, Setting up, materials, and strategies, pp. 214-243 <input type="checkbox"/> Chapter 13, Two-dimensional activities, pp. 245-265 <input type="checkbox"/> Chapter 14, Three-dimensional activities, pp. 267-291 <input type="checkbox"/> Bredekamp, pp. 33-51 <input type="checkbox"/> Drew & Rankin article* – “Promoting creativity for life using open-ended materials” <input type="checkbox"/> Helm, Huebner & Long article* – “Quilting: A perfect project for preschool and primary”
	ASSIGNMENTS DUE <ul style="list-style-type: none"> <input type="checkbox"/> Reading Reflection #3 <input type="checkbox"/> 2 Music/movement activity plans for resource file
February 11	TOPICS <ul style="list-style-type: none"> • Nutrition and creative food experiences • Teaching health and safety to young children
	READINGS <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 21, Creative food experiences, pp. 441-470 <input type="checkbox"/> Chapter 23, Creative health and safety experiences, pp. 493-513 <input type="checkbox"/> Youngquist article* – “From medicine to microbes: A project investigation of health” <input type="checkbox"/> Zygmunt-Fillwalk & Evanko Bilello article* – “Parents’ victory in reclaiming recess for their children”
	ASSIGNMENTS DUE <ul style="list-style-type: none"> <input type="checkbox"/> Reading Reflection #4 <input type="checkbox"/> Art field activity plan <input type="checkbox"/> 2 Art activities for resource file (one of these activities is your art field activity plan)
February 18	TOPICS <ul style="list-style-type: none"> • Health and safety, continued • Creative approaches to science
	READINGS <ul style="list-style-type: none"> <input type="checkbox"/> Chapter 19, Creative science, pp. 389-416 <input type="checkbox"/> Ross article* – “Science their way” <input type="checkbox"/> Basile & White – “Environment education: A walk in the park is just the Beginning”
	ASSIGNMENTS DUE <ul style="list-style-type: none"> <input type="checkbox"/> Reading Reflection #5 <input type="checkbox"/> Nutrition/Health/Safety field activity plan <input type="checkbox"/> 2 Nutrition/Health/Safety activities for resource file (one of these activities is your field activity plan) <input type="checkbox"/> Dramatic play area topic (chosen by small group) <input type="checkbox"/> Discuss art activity with field instructor; turn in Activity Plan Discussion Notes

February 25	TOPICS Creative Approaches to Science continued
	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #6 <input type="checkbox"/> Implement art activity in classroom <input type="checkbox"/> Discuss nutrition/health/safety activity with field instructor; turn in Activity Plan Discussion Notes <input type="checkbox"/> Fingerplay and prop for resource (Be prepared to demonstrate fingerplay and show props in class.)
March 3	TOPICS <ul style="list-style-type: none"> • Sensory Experiences for Very Young Children • Connecting with and involving parents in early childhood classrooms
March 4 final day to withdraw without penalty	READINGS <i>Review previous reading; additional handouts to be assigned/distributed in class.</i>
	ASSIGNMENTS DUE <input type="checkbox"/> Implement nutrition/health/safety activity in classroom <input type="checkbox"/> 2 transition activities for resource file (Prop required for one transition. Be prepared to demonstrate transition and show prop in class.) <input type="checkbox"/> Evaluation of implemented art activity March 10-14 Spring Break
March 17	TOPICS <ul style="list-style-type: none"> • Sensory experiences in the early childhood classroom • Incorporating creative activities in the block and woodworking areas
	READINGS <input type="checkbox"/> Crosser article* – “Making the most of water play” <input type="checkbox"/> Jensen & Bullard article* – “The mud center: Recapturing childhood” <input type="checkbox"/> Baker article* – “Development through block play” <input type="checkbox"/> Huber article* – “Woodworking with young children”
	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #7 <input type="checkbox"/> Evaluation of implemented nutrition/health/safety activity
March 24	TOPICS <ul style="list-style-type: none"> • Dramatic play in early childhood • Incorporating creative activities in social studies • Including children with special needs in the early childhood classroom
	READINGS <input type="checkbox"/> Chapter 15, Dramatic play and puppetry, pp. 294-316 <input type="checkbox"/> Chapter 22, Creative social studies, pp. 471-492 <input type="checkbox"/> Hatcher & Petty article* – “Visible thought in dramatic play” <input type="checkbox"/> Perry article* – “Making sense of outdoor pretend play” <input type="checkbox"/> Lenhoff & Huber article* – “Young children make maps!” <input type="checkbox"/> Sandall article* – “Play modifications for children with disabilities” <input type="checkbox"/> Mitchell article* – “Making the MOST of creativity in activities for young children with disabilities”

