Early Childhood Arts: EARL 126
Syllabus Spring 2015

Semester: Spring 2015
Instructor: Christina Lincoln
Course: EARL 126
Section: 01
Office Hours: Tuesdays from 12:00-2:00, Thursdays 11:00-1:00, Fridays 12:00-2:00

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CATALOG DESCRIPTION

Catalog Description:

Students learn about children’s artistic development within the context of cultural, linguistic, and ability diversity. They learn that the arts are symbol systems for representing and constructing meaning. Students create and implement standards-based arts learning experiences and environments using evidence based practice emphasizing Universal Design for Learning (UDL). They assess children’s artistic development and learn to build reciprocal partnerships with families, professionals, arts specialists and arts organizations in order to support each child’s learning.

Total Credits: 3
Lecture Hours: 2
Lab Hours: 20

Pre- or Co-requisite: EARL 106 and EARL 107 with a C or better in EARL106 and EARL 107

*Child Abuse Registry, Criminal Background Check, and FBI clearances are required.

ONLINE SUPPORT:
NCC Help Desk: helpdesk@northampton.edu and Telephone number 610-861-5413
Office of Online Learning and Instructional Technology: onlinelearning@northampton.edu and Telephone number 610-861-4160
Like Us on Facebook at http://www.facebook.com/ncconlinelearning
Blackboard Collaborate Help: http://support.blackboardcollaborate.com and Telephone number 1-877-382-2293
NCC Online Tutoring: learning-center@northampton.edu

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

Course Learning Outcome 1: Child Development and Learning
Students use evidence based knowledge of children's artistic development and the uniqueness of each child's expression of learning, based on multiple interacting influences to create safe, healthy, respectful and inclusive learning environments that provide responsive, developmentally appropriate, and arts-integrated learning opportunities.

**Student Learning Outcomes**
1a. Observe, describe and explain each child’s characteristics and needs for artistic development and learning.
1b. Describe and explain multiple influences including cultural, linguistic ability diversity that result in the uniqueness of each child’s artistic development and learning.
1c. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, and inclusive, aesthetic environments and opportunities that support each child’s artistic development and learning.

**Course Learning Outcome 2: Family and Community Relationship**
Students use evidence based knowledge about complex and diverse characteristics of families and communities using multiple perspectives to support each child’s artistic development and learning through collaborative relationships.

**Student Learning Outcomes:**
2a. Describe and explain how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect the artistic development and learning of each child.
2b. Describe and explain strategies teachers can use to build respectful, reciprocal relationships with families and communities including other professionals to promote each child’s artistic development and learning.
2c. Apply evidence based knowledge to collaborate with families, communities and other professionals to support each child’s artistic development and learning.

**Course Learning Outcome 3: Observing, Documenting, and Assessing to Support Young Children and Families:**
Students use evidence based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnerships with families and professionals to make decisions about environments, curriculum, and interactions to support each child’s artistic development.

**Student Learning Outcomes:**
3a. Describe and explain the goals, benefits, and uses of assessment of the arts.
3b. Apply ethical methods of systematic observation, documentation, and assessment.
3c. Describe and explain how to partner with families and professionals in each child’s assessment process.
3d. Apply evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s artistic development and learning.

**Course Learning Outcome 4: Using Developmentally Appropriate Approaches**
Students use evidence based knowledge to build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts integrated, developmentally appropriate approaches and Universal Design for Learning to support each child’s artistic development and learning.
Student Learning Outcomes:
4a. Describe, explain and apply positive relationships and interactions to support each child’s artistic development and learning.
4b. Describe, explain and apply evidence based teaching skills and strategies including developmentally appropriate practices, and technology, to support each child’s artistic development and learning.
4c. Use a broad repertoire of arts integrated, developmentally appropriate teaching/learning approaches, and Universal Design for Learning, to support each child’s artistic development and learning.
4d. Reflect on own evidence based practices to support positive outcomes for each child’s artistic development and learning.

