

**EDCI 37100 Integrated Curriculum in Early Childhood Education:  
Creative and Affective Domains**  
Purdue University North Central  
Education Department  
Spring, 2011



*What are the conditions of the creative attitude, of seeing and responding, of being aware and being sensitive to what one is aware of? First of all it requires the capacity to be puzzled. Children still have the capacity to be puzzled — Erich Fromm*

**Instructor Information**

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**Course Information**

Time: Wednesdays, 1:00 - 3:20 p.m  
Location: SWZ 260  
Credits: 2 class, 2 lab, 3 credit hours  
Office Hours: Wed, 10 a.m. – noon; Thurs, 9 –  
11 a.m. & by appointment

**Course Description:** Presentation of methods focusing on teaching and learning, curriculum, and assessment in the areas of art, play, physical ed/movement, music, drama, and social-emotional development. Focus on integrative nature of the early childhood classroom addressing social-emotional development, creativity, and the learning environment.  
Prerequisite: EDPS 236: Developmental Theory and Practice in Early Childhood

**Course Format:** This is a hybrid course. We will meet 1/4 of the time face-to-face for the lecture section, 3/4 of the time online using a class blog. The weekly lab section will be in an assigned pre-k classroom.

**Required Readings:**

- Helm, J.H. & Katz, L.G. (2001). *Young investigators: The project approach in the early years*. New York: Teachers College Press.\*
- Indiana Department of Education & Family & Social Services Administration, Division of Family Resources, Bureau of Child Care. (2006). *Foundations to the Indiana academic standards for young children from birth to age 5*.  
<http://www.doe.in.gov/primetime/foundations.html>
- Kostelnik, M.J., Soderman, A.K., Whiren, A.P. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Hall.\*

\* Both of the texts have recently released revised editions. Please let me know if you are using one of them.

\*\*Other articles and online readings will be assigned throughout the course and posted on the Blackboard.

**Recommended Reading:**

Copple, C. & Bredekamp, S. (eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3<sup>rd</sup> ed.). Washington, DC: NAEYC.

**Learning Goals:**

The candidate will:

- Explore developmentally appropriate methods and materials for teaching young children in the creative and affective domains;
- Articulate the importance of addressing children’s social and emotional development;
- Discuss the ways in which the creative and affective domains can be culturally diverse;
- Explain and evaluate the importance of play as integral to children’s development in all domains (social, emotional, physical and cognitive);
- Describe the integration of children’s physical development in curriculum planning in early childhood classrooms.
- Examine and analyze materials, methods, and environments for creating experiences in art, music, movement, drama and physical education in an early childhood classroom;
- Develop plans, activities and assessments for creative experiences based on state and national standards.

**On Campus Meetings:**

We will meet on campus 5 times during the semester (1:00 - 3:20 p.m. Wednesdays: January 19, February 16, March 23 and April 13, May 4). Please bring your books and any assignments to these meetings.

**Related Field Study/Laboratory:**

Students will connect the course content with practical application through a weekly experience in an early childhood setting working with teachers to assist children in creative experiences, including but not limited to art, music, movement, drama.

**Course Materials**

You may also want to assemble a “Project Box” with supplies and materials: markers, scissors, glue, contact paper, crayons, interesting doodads, etc. for in-class activities, creating materials for your lab assignments and projects.

B.S. Early Childhood candidates need to subscribe to TaskStream, an online portfolio. Go to [www.taskstream.com](http://www.taskstream.com) and click on subscribe. Follow the directions to enroll for a subscription. We will use Blackboard for all course tools, resources and information.



**Course Requirements**

- Complete the **assigned readings** before class meetings.
- **Participate** in class and online discussions with thoughtful, relevant contributions that reflect an evolving understanding of the course content. This includes, and is not limited to, discussions, written work, small group projects, and in-class assignments. Students are expected to conduct themselves in a professional manner.

- Engage in a **Field Experience** during which you will observe, assist the teacher, and interact with children in a preschool classroom. This will provide a setting to complete course assignments. During your time in the preschool classroom, you are expected to be a professional.
- Complete the **Lab Reports** as outlined for each module, including reflective essays.
- Complete the assigned **Learning Modules**. These provide an opportunity for you to synthesize and integrate the course concepts.

Any additional **individual or class projects** related to the course content that may be assigned as the course progresses.

**Teacher Responsibilities in the Learning Process:**

It is expected that I will be prepared each week to create an environment conducive to the learning process. In addition, I have tried to create active learning activities and to provide experiences that I believe will enhance the educational experiences of all students.

**Student Responsibilities in the Learning Process:**

It is expected that you will participate in the online discussions and come to class prepared to participate in the learning process. This course demands a high level of initiative and self-direction. It is imperative that you keep up with the assignments, participate in the online activities and field experience. It is your responsibility to seek out assistance or clarification if you need it. Your contribution to your classmates' learning is considered an integral part of this course.