	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #8 <input type="checkbox"/> Science activity for resource file <input type="checkbox"/> Dramatic play group plan <input type="checkbox"/> Group presentation topic (chosen by small group)
March 31	TOPICS <ul style="list-style-type: none"> • Creative ways to promote language development and reading skills • Emergent Literacy
	READINGS <input type="checkbox"/> Chapter 18, Creative language experiences, pp. 355-387 <input type="checkbox"/> Chenfeld article* – “Get the elephant out of the room! We’re finished with the E’s!”
	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #9 <input type="checkbox"/> Group presentation plan
April 7	TOPICS <ul style="list-style-type: none"> • Creative approaches to mathematics • The use of games as learning tools
	READINGS <input type="checkbox"/> Chapter 20, Creative mathematics, pp. 417-439 <input type="checkbox"/> Murray article* – “Ideas on manipulative math for young children” <input type="checkbox"/> Isenberg and Jalongo article* – “Creative expressions and play in early childhood” <input type="checkbox"/> Torbert article* – “Using active group games to develop basic life skills”
	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #10 <input type="checkbox"/> Language activity for resource file <input type="checkbox"/> Implement dramatic play activity in ECE classroom (if assigned week)
April 14	TOPICS <ul style="list-style-type: none"> • Creating an environment that promotes the use of computers and technology • Evaluating children's software • Computer lab visit; view software and website examples
	READINGS <input type="checkbox"/> Chapter 8, Using technology to promote creativity, pp. 123-141 <input type="checkbox"/> Haugland article* – “What role should technology play in a young children’s learning?” <input type="checkbox"/> Haugland article – “Early childhood classrooms in the 21 st century: Using computers to maximize learning” <input type="checkbox"/> Murphy, DePasquale & McNamara article* – “Meaningful connections: Using technology in primary classrooms”
	ASSIGNMENTS DUE <input type="checkbox"/> Reading Reflection #11 <input type="checkbox"/> Math activity for resource file <input type="checkbox"/> Implement dramatic play activity in classroom (if assigned week) <input type="checkbox"/> Observation and evaluation of implemented dramatic play activity <input type="checkbox"/> Indoor game for resource file (Be prepared to explain or play the game in class)

<p>April 21</p>	<p>TOPICS</p> <ul style="list-style-type: none"> • Making transitions fun • Quiet relaxation activities • Holidays and developmentally appropriate practice • Group Presentations
	<p>READINGS</p> <p>() Chapter 24, The place of celebrations in the curriculum, pp. 514-524</p> <p>() Chapter 25, Including celebrations in the curriculum, pp. 525-533</p> <p>() Chapter 26, Developmentally appropriate celebrations, pp. 535-549</p> <p>() Baker article* – “Transition time: Make it a time of learning for children”</p> <p>() Bisson article* – “Anti-bias curriculum goals”</p> <p>() Bisson article* – “Meeting needs when families don’t celebrate”</p>
	<p>ASSIGNMENTS DUE</p> <p>() Outdoor game for resource file (Be prepared to explain or play the game in class)</p> <p>() Website search and evaluation</p>
<p>April 28 Last Class Day</p>	<p>TOPICS</p> <ul style="list-style-type: none"> • Group Presentations <p>ASSIGNMENTS DUE</p> <ul style="list-style-type: none"> • () Completed resource file
<p>April 29</p>	<p><i>Final Exam Reading Day is April 29</i></p>
<p>May 5 (3:30 – 6:30)</p> <p>May 10</p> <p>May 13</p>	<p>FINAL EXAM</p> <p>Spring 2008 Commencement</p> <p>Grades submitted to Registrar by 7:00 PM (EST)</p>

COURSE INFORMATION

READINGS PACKET

In addition to the two required textbooks, your reading assignments include a variety of articles from leading early childhood journals. The articles are available in a readings packet at Bel-Jean Copy/Print on Broad Street. Your reading reflections will include questions specifically related to these articles as well as the textbook readings.

