Instructor and Course Information

Instructor: Susan Harrah  Email: sharrah52@msn.com  Phone: 435-862-7775

Course Credits: 3

Location of Class: Room 111

Meeting Times for Class: 5:15-7:45 every Monday


Pre/Co-Requisites for this course: FCS1500 or FCS2500 Lab required. 3.0 Lecture and some lab experience per week. A lab course to be taken concurrently with FCS2620. FCS-2625 Plan/Crtv/Young Child LAB 0.00 CR

Required Publications, Textbook for class: Creative Activities for Young Children Ed. 10: Mary Mayesky

Course Description: This course is designed for students who are interested in early childhood and elementary education. This course explores the value of developmentally appropriate play for young children. It includes the planning, preparation, and implementation of activities and the development of curriculum materials, appropriate for early childhood. Upon completion, students should be able to plan and direct early childhood learning activities. This course fulfills a requirement for the Early Childhood emphasis at several institutions; students should seek advisement concerning transfer and articulation of this course.

Course Intent: This course is intended to prepare teachers with the knowledge and skills in teaching curriculum content in play, music, movement, and art areas. This course focuses on the development of creative abilities in children age two to six with emphasis on planning teaching-learning experiences. After completing the course, students should be able to demonstrate their ability in organizing the environment and planning developmentally appropriate curriculum to facilitate children’s learning.

Course Objectives: By the end of the semester, students will be able to explain and plan for creative experiences in the content of an early childhood classroom.

The students will:

1. Define creativity and describe criteria of creative behavior
2. Observe and assess creative characteristics and behaviors of children and teachers
3. Demonstrate an understanding of the value and characteristics of play
4. Assess and plan for the inclusion of the value and characteristic of play
5. Compile a collection of creative activity ideas and materials to use with children in the areas of music, movement, art, nutrition, health and safety, outdoor play, sensory, math, science, language, dramatic play, and technology.
6. Plan and implement creative activities with groups of children in the areas of music and movement, art, and nutrition.
7. Review and evaluate software and websites for early childhood classrooms
8. Articulate the value of creative activities in promoting developmentally appropriate practice

Upon completion of this course the student is expected to be able to:

1. Discuss issues of creativity in the early childhood classroom
2. Recall developmental stages in children’s writing development
3. Engage in critical thinking about creative characteristics/behaviors of children and teachers
4. Articulate the value of creative activities in promoting developmentally appropriate practice
5. Recognize and evaluate a plan for the inclusion of special populations in creative activities
6. Plan and implement creative activities with groups of children in the areas of music, movement, art, and nutrition
7. Dialogue and evaluate software and websites for the early childhood classroom
8. Explain and produce artifacts 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, math, science, language, dramatic play, and technology.

Grading Criteria

Grades are based on a percentage of total points earned in class:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Total</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>5</td>
<td>70</td>
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<tr>
<td>My Favorite Artist Act.</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Observations</td>
<td>10</td>
<td>130</td>
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<tr>
<td>Multiple Intelligence Lesson Plan</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Chapter Reviews</td>
<td>50</td>
<td>50</td>
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<td>Floor plan and centers</td>
<td>25</td>
<td>25</td>
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<td>Web resources for teachers</td>
<td>25</td>
<td>25</td>
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<td>Two dimensional/Three dimensional activity</td>
<td>50</td>
<td>50</td>
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<td>Puppet presentation</td>
<td>50</td>
<td>50</td>
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<td>My Favorite storybook</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Design and Art Center</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Resource Binder</td>
<td>200</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>200</td>
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A required part of this course is to have a minimum of 25 hours of “lab” time in an early childhood center. There is a great program here at Dixie State and Mrs. Provost is more than happy to have you observe in her preschool. There will be several observations and a log that is due.

**An explanation is on the following page.

The grade will be given based upon the following percentages:

- A = 95%-100%
- B+ = 88%-90%
- C+ = 78%
- D+ = 68%-70%
- F = Below 60%
- A- = 91%-94%
- B = 84%-87%
- C = 74%-77%
- D = 64%-67%
- B- = 81%-83%
- C- = 71%-73%
- D- = 60%-63%

**Disability Statement:** If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. Our office is located in the Student Services Center, Room #201 of the Edith Whitehead Building.

