TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Early Childhood Education</th>
</tr>
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<tbody>
<tr>
<td>Prepared by</td>
<td>Sharon Vaska, Assistant Professor, ECE</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:lfsrv@uaf.edu">lfsrv@uaf.edu</a></td>
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</tbody>
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Phone 907-543-4555

CRCD  CRCD

Prepared by:

Sharon Vaska, Assistant Professor, ECE

Phone 907-543-4555

Email Contact:
lfsrv@uaf.edu

Faculty Contact:

Same as above

See [http://www.uaf.edu/uafgov/faculty/cd/cdman.html](http://www.uaf.edu/uafgov/faculty/cd/cdman.html) for a complete description of the rules governing curriculum & course changes.

1. **ACTION DESIRED (check one):**
   - Trial Course
   - New Course [X]

2. **COURSE IDENTIFICATION:**
   - Dept: ECE
   - Course #: 127
   - No. of Credits: 3

   Justify upper/lower division status & number of credits:
   
   Course combines existing required courses ECE 121 (1), ECE 123 (1) and ECE 124 (1) and is comparable to ECE 120A, currently offered at TVC.

3. **PROPOSED COURSE TITLE:**
   
   Language and Creative Expression

4. **CROSS LISTED?**
   - YES/NO: NO

   (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. **STACKED?**
   - YES/NO: NO

   (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

6. **FREQUENCY OF OFFERING:**
   - Every Fall

   (Every or Alternate) Fall, Spring, Summer – or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING (if approved):**
   
   Fall, 2009

8. **COURSE FORMAT:**
   
   NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

   COURSE FORMAT:
   
   (check one)
   - 1
   - 2
   - 3
   - 4
   - 5 [X]

   6 weeks to full semester

   OTHER FORMAT (specify)

   Mode of delivery (specify lecture, field trips, labs, etc)

   Lecture and lab.

9. **CONTACT HOURS PER WEEK:**
   
   LECTURE
   
   2 hours/weeks

   LAB
   
   2 hours /week

   PRACTICUM
   
   hours /week

   Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See [http://www.uaf.edu/uafgov/faculty/cd/credits.html](http://www.uaf.edu/uafgov/faculty/cd/credits.html) for more information on number of credits.

   OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**

   Culturally and developmentally appropriate curriculum to promote language and literacy, creativity, and physical development. Emphasis on emergent curriculum, active learning.
play, observation, and creative expression methodologies. Understanding of emergent literacy in young children and how to promote children’s development in pre-reading activities. Emphasizes incorporating indigenous knowledge, local materials, resources, elders, artists, and parents in addressing language and creative expression development in young children. Lab required.

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)
   - H = Humanities
   - N = Natural Science
   - S = Social Sciences

   Will this course be used to fulfill a requirement for the baccalaureate core?  
   - YES X NO

   IF YES, check which core requirements it could be used to fulfill:
   - O = Oral Intensive, Format 6
   - W = Writing Intensive, Format 7
   - Natural Science, Format 8

12. COURSE REPEATABILITY:
   - Is this course repeatable for credit?  
   - YES X NO

   Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

   How many times may the course be repeated for credit?  
   - TIMES

   If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  
   - CREDITS

13. GRADING SYSTEM:
   - LETTER: X
   - PASS/FAIL:

14. PREREQUISITES

   These will be required before the student is allowed to enroll in the course.

   - ECE 101, ECE 104, ECE 107, ECE 115; qualification for or successful completion of ENGL111X

   RECOMMENDED
   - Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed.

   Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

16. PROPOSED COURSE FEES
   - $0

   Has a memo been submitted through your dean to the Provost & VCAS for

17. PREVIOUS HISTORY

   Has the course been offered as special topics or trial course previously? Yes/No

   If yes, give semester, year, course #, etc.:
18. **ESTIMATED IMPACT**

**WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.**

None

19. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

20. **IMPACTS ON PROGRAMS/DEPTS**

**What programs/departments will be affected by this proposed action?**

Include information on the Programs/Departments contacted (e.g., email, memo)

This is a proposed combination course to the required one-credit courses ECE 121, ECE 123 and ECE 124 for the Distance Certificate and AAS Program. This change will impact the BA in Child Development and Family Studies, as an alternative to the required ECE 121, ECE 123 and ECE 124. The TVC ECE Program will continue to require ECE 120A (ECE 105, ECE 121 and ECE 123) and ECE 120B (ECE 122, ECE 124 and ECE 125).