ACADEMIC HONESTY

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. “**Academic Honesty**” means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. “**Academic Dishonesty**” means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty. *(The above definitions were obtained from <http://www.uga.edu/ovpi/honesty/sect04.htm#part1> on April 17, 2006.)*

A link to more detailed information about academic honesty can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>. Links to sections of particular interest on the UGA academic honesty site can be found on our Vista site.

Work prepared for this class is expected to be the result of personal effort. It is the instructor’s responsibility to uphold the University’s academic honesty policy and report any suspected incidents of academic dishonesty to the Office of the Vice President for Instruction. The following are examples of behaviors that would be considered dishonest in this class. (This is not intended to be a complete listing.)

- Using a source of information without including a complete citation
- Using an activity from any of the required course readings as a class activity plan
- Copying activity plans from the internet without appropriate citations
- Turning in an assignment for someone else in the class
- Giving a false reason for missing class
- Turning in an assignment that was partially or completely done by someone else
- Writing an observation report not based on your own personal observations of children in the dramatic play area at McPhaul
- Turning in discussion notes without having actually discussed your activity plans with your field teacher
- Turning in an activity evaluation without having implemented the activity in the classroom, or falsifying or making up field teacher feedback on your evaluation

“Academic Honesty” means performing all academic work without plagiarism, cheating, lying, tampering, stealing, giving or receiving unauthorized assistance from any other person, or using any source of information that is not common knowledge without properly acknowledging the source.

"Academic Dishonesty" means performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty.

The above definitions were obtained from

<http://www.uga.edu/honesty/ahpd/definitions.html#honesty> on August 12, 2007.

PROTECTION OF PRIVATE INFORMATION (FERPA)

If you have requested a restriction of your personal information, please contact the instructor as soon as possible so that we can decide together on an alternative method of distributing assignments and other course materials.

PSC STANDARDS

This course contributes to your preparation for early childhood certification by partially meeting the following PSC certification standards.

STANDARD II: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (viii) Know, understand, and use-as appropriate to their own knowledge and skills-the content, functions, and achievements, of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among P-5 students.
- (ix) Know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
- (x) Know, understand, and use-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for P-5 students.
- (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.

- (xviii) Establish and maintain physically and psychologically safe and healthy learning environments for children.
- (xix) Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- (xxi) Implement basic health, nutrition, and safety management practices for children, including those regarding childhood illness and communicable diseases
- (xxii) Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.

STANDARD III: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.

STANDARD V: Professionalism

The program shall prepare early childhood professionals who:

- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

STANDARD VI: Field Experiences

The program shall prepare early childhood professionals who:

- (ii) Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies).

COURSE ASSIGNMENTS

1. RESOURCE FILE

Throughout the semester, all students in CHFD 5130 will be developing activity plans in a variety of curriculum areas/categories. Individual activity plans are due on different class dates; see the course outline for specific due dates. All activity plans must be written using the format of the Activity Plan Form (available in the reading packet and on the course Vista site). ***On the day that each activity plan is due in class, please bring two copies for your instructor.*** You will also make your activity available for all of your classmates; we will test ways of making that happen over the course of the semester. (You may be “publishing” your activity plans for classmates to download and print for their files, or bringing enough additional copies for all students in the class.)

At the end of the course, each student will turn in ***a complete resource file***. The resource file will contain copies of your activity plans, plus copies of the activity plans developed by your classmates. The file should be in a 3-ring notebook, with dividers separating activities into different categories. This resource file will become a resource to use and expand during your student teaching and the beginning of your teaching career.

Activity plans are due in each of the following categories:

Category	# Activities	Special Instructions
Music and movement	2	<ul style="list-style-type: none"> One plan must be for pre-K through grade 2 and the other for grades 3–5
Nutrition, health and safety	2	<ul style="list-style-type: none"> One plan must be for pre-K through grade 2 and the other for grades 3–5 One activity will be implemented in the classroom during your field experience
Art	2	<ul style="list-style-type: none"> One plan must be for pre-K through grade 2 and the other for grades 3–5 One activity will be implemented in the classroom during your field experience
Science	1	
Language, literacy, and books	1	
Math	1	
Fingerplay	1	<ul style="list-style-type: none"> Prop required Fingerplay and prop will be demonstrated in class
Transition activities	2	<ul style="list-style-type: none"> One transition must be for pre-K through grade 2 and the other for grades 3–5 Prop required for one transition Transition and prop will be demonstrated in class
Indoor game	1	<ul style="list-style-type: none"> Game will be described or demonstrated in class
Outdoor game	1	<ul style="list-style-type: none"> Game will be described or demonstrated in class