**Library, Computer Lab, Writing Center, Testing Center, and Tutoring Center statements and links (as appropriate)**

- **Library-** [http://library.dixie.edu](http://library.dixie.edu)
- **Writing Center**-[http://newdixie.edu/english/dsc_writing_center.php](http://newdixie.edu/english/dsc_writing_center.php)
- **Testing Center**-[http://new.dixie.edu/testing](http://new.dixie.edu/testing)
- **Tutoring Center**-[http://dsc.dixie.edu/tutoring/](http://dsc.dixie.edu/tutoring/)

**Institutional and Class Policies**

**Academic Integrity:** Failure to comply with academic integrity, honesty, and behavior standards of Dixie State College may result in course failure or administrative withdrawal from the class. Inappropriate classroom behavior may also result in an administrative withdrawal.

**Resource File:** Develop a collection of – activities appropriate for young children and place in a 3 ring binder. File must include the following: 6 topics (art, music, movement, nutrition, science, finger plays, etc...) You will need five activities from each of the topics. The ideas must not be from the book. Due: Monday, Dec. 6. Be prepared to present your three favorite activities to the class. You will explain the activity (not actually do the activity.)
### Course Outline: FCS 2620-2625

**Planning Creative Activities in Early Childhood Education**  
**Instructor:** Susan Harrah

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter Study</th>
<th>Test/Quiz</th>
<th>Classroom Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Monday Aug. 20</td>
<td></td>
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<td>Review syllabus&lt;br&gt;Plan hours for observations&lt;br&gt;Get to know you act. w/shirt&lt;br&gt;Are you a creative doer?&lt;br&gt;Is this creativity activity?&lt;br&gt;Seven creative myths&lt;br&gt;Find the picture quote</td>
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<tr>
<td>Monday Aug. 27</td>
<td>Chapter 1 &amp; 2</td>
<td>Quiz- Creativity</td>
<td>PowerPoint on topic&lt;br&gt;Divergent/Convergent thinking act.&lt;br&gt;The creative process&lt;br&gt;Research-Think, Pair, Share&lt;br&gt;Websites&lt;br&gt;Leonardo De Vinci&lt;br&gt;Shift Happens&lt;br&gt;What can I do to increase my creativity?&lt;br&gt;Discuss observation&lt;br&gt;PowerPoint on topic&lt;br&gt;Don’t be afraid to fail thoughts&lt;br&gt;Is This Creative Teaching?&lt;br&gt;Right/Left Brained&lt;br&gt;Differentiated instruction&lt;br&gt;Integrating units&lt;br&gt;Creativity and the curriculum&lt;br&gt;Go over My Favorite Artist act.&lt;br&gt;NO CLASS ON LABOR DAY (NEXT WEEK)</td>
<td>Make sure you read Chapter 1 &amp; 2 prior to class today!&lt;br&gt;Do the chapter review for chapters 1 and 2</td>
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<tr>
<td>Monday Sep. 10</td>
<td>Chapter 3 &amp; 4</td>
<td>Quiz- Differentiated instruction</td>
<td>Discuss observation&lt;br&gt;My favorite artist act. presentation&lt;br&gt;PowerPoint on topic&lt;br&gt;M.C. Escher&lt;br&gt;I’ve been wondering activity&lt;br&gt;Discuss Observation&lt;br&gt;PowerPoint on topic&lt;br&gt;Practice talking to parents about art&lt;br&gt;Reading a picture act.&lt;br&gt;Questions about the value of art&lt;br&gt;Go over multiple intelligences survey for next week&lt;br&gt;Go over Multiple Intelligence survey</td>
<td>*Read Chapter 3 &amp; 4 prior to class&lt;br&gt;*Have observation #1 completed&lt;br&gt;*Have My Favorite Artist act. Completed&lt;br&gt;Do the chapter review for chapters 3 and 4</td>
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<td>Monday Sep. 17</td>
<td>Chapter 5</td>
<td>Quiz-</td>
<td>Discuss Observation&lt;br&gt;PowerPoint on topic&lt;br&gt;Look at results of survey&lt;br&gt;Look at Multiple Intelligence plan&lt;br&gt;Go over ADHD scenario&lt;br&gt;Self-Awareness survey</td>
<td>Read Chapter 5 prior to class&lt;br&gt;Have observation #2 completed&lt;br&gt;*Have Multiple Intelligences survey</td>
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<tr>
<td>Date</td>
<td>Chapter(s)</td>
<td>Type</td>
<td>Topics</td>
<td>Assignments</td>
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<td><strong>Monday Sep. 24</strong></td>
<td>Chapter 6 &amp; 7</td>
<td>Quiz-</td>
<td>Discuss next week assignment: Floor plan and centers</td>
<td>NCLB - Discuss next week assignment: Floor plan and centers. *Have the Multiple Intelligence lesson plan due Chapter review for chapter 5</td>
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<td>Discuss Observation PPT on topic Go over floor plans Clean up scenario Solutions for conquering the mess Selecting equipment Go over play homework Discuss Observation PPT on topic Go over play homework Pieter Bruegel’s, Children at Play Discussion topics on play Go over web resources homework</td>
<td>Read chapters 6 &amp; 7 *Have observation #3 Floor plan and centers due Have play homework completed Chapter review for chapters 6 &amp; 7</td>
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<tr>
<td><strong>Monday Oct. 1</strong></td>
<td>Chapter 8 &amp; 9</td>
<td>Quiz</td>
<td>Discuss observation PPT on topic Look at web resources for teachers homework Technology gadgets Assistive Technology Developmental Principles in action Arnold Gesell Piaget</td>
<td>*Read Chapter 8 &amp; 9 *Have observation #4 *Have web resources for teachers homework Chapter review for chapters 8 &amp; 9</td>
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<td><strong>Monday Oct. 8</strong></td>
<td>Chapter 10 &amp; 11</td>
<td>Quiz</td>
<td>Discuss observation PPT on topic Nonverbal cues Observing group membership SIOP Theories of Art Dev. Homework- Plan a two-dimensional activity or three dimensional</td>
<td>Read Chapters 10 &amp; 11 Have observation #5 completed Chapter review for chapters 10 &amp; 11</td>
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<tr>
<td><strong>Monday Oct. 15</strong></td>
<td>Chapter 13 &amp; 14</td>
<td>Quiz</td>
<td>Discuss observation PPT on topic Present activities Homework- Puppet presentations with Where the Wild Things Are</td>
<td>Read Chapters 13 &amp; 14 Have observation #6 completed Due- Have activities to present Chapter review for chapters 13 &amp; 14</td>
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| Monday  
| Oct. 22  |
| Chapter 15 - 17  | Quiz  | Discuss observation  
PPT on topic  
Person to Person  
Relaxing poetry  
Creative drama exercises  
Song adaptations  
The Value of Music  
Do Puppet presentations with the story- Where the Wild Things Are  
Homework- My favorite storybook  | Read Chapters 15, 16, and 17  
Have observation # 7 completed  
Due- Puppets  
Chapter review for chapters 15, 16, and 17  |

