



EAST TENNESSEE STATE  
UNIVERSITY

Early Childhood Education

**ECED 3150: Creative Development of Y.C.**

**OFFICIAL DEPARTMENTAL SYLLABUS**

**Catalog Description:** Strategies for promoting the emergent creative dispositions of the young child are explored. Areas of focus include: art, music, movement, play, dramatics, and creativity. Field participation is required.

3.00 Credit hours

**Required Text:**

Isbell (2013). *Creativity & arts with young children* (Text Only) (3<sup>rd</sup> Edition). Cengage Learning.

Topal (1999). *Beautiful stuff!* Davis Publications, Incorporated.

Broderick & Hong (2020). *From children's interest to children's thinking: Using a cycle of inquiry to plan curriculum*. NAEYC: Washington, DC.

**Supplemental Readings:**

Copple, C.; Bredekamp, S.; Neuman, S. (2000). *Learning to read & write: Developmentally appropriate practice for early childhood*. NAEYC: Washington, DC.

**About the Course:** This course will explore strategies for promoting the emergent creative dispositions of a young child from birth through nine years. It will focus at least upon these areas: art, music, movement, dramatics, play, and creativity. It emphasizes the importance of understanding and encouraging a young child's capacity for self-expression. This course requires a field experience. By state law, to remain in this course, you must have a current background check on file with the College of Education. See online instructions for meeting this requirement.

**Major Course Topics:**

- Theories of the Creative Process
- Theories of Creative Development

- Theories of Learning and Development
- Theories of Multiple Intelligences
- The Value of Play
- Learning centers
- The role of the environment in promoting creative development
- The role of the teacher in promoting creative development
- The use of creativity to meet the needs of a diverse population
- Conceptual development
- Visual Arts and development
- Musical Arts and development
- Literary Arts and development
- Dramatic Arts and development
- Movement and development
- Scientific Inquiry and development
- Symbolism
- Representation
- The *Reggio Emilia* Approach
- Observation for creative development of curriculum
- Emergent Curricula
- Documentation of learning and thinking
- Documentation Panels

**Learning Outcomes:**

Upon completion of this course, each candidate will have demonstrated the ability to effectively complete the following educational accomplishments:

Learning Outcome	Learning Opportunities	Assessment	Aligned to Standards
Investigate theoretical views of the development of young children and its relationship to creative thinking.	Engage in group discussions about the readings in which the content focuses on creative development, creative theory, creative learning	<b>Participation:</b> students will be responsible for reading all assigned chapters and engaging in group discussions about the readings.	<b>NAEYC 1b</b> – <i>knowing and understanding the multiple influences on early development and learning.</i>  <b>COE Dimension 2:</b> Content knowledge

	centers (music, visual arts, movement, and dramatic arts), integrated learning, and expressive arts.		
Look at the importance of play and its influence on children’s development and cognitive abilities.	Students will read <i>Beautiful Stuff</i> and review the content in class as it relates to children’s development through play.	<b>Beautiful Stuff</b> Students will identify the phases of the project, the concepts mentally, and write descriptions of learning.	<b>NAEYC 1b</b> – <i>knowing and understanding the multiple influences on early development and learning.</i>  <b>COE Dimension 2:</b> Content knowledge

<p><i>Using expressive techniques, including pantomime, role-playing, improvisation, rhythm, movement and singing.</i></p>	<p><i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i></p>	<p><b>Engaging in the Power of Materials Exploration:</b>  <i>As part of students’ participation grade, candidates will learn through simulations of play among their peers.</i></p>	<p><b>NAEYC 4c:</b> <i>using a broad repertoire of developmentally appropriate teaching/learning approaches.</i></p> <p><b>COE Dimension 3:</b> Professional Knowledge</p>
<p><i>Recognize the importance of creative thinking for both adults and young children.</i></p>	<p><i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i></p>	<p><b>Engaging in the Power of Materials Exploration:</b>  <i>As part of students’ participation grade, candidates will learn through simulations of play among their peers.</i></p>	<p><b>NAEYC 4d:</b> <i>reflecting on own practice to promote positive outcomes for each child.</i></p> <p><b>COE Dimension 6:</b> Reflective Practice</p>
<p><i>Study the processes and products of creativity in adults and children.</i></p>	<p><i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i></p>	<p><b>Engaging in the Power of Materials Exploration:</b>  <i>As part of students’ participation grade, candidates will learn through simulations of play among their peers.</i></p>	<p><b>NAEYC 3b:</b> <i>knowing about and using observation, documentation, and other appropriate assessment tools and approaches.</i></p> <p><b>COE Dimension 6:</b> Reflective Practice</p>
<p>Determine the environmental influences on the separate</p>	<p>In-class discussions (both whole group and small group) on what students are observing</p>	<p><b>Documentation Panel (100 points)</b> – Candidates will create a documentation panel</p>	<p><b>NAEYC 1b</b> – <i>knowing and understanding the multiple influences on early development and learning.</i></p>
<p>development of creativity and self-expression.</p>	<p>in their field placements; discussions on what students have learned from required readings and how this connects to their placements.</p>	<p>that represents their thinking and learning and the thinking and learning of the children during their field experience.</p>	<p><b>COE Dimension 1:</b> General Knowledge</p>