Course Learning Outcome 5: Using Content to Build Meaningful Curriculum
Students use evidence based knowledge of the arts, Universal Design for Learning, inquiry tools, and resources to design, implement, and evaluate curriculum and experiences to support each child’s artistic development and learning.

Student Learning Outcomes:
5a. Describe and explain content knowledge and resources of the art disciplines.
5b. Describe and explain the content knowledge, central concepts, inquiry tools, and structure of the arts symbol system/subject areas of the arts.
5c. Use evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement and evaluate curriculum and experiences to support each child’s artistic development and learning.

Course Learning Outcome 6: Becoming a Professional
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for the arts.

Student Learning Outcomes:
6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Describe and explain ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Describe and explain strategies to advocate for each child, family, and the profession.
6e. Describe and explain knowledge about becoming a professional who can articulate and practice an individual philosophy about children’s artistic development which includes evidence based practices and Universal Design for Learning.

Textbooks and Resources:

   ISBN: 0-13-501646-0
   ISBN: 0-205-19889-9

E-Portfolio:
3. Purchase Taskstream card from the book store to create an e-portfolio (REQUIRED)
Required Resources:


   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards

4. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for 1st Grade, & 2nd Grade*. Harrisburg, PA: PA Department of Education. (referred to as “PA-ELS” in Course Calendar)

   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards


   Also available online at: http://www.northampton.edu/x1328.xml; Click on ECE Manuals – Student


   Also available online at: http://www.northampton.edu/x1328.xml;

7. Department of Public Welfare. (Current edition). *The Pennsylvania Code: Child Day Care Center; Group Homes; Family Child Care Homes*. Harrisburg, PA: DPW. (Referred to as “PA Code” in Course Calendar)

   Available online at: http://www.dpw.state.pa.us/provider/earlylearning/index.htm


   Available online at: http://www.naeyc.org/positionstatements/ethical_conduct


    Available online at:

12. NAEYC position statement on curriculum, assessment, and program evaluation (with DEC-specific version) http://www.naeyc.org/positionstatements/cape

13. In addition to the required textbooks and resources, you will also need access to:
   - One 1 inch binder: Course Assessment Portfolio (1” size)
   - One 3 inch binder: TAOC Portfolio (3-5” inch size)
   - Computer
   - Sketch Pad

Instructor Resources:

In addition to the required textbooks and resources, you will also need access to:
   - Computer
   - Digital Camera
   - Digital Video

Course Policies

Assignments:
Written assignments must be completed electronically using APA format and be submitted on time in order to receive credit. Printed forms (e.g. observation forms) must be downloaded from the ECE web site and typed; all other assignments must be typed (12-point size, double-spaced).

Consequences of Late Work or Missed Exams:
General information regarding the assignments is included with this syllabus. Late assignments will result in points deducted as follows:
   - All weekly assessments (e. g. journals) are due on time. Late submissions will not be accepted.
   - All major papers, projects, and quizzes will drop two percentage points for each day that they are late. Refer to rubrics for further information.
   - All missed assignments and quizzes will get “0” points.

In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

Electronic Communication: I will be using NCC e-mail account through Blackboard to communicate with the group or individuals as needed. You are expected to check your NCC e-mail regularly. If you have any questions or concerns, contact me through my NCC e-mail, by writing the course number in the “subject line”. I will not open any mail sent through a personal
**Class Policy:** You are expected to help create a positive learning environment for all participants. Any interactions should be in the context of class objectives.

**Important NCC Services and Policies**

**GENERAL COLLEGE POLICIES:**

**Class Attendance and Withdrawal:** Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses.

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

In an internet-based distance learning course, a student is considered to have missed the equivalent of more than twice the number of weekly meetings of a traditional classroom course in a consecutive two-week period if there has been no participation by the student in the class through submission of assignments, participation in discussion forums or contact with the Instructor in any way during the period.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

*Students will not be graded on attendance; however, students may be graded on class participation.*

**Academic Honesty Policy:** Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.

**Student Responsibilities**

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.

- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.

- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.
Faculty responsibilities

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

Academic Honesty Violations: Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- Cheating on examinations and quizzes --
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  -Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- Plagiarizing –
  - Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  - Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  - Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  - The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.

- Purchasing an assignment and submitting it as your own work.

- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.

- Listing sources that you never consulted.

- Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
• Tampering with or damaging the work of others or preventing others from completing their own assignments.

Consequences of Violations: When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

• A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
• A failing grade for the assignment or test.
• An “F” grade for the course.

Commitment to Diversity: Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it
northampton.edu/reportit

Policy Regarding Children: The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

Disability Services: Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

Netiquette: is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

• Responses to other students should address the ideas or work submitted not the person.
• Being respectful is essential. Be understanding of diverse opinions, life experiences, cultures and backgrounds.
• Be mindful this is educational communication.
• Be cautious in using sarcasm or humor which may be misunderstood in online communications.
• Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
• Remember your Northampton Community College email is for educational purposes only.

Class Preparation: In order to prepare for each class, complete lab assignments and class assignments (e.g. reading text chapters, referring to web sites and articles, writing reflection papers, etc.) so that you can contribute to class discussion and get your questions answered. Your participation in the discussion forum and paired / group activities will lead to positive learning outcomes for you as well as your peers.

Assignments:
Written assignments must be completed and submitted electronically, use APA format, and be on time in order to receive credit. Printed forms (e.g. observation forms) must be downloaded from the ECE web site and typed; all other assignments must be typed (12-point size, double-spaced) including a cover page with the necessary information.

Privacy Statement
Video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. Any videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or videotape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

Tutoring Services: The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called Student Rights and Support Services in the Course Information page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information:
http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm
Access the online tutor for ECE courses at the following email address:
etutor@northampton.edu

For further information regarding any NCC procedures or policies refer to the current Student Handbook at the following link:
INSTRUCTIONAL PLAN

Assignments Required and Weight of Each in Determining Final Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Child Assessment Paper</td>
<td>10%</td>
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<tr>
<td>Curriculum Project</td>
<td>10%</td>
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<tr>
<td>Teaching Skills and Strategies Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Class Project: Field Trip</td>
<td>5%</td>
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<tr>
<td>Teaching Skills Video Assignment</td>
<td>6%</td>
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<tr>
<td>Weekly Assignments</td>
<td>10%</td>
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<tr>
<td>Weekly lab Work</td>
<td>10%</td>
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<tr>
<td>Reflection Journals</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Teaching Skills and Strategies Lab Evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Personal Growth and Philosophy Paper</td>
<td>10%</td>
</tr>
<tr>
<td>TAOC &amp; Course Assessment Binder</td>
<td>2%</td>
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<tr>
<td>TAOC e-Portfolio (TaskStream)</td>
<td>2%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

Students must complete the following assessments in order to pass this course:

- All Key Assessments of the Course: Child Assessment Paper, Curriculum Assessment Project, Personal Growth and Philosophy Paper
- Lab Attendance (20 hours) and Assignments
- Course Assessment e-Portfolio
- Earn the minimum of a C grade for Teaching Skills and Strategies Lab Evaluation
- TAOC e-Portfolio

**Students must earn C grade or better in all key assessments and their lab evaluation grade in order to pass this course.**

Description of Assignments

Content related to Cultural, Linguistic, and Ability Diversity will be reflected within the assignments and in the course calendar.

- **Child Assessment Paper:** The purpose this project is to give you an opportunity gather evidence of one child’s learning by observing and recording his/her actions in written and visual format by collecting samples of his/her work. You will use this evidence to: create a child assessment portfolio, write a child assessment paper that documents your knowledge of child development and learning and prepare and/or implement a parent communication conference to partner with parents

- **Teaching Skills and Strategies Evaluation:** Your course instructor will assign a final grade for your use of Teaching Skills and Strategies during labs based on multiple sources of evidence such as lab supervision, your videos, feedback from your cooperating teacher, and lab assignments.
• **Curriculum Assessment Project:** The purpose of this assessment is to demonstrate your ability to plan, implement, and evaluate learning experiences for each child in the arts. The project will provide you with learning experiences to:
  - Plan experiences based on various process standards and content standards of the arts.
  - Implement learning experiences using appropriate teaching skills and strategies to facilitate learning.
  - Use *Art as a Way of Learning (AWL) Explorations in Teaching* as a framework to integrate the arts.
  - Evaluate your ability to promote arts learning for each child.

