COURSE NUMBER AND TITLE: CFS 414 Programs for Young Children I: Creativity and Expression

SEMESTER: Fall 2011         MW 2:00-2:50 PM         Lab TBA                Blye-Poteat Hall 140

COURSE DESCRIPTION: Theoretical and experiential base for designing developmentally appropriate curriculum for young children which promotes self-expression and creativity through art, music, dramatic play, manipulative, constructive play, language arts. Practica in CDL

PREREQUISITES: None

CREDIT HOURS: 3

CLOCK HOURS PER WEEK: Total 4     Didactic 2     Practice 0     Laboratories 2

INSTRUCTOR: Mrs. Nancy Farris, MEd

OFFICE: Child Development Lab     Phone: 865-471-3488     Email: nfarris@cn.edu

OFFICE HOURS: As posted on office door, by appointment. Monday-Friday 1:00-2:00

COURSE OBJECTIVES:
Upon completion of the course, the student should be able to:
1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, moral, language, cognitive, and aesthetic development of all young children from birth through Grade 4.
2. Plan and implement developmentally appropriate curriculum and instructional practices.
3. 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 young children develop intellectual curiosity, solve problems, make decisions, and become reflective thinkers.
4. Use a variety of strategies to encourage children’s physical, social, emotional, moral, language, cognitive, and aesthetic development.
5. Demonstrate current knowledge of and ability to develop, implement, and evaluate meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas.
6. Develop and implement an integrated curriculum that focuses on children’s needs, interests, and development and takes into account culturally valued content and children’s home experiences.
7. Create, evaluate, and select developmentally appropriate materials, equipment, and environments for all children.
8. Develop and evaluate topics of learning which support conceptual understanding, incorporate career awareness, and ensure intellectual integrity.
9. Develop positive and supportive relationships with children.
10. Encourage positives social interaction strategies among children.
12. Establish and maintain physically and psychologically safe and healthy learning environments for children.
13. Understand the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children’s development, learning, and positive behavior.
14. Understand the developmental consequences of stress, trauma, protective factors, and resilience; understand the development of mental health and the importance of supportive relationships
15. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.
16. Use appropriate health-appraisal procedures consistent with the policies of the setting and recommend referral to appropriate school, community health, and social services when necessary.
17. Recognize signs of child maltreatment including emotional distress, child abuse, and neglect in young children and know one’s responsibility and the procedures for reporting known or suspected maltreatment to appropriate authorities.
18. Partner with families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
19. Use informal and formal assessment strategies to plan and individualize curriculum and practices to meet the specific needs of all children.
20. Develop and use formative and summative program evaluation to ensure the quality of the program for young children and their families.
21. Reflect on one’s own practices, articulate philosophy and rationale for decisions and continually self-assess as a basis for program planning and modification and continuing professional development.
22. Understand the early childhood profession and its multiple historical, philosophical, and social foundations.
23. Establish and maintain positive, collaborative relationships with colleagues, other professional, and families and work effectively as a member of a professional team.
24. Serve as an advocate for improved quality of programs and services for young children and their families and for enhanced professional status and working conditions for early childhood educators.
25. Understand how young children learn spoken and written language.
26. Use the knowledge that reading, writing, speaking, and listening are interrelated and mutually reinforcing.
27. Support language and literacy learning by establishing and maintaining a print rich environment.
28. Understand and use multiple literacy strategies to provide young children with a robust variety of experiences in reading, writing, and oral language.
29. Use knowledge of writing development in young children to promote effective written communication, including language mechanics, appropriate grammar, and legible handwriting.
30. Write in a variety of modes for different audiences, purposes, and viewpoints and provide instruction in these skills.
31. Develop skills to evaluate and analyze print and non-print texts.
32. Provide varied opportunities for young children to use media and technology to communicate effectively.
33. Assist young children in developing group discussion skills including speaking, listening and presentation strategies.
34. Explore a wide range of literature from many periods and cultures and in many genres and relate that knowledge to class reading and class writing.
35. Support the on-going English language development of young children whose first language is not English.
36. Understand the role of oral reading in the development of fluency, expression, accuracy, and confidence.
37. Use a variety of approaches—phonics-based and literature-based—to teach various word recognition and word analysis techniques and continue to develop vocabulary.
38. Use knowledge of young children’s reading difficulties to make appropriate adaptations to promote competence and confidence in reading.
39. Integrate and reinforce reading, writing, speaking, and listening skills in all subject areas.
40. Recognize the role of the young child’s experiences and environment in the development of social studies learning.
41. Use the arts to stimulate creativity and as a means of expressing ideas.
42. Understand the developmental relationships between the arts and other subject areas; integrate art, music, drama and dance with other subject areas.
43. Use the arts to explore and understand other people and cultures.
44. Use experiences in the arts to build positive attitudes towards self and others.
45. Candidates demonstrate a broad general understanding of the major concepts of the discipline they teach. They understand and are able to use assumptions and the processes of inquiry for the discipline being taught. Candidates create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several related subject areas. They use connections in instruction across disciplines and draw on their knowledge to build understanding and motivate students.
46. Candidates understand how learning occurs—how students construct knowledge and acquire skills—and are able to provide learning opportunities that support their intellectual, social and personal development. When making instructional decisions, candidates draw upon an in-depth knowledge of developmental progression in student physical, social, emotional, moral and cognitive domains.
47. Candidates understand and can identify differences in student approaches to learning and performance. They are able to design instruction and adapt instructional techniques for students of diverse cultural and language backgrounds and for students who have exceptional learning needs. Candidates create a learning community which is inclusive and in which individual differences are respected.
48. Candidates understand and use the principles and techniques associated with various instructional strategies that reflect best practice (such as cooperative learning, direct instruction, whole group instruction, independent study and interdisciplinary instruction) and that foster high expectations for all students. They use multiple teaching and learning strategies in active learning opportunities to promote the development of critical thinking, problem solving and performance capabilities. Candidates organize instruction to create learning experiences and enable students to real life experiences and enable students to apply learning to future careers. Using a wide variety of resources and methods,
including technology, candidates vary their role in the instructional process (e.g. instructor, facilitator coach, audience) to achieve different instructional purposes and to meet student’s needs.