<p><i>Build positive attitudes toward self and others through the use of arts.</i></p>	<p><i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i></p>	<p><b>Engaging in the Power of Materials Exploration:</b> As part of students' participation grade, candidates will learn through simulations of play among their peers.</p>	<p><b>NAEYC 4d:</b> reflecting on own practice to promote positive outcomes for each child.</p> <p><b>COE Dimension 5:</b> Collaboration</p>
<p>Develop strategies for stimulating the creative potential of children, including questioning, problem-solving, group activities, socio-dramatic play centers, and real experiences.</p>	<p>In-class discussions; sharing of experiences; reflections from students.</p>	<p><b>Classroom Meeting Critique (25 points):</b> Candidates will participate in an adult "classroom meeting time" during which they will develop skills on questioning young children.</p>	<p><b>NAEYC 4b:</b> knowing and understanding effective strategies and tools for early education.</p> <p><b>COE Dimension 7:</b> Lifelong Learning</p>
<p>Explore basic art, music, movement, and dramatic materials appropriate for use with young children.</p>	<p>Exploration of materials during class; in-class discussions; readings from <i>Beautiful Stuff</i></p>	<p><b>Natural Materials assignment (40 points):</b> Students will collect materials, report on their discovery process, and compose a letter to parents inviting them to search for materials, while explaining the initial ideas about what children will explore and learn.</p>	<p><b>NAEYC 4c:</b> using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p><b>COE Dimension 7:</b> Lifelong Learning</p>
<p><i>Initiate activities that lead to the development of individuals, small groups, and cooperative play.</i></p>	<p><i>Students will collaborate and design emergent curricula for young children as they work in their teams during field placement experiences.</i></p>	<p><b>Field Experience – Emergent Curriculum Project (100 points) -</b> Candidates will work collaboratively in groups of three to design and implement emergent curricula for young children.</p>	<p><b>NAEYC 4b:</b> knowing and understanding effective strategies and tools for early education.</p> <p><b>COE Dimension 9:</b> Social Responsibility</p>

<p><i>Determine techniques that encourage motor development, including fine and gross motor skills, physical fitness, coordination, and rhythmic movement.</i></p>	<p><i>Students will collaborate and design emergent curricula for young children as they work in their teams during field placement experiences.</i></p>	<p><b>Field Experience – Emergent Curriculum Project (100 points)</b> – In the design and implementation of emergent curricula students will align with children’s development.</p>	<p><b>NAEYC 4c:</b> using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p><b>COE Dimension 3:</b> Professional Knowledge</p>
<p>Examine art and musical experiences that are appropriate for the creative development of children.</p>	<p><i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i></p>	<p><b>Engaging in the Power of Materials Exploration:</b> As part of students’ participation grade, candidates will learn through simulations of play among their peers.</p>	<p><b>NAEYC 4c:</b> using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p><b>COE Dimension 7:</b> Lifelong Learning</p>
<p><i>Design and implement curriculum materials that will nurture creativity and the arts in young children.</i></p>	<p><i>Students will collaborate and design emergent curricula for young children as they work in their teams during field placement experiences.</i></p>	<p><b>Field Experience – Emergent Curriculum Project (100 points)</b></p>	<p><b>NAEYC 4c:</b> using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p><b>COE Dimension 3:</b> Professional Knowledge</p>
<p>Understanding the importance of play and active work in sensory and motor development, and how these influence later cognitive, perceptual and language skills.</p>	<p><i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i></p>	<p><b>Engaging in the Power of Materials Exploration:</b> As part of students’ participation grade, candidates will learn through simulations of play among their peers.</p>	<p><b>NAEYC 1b</b> – knowing and understanding the multiple influences on early development and learning.</p> <p><b>COE Dimension 3:</b> Professional Knowledge</p>
<p><i>Developing and providing varied opportunities for the creativity and self-expression of children.</i></p>	<p><i>Students will collaborate and design emergent curricula for young children as they work in their teams</i></p>	<p><b>Field Experience – Emergent Curriculum Project (100 points)</b></p>	<p><b>NAEYC 4c:</b> using a broad repertoire of developmentally appropriate teaching/learning approaches.</p> <p><b>COE Dimension 9:</b> Social Responsibility</p>