**Professional Behaviors:**

The Early Childhood Education program at PNC adheres to the NAEYC Code of Ethical Conduct. Your demeanor, attendance, punctuality, attitude, preparedness, as well as your willingness to grow and learn reflect your professionalism and readiness to be an early childhood educator. As a teacher candidate, the teacher education faculty prepares you to enter a very important profession. Failure to comply with the following behaviors will lead to a Professional Progress Report which can result in the development of a remediation plan and possible removal from the program. These behaviors apply to your interactions with all faculty, staff, and students at both Purdue North Central and in all teaching placements.

**Professionalism:** Demonstrates acceptable professional behaviors and appearance/hygiene.

**Preparedness:** Is prepared for each class.



**Flexibility:** Demonstrates flexibility regarding course content, class scheduling, and other changes deemed necessary by professor.

**Attendance:** Purdue's attendance policy states that students are expected to be present for every meeting of the classes in which they are enrolled. You are expected to attend all class sessions, to arrive on time, and to actively participate in discussions and activities. Arriving late and/or leaving early is considered both unprofessional and as an absence. Students are responsible for any materials (announcements, notes,

handouts, etc.) they miss due for any reason. Simply stated, if you are not in class, you cannot participate. Since this is a hybrid course it is imperative that you are in class every Wednesday that we have a face-to-face class. **You will be allowed one absence for illness.** As a professional courtesy, please call or send an email (219.785.5637 or meisenhauer@pnc.edu) before the class session you will be missing.

A-Absence

0-1 A	2 A	3 A
10 pts	5 pts	0 pts

**Attendance at the weekly Laboratory/Field Experience is mandatory.**

If you must be absent, it is imperative that you notify your mentor as soon as possible. Failure to do so will result in your grade being lowered by 25 points.

- Respect:** Treats others with courtesy, respect and open-mindedness.
- Integrity/Honesty:** Acknowledges the work of others and protects confidential information.  
Does not engage in any activities that have been deemed unethical or dishonest according to Purdue North Central Student Handbook.
- Stays Informed:** Reads the Elementary Education information on the web, referring to it regularly in order to remain informed of responsibilities to the Elementary Education Program process.
- Safe and Responsible:** Agrees to act in a safe and responsible manner, avoiding any action that might put others at physical and/or emotional risk.
- Problem Solver:** Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.
- Accepts Feedback:** Is receptive to constructive comments, implements changes, and seeks feedback from others.

**Cheating and Plagiarism**

Although the learning activities for this course are not conducive to cheating and plagiarism, academic misconduct is taken very seriously. The following statement is from the student handbook:

Student Academic Misconduct Statement

Source: Regulations Governing Student Conduct, Disciplinary Proceedings and Appeals, Section B, Paragraph 1.2a



**The following actions constitute misconduct for which students may be subject to administrative action or disciplinary penalties:**

- a. Dishonesty in connection with any University activity. Cheating, plagiarism, and knowingly furnishing false information to the University are examples of dishonesty. The commitment of the acts of cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghostwritten papers, the use of substitutes for taking examinations, the use of illegal crib sheets, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.

**ADA**

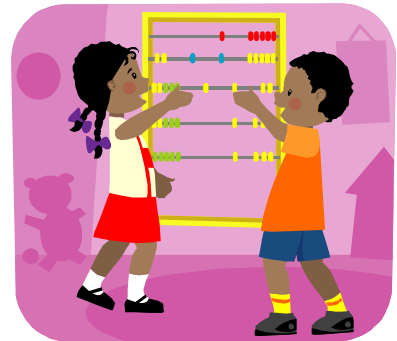
If you have a disability and will need accommodations, please let me know as soon as possible. If you have not done so already please provide appropriate documentation and request accommodations with the Disability Services Coordinator, LSF 029, 785-5374.

**Course Assessment**

Specific rubrics for each assignment will be given. Evaluation of written assignments will be based on content as well as the use of Standard English, correct grammar and spelling. Academic papers should be typed (double-spaced, one inch margins, black ink). It is absolutely required that you provide thorough citations for any resources you use. Use a style guide (APA preferred) for consistency in grammar, bibliographic citations, and reference listings.

Evaluation of materials and presentations will be based on content as well as professionalism, preparation, organization, durability and effort. Materials should be constructed for future use with safety (no small pieces!) and durability in mind.