The following are specific instructions for the activity plans:

- Activity plans must be formatted using the Activity Plan Form, and all sections of the form must be completed.
- Activities included in the textbook or class readings may **not** be used for the resource file.
- Activity plans must be described in sufficient detail so that your peers could easily implement the activity without contacting you for additional information. Be prepared to discuss your activities and provide a sample plan when appropriate.
- It is acceptable to use print or internet sources to come up with ideas for your activity plan, but your plan must reflect your own thinking on the idea you found, and must be presented using the activity plan format.
- Copying word for word from a print or internet source without an appropriate citation is considered plagiarism, even in activity plans. Remember to give full credit to your sources for the ideas used. If you're in doubt about whether you need to reference a source, be safe and include a citation in your activity plan.

Grading Criteria for Resource File Activities

Format

- Activity Plans are complete and contain all information requested
- Activities are typed on the Activity Plan Form
- Activity Plans are grammatically correct and contain no spelling errors

Content

- Activities and adaptations are creative and age-appropriate
- Activities promote creativity in children based on discussion of creativity in class
- Activities can be easily understood and implemented by others

Props

- Props are purposeful to the activity
- Props are interesting and inviting
- Props are durable and safe for use with young children

References/Credit to Resources

- Credit is given to source of activity.
- Complete reference is cited.
- Reference is in APA format. (See WebCT for tips on APA style)
- If you made up activity, cite yourself with a reference such as "The procedure for this original activity was developed by (your name), CHFD 5130 student."

2. FIELD ACTIVITY IMPLEMENTATION

Your field experience is an important component of this class. Over the course of your time in the early childhood classroom, you will implement an art and a nutrition/health/ safety activity with the children in your classroom. After you implement the activity, you will evaluate the experience, using the Evaluation of Field Activities form. Be sure to include comments or suggestions made by the field teacher in your evaluation of your activities. **REMEMBER to attach a copy of your activity plan to your evaluation form.**

Here are some guidelines for planning and implementing your field activities:

- The field activity implementation will take place in four stages. See the course outline for due dates for each part.
 1. Submit activity plan to CHFD 5130 instructor for approval
 2. Discuss activity plan with field instructor; turn in Discussion Notes
 3. Implement activity in classroom
 4. Turn in evaluation of activity implementation
- The activities planned and implemented in the classroom **must support the current topics** in the field experience classroom. (If the class is studying farm animals, for example, your activity should relate to farm animals.)
- Your activity should be planned to **incorporate the criteria for promoting creativity** in children, as discussed in class and the course readings.
- Your evaluation of the activity implementation must **include comments and suggestions from the field teacher**. Keep in mind that negative comments from your field teacher will not necessarily result in a lower grade. Be honest about what he/she said.

Grading Criteria for Field Activity Implementation

Activity Plan

- Activity Plan is complete, grammatically correct and contain no spelling errors
- Activity is appropriate for the ages of children in the classroom
- Activity promotes creativity in children based on discussion of creativity in class
- Complete reference is cited in APA format. (See WebCT for tips on APA style)

Discussion Notes

- Notes are complete
- Field teacher's suggestions are noted
- Field teacher has signed off on activity prior to implementation

Evaluation of Field Activity

- Evaluation form is complete
- Strengths and areas of improvement are identified
- Evaluation clearly explains how the activity promotes creativity
- Field teacher feedback is clear and specific

3. READING REFLECTIONS

Your course assignments include a weekly reflection on the ideas, issues, and questions raised in the assigned readings. Questions related to weekly assigned readings will be distributed in class before they are due. Questions must be answered **completely and specifically** in each reading reflection.