	during field placement experiences.		
Using the arts to stimulate children’s creativity and their	<i>Engage in the modeling emergent curriculum process, in which you learn through</i>	<b>Engaging in the Power of Materials Exploration:</b> <i>As part of students’ participation grade,</i>	<b>NAEYC 4c:</b> <i>using a broad repertoire of developmentally appropriate teaching/learning approaches.</i>
expression of ideas and the use of symbols.	<i>simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i>	<i>candidates will learn through simulations of play among their peers.</i>	<b>COE Dimension 6:</b> Reflective Practice
Understanding the relationships between the arts and other curriculum areas.	<i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i>	<b>Engaging in the Power of Materials Exploration:</b> <i>As part of students’ participation grade, candidates will learn through simulations of play among their peers.</i>	<b>NAEYC 5a:</b> <i>Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, Physical activity, physical education, health and safety; and social studies.</i>  <b>COE Dimension 2:</b> Content Knowledge
Integrating art, music, movement, and drama with other areas of a child’s educational program.	<i>Engage in the modeling emergent curriculum process, in which you learn through simulations of play among peers. Through this process, students will learn to explore a variety of materials and plan for appropriate extensions for leaning.</i>	<b>Engaging in the Power of Materials Exploration:</b> <i>As part of students’ participation grade, candidates will learn through simulations of play among their peers.</i>	<b>NAEYC 5c:</b> <i>Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</i> <b>COE Dimension 2:</b> Content Knowledge

**Major Assignments:**

- 1. Theory Presentations focusing on Creativity Text Chapters 1 – 3 (40pts).** In the second and third week of class students will be organizing brief presentations on content from Chapters 1-3 in the



Isbell & Raines textbook, *Creativity & the Arts with Young Children*. Presentation choices will be designated in the first week of class.

- a. Power Point presentations will be submitted to the Theory Presentations Discussion.
- 2. **Visual Arts. Musical Arts. Creative Drama Reading and Assignments (85 pts)**
  - i. Visual Arts Assignment-Chapters 4 & 5 (25 pts)
  - ii. Musical Arts and Movement Assignment-Chapters 6 & 7 (30 pts) iii. Creative Drama Assignment – Chapter 8 (30 pts)

**3. Reading Discussions (132 points)**

Students will read assigned articles, PowerPoints as well as chapters in the textbook entitled, “From children’s interests to children’s thinking: Using a cycle of inquiry to plan curriculum” textbook and will participate in discussion related to each chapter.

- Engel Article (12 pts)
- Jones Article (12 pts)
- Broderick & Hong Chapters 1 & 2 (12 pts)
- Broderick & Hong Chapter 3 (12 pts)
- Observing Play (12 pts)
- Interpreting Play (12 pts)
- Divergent Planning (12 pts)
- Convergent Planning (12 pts)
- Reflective Evaluation (12 pts)
- Broderick, Aslinger & Hong Article (12 pts)
- What did we learn (12 pts)

**4. Beautiful Stuff Discussion Assignment (15 pts)**

Read Beautiful stuff book and enter the Beautiful Stuff Discussion board and respond to the following prompts in the discussion forum.