• **Professional Growth and Philosophy Paper:** The purpose of this paper is to give you an opportunity to reflect on your growth as an early childhood professional, with a focus on Early Childhood Arts. Consider your ability to:
  - Involve yourself with the field;
  - Explain ethical standards and state and national systems for quality in early childhood programs;
  - Research and collaborate with others to inform evidence-based practice;
  - Explain ways to advocate within the context of cultural, linguistic, and ability diversity; and
  - Articulate and practice your own philosophy about young children’s development and learning of ECE Arts.

• **Lab:** Twenty (20) hours of documented lab work is required for this course. You will have ten 2-hour labs beginning with class 4 and continuing through class 13. You must secure a lab site and a cooperating teacher by the end of week 1 of the semester. You may choose to do your labs at your worksite. An *Understanding of Participation* form must be submitted by the lab site by end of week 3 of the semester. You will work under a cooperating teacher, completing weekly lab assignments. Lab requirements are as follows:
  - Health and safety requirement: As an online student, you are to verify that all requirements for your state or country are met. Please confirm with your lab site.
  - Procedures and Guidelines: Follow the Code of Ethical Conduct by The National Association for the Education of Young Children (NAEYC) for all interactions with children, parents, and colleagues.
  - Legal Considerations: Make sure that all children captured in photo/video have a signed release on file at the site (refer to Student Manual for a copy). Practice confidentiality by using numbers or fictitious names when describing situations for discussions and/or writing observations. Never discuss children outside of Discussion Forums.
  - Privacy Statement for Lab Video: The video assignment is designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to YouTube, you must make sure it is unlisted and should be removed upon completion of your course.
  - Attendance form must be signed by the cooperating teacher in order to get credit for each lab. If an emergency prevents you from attending a lab, notify your course instructor and your lab site.

**Alternative Assignments:** The Key Assessments planned for this course do not address Standard II and IV, and therefore these standards will be assessed through “Alternative Assignments”. In this course, the Alternative Assignments are:

• **Reflection Journals:** You will complete ten weekly journals during the semester, reflecting
on your own learning of the course concepts.

- **Class Project (Field Trip):** You will be required to locate and visit a local arts-based community resource that supports the artistic and creative development of children. As a result of your visit you will create your own unique brochure to inform families and other professionals about the art opportunities, location, special feature/programs relevant to young children and their artistic development.

- **Teaching Skills and Strategies Assignment:** You will evaluate your use of the Teaching Skills and Strategies twice through lab work and feedback from your instructor and cooperating teacher. As a result you will identify current strengths and challenges for progressing in your intentional use these skills and set goals for future development.

- **Teaching Skills and Strategies Video Assignment:** You will videotape one of your LEPs and use it as source of analysis and self-assessment related scaffolding children’s learning, classroom management skills, and use of language.

- **Course Assessment e-Portfolio:** You will follow the step-by-step directions to build your e-portfolio for EARL 126 in TaskStream.

- **Course Assessment Portfolio Binder:** You will build a portfolio binder following the organization guide provided with the assignment. This will serve as a back-up document for your e-Portfolio. You will submit the table of contents and photos as evidence of your binder.

- **TAOC e-Portfolio and Binder:** TAOC is the Transfer and Articulation Oversight Committee of the Department of Education in PA. According to the TAOC agreement, there is a statewide Program-to-Program articulation in ECE which allows students to transfer their credits from a 2-year-college to a 4-year-college if they submit a standard and outcomes-based TAOC Portfolio. You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer portfolio. You will create TAOC portfolio using your e-Portfolio system and also in a binder. You will submit the table of contents and photos as evidence of your binder.

