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| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**CHD 1332 CREATIVE EXPERIENCES FOR THE YOUNG CHILD (3 CREDITS)**

Students in this course will participate in an in-depth study of the creative activities that support the growth of both typically developing and atypically developing young children in language arts, math, science, social studies, art, music, and movement.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Developmentally Appropriate Practice

• Play research and theory (Jean Piaget, Anna Freud, Lev Vygotsky, Erik Erikson, and Sara Smilansky)

• Role of adults in scaffolding play

• Three types of play: sensorimotor, dramatic (micro and macro), and construction (fluid and structured)

• The importance of intensity (the amount of time a child is allowed to experience the three kinds of play during each day and throughout the program year)

• The importance of density (the variety of ways each kind of play is represented for the child to experience)

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Visualize**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* + The students will apply the research done by early childhood theorists in constructing activities that support the development of young children in language arts, math, science, social studies, art, music, and movement.
	+ The students will apply their understanding of child development and developmentally appropriate practice to design learning environments to support creative play for young children.
	+ The students will construct a portfolio of artifacts to effectively communicate the value of creative play in the learning process of young children.

2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Engage**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The students will engage in developmentally appropriate play for young children based on early childhood research.
1. **COLLEGE-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Play in the Context of Theory Paper**

The students will write a three to five page paper applying the work of three to five early childhood theorists to the value of play in development.

**Indoor and Outdoor Designs**

The students will create original graphic depictions of learning areas designed by students to support creativity.

**Student-Created Activity Project**

The students will create a comprehensive project and presentation of creative and developmentally appropriate activities to further the learning of a young child in a chosen learning domain which includes adaptations for children with differing abilities, English Language Learners, and family involvement.

**Family Communication Project**

The students will gather student-designed materials and methods to bring families into the discussion of the value of creative play in the learning process of young children.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)