- 5. **Natural Materials Assignment (20 pts).** Students will collect and play with natural materials, documenting their play to learn about documentation in an emergent curriculum setting. They will also write a, simulating the role of a teacher introducing the Natural Materials project to the parents of children in their class. Both parts of this assignment are based on student understanding of emergent curriculum in the Beautiful Stuff text book.
- 6. **The COI Emergent Curriculum project (100 pts).** Students will design emergent curriculum plans around the observations of a preschool teacher, and then compare their plans to the teacher’s. Discussion will include students’ perceptions of what they’ve learned.
- 7. **Documentation Panel and presentation (100 pts).** Using guidelines provided in class, students will use the documentation panel guidelines to critique three documentation panels, in three different Discussions on D2L.

**Grading Scale:**

The final grade will be a percentage calculated by dividing the total number of points earned during the semester by the total number of points possible. The undergraduate grading scale is:

To earn a grade of:	Points Earned	Percentage Grade
A	428-455	94% - 100%
A-	410-427	90% - 93%
B+	396-409	87% - 89%
B	378-395	83% - 86%

B-	364-377	80% - 82%
C+	350-363	77% - 79%
C	332-349	73% - 76%
C-	319-331	70% - 72%
D	291-318	64% - 69%
F	Below 290 points	63% and below

**Standards:** The class aligns with the following standards: Claudius G. Clemmer College of Education Dimensions, InTASC, CAEP, and the National Association for the Education of Young Children (NAEYC).

**Academic Misconduct Policy:** As teacher candidates, students should be above reproach in matters of academic honesty. Plagiarism, cheating, or falsification or copying of assignments are never tolerated in teacher candidates. The penalties are severe. In cases of plagiarism, cheating on quizzes or the final exam, or other forms of academic dishonesty, the student receives an "F" in the course and referred to the Chair and the Dean of Students for further disciplinary action. Following are ETSU's policies on plagiarism and similar offenses: *"Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course."*

**Academic Integrity:** As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe. All students are expected to uphold the ETSU policy on academic misconduct, fulfill their student responsibilities, and have their student rights honored. Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the appropriate ETSU administrative body for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. For more information on this issue, including a useful definition of plagiarism, read ETSU's policy on Academic Misconduct at:

- ② <http://www.etsu.edu/cas/casinarc/currentstudents/misconduct.aspx>
- ② <http://www.etsu.edu/students/spectrum/policies/pa.aspx>

**Departmental Attendance Policy:** Attendance is a vital part of all ECED courses. It is expected that candidates will make every effort to attend classes. In the event that a candidate is **1 point** away from the next highest letter grade and they have maintained **perfect** attendance their grade will increase to that next highest letter grade. If you have to miss class, please let the instructor know, in advance if possible, when you will be absent. This is common courtesy but does not necessarily mean the absence will be excused. In addition, please note that the following penalties will apply to absences:

CLASS SCHEDULE	-1 Letter Grade	-2 Letter Grades	FAILS CLASS
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<b>50-Minute Classes</b> <i>(e.g., MWF classes)</i>	4 <sup>th</sup> Absence	8 <sup>th</sup> Absence	12 <sup>th</sup> Absence
<b>80-Minute Classes</b> <i>(e.g., TTR classes)</i>	3 <sup>rd</sup> Absence	6 <sup>th</sup> Absence	9 <sup>th</sup> Absence
<b>120 to 180-Minute Classes</b> <i>(e.g., once a week, Maymester, or summer session classes)</i>	2 <sup>nd</sup> Absence	4 <sup>th</sup> Absence	6 <sup>th</sup> Absence

**Absence:** Any missed class, regardless of circumstances\*

**Missed Class:** Candidate attends for less than half the class session or misses completely

**Letter Grade:** One increment on the grading scale, e.g., from an A to A- or B+ to B

*\*Instructors reserve the right to excuse an absence, under emergency situations (e.g., hospitalization), at their discretion.*

**Tardiness**

Students should make every attempt possible to arrive at class at the scheduled time and should leave enough time to allow for weather, traffic, and parking issues. Students are also expected to stay in class for the entire class time (unless otherwise excused). Students arriving more than 5 minutes late to class or leaving more than 5 minutes before the end of class, without a valid excuse, will be considered tardy and may experience the following consequences with regards to attendance:

- If a class meets three times a week, then **4 tardies = 1 absence**
- If a class meets twice a week, then **3 tardies = 1 absence**
- If a class meets once a week, then **2 tardies = 1 absence**

**Dispositions & Notice of Concern:** Students making unsatisfactory progress in a course, exhibiting unsuitable dispositions, or having unacceptable attendance and participation may be subject to meeting with the professor and/or program coordinator and/or department chair whereby the student is informed of unsatisfactory progression (instructors are not required to file this notification but may use this procedure to document the unsatisfactory course performance). The instructor may then formally file a “Notice of Concern” with the Department of Early Childhood Education, the Field Placement Office and the student.