49. Drawing on their knowledge of human motivation and behavior, candidates create a learning environment that is inclusive and supports positive social interaction, active engagement in learning and self-motivation. They organize and manage resources such as time, space, facilities, technology, activities, instructional assistants and volunteers to engage students in productive tasks and maximize the amount of class time spent in learning. They develop shared expectations for all students and create and maintain a positive classroom of mutual respect, support and inquiry. Candidates understand and use a wide variety of classroom management strategies that foster self-control and self-discipline. They can defuse potential conflict and use conflict resolution strategies to maintain a smoothly functioning learning community.

50. Candidates understand language development, the role of language in learning and how cultural and gender differences affect communication in the classroom. They recognize effective verbal and non-verbal communication techniques and use them to support student learning. Candidates model effective communication strategies in conveying ideas and information, asking questions, listening, giving direction, probing for student understanding, and helping students express their ideas. Using a variety of tools, including technology, candidates support and expand student expression in speaking, writing and technical media.

51. Candidates use their knowledge of subject matter, learning theory, curriculum, and student development, and assessed student needs in planning instruction. They evaluate, select and create learning experiences that are developmentally appropriate, relevant to students based upon the principles of effective teaching. They are able to help students connect learning to real life and future careers. Candidates identify long-range instructional goals, sequence short-range instructional objectives, and develop units and daily lessons that target these goals and objectives. Candidates effectively integrate a variety of resources, including teacher-created materials, textbooks, technology, community and business resources, to promote student learning.

52. Candidates consistently reflect on their teaching practices by continually evaluating the effect their instruction has on students. They monitor teaching strategies and behavior in relation to student success and use the information to modify and revise instruction accordingly. Candidates seek professional literature, engage colleagues, and participate in professional organizations, and use other resources to support their continuing professional development. To guide professional behavior, candidates draw upon a broad knowledge of legal and ethical responsibilities, educational policy, and organizational, historical, and professional dimension of classrooms and schools.