For complete descriptions of assignments and rubrics, refer to the Course Information section of Blackboard.

**Privacy Statement**
All video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

**Feedback on Assignments/Projects/Discussions:**
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Grade Book of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, labs, etc.) within 7 days of submission.

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**Save all your work!**

You are expected to save all your assignments on disks/thumb drives as back up data to safe guard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.
Assessment Criteria:
The general criteria for grading work are as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.
D = Students demonstrate partial ability to describe information.

Grade Scale:
The following grades are used in the Early Childhood department:
A   = 93 – 100 %
A-  = 90 – 92 %
B+ = 87 – 89 %
B   = 83 – 86 %
B-  = 80 – 82 %
C+ = 77 – 79 %
C   = 73 – 76 %

Please note: There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

Your final weighted percentage will be used to determine your final grade.
Course Calendar-SPRING 2015

I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes.

This is a tentative plan for the semester.

Reading assignments are to be completed before coming to class.

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<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experience</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due (week 1 assignments are due in week 2 and so forth)</th>
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<tbody>
<tr>
<td>1/12</td>
<td>Introduction to Course and Lab; Creativity</td>
<td>-Chapter 1: Creativity (Wright)</td>
<td>-Represent Childhood Art Experiences</td>
<td>Lab Preparation</td>
<td>-Course Expectations</td>
<td>-Complete Lab Preparation</td>
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<td>-Website: ECE Infant to Grade 4 Program Student Manual (External Link Class 1)</td>
<td>-The Arts and Creativity: Brain Research</td>
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<td>-Journal 1</td>
<td>-Cooperating Teacher Information</td>
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<td>-Program and Lab Requirements (ECE Student Manual) (External Link Class 1)</td>
<td>-Getting to Know You</td>
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<td>-Labs Information (ECE Student Manual) (External Link Class 1)</td>
<td>-Characteristics of Creative People</td>
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<td>-Website: NAEYC/DEC joint Position Statement on Inclusion (External Link Class 1)</td>
<td>-Including Mia: <a href="http://depts.washington.edu/hscenter/elo-mia">http://depts.washington.edu/hscenter/elo-mia</a></td>
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<td>-Getting to Know You</td>
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<td>-Characteristics of Creative People</td>
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<td>-Including Mia: <a href="http://depts.washington.edu/hscenter/elo-mia">http://depts.washington.edu/hscenter/elo-mia</a></td>
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<td>-Represent Childhood Art Experiences</td>
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<td>-The Arts and Creativity: Brain Research</td>
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<td>-Getting to Know You</td>
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<td>1/26</td>