**University Academic Accommodations:** Students wishing to discuss accommodations due to a disability are invited to make an appointment with the instructor to go over their Faculty Accommodation Form provided by Disability Services.

**University Syllabus Attachment:** <http://www.etsu.edu/reg/documents/PDF/Syllabus Attachment.pdf>

**Mental Health:** Students often have questions about mental health resources, whether for themselves or a friend or family member. There are many resources available on the ETSU Campus, including: ETSU Counseling Center (423) 439-4841; ETSU Behavioral Health & Wellness Clinic (423) 439-7777; ETSU Community Counseling Clinic: (423) 439-4187.

- If you or a friend is in immediate crisis, call 911.
- Available 24 hours per day is the National Suicide Prevention Lifeline: 1-800-273-TALK (8255).

## DETAILED SECTION INFORMATION FOR Spring 2020

**Professor:** Mrs. Patience Mensah-Bonsu Aggrey

**Contact Info:** [mensahbonsu@etsu.edu](mailto:mensahbonsu@etsu.edu) (see pg.1 for more contact info)

**Format for Written Assignments:** Connections between your thinking and ideas from our readings and reflections from our discussions should be clear. Your work should show evidence of attention to our course readings and discussions. With the exception of online postings, all written work should be typed, double-spaced, using 10 or 12 point traditional fonts with 1" margins on all sides. Bibliographies and formal papers should be formatted using the American Psychological Association style manual, 6<sup>th</sup> edition.

**Assignment Expectations:** A variety of learning activities and assessment opportunities will be included in this course. You will receive detailed handouts of these major assignments in class. Due dates have been created to keep us on target. Late work is strongly discouraged and will have consequences in this course. This is in preparation for your role in society as a professional. Therefore, work is due on the **due date or before the due date**.

**Assignment Assessment and Due Dates:**

**Points Possible & Assignment Due Date (detailed assignment guides will be provided in class and/or posted on D2L):** *Students will insert the due dates in the table on the first day of class.*

Assignment	Points Possible	Date Due
Presentations focusing on Creativity Text Chapters 1 – 3	40 points	Feb. 1-7
Natural Material Assignment	20 points	Feb. 28
Visual Arts. Musical Arts. Creative Drama Reading and Assignments		
• Visual Arts Assignment – Chapters 4&5	25 points	Jan 25
• Musical Arts and Movement Assignment – Chapters 6&7	30 points	Feb. 8
• Creative Drama Assignment – Chapter 8	30 points	Feb. 8
Beautiful Stuff Discussion Assignment	15 points	Mar. 11-17

Chapter Discussions		
• Engel Article (10 pts)	12 points	Jan. 25 – Jan. 31
• Jones Article (10 pts)	12 points	Feb. 1 - 7
• Broderick & Hong Chapters 1 & 2 (10 pts)	12 points	Feb. 22 – Feb. 28
• Broderick & Hong Chapter 3 (10 pts)	12 points	Mar. 1-7
• Observing Play (10 pts)	12 points	Mar. 1-7
• Interpreting Play (10 pts)	12 points	Mar. 8-14
• Divergent Planning (10 pts)	12 points	Mar. 8-14
• Convergent Planning (10 pts)	12 points	Mar. 15-21
• Reflective Evaluation (10 pts)	12 points	Mar. 22-28
• Broderick, Aslinger & Hong Article (10 pts)	12 points	Mar. 22-28
• What did we learn	12 points	Finals week
COI Emergent Curriculum project	100 points	April 2 - 23
Documentation Panel and Presentation (FINAL)	100 points	May 3 - 6

**Week 1: January 19 - 24**

Goals	Assignments	Initial Discussion Posts	Final Discussion Post Dates OR Assignment Due Dates
<i>To learn about the course content and meet classmates</i>	Enter the Welcome and Introduction discussion forum and introduce yourself	January 19	January 24
	1. Review The course syllabus and content 2. Enter the course questions discussions and ask related questions.	January 19	January 24
	1. Sign the Academic Responsibility form 2. Submit the form to Dropbox		January 24
	1. Choose the topic of your theory presentation 2. Email the topic to instructor.	January 19	January 24