53. Candidates consult with parents and teachers, and collaborate with other professionals within the school and within the community agencies to foster student learning. They participate in collegial activities designed to make the entire school a productive learning community. Candidates act as advocates for students, advise them, recognize problems, and seek additional help as needed and appropriate. Candidates understand schools as organizations within the larger community an effectively communicate school goals and accomplishments to the community and the general public.

54. Understand the subject matter and skills unique to the care and guidance of children, including program planning, creative activities for young children and working with family and consumer services agencies.

REQUIRED TEXTS:


Brochures from NAEYC:

SUPPLEMENTARY MATERIALS:

EVALUATION:
The objectives will be evaluated in the following manner:

Exam I 35 points
Exam II 35 points
Exam III 35 points
Final Exam 50 points
Activity I – Small group lesson (Teacher –made props) 25 points
Activity II – Large group lesson (Teacher – made props) 25 points
Activity III – Design Prop Box 20 points
Head Day 125 points
Project: Preschool Curriculum 150 points
Lab Evaluation 100 points
Journal 100 points

700 points

GRADING SCALE
658-700 = A  A= 94−100
616-657 = B  B=88-93
546-615=C  C=78-87
490-545=D  D=70-77
489& below=F  F=below 70

TO ACHIEVE COURSE OBJECTIVES:

REQUIREMENTS:

1. FOUR EXAMS:

2. ACTIVITY I, II:

Both small and large group activities must be completed by ____________________.
Note each day past deadline, 5 points will be taken from your grade.

3. PROP BOX:

Will share in class on ____________________.

4. HEAD DAY:

See handout for instructions.
All Head Days must be completed by ____________________.
Note: Each day past deadline, 10 points will be taken from your grade.
Note: Only two language table games may be file folders.

5. PROJECT:

Make an academic year curriculum plan, by the week for an early childhood education program. Include developmental objectives: sample activities for various curricula areas, e.g. art, sensory and science. Large and small group times must have a story or discussion, an activity, and a song. For some groups you may use a game instead of a story. BE CREATIVE AND HAVE HANDS ON ACTIVITIES for the 15 Pre-K Plans.

Project due on ____________________.
Note: Each day past deadline, 10 points will be taken from your grade.
*Have a list of themes as a table of content
**Do not wait until the week the plans are due to start on this project.
6. LABORATORY EXPERIENCE/EVALUATION

A great part of your learning will come from participation in the Child Development Lab. Your participation there involves you not only as a student at Carson-Newman, but it requires that you take on the behaviors of a professional early childhood educator, as you work with children, families, and staff of the lab. You are encouraged to take your role seriously and put forth your best effort.

*You are expected to be in the lab every time you are scheduled to be there. If you must be absent, please notify the director in advance. The only reason one should be absent is illness (documented from the Wellness Center) or a college sponsored event. Any absence for any other reason will seriously damage a student’s lab grade. For each hour of an unexcused absence, 5 points will be deducted from your lab grade. Make-up for excused absences must be scheduled through the director and made up at the end of that week. Unexcused absences will not be made up. You are expected to work 2 hours per week in the Child Development Lab for a total of 30 hours per semester. Be sure the time and date are on your sign-in sheet each time you are in the lab.

7. JOURNAL:

1. Type a personal philosophy for educating young children using a loose-leaf notebook with dividers (1 ½ - 2 pages).

2. Children—Observe, record and assess the children’s behavior in the Child Development Lab for the purpose of planning appropriate programs, learning environments, and social interaction (½ page per child).

3. Feelings—in the feelings section, record how you feel about your first laboratory experience. Tell what may have made you feel uncomfortable or uncertain of yourself. Have at least one listing each week (15).