21. **POSITIVE AND NEGATIVE IMPACTS**

**Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.**

Positive: ECE 127 will have prerequisite courses that build a child development foundation; this curriculum course will be applied to that knowledge. ECE 127 combines developmental and curriculum topics that are congruent and no longer requires individual one-credit classes towards the degree in ECE. Possible Negative: Students needing individual courses ECE 105, ECE 121, ECE 123 or ECE 124 will require these courses be offered or offered independent study, or take this three credit course.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course will combine three one-credit courses (ECE 121, ECE 123 and ECE 124) in the ECE AAS curriculum to a three credit course offering with a stronger emphasis on culturally appropriate and responsive curriculum development in the areas of physical, communication and creativity. This course, in conjunction with proposed ECE 128, corresponds to ECE 120A which is currently offered by Tanana Valley Campus.
### Approvals: Signatures on File at the Governance Office

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>9/26/08</td>
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<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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| Signature of Provost (if applicable) | Date |

Offerings above the level of approved programs must be approved in advance by the Provost.

### All Signatures Must Be Obtained Prior to Submission to the Governance Office

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<thead>
<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
<th>Date</th>
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### Additional Signatures: (If required)

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<th>Signature, Chair, Program/Department of:</th>
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ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide
http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.
The department and campus wide curriculum committees will review the syllabus to
ensure that each of the items listed below are included. If items are missing or
unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus.
Although modifications may be made throughout the semester, this document will
contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time
     (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended)
   - any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group
discussion, private instruction, studio instruction, values clarification,
games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific
so that it is clear that the instructor has thought this through and will
not be making it up on the fly (e.g. it is not adequate to say “lab”.
Instead, give each lab a title that describes its content). You may call
the outline Tentative or Work in Progress to allow for modifications during
the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness,
class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be included,
their relative value, and
   - how they will be tabulated into grades (on a curve, absolute scores,
etc.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or
regional) appropriate for the course.

11. Disabilities Services:
The Office of Disability Services implements the Americans with Disabilities
Act (ADA), and insures that UAF students have equal access to the campus and
course materials.
    - State that you will work with the Office of Disabilities Services (203
WHIT, 474-7043) to provide reasonable accommodation to students with
disabilities.”
ECE F127 Language and Creative Expression (3)(2 + 2)

Instructor:
TBA
Address/Phone/Email

Class Meeting Times and Dates and Audio-Conference Information:
Class meetings/lecture time will be 2 hours per week
Class lab time will be 3.5 hours per week

Day, time, dates:
Audio-Conference Bridge Number: 1-800-570-3591, PIN:
Audio Help Desk: 1-800-290-5900
The Encounter Audio Conference System has the following commands:
Mute: *6; Unmute: #6; During a call, if you need help, dial O
To listen to a recorded class: Dial 1-800-230-8546, enter the PIN for the class and then the date
of the call (six digits as 09/22/08).

Course Description
Culturally and developmentally appropriate curriculum to promote language and literacy,
creativity, and physical development. Emphasis on emergent curriculum, active learning, play,
observation, and creative expression methodologies. Understanding of emergent literacy in
young children and how to promote children’s development in pre-reading activities.
Emphasizes incorporating indigenous knowledge, local materials, resources, elders, artists, and
parents in addressing language and creative expression development in young children. Lab
required. Offered Fall. Prerequisites: ECE 101, ECE 104, ECE 107, ECE 115, or permission of
instructor; qualification for or successful completion of ENGL111X. This course encompasses
and is equivalent to ECE 121 Physical Development of Young Children, ECE 123 Language and
Literature Activities for Young Children, and ECE 124 Young Children & Creative
Development.

Number of Contact Hours/Credits:
ECE 127 will meet 14 times for 2 hours each, giving a total of 28 contact hours, in addition,
there will be a total of 35 hours of lab assignments that will take place outside of class times.

Required Texts
Schickedanz, J. (1999). Much More than the ABCs: The Early Stages of Reading and Writing.
NAEYC.
Preschoolers of all abilities, Human Kinetics.

Additional Resources used within the ECE AAS and BA programs
Epstein, A. (2007). The Intentional Teacher: Choosing the Best Strategies for Young Children’s
Learning, NAEYC.