**Week 2: January 25 - January 31**

<i>To learn about the role of visual arts in early childhood settings</i>	1. Read Engel article 2. Enter the Engel article discussion board and respond to the prompts	Jan. 25	Jan. 31
	1. Read Chapters 4-5 in the Isbell & Raines book 2. Review Chapters 4 & 5 video lecture 3. Review Visual Art Assignment 4. Complete the visual art experience and put the pictures on the related discussion board. 5. Respond to the prompts in the discussion forum.	Jan. 25	Jan. 31

**Week 3: February 1 - 7**

<i>To become familiar with theories of creativity.</i>	1. Post your Theory presentation PowerPoint in the 2. related discussion board Participate in the discussion boards of your peers.	Feb. 1	Feb. 7
	1. Read Jones article 2. Enter the Jones article discussion and respond to the prompts.	Feb. 1	Feb. 7

**Week 4: February 8 - 14**

<i>To read about curriculum organized around play early childhood classroom.</i>	1. Read chapters 6 & 7 in the Isbell & Raines Text 2. Review chapters 6, 7 & 8 PPT 3. Review chapters lecture video 4. Complete the Creative Drama activity and post it in the related discussion board. 5. Respond to the prompts in the discussion forum.	Feb. 8	Feb. 14
	1. Read chapter 8 in the Isbell & Raines Text.	Feb. 8	Feb. 14

**Week 5: February 15 - 21**

	1. Read Beautiful stuff book 2. Review Beautiful Stuff PowerPoint 3. Enter the Beautiful Stuff Discussion board and respond to the prompts.	Feb. 15	Feb. 21
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**Week 6: February 22- February 28**

<i>To learn about setting up the classroom for Emergent Inquiry.</i>  <i>To learn about facilitating classroom meeting and routines.</i>	1- Read chapters 1 & 2 of Broderick & Hong book 2- Enter the related discussion and respond to the prompts	Feb. 22	Feb. 28
	1. Submit the Natural Material Assignment to Dropbox 2. Also, submit to the discussion forum for this assignment so you can see peers' creative activity. There will be no requirement to respond in this discussion.	Feb. 22	Feb. 28

**Week 7: March 1- 7**

<i>To become familiar with identifying thread of inquiry.</i>	<ol style="list-style-type: none"> <li>1. Read chapters 3 of Broderick and Hong book</li> <li>2. Enter the related discussion and respond to prompts</li> </ol>	March 1	March 7
<i>To learn about observing with intention.</i>	<ol style="list-style-type: none"> <li>1. Read the Observing Play Slideshow,</li> <li>2. Read the Example OR Forms</li> <li>3. Read chapter 4 of Broderick &amp; Hong</li> <li>4. Enter the related discussion and respond to the prompts.</li> </ol>	March 1	March 7

**Week 8: March 8 - 14**

<i>To learn about interpreting children's knowledge and thinking.</i>	<ol style="list-style-type: none"> <li>1. Read chapter 5 of Broderick &amp; Hong book</li> <li>2. Read the Interpreting Play PPT.</li> <li>3. Read the Example IT Forms</li> <li>4. Enter the related discussion and respond to the prompts</li> </ol>	March 8	March 14
<i>To learn about developing curriculum action plans</i>	<ol style="list-style-type: none"> <li>5. Read chapter 6 of Broderick &amp; Hong book</li> <li>6. Read the Divergent Planning PPT</li> <li>7. Read the Example CAP Form</li> <li>8. Enter the related discussion and respond to the prompts</li> </ol>	March 8	March 14

**Week 9: March 15 - 21**

<i>To learn about planning and implementing of a provocation.</i>	<ol style="list-style-type: none"> <li>1. Read chapter 7 of Broderick &amp; Hong book</li> <li>2. Read the Convergent Planning PPT</li> <li>3. Read the Example IPP Form</li> <li>4. Enter the related discussion and respond to the prompts</li> </ol>	March 15	March 21
<i>To learn about reflective evaluation.</i>			