4. Completed plans for each activity and head day plans must be typed.

5. Media Center—Use current journals on young children to develop two, one-page, typed written papers on two of the following topics:
   1. Function of play in the curriculum
   2. Classroom management
   3. Use of music and movement in developing creative expression
   4. Integrating the language arts throughout the entire curriculum

COURSE OUTLINE:

I. Characteristics of the developmentally appropriate curriculum
   A. Promoting the child’s construction of knowledge and mastery of environment
   B. Fostering positive self image and self understanding
   C. Developing social and interaction skills

II. Function of play in the curriculum
   A. Theories of play
   B. Encouraging creativity and the expression of ideas and emotions through play
   C. The contribution of play to:
      1. Language and symbolic development
      2. Social intelligence
      3. Physical development

III. Review of current models of early childhood education
   A. Montessori
   B. High Scope
   C. Distar
   D. Developmental
   E. Other
IV. Review of theories of learning for young children
   A. Cognitive development – Piaget
   B. Behavior modification
   C. Other

V. Development of a personal philosophy for the education of young children

VI. Principles of observing, recording, and assessing the behavior of young children

VII. Preparing the environment for creativity and the use of expressive media
   A. Benefits of messy materials such as water, clay, finger paint
   B. The young child’s approach to graphic materials such as painting and collage
   C. Principles of learning in the use of blocks and other manipulatives
   D. Contributions of woodworking and the use of constructive materials
   E. Use of music and movement in developing creative expression
      1. Songs, instruments, recordings
      2. Finger plays and musical games
   F. Function of dramatic play, imaginative play, role enactment

VIII. Selecting appropriate materials and activities
   A. Developmentally appropriate experiences
   B. Multi-cultural considerations
   C. Social class variations
   D. Gender differences and assumptions

IX. Classroom Management
   A. Theoretical approaches
   B. Practical approaches
      1. Routines and transitions
      2. Rules and responsibilities

X. Work with colleagues, consultants, and other professionals
   A. In-school support networks and procedures
   B. Children and families with special needs

XI. Work with parents:
   A. Engaging parents in the educational process
   B. Interpreting behavior and developmental needs of children

XII. Time management and lesson plans, developmental goals and objectives

XIII. Physical space arrangements and learning centers

XIV. Evaluating one’s own performance
   A. Self evaluations as a teacher
   B. Seeking and utilizing supervision and feedback
   C. Networking

XV. Characteristics of the very young children
   A. Motivational techniques, autonomy, ego strength, and their relationship to the teaching of the language arts.
   B. The impact of home, parents, and culture on the language development of preschool children
   C. Nature, development, significance of and instructional methods of oral language
GENERAL INFORMATION related to Class Policies in FCS:

1. FCS adheres to the C-N attendance policy as stated in the current catalog. The policy states: “Attendance at all class meetings is expected, and students are responsible for all the work of all class meetings. If students miss class for any reason, they are obligated to obtain assignments for work missed. Students will not be penalized and can make up class work they miss if a documented illness, the death of immediate family member, or participation in a college-sponsored activity caused the absence. Otherwise, the instructor has no obligation to allow students to make up their work. Academic activity will be monitored for all students. Each individual faculty member will establish the consequences for absences and publish these in the course syllabus. Any student who does not attend class during the first week the class meets will be administratively dropped from the class for non-attendance. Enrollment status (full-time/part-time, etc.), billing, and financial aid eligibility may be affected by this withdrawal. Refer to the Refund Section of the catalog for more detailed information. Students who fail all courses due to non-attendance or lack of academic activity will be administratively withdrawn from the college for the semester. The last date of academic activity will be used to determine the date of the administrative withdrawal from the college. Financial Assistance recalculations will be processed for students who are administratively withdrawn from the college within 45 days of the date of determination. If a student is administratively withdrawn from the college, financial assistance eligibility may be affected.” (see Carson-Newman 2010-2011 Catalog, page 29)

2. The professor is committed to starting the class on time and ending on time. It is expected that students will not be tardy to class or leave prior to the end of class.

3. Make-up tests: All tests missed without prior permission of the professor will receive a grade of “0” unless the professor states otherwise. A student who misses a test is expected to contact the professor personally within 24 hours.