AudioVisual
“The Beauty of Movement: New Games for a Child Care Setting” NAEYC
“Structured Play: Gross Motor Activities for Everyday” NAEYC
“Music Play: Bah, Bah, Bebop, Beethoven” NAEYC
“From Pictures to Words” Jonathan Diamond Associates
“Dramatic Play: More Than Playing House” NAEYC
“Promoting Creativity” DVD, UA ECE
“Physical Development” DVD, UAECE
“I Am Clay: The Power of Natural Clay in Early Childhood Development” DVD, K-Play
“Far Ago & Long Away: Innovative Storytelling” NAEYC
“Storytelling & Story Acting with Vivian Gussin Paley” DVD, The Child Care Collection
“Vivian Gussin Paley and The Boy Who Could Tell Stories” The Child Care Collection

Course Objectives/Student Outcomes

1. Students will develop an understanding of the child development domains of communication (language and literacy), creativity and physical development including theories, issues impacting children today, cultural practices and beliefs, observation, documentation and individual planning.

2. Students will develop a repertoire of teaching materials, methods and environmental supports to nurture communication, creativity and physical development in young children birth through age eight including the areas of art, music, drama, language and literacy, movement, gross and fine motor, and play.

3. Students will demonstrate knowledge and understanding of effective and appropriate (developmental and cultural) learning environments (indoor and outdoor) for young children including space, time, materials, relationships, and discovery.

4. Students will develop an understanding of their important role in the development of language and literacy skills, creativity, and gross and fine motor skills for young children, and identify effective resources, environments and activities that can be used with children ages birth through eight.

5. Students will demonstrate an understanding of the elements of literacy rich environments, the effective use of books with young children, extending learning through books, storytelling and the developmental writing process for young children.
6. Students will demonstrate an understanding of the importance of physical development in young children, its impact on learning, and how to integrate movement into the curriculum, including the development of locomotor, non-locomotor, manipulative, and gymnastic skills.

7. Students will develop and demonstrate an understanding of the importance of parents, families and community in young children’s development of language, literacy, creative, and physical skills including fine and gross motor.

**Methods of Instruction**
This course is taught through an audio-conference format and will include in-class discussion of material and concepts. Each student’s experience, ideas and beliefs are considered to be part of the course instruction. Each student is a critical component of the “learning community.” Reading the texts, formulating questions and comments about the reading, observations of young children, and the assignments are all considered “methods of instruction.”

**Course Policies**
1. **Attendance:** As part of the “Learning Community” all students are expected to attend and participate in all classes.
2. **Absences and Make-ups:** If necessary, excused absences must be arranged ahead of time with the Instructor.
3. **Tardiness:** Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor without disturbing the class.
4. **Participation and Preparation:** Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.
5. **Assignments:** All assignments must be received by the Instructor no later than 12 p.m. on the due date as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor’s Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page.
6. **Extra credit assignments:** Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.
7. **Graded Assignments:** It is the instructor’s intention to grade and respond to student assignments within seven days of their receipt. At any time you may call and ask what you received on a specific assignment if you haven’t yet received it back.
8. **Reporting Grades:** All student grades, transcripts and tuition information are available on line at [http://www.uaonline.alaska.edu](http://www.uaonline.alaska.edu). If you have difficulty accessing this web site, contact the registrar at your local campus.
9. **Written paper assignments:** All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to students (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.
10. **Plagiarism:** Plagiarism is using what another person has written, and using it as your own words and thoughts. Plagiarism is never acceptable. According to the University, plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.”
11. All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.
12. Confidentiality: An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.

13. Incompletes, Withdrawal and No Basis Grading: A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is provided if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.

14. Ethical Behavior: It is expected that, while on the audioconference, you are present and paying attention. If you must “step out of the room” and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

Student Support Services
You may contact the Office of Student Support Services if you are in need of additional support. Their phone number is 474-6844 (UAF) and 796-6000 (UAS, Juneau).

Disabilities Services
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UA students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (UAF: 474-7043; UAS: 796-6000) to provide reasonable accommodation to students with disabilities.