**Week 10: March 22 – March 28**

<i>To become familiar with planning a cycle of inquiry.</i>	<ol style="list-style-type: none"> <li>1. Read chapter 8 of Broderick &amp; Hong book</li> <li>2. Read Reflective Evaluation PPT</li> <li>3. Enter the related discussion and respond to the prompts</li> </ol>	March 22	March 25
	<ol style="list-style-type: none"> <li>1. Read Broderick, Aslinger, Hong article</li> <li>2. Enter the related discussion and respond to the prompts</li> </ol>	March 22	March 25
	<ol style="list-style-type: none"> <li>1. Read the COI Emergent Curriculum project assignment</li> <li>2. Enter the Course Questions Discussion with your questions about the assignment</li> </ol>	March 26	March 28

**Week 11: March 29 – April 4**

<i>To become familiar with planning a cycle of inquiry</i>	<p>Complete the Cycle 1 Planning Experience:</p> <ol style="list-style-type: none"> <li>1. Enter the Cycle 1 planning discussion.</li> <li>2. Design an emergent curriculum plan around the example observations of a preschool teacher that is posted in this discussion forum.</li> <li>3. Use the IT, CAP, and IPP forms to design your plan and post these to the discussion by the due date.</li> </ol>	March 29	April 1
	<p>Complete Cycle 1 Comparison Experience</p> <ol style="list-style-type: none"> <li>1. Find and read the example plans of the teacher whose OR was used for your planning process.</li> <li>2. Enter the comparison discussion and compare your plans to the plans of the teacher's following the prompts in the D2L discussion forum.</li> </ol>	April 2	April 4

**Week 12: April 5 - 11**

<i>To become familiar with planning a cycle of inquiry</i>	<p>Complete the Cycle 2 Planning Experience:</p> <ol style="list-style-type: none"> <li>1. Enter the Cycle 2 planning discussion.</li> <li>2. With your small group Design an emergent curriculum plan around the example observations of a preschool teacher that is posted in this discussion forum.</li> <li>3. Use the IT, CAP, and IPP forms to design your plan and post these to the discussion by the due date.</li> </ol>	April 5	April 8
	<p>Complete Cycle 2 Comparison Experience</p> <ol style="list-style-type: none"> <li>1. Find and read the example plans of the teacher whose OR was used for your planning process.</li> </ol>	April 9	April 11



	2. Enter the comparison discussion and compare your plans to the plans of the teacher's following the prompts in the D2L discussion forum.		
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**Week 13: April 12 - 18**

<i>To become familiar with planning a cycle of inquiry</i>	Complete the Cycle 3 Planning Experience: 1. Enter the Cycle 3 planning discussion. 2. With your small group Design an emergent curriculum plan around the example observations of a preschool teacher that is posted in this discussion forum. 3. Use the IT, CAP, and IPP forms to design your plan and post these to the discussion by the due date.	April 12	April 15
	Complete Cycle 3 Comparison Experience 1. Find and read the example plans of the teacher whose OR was used for your planning process. Enter the comparison discussion and compare your plans to the plans of the teacher's following the prompts in the D2L discussion forum.	April 16	April 18

**Week 14: April 19 - 25**

<i>To learn about documentation on panels</i>	<p><b>Read and have available to look at while we are in the online zoom meeting:</b></p> <ol style="list-style-type: none"> <li>Chapter 9 of Broderick &amp; Hong book</li> <li>Documentation Panel PPT</li> <li>Documentation Panel Guidelines</li> </ol> <p><b>Online Zoom Class Meeting</b></p> <ol style="list-style-type: none"> <li>Documentation Panels</li> </ol> <p><i>NOTE: The zoom link will be sent ahead of time. Try to download zoom and be ready to be online with zoom working. If you need a trial with zoom we can set up a meeting in the earlier weeks for this. Plan ahead!</i></p>	April 19	April 25
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**Week 15: April 26 - May 2**

<i>To learn about documentation on panels</i>	1. Documentation Panel Critique #1 – each student will critique 7 other documentation panels from their peers in a D2L Discussion	April 27	April 29
	1. Documentation Panel Critique #2 – each student will critique 7 other documentation panels from their peers in a D2L Discussion.	April 30	May 2

**Finals Week: May 2-6**

<i>To learn about documentation on panels</i>	What did we learn discussion a. Share the significant points you learned about creativity in early childhood teaching and learning. b. Share the significant points you learned about planning and implementing emergent inquiry curriculum. Share personal creativity growth you experienced.	May 1	May 6
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