Grading Criteria for Reading Reflections

- Answers are complete, clearly written and reflect the readings
- Questions and answers are typed (12 font).
- Answers are grammatically correct and contain no spelling errors

4. WEBSITE SEARCH AND EVALUATION

Your resource file will include a detailed review of one web site with activities for young children. The website search and evaluation will include the name and sponsor of the site, a summary description and “map” of the content, a short evaluation of the quality of the site, and an explanation of how the site could be used with young children. ***On the day that each activity plan is due in class, please bring two copies for your instructor.*** You will also make your activity available for all of your classmates; we will test ways of making that happen over the course of the semester. More instructions for this assignment will be distributed in class.

Grading Criteria for Website Search and Evaluation

- The description of the activity search is complete, grammatically correct and contain no spelling errors
- The evaluation of the site is clear and specifically outlines strengths, weaknesses, and ideas for using the site with young children
- The evaluation clearly explains how the site could help promote creativity
- The web site selected is appropriate for young children
- The site is appropriate for use in the early childhood classroom

5. DRAMATIC PLAY GROUP PROJECT

The class will be divided into dramatic play project groups. Each group will develop a dramatic play area for an assigned age group, based on a theme chosen by the group and approved by the instructor. The dramatic play area will be implemented in an assigned classroom at the McPhaul Child Development Lab (CDL). Here are some basic guidelines for the dramatic play project. More instructions on the dramatic play project will be distributed later in the semester.

- Shortly after group assignments are made, the group will be responsible for turning in a dramatic play theme for instructor approval. That theme will be reported to teachers in the appropriate McPhaul classroom so teachers can plan around the theme for the week.
- The group will be responsible for turning in a written activity plan for the dramatic play area for instructor approval prior to the scheduled implementation date.
- Group members must collect and organize all props and accessories used for the theme.
- The dramatic play area must be set up on the Friday prior to the group’s scheduled implementation date, and must take down the materials on the Friday of that week.

- Students should coordinate times to set up and dismantle the dramatic play area with the McPhaul Child Development Lab (CDL) classroom teacher so that the classroom routine is not interrupted.
- During the week when the dramatic play activity is implemented, all students in the group must spend at least 10 minutes observing children in the dramatic play area during a regularly-scheduled free play period. Notes on the observation will be due in class; see the course outline for due dates.
- Each group will be required to complete an evaluation of the dramatic play area and its effectiveness.
- More specific directions, formatting instructions, guidelines, and group assignments will be distributed early in the semester.

Grading Criteria for Dramatic Play Group Project

Props

- Props are realistic and appropriate for the theme
- Props are safe for children
- Props are age-appropriate for the children in the classroom
- A wide variety of props are provided
- Multiples of props are provided to reduce conflict
- Props enhance children's understanding of the theme

Area

- The area resembles the theme intended
- The plan, organization, and implementation of the area reflect the CHFD 5130 students' creativity
- The area is encouraging and inviting for children
- The area is child-friendly
- The area is clearly organized so children can select and put away props with minimal teacher assistance

Observation of Children's Activity

- Observation notes are clear and objective
- Observation notes include strengths and ideas for improvement

6. GROUP PRESENTATION

Each student will be assigned to a small group of 6-7 students, and each group will be responsible for developing a short presentation/workshop that would be relevant to an adult audience of parents/teachers. The presentation must cover a topic selected by the group and approved by the instructor in advance. Each group will present their workshop to the class on an assigned date at the end of the semester. Here are some guidelines for the group presentations. More information will be distributed in class.

- Each group member is expected to actively participate in the planning, gathering of materials, and presentation of the topic. Group members will evaluate their own and their classmates' participation, and grades will be adjusted accordingly.
- The presentation must be appropriate for an adult audience, not for young children.
- The presentation must cover a topic relevant to young children's development and learning. Concepts of creativity and creative development in young children should be incorporated into the presentation.
- The presentation must include a handout to be distributed to all class members. The handout must provide take-home information on the topic, and must be appropriate for an audience of parents/teachers of young children.
- The presentation should include hands-on activities that encourage active participation from the class. If materials are required for activities, group members should bring enough materials so that all class members can participate effectively.
- Group member evaluation forms will be distributed in advance and should be turned in to the instructor at the end of the group's presentation. Feedback about other group members will be kept confidential.