4. Late assignments will receive a penalty of 10 % of grade per business day late with the lowest grade being a 0. If you are absent on the day a project is due, the late penalty still applies. All assignments are considered late if not turned in at the beginning of the class period.

5. ALL WORK ASSIGNED MUST BE COMPLETED TO PASS THE COURSE.

6. Students will not be given the opportunity to improve low test grades or project grades by redoing the work or asking to complete special projects to earn extra points unless otherwise specified by the professor.

7. The departmental grading scale will be used in all classes.

8. Academic honesty is the expected standard as defined in the College Code of Conduct in the C-N Student Handbook. If the professor determines that cheating has occurred, he/she reserves the right to adjust the grading procedure accordingly.

9. As a member of this class you are expected to conduct yourself in a manner conducive to learning. If the instructor finds your actions to be disruptive to the learning environment (i.e. text-messaging, talking, sleeping, noise making, etc.) you will be asked to leave class. All cell phones are to be turned off and placed out of sight.

10. Any student with a special documented disability (learning, sight, hearing, mobility, etc.) which may affect class activities should contact David Humphrey (Kathleen Manley Wellness Center) at 471-3268. Students will have to provide appropriate documentation.

11. Problems—If you are having difficulty with the course, see the professor. He/she will be glad to discuss the material and expectations of the course, but do not wait until the last week of the semester to do so.

12. If you need to see the professor outside of class, please contact the professor to schedule an appointment. Do not try to see the professor during the 30 minutes right before the class. This time is needed to collect class materials and get to class on time.

13. The instructor reserves the right to adjust the grading procedure.

14. The professor expects that students thoroughly read and understand the syllabus, including class assignments and projects.

Approved: 8/16/11
# CFS: 414 Programs for Young Children I: Creativity and Expression

**CFS 414  FALL 2011**

**MW 2:00 P.M.**

**Blye-Poteat 140**

**TENTATIVE CLASS CALENDAR**

**Fall 2011**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignment in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Syllabus – Lab Assignment <em>(Start on Monday, Aug. 29)</em></td>
</tr>
</tbody>
</table>
| 29 | Lesson Plans – Sign-up calendar for group times  
Child Abuse discussion |
| 31 | Meet in CDL to look at teacher-made props |
| **September** | |
| 5 | Labor Day *(No class)*  
*The Whole Child Ch. 13 and (pp. 384-387)* |
| 7 | Fostering the Emergence of Literacy/lesson plans  
*The Whole Child ( pp.377-383)* |
| 12 | Present large group in in class  
Discuss how young children learn |
| 14 | Head Day Plans  
Self-Control Brochure |
| 19 | Guidance Strategies handout and  
Helping Children Learn Self-Control  
*The Whole Child Ch. 1* |
| 21 | What is Good Education for Young Children |
| 26 | Activity Planning  
Bring new disk for project |
| 28 | Project Plans and Journal Assignment |
| **October** | |
| 3 | Counting counts in child care |
| 5 | **EXAM I** *(Chapters 13 and 1)*  
*The Whole Child Ch. 4* |
| 10 | Providing Cross-Cultural, Nonsexist Education  
First Pre-K plan due |
| 12 | Prop Boxes – Give assignments |
| 17 | Physical Space Arrangement and Room Arrangement  
*A Guide to Discipline* |
| 19 | A Guide to Discipline and work on  
Personal philosophy of education  
*The Whole Child Ch. 9* |
| 24 | Strengthening the Development of the Emotional Self |
26  Aggression: What to do about it

31  **EXAM II**  (Chapters 4 and 9)

**November**

2    Share prop boxes in class  

7    Working with families  

9    Fostering Creativity in Play  

14   Assessment  

16  **EXAM III**  (Chapters 2 and 3)  

21   Handling Daily Routines  

**23  Thanksgiving Holidays**  

28   Developmentally Appropriate Practices  

30   Developmentally Appropriate Practices  

**December**

5    Developmentally Appropriate Practices  

7    The Social Self: Fostering Self-Discipline  
And Conflict Resolution Skills  

**Comprehensive Final Exam: Friday, December 9, 3:00-5:00**