| Monday  
| Oct. 29  |
| Chapters 18-19  | Quiz  | Discuss observation  
PPT on topic  
Present- My favorite storybook  
Read Alouds  
Creative writing  
Readers Theater  
Interactive writing  
Science Activities/Research  
Fingerprint activity  
*Have observation # 8 completed  
Due- My Favorite Storybook  
Chapter review for chapters 18 & 19  |

| Monday  
| Nov. 5  |
| Chapter 20 & 21  | Quiz  | Discuss observation  
PPT on topics  
M& M Act.  
Questions about math  
Food activities  | *Read Chapters 20 & 21  
*Have observation completed #9  
Chapter review for chapters 20 and 21  |

| Monday  
| Nov. 12  |
| Chapters 22 & 23  | Quiz  | Discuss observation  
PPT on topics  
Social Studies/Health and safety  | *Read Chapters 22 & 23  
*Have observation completed #10  
Chapter review for chapters 22 & 23  |

| Monday  
| Nov. 19  |
| Chapters 24 & 25  | Quiz  | Discuss observation  
PPT on topics  
Creating diversity  
Multicultural information  
Homework- Designing an art center  | *Read Chapters 24-25  
*Have observation completed  
Chapter review for chapters 24 and 25  |

| Monday  
| Nov. 26  |
| Chapter 12  | Quiz  | Discuss observation  
PPT on topics  
Putting it all together  
Designing an Art center presentations  | *Read Chapter 12  
*Have observation completed  
Chapter review for chapter 12  |
| Monday Dec. 3 | Review – Anything we didn’t get to | Quiz | Discuss observation  
PPT on topics  
Go over the resource binder |
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<tbody>
<tr>
<td>Monday Dec. 10</td>
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<td>Final Exam @ same time as regular class</td>
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