Writing Center
http://www.alaska.edu/english/studentresources/writing/
The Writing Center is a student-staffed, student-oriented service of the English Department.  
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246
* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Library Services for off campus students
Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.
Contact us at
http://library.uaf.edu/offcampus
Off-Campus Services, Elmer E. Rasmuson Library
310 Tanana Loop, PO Box 756800
Fairbanks, Alaska USA 99775-6800
Phone: 1-800-478-5348 Email: fyddl@uaf.edu
For more off campus help go to:
http://www.uaf.edu/library/instruction/Is101/other/Distance_Resources.html
Computer, Internet, and Software Problems:

You cannot get your email: Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads. If you are having problems with a UAF account, you will need to contact the UAF help desk 1.800.478.4667. If it is another company’s account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email. Also check with your email program’s Help.

You forgot your password: Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for backup.

You are having problems with Blackboard: You will need to contact the Blackboard administrator, at: http://classes.uaf.edu/ Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

Evaluation:

Grades will be determined on the following scale:
(NOTE that you must achieve a C or higher for this course to count towards your ECE Degree)

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A = 100% - 90%</td>
<td>300-270</td>
<td>An honor grade. Demonstrates originality, independence, a thorough mastery of the subject; completing more work than is regularly required. Demonstrates a deep understanding, presented with exceptional clarity &amp; poise.</td>
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<tr>
<td>B = 89% - 80%</td>
<td>269-240</td>
<td>Better than the average. Above the average expectation. Projects or papers are presented neatly and thoroughly but do not have the depth and originality for an “A.”</td>
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<tr>
<td>C = 79% - 70%</td>
<td>239-210</td>
<td>Average. The student grasps the essential information; material is complete and presented on time.</td>
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<tr>
<td>D = 69% - 60%</td>
<td>209-180</td>
<td>Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present project to class.</td>
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<tr>
<td>F = below 60%</td>
<td>179-0</td>
<td>Student was unable to complete the assignment on time with at least a 60% understanding and presentation.</td>
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Grades based on
50% laboratory responses
10% Attendance
10% presentations and sharing
20% Curriculum documentation projects
10% Reflective journals.

Course Assignments
1. The role of observation in understanding young children and their development, and in providing appropriate and supportive environments, curriculum and responses. Total estimated lab time: 2 hours
2. Physical development of young children including fine and gross motor, and the senses; what fosters and inhibits physical development. Total estimated lab time: 2 hours
3. Identifying individual children’s physical abilities; active learning for young children. Total estimated lab time: 2 hours
4. Incorporating local knowledge, stories, activities, materials, resources and people to provide appropriate and stimulating activities and environments for children in the creative arts, language and communication activities, and physical development. Total estimated lab time: 2 hours
5. Using children's creative work to document children's learning in all subject areas of the curriculum Total estimated lab time: 2 hours
6. Emerging literacy in young children, providing literacy rich environments and activities, working with families to support children’s literacy development. Total estimated lab time: 3 hours
7. Language development issue including bilingual development, home language and ECE programs, and language delays. Total estimated lab time: 2 hours
8. Creating meaningful relationships with parents and families; providing support and information for parents to understand their child’s creative, language and physical development. Total estimated lab time: 2 hours
9. Integrated, emergent curriculum development and active learning. Total estimated lab time: 2 hours
10. Identifying and utilizing quality children's literature; helping children develop their own stories and books. Total estimated lab time: 2 hours
11. Teacher action research; advocacy project. Total estimated lab time: 2 hours
12. Creative development in children: how to foster and not hinder. Total estimated lab time: 2 hours
13. Reflective journals and responses

Estimated Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>In class today</strong></td>
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<tr>
<td></td>
<td>• Review course expectations; introductions;</td>
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<td></td>
<td>• Lecture Topic: How can a child’s physical abilities help support development within areas of language and creativity?</td>
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<td></td>
<td>• Class discussion on personal beliefs regarding play</td>
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<td></td>
<td><strong>Preparation for next class:</strong></td>
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<tr>
<td></td>
<td>• Review the class calendar and assignments</td>
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<tr>
<td></td>
<td>• Read Chapter 1 in text <em>Moving with a Purpose: Developing Programs for Preschoolers of all abilities</em></td>
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<tr>
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<td>• Prepare for group discussions on chapter 1 content as well as homework assignment.</td>
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<td>Please be prepared to respond with questions, relevant examples from your reading and personal experiences.</td>
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<td><strong>Homework: Self-Assessment / Plan – Address the following in your reflective journal.</strong></td>
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<td>This is an exercise for you to identify your strengths and challenges as they relate to physical activities for your-self as a role model for children. Evaluate your own physical fitness by considering: diet, medications, addictions, exercise programs, activity level, age, weight, stress and other relevant factors. How do you plan to maintain your own fitness in order to help you keep a positive attitude, be a role model for children? A plan of action is to be developed for your own use. This will be discussed with other students during class time.</td>
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<tr>
<td>Week 2</td>
<td><strong>In class today.</strong></td>
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<td>• Go over any student questions regarding the class calendar and</td>
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assignments.
• Group discussion: Chapter 1 and homework designed around your own self assessment plan.
• Lecture topic: Chapter 2