<td>Approaches to Arts Education UDL</td>
<td>-Chapter 2 (Wright)</td>
<td>-Three Approaches to Flowers</td>
<td>Lab Preparation</td>
<td>-Assignment 2: Three Approaches to Flowers</td>
<td>-Lab Preparation</td>
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<td>-UDL in the classroom spotlight: (External Link)</td>
<td>-Introduce Process versus</td>
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<td>-Begin work on Process versus Product Group Assignment</td>
<td>-Assignment 2: Student Information</td>
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1/19/15: No Class: Martin Luther King Observance
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<th>Topic</th>
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| 2/2  | Artistic Learning and Knowing & Forms of Expression for all children | - S-W: Chapter 3  
- Drumming Video (External Links Class 3)  
- The Patterns of Music-2012 (Young Children) | - Elliot Eisner Video related to learning in the arts.  
- Compare Artistic Learning and Knowing with learning in other content areas.  
- The Cycle of Critical and Creative Thinking | Lab Preparation:  
- Review Lab Information in ECE Student Manual  
- Create a Coop Teacher Folder | - Journal 3: Reflection on Patterns of Music Article/Drumming Video  
- Lab Preparation  
- Work on Process versus Product Group Assignment | - Journal 3  
- Lab Preparation |
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<th>Wk 4</th>
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| 2/9  | Socially Constructed Knowledge in Early Childhood Arts Education | - S-W: Chapter 4  
- T-S: Chapter 10-pages 198-223  
- The Teaching Pyramid Model (External Links Class 4)  
- CSEFEL/inclusion-Teaching Social/Emotional Competence (External Links Class 4)  
- BICC-Checklist for Interactions (External Links Class 4) | - Ideas for promoting social competence through the arts  
- Lab Orientation  
- Process versus Product Presentations  
- Introduce Field Trip Assignment | Lab 1: Observe | - Journal 4: Video Response to Teaching Social/Emotional Skills (CSEFEL Video)  
- Assignment 4: Project Approach TaskStream Credential Portfolio Updates | - Journal 4  
- Lab 1  
- Assignment 4  
- TaskStream: Update Credential Portfolio |
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<th>Wk 5</th>
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| 2/16 | Children’s Artistic Development EI/IU  
IFSP/IEP diversity in development and | - S-W: Chapter 6  
- T-S: 210-214  
- Review PA ELS for your lab age group  
- CLAD Resource packet: Annotated IFSP and IFSP samples | - Analyzing and Documenting Children’s Development through the Arts (videos and work samples)  
- Arts Experience: Processes | Lab 2: Observe | - Assignment 5  
- Journal 5-Reflections on Annotated IFSP & IEP  
- Assignment 5-Video Observations | - Journal 5  
- Assignment 5  
- Lab 2 |
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<tr>
<th>Wk  6</th>
<th>Topic</th>
<th>Reading and print material</th>
<th>Learning Experience</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
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| 2/23 | Literacy in the Arts         | -S-W: Chapter 7 and pages 312-319  
-CSEFEL Book Nook: http://csefel.vanderbilt.edu/resources стратегии.html#booknook | -Locate an age appropriate book in Book Nook connected to feelings      
-CSEFEL Scripted Stories for Social Situations | Lab 3: Reflect and Respond  
-Assignment 6: Book Nook  
-Journal 6-Artistic Literacy | -Lab 3  
-Assignment 6 | -Assignment 6 |