All assignments must be submitted in full during class on Tuesdays. **Late assignments will not be accepted.**



Assessment in this course will be based on the following:

Learning Modules	75 pts
Field Experience	15
Participation & Professionalism	<u>10</u>
TOTAL	100 pts

The grading scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0

**Suggestions for Further Reading:**

- Althouse, R., Johnson, M.H., & Mitchell, S.T. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum*. New York: Teachers College Press.
- Balaban, N. (2006). *Everyday goodbyes: Starting school and early care, A guide to the separation process*. New York: Teachers College Press.
- Bredenkamp, S. & Rosegrant, T. (eds.). (1992). *Reaching potentials: Vol. 2. Transforming early childhood curriculum and assessment*. Washington DC: NAEYC.
- Cadwell, L.B. (2003). *Bringing learning to life: The Reggio approach to early childhood education*. New York: Teachers College Press.
- Colker, L.J. (2005) *The cooking book: Fostering young children's learning and delight*. Washington DC: NAEYC.
- Curtis, S.R. (1982). *The joy of movement in early childhood*. New York: Teachers College Press.
- Gallas, K. (1994). *The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world*. New York: Teachers College Press.
- Garvey, C. (1977). *Play*. Cambridge, MA: Harvard University Press.
- Hyson, M. (2003). *The emotional development of young children: Building an emotion-centered curriculum*. (2<sup>nd</sup> ed.). New York: Teachers College Press.
- Isenberg, J.P. & Jalongo, M.R. (2001). *Creative expression and play in early childhood*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice-Hall.
- Kemple, K.M. (2003). *Let's be friends: Peer competence and social inclusion in early childhood programs*. New York: Teachers College Press.
- Levin, D.E. & Carlsson-Paige, N. (2006). *The war play dilemma: What every parent and teacher needs to know*. (2<sup>nd</sup> ed.). New York: Teachers College Press.
- McDonald, D.T. (1979). *Music in our lives: The early years*. Washington, DC: NAEYC.
- Rogers, C.S. & Sawyers, J.K. (1988). *Play in the lives of children*. Washington DC: NAEYC.
- Torbert, M. & Schneider, L. (1993). *Follow me too: A handbook of movement activities for three- to five-year-olds*. Washington: NAEYC.

*It is not the language of painters but the language of nature which one should listen to... The feeling for the things themselves, for reality, is more important than the feeling for pictures.*

Vincent Van Gogh



<b>NAEYC Initial Licensure Standards</b>	<b>INTASC Principles</b>									
	1. Subject Matter	2. Student Learning	3. Diverse Learners	4. Instructional Strategies	5. Learning Environment	6. Communication	7. Planning Instruction	8. Assessment	9. Reflection & Professional Development	10. Collaboration, Ethics, & Relationships
1. Promoting Child Development & Learning		X	X		X		X			
1a. Knowing and understanding young children’s characteristics and needs		*					*			
1b. Knowing and understanding the multiple influences on development and learning			*				*			
1c. Using knowledge of development to create healthy, respectful, supportive, and challenging environments		*			*					
2. Building Family & Community Relationships			X				X			X
3. Observing, Documenting, & Assessing to Support Young Children and Families					X		X	X		
3b. Knowing about and using observation, documentation and other appropriate assessment tools							*	*		
4. Teaching and Learning										
4a. Connecting with children & families		*	*	*	*	X	*			X
4b. Using developmentally effective approaches	*	*	*	*	*	X	*			
4c. Understanding content knowledge in early education	*									
4d. Building meaningful curriculum	*	*		X	X		*			
5. Becoming a professional									X	X
5b. Knowing about and upholding ethical standards and other professional guidelines									*	*
5c. Engaging in continuous, collaborative learning to inform practice									*	
5d. Integrating knowledgeable, critical and reflective perspectives on early education									*	

**INTASC Principles/NAEYC Standards for Initial Licensure Address**

X = aligned; \* = emphasized in this course



**EDCI 37100 – Class Schedule**

*This is a tentative schedule and subject to changes which will be announced in class. See Learning Module guides for readings.*

<b>Week/Date</b>	<b>Meeting</b>	<b>Topic</b>	<b>Assignments Due</b>
1 Jan 12	<i>online</i>	<b>Course Introduction</b>	
2 Jan 19	<b>campus</b>	<b>What are the Creative and Affective Domains?</b> Creative Experiences	
3 Jan 26	<i>online</i>	Developmentally Appropriate Practices	
4 Feb 2	<i>online</i>	Environments, Materials, Experiences	
5 Feb 9	<i>online</i>	<b>In what ways are creativity and affective growth promoted in the classroom?</b>	
6 Feb 16	<b>campus</b>	Foundations to the Indiana Academic Standards	Learning Module 1 (20 points)
7 Feb 23	<i>online</i>	Roles of the child, teacher, family, school, community	
8 Mar 2	<i>online</i>	How do we assess creativity?	
9 Mar 9		Spring Break	
10 Mar 16	<i>online</i>	<b>What is a meaningful exploration of creativity?</b> The Project Approach	
11 Mar 23	<b>campus</b>	Beginning a project	Learning Module 2 (25 points)
12 Mar 30	<i>online</i>	Investigations	
13 Apr 6	<i>online</i>	More Investigations	
14 Apr 13	<b>campus</b>	Concluding a project	
15 Apr 20	<i>online</i>	Reflection	
16 Apr 27	<i>online</i>	Revisiting the project	
April 30		PNC's 5 <sup>th</sup> Annual Early Childhood Conference "I Spy Success"	
May 4	<b>campus</b>	<b>Culminating Celebration of Learning</b>	Learning Module 3 (30 points)