**Preparation for next class:**
• Read Chapter 2 in text *Moving with a Purpose: Developing Programs for Preschoolers of all abilities*
• Prepare for group discussions on topic of how our personal beliefs fit in with those of theorists; be prepared to respond with questions, relevant examples from your reading and other experiences.

**Homework: Physical Challenges and Issues for Young Children - Address the following in your reflective journal**
This is a short paper that will address some of the issues that you identify as challenges for young children related to being physically active. Interview an elder or someone else about how children used to be physically active in the past, and what they are concerned about in today’s children. In addition to identifying the challenges, for each challenge also address what might be a solution to ensure that young children are developing physically, thereby ensuring their development and learning abilities.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>In class today:</th>
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<tbody>
<tr>
<td>• Group discussion: Chapter 2, and correlating homework assignment.</td>
<td></td>
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<tr>
<td>• Lecture topic: Chapter 3</td>
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**Preparation for next class:**
• Read Chapter 3 in text *Moving with a Purpose: Developing Programs for Preschoolers of all abilities*
• Prepare for group discussions on physical activity observed of young children.

**Homework: Child Observation – do the following activity and address in your reflective journal**
You will be observing at least one child doing some kind of physical activity. During this observation you will be looking for specific developmental skills of the child, and noting what skills might be in the near future for practice and teaching.

<table>
<thead>
<tr>
<th>Week 4</th>
<th>In class today:</th>
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<tbody>
<tr>
<td>• Group discussion: Chapter 3 and child observation</td>
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<tr>
<td>• Lecture topic: Chapter 4</td>
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**Preparation for next class:**
• Read Chapter 4 in text *Moving with a Purpose: Developing Programs for Preschoolers of all abilities*
• Prepare for group discussions on ideas and thoughts regarding environmental and practices assessment plan.

**Homework: Environment and Practices Assessment/Plan**
This is an activity for you to do as a self-assessment on the environment where you care for children as well as your own practices regarding a physical learning environment for children. Using the form provided, identify areas that you think need to be addressed in your program/setting and a plan for how you will implement these changes. Follow through with a reflection in your reflective journal.

<table>
<thead>
<tr>
<th>Week 5</th>
<th>In class today:</th>
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<tr>
<td>• Group discussion: Chapter 4.</td>
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<tr>
<td>• Lecture topic: Beginnings of Literacy – adult child interactions.</td>
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</tbody>
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**Preparation for next class:**
- Read Chapter 1 in *More than the ABCs: The Early Stages of Reading and Writing*
- Prepare for group discussions on topic of how you agree or disagree of the information shared regarding adult child interactions. Be prepared to respond with questions, relevant examples from your own personal and other experiences.

**Homework:** Throughout the next week, keep a log of the times and the ways that you have followed the child’s lead. Follow through within your reflective journal. Be prepared to share in our next class. Address the following questions in your reflective journal:
  1. What are some reasons that are important for adults to respond when children initiate conversation?
  2. What happens that prevents or is a barrier to giving the child a chance to initiate?
  3. Give an example of an effective way to comment on what a child has said.

**Week 6**

**In class today:**
- Group discussion: Chapter 1 of *More than the ABCs: The Early Stages of Reading and Writing* and experiences following the child’s lead.
- Lecture topic: Chapter 2:

**Preparation for next class:**
- Read Chapter 2 of *More than the ABCs: The Early Stages of Reading and Writing* Prepare for group discussions on ways you have allowed a child to lead.

**Homework:** Address the following questions in your reflective journal;
  1. What are some reasons that we need to go beyond the “how’s – the gestures, sounds and works and analyze the whys those gestures are used?
  2. What are some non-verbal forms of communication that you notice children using regularly?