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<th>Wk 7</th>
<th>Topic</th>
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| 3/2   | The Visual Arts, Inclusion & Culture | -S-W: Chapter 8  
-Art as a Way of Learning Curriculum: Visual Arts (External Links Class 7)  
-Article: Scaffolding Alex in the Visual Arts | -Arts Exploration: Visual Arts Elements and Processes  
-Planning LEPs: FAQ and “How to”  
-Adapt curriculum for children in visual arts  
-AT and Visual Arts | Lab 4: Reflect and Respond  
-Assignment 7: Adapted Materials  
-Journal 7: Visual Arts and Culture | -Lab 4  
-Assignment 7  
-Journal 7 | -Assignment 7 |

**NO CLASS—SPRING BREAK (3/9-3/13/15)**

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<tr>
<th>Wk  8</th>
<th>Topic</th>
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</table>
| 3/16 | Music, Inclusion & Culture   | -S-W: Chapter 9  
-Art as a Way of Learning Curriculum: Music (External Links Class 8)  
-A Creative Adventure (External Links Class 8)  
-Using Music and Literacy Activities to Support Language Development Language Learners (External Links Class 8) | -Music elements and processes  
-Adapt curriculum for children in the music domain | Lab 5  
-Plan and Implement LEP for lab 5: Children’s book related to visual arts and Visual Arts LEP  
-Student Self Evaluation of TSS  
-Video 2  
-Coop Feedback | -Assignment Class 8: Adapting a music LEP | -Lab 5  
-Assignment 8 | -Lab 5  
-Assignment 8
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<tr>
<th>Wk 9</th>
<th>Topic</th>
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<tr>
<td>3/23</td>
<td>Dance/Movement, Inclusion &amp; Culture</td>
<td>-Chapter 11 (Wright) -Art as a Way of Learning Curriculum: Movement -Obstacle Course Article -Adapting Movement Activities for children with Disabilities (External Links Class 9)</td>
<td>-Guest Speaker-Physical Therapist -Work in groups to adapt one of the activities on Dance/Movement -Teach cultural dance to class</td>
<td>Lab 6: -Plan and Implement LEP for lab 6: Music</td>
<td>-Assignment 9: Identify cultural dance and teach to class -Journal 9: Reflection on content from guest speaker -Field Trip Assignment Due</td>
<td>Lab 6 -Journal 9 -Field Trip Assignment Due</td>
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<th>Wk 10</th>
<th>Topic</th>
<th>Reading and print material</th>
<th>Learning Experience</th>
<th>Lab Assignment</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
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<tr>
<td>3/30</td>
<td>Enhancing Dramatic Activities in the Early Childhood Years, Inclusion and Culture</td>
<td>-Chapter 10 (Wright) -CSEFEL: Emotions Faces (External Links Class 10) -Encouraging Positive Behaviors using Social Stories (External Links Class 10)</td>
<td>-Dramatic Experience and LEP planning for all children -Adapt curriculum for children in drama</td>
<td>Lab 7: -Plan and Implement LEP for lab 7: Dance</td>
<td>-Assignment 10: Adapting materials for DRAMA -Begin work on Key Assessments (Child Assessment, Curriculum Assessment and Personal Growth and Philosophy Paper)</td>
<td>Lab 7 -Assignment 10</td>
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<th>Wk 11</th>
<th>Topic</th>
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<th>Other Assignments</th>
<th>Assignments Due</th>
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<tr>
<td>4/6</td>
<td>Planning, Implementing and Documenting the Curriculum</td>
<td>-Chapter 13 (Wright) -Documentation: Transforming our Perspective (External Links Class 11) -Kids Are the Experts! -Making Learning Visible in Boston Public Schools (External Links</td>
<td>-Reggio Approach and Aesthetic Environments -Documenting Children’s Work-AWL</td>
<td>Lab 8: -Plan and Implement LEP for lab 8: Movement</td>
<td>-Work on Key Assessments</td>
<td>Lab 8</td>
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### Week 12
**Topic:** Arts Integration, Planning Transitions using the Arts  
**Reading and print material:** Chapter 12 (Wright)  
**Learning Experience:** Transition Ideas that work for all children  
**Other Assignments:** Lab 9: Large Group  
**Assignments Due:** - Work on Key Assessments

### Week 13
**Topic:** The Arts, Culture and Schooling  
**Reading and print material:** Chapter 14 (Wright)  
**Learning Experience:** Strategies for supporting ELLs in the Arts Classroom Celebrations and the Arts  
**Other Assignments:** Lab 10: Plan and Implement LEP for lab 10: Integrated Arts LEP  
**Assignments Due:** - Work on Key Assessments

### Week 14
**Topic:** The Arts and Intelligence  
**Reading and print material:** S-W: Chapter 5  
**Learning Experience:** Art and the Brain  
**Other Assignments:** Lab Make-up # 1: Complete a missed lab  
**Assignments Due:** - Curriculum Assessment Project
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<th>Wk 15</th>
<th>Topic</th>
<th>Reading and print material</th>
<th>Learning Experience</th>
<th>Other Assignments</th>
<th>Assignments Due</th>
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<tr>
<td>5/4</td>
<td>Advocating for the Arts within Schools, Families and the Community</td>
<td>-Advocating for the Arts (External Links CLASS 15)</td>
<td>-Class Debate: Advocating for the Arts Arts resources for families (in support of child’s engagement in arts at home and in community)</td>
<td>-Work on TAOC and TaskStream Portfolios</td>
<td>Personal Growth &amp; Philosophy</td>
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<td>16</td>
<td>Finals Week</td>
<td>Personal Growth and Philosophy Paper, Course Binder, TaskStream and TAOC Portfolios Due on Wednesday, May 6th at Noon.</td>
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