Grading Criteria for Group Presentations

- Group presentation plan complete and submitted on time
- Room and materials are set up prior to presentation
- Introductions are made
- Handout includes information appropriate and relevant to parents/teachers
- Handout is informative and attractive
- Opening activity is creative, engaging, and relevant to the topic
- Presentation includes a variety of active participation opportunities for the audience (e.g., case studies, role plays, demonstrations, games)

7. EXAMS

A final exam will be given at the end of the course. Specific information about the final exam content and format will be discussed in class later in the semester. Short quizzes may be given over assigned readings and class discussions **without prior notice**. These quizzes will be included in the students' grade, and cannot be made up if students miss class.

8. PARTICIPATION / ATTENDANCE

All students are required to attend all class sessions and participate actively in class discussions and lab activities. Attendance is also expected and required at all scheduled sessions of the field experience. This policy means either perfect attendance or documented absence(s) due to illness or death of a family member. Undocumented absences will result in a letter grade reduction per absence in EDEC and/or CHFD courses. Students are responsible for communicating with both the CHFD 5130 instructor and the field teachers to let them know reason of absence. It is the student's responsibility to provide the program coordinator (J. Atilis or C. Wallinga) if you are an ECE major or CHFD major with a PK through 2nd emphasis) and the CHFD 5130 instructor with the following information as soon as possible after an absence:

Date
Course(s) missed
Field day missed and proposed make up day
Reason
Attached documentation

9. FIELD EXPERIENCE

A weekly field experience is a required component of this class for all students. Child life students will complete their field experience in assigned classrooms at the McPhaul Center on campus, and should talk to the instructor on the first day of class to discuss their placements. All other students receive field placements from the certification program coordinator.

The following guidelines apply to all field experiences:

- Students are expected to arrive on time, demonstrate a positive attitude toward children and families, and participate actively in the activities of the classroom.
- Students at the McPhaul Child Development Lab (CDL) must sign **in** and **out** on the attendance sheet in the classroom to receive credit for your experience. Students in other sites should follow the policies of the site regarding documenting your attendance.
- If you are unable to attend your practicum on the assigned date and time (for a documented excused absence only), please call the field teacher and inform him/her of your absence PRIOR to your expected time of arrival. It is your responsibility to schedule a makeup practicum for the date missed, at the convenience of the field teacher.
- If you have questions about your field experience, talk to Dr. Atilis (if you are a pre-K through grade 2 emphasis student), your instructor if you are a CHFD major) or your supervisor(if you are a child life student).

GRADING

You are required to complete the following 8 components listed below. Your final grade will be based on the total number of points you receive on each of the components.

Resource File

120 points total

Each activity plan is worth 10 points (not including your field activity plans, which are scored separately). Activities that require a prop are worth 20 points (10 points for the activity plan and 10 for the prop). Points may be subtracted from the total at the instructor's discretion if the final resource file is not complete, well-organized, and turned in on time.

Field Activity Implementations

60 points total

Each field activity implementation is worth a total of 30 points (15 points for the activity plan and 15 points for the implementation and evaluation of the activity.)

Reading Reflections and Pop Quizzes

150 points total

Each of the 11 reading reflections is worth a total of 10 points. Pop quizzes given in class will make up another 30 points.

Website Search and Evaluation

10 points total

The website search and evaluation project is worth a total of 10 points.

Dramatic Play Group Project

50 points total

The dramatic play project is divided into three components. The activity plan is worth a total of 20 points, the student's observation of children playing in the dramatic play area is worth 15 points, and the evaluation of the activity is worth 15 points. All group members will receive the same base score for the activity plan and evaluation, but will receive individual scores for their observations. Points may be subtracted from a student's base score at the instructor's discretion if group members report that the student did not do his/her fair share of the group work. Group members' evaluations of an individual student will be kept confidential and will not be shared with that student.

Group Presentation

60 points total

The group presentation is worth a total of 60 points (30 points for content, 10 points for activities, 10 points for handout, and 10 points based on classmates' evaluation of the presentation). All group members will receive the same base score for the presentation. Points may be subtracted from a student's base score at the instructor's discretion if group members report that the student did not do his/her fair share of the group work. Classmates' and group members' evaluations of an individual student will be kept confidential and will not be shared with that student.

Participation (Please see attendance policy)

Because class participation is required and expected, additional points will not be added to a student's score for attending class. *Points may be subtracted from a student's base score at the instructor's discretion for unexcused absences.*

Final Exam/Project

30 points total

The final exam is worth a total of 30 points. More specifics about the format and grading of the final exam will be distributed in class later in the semester.

Total points possible: 500