**Week 7**

**In class today:**
- Group discussion: Chapter 2.
- Lecture topic: Chapter 3: Supporting emerging readers

**Preparation for next class:**
- Read Chapter 3 of *More than the ABCs: The Early Stages of Reading and Writing*
- Prepare for group discussions on topic of how play can be used to support emergent readers

**Homework:** Address the following questions in your reflective journal
  1. What are your experiences with small vs. large groups?
  2. Why do you think that small groups are recommended
  3. How can dramatic play enhance literacy development?
  4. Are there any learning areas aside from the book corner that can support literacy development?

**Week 8**

**In class today:**
- Group discussion: Chapter 3.
- Lecture topic: Chapter 4: Pretend Play and Shared Reading

**Preparation for next class:**
- Read Chapter 4
- Prepare for group discussions on topic of areas within the learning environment that can support shared reading experiences play.

**Homework**: Address the following questions within your reflective journal.
1. What is the schedule for story time during the day? Problem-solve a plan for enhancement.
2. What do you feel about children having opportunities to comment and ask questions when stories are being read during shared reading times?
3. What is your experience with books that have repeating lines such as Brown Bear, Brown Bear? Describe those experiences.

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**Week 9**

**In class today**: Chapter 4.
**Lecture topic**: Chapter 5: Picture Books

**Preparation for next class**:
- Read Chapter 5 in *More than the ABCs: The Early Stages of Reading and Writing*
- Prepare for group discussions on favorite picture books that you will share. Bring at least 5 titles and authors to discuss.

**Homework**: Address the following questions in your reflective journal
1. What do you do if a child does not want to come to story?
2. How do you insure that these children have opportunities for listening to stories?
3. How did you learn to read? What is your most important book?

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**Week 10**

**In class today**:
- Group discussion: Chapter 5.
- Lecture topic: Beginning Graphic Arts

**Preparation for next class**:
- Read Chapters 1 and 2 in *Creative Expression & Play in Early Childhood*
- Prepare for group discussions on topic of how play experiences experimenting with various graphic art materials will support creative development

**Homework**: Address the following questions in your reflective journal
1. What is creative art in early childhood?
2. What criteria can be used to differentiate between art activities and other types of program activities?
3. How do you support parents to provide opportunities for children to draw at home?

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**Week 11**

**In class today**: Chapters 1 and 2.
- Lecture topic: Chapter 3 and 4: Paste and Collage

**Preparation for next class**:
- Read Chapters 3 and 4 in *Creative Expression & Play in Early Childhood*
- Prepare for group discussions on topic of how you have provided activities that support pasting and collage within your program?

**Homework**: Address the following questions within your reflective journal
1. What are some of the properties of paste that make it the best adhesive medium for young children?
2. What kinds of preparation of paper and collage materials have you
3. What are some of the problems you experience in providing collage in your classroom?

### Week 12

**In class today:**
- Group discussion: Chapter 3 and 4
- Lecture topic: Chapter 5: Creative Dramatics, storytelling and puppetry

**Preparation for next class:**
- Read Chapter 5 in *Creative Expression & Play in Early Childhood*
- Prepare for group discussions on topic of how creative dramatics, storytelling and puppetry are supported within your class environment.

Homework: Address the following within your reflective journal.
1. What is your experience re-enacting stories that are familiar to the children?
2. Why is it hard to talk to children about their artwork using descriptive language?
3. What props from the local community have you incorporated into the children’s play areas?
4. What are some examples of cultural materials that you would like to use to encourage creative play?
5. Are there examples of local stories, Alaska Native stories that you would like to use for re-enactment and telling?

### Week 13

**In class today:**
- Group discussion: Chapter 5.
- Lecture topic: Chapter 6: Creative Movement and Dance

**Preparation for next class:**
- Read Chapter 6 in *Creative Expression & Play in Early Childhood*
- Prepare for group discussions on topic of how creative movement and dance are supported within your class environment.

Homework: Address the following questions in your reflective journal:
1. What kinds of help do you think you need to become confident about providing creative movement curriculum?
2. What is your experience involving parents in helping to design and develop a creative movement program. Have you tried anything so far?
3. What are your thoughts regarding the use of other culture’s represented in your community to incorporate movement and dance traditions into the curriculum?

### Week 14

**In class today:**
- Group discussion on chapter 6 and putting it all together.

All tasks completed and class is done!! ☺