

Syllabus for
ECE 303—Symbol Development and Creativity of the Young Child
3 Credit Hours
Spring 2014

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Covers all aspects of symbol development and creativity including language, literacy, art, music, and drama for children from birth through age 8. Addresses special needs of the language-different child in the development of literacy. Both the research base and practical applications are addressed. Includes ten hours of practicum. (This is a writing-intensive course.)
Prerequisites: None.

This course will be taught with an emphasis on writing. Writing will be used in both pedagogy and assessment of student learning.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Gain an understanding of the development of symbol systems in children from birth through age eight, which include language, art, music, reading, and writing. Emphasis is on development of each system and on methods for enhancing that development.
- B. Learn to recognize and encourage development of creativity in young children.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

As a result of successfully completing this course, the teacher candidate will be able to do the following:

- 1. Discuss processes of language and literacy development in children from birth through grade 3. (EC 1; IS 1, 7; NAEYC 1a,1b,5a)
- 2. Outline stages of art development in the young child. (EC 1; IS 1, 7; NAEYC 1a,1b,5a)
- 3. Describe the development of musical concepts in the young child. (EC 1; IS 1, 7; NAEYC 1a,1b,5a)
- 4. Describe methods for supporting the development of language, literacy, art, music, and drama skills in young children at various levels and with various cultural and individual styles of learning and interacting. (EC 3, 5, 6, 8, 10; IS 4, 6, 10, 12, 15; NAEYC 1c, 2a, 2c, 4b, 4c, 4d, 5b, 5c, 7a, 7b)
- 5. Explain the importance of language, literacy, art, music, and drama in the young child's development. (NAEYC 4c,6d, 6e)
- 6. Relate principles for developing assessment techniques to evaluate learning in these areas. (EC 11, 12; IS 4, 14; NAEYC 3a, 3b, 3c, 3d, 5c)

7. Utilize the Oklahoma PASS objectives and Common Core Standards to develop curriculum for his or her classroom. (IS 5; NAEYC 4b, 5a, 5b, 5c, 6c)
8. Use methods learned to include parents from various socioeconomics statuses and cultures in the language and literacy development of their children. (NAEYC 2c)
9. Discuss the value of language, literacy, art, music, and drama in the lives of young children from a biblical perspective. (IS 3; NAEYC 5)
10. Apply writing skills to improve his or her understanding of symbol development and to share his or her knowledge and understanding with others. (IS 8, 13; NAEYC 1b, 6d, 6e)

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

Institutional Standards (IS) 1,4,7,10,12,14,15

Early Childhood Competencies (EC) 1, 3, 5, 6, 8, 10, 11, 12, 14

CDA Subject Areas (CDA) 2, 3, 8

- IS 1: The candidate is a reflective transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.
- IS 3: The candidate makes educational decisions (i.e. plans instruction and/or administrative) based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.
- IS 4: The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspect.
- IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
- IS 6: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners
- IS 7: The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
- IS 8: The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
- IS 10: The candidate demonstrates an understanding of the legal aspects of education.
- IS 12: The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.
- IS 13: The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic local and global issues.

- IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.
- IS 15: The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.
- EC 1: Understands factors that influence the development of young children, the sequence in interdependency of all areas (i.e., physical, social, emotional, cognitive, and language) and uses that knowledge to meet the needs of the group and individual children (birth to eight years of age) while respecting their unique rates of development.
- EC 3: Bases curriculum decisions on the understanding of how young children think, process information, and develop concepts in content areas including language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
- EC 5: Develops and evaluates units of study in terms of the children's interests and developmentally appropriate skills and concepts.
- EC 6: Plans, implements, and articulates developmentally appropriate strategies including play, independent work, small group projects, group discussions, cooperative learning, open-ended questions, inquiry, and problem-solving experiences.
- EC 8: Adapts curriculum, strategies, schedules, and the environment to meet the specific needs, interests, and experiences of all children including those with disabilities, developmental delays, diverse cultures, or special abilities.
- EC 10: Recognizes and respects diversity, how it influences learning and builds connections among children's families, communities, and student activities.
- EC 11: Uses performance assessment (i.e., observation and documentation) and formal assessment to evaluate young children's development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.
- EC 12: Develops and uses formative and summative evaluation measures to ensure comprehensive quality of the total program for children, families, and the community.
- EC 14: Is able to develop instructional strategies/plans based on the Oklahoma core curriculum.
- CDA 2: Steps to advance children's physical and intellectual development.
- CDA 3: Positive ways to support children's social and emotional development.
- CDA 8: Principles of child growth and development.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
 - 1. Textbooks
 - McGee, L. M., & Richgels, D. J. (2012). *Literacy's beginnings* (6th ed.). Boston: Allyn and Bacon. ISBN 9780132617659
 - 2. Other
 - None
- B. Optional Materials
 - 1. Textbooks
 - None

2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat to plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Departmental Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
2. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
3. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from

the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.

4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
5. **Attendance Policy**—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

6. **Administrative Excused Absence**—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
7. **Senior Cohort Attendance**—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.

8. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
9. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
10. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
11. Incompletes—As stated in the university catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
12. Extra Credit—Students should not expect extra credit to help raise a grade.
13. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Assignments are evaluated on the following basis:

Integrated unit	50 points
Research Support Assignments	95 points
Practicum report	50 points
Test	50 points
Final Exam	50 points

- b. Grading scale:
 - A=90-100%
 - B=80-90%
 - C=70-80%
 - D=60-70%
 - F=below 60%
 - c. One letter grade will be deducted from an assignment for each day it is late.
 - d. Students will complete at least four major written assignments. Writing and writing-related activities will comprise at least 30% of the final grade.
2. ePortfolio
- a. Research support papers directed to differing audiences.

COURSE CALENDAR

Week	Topic	Assignment
1	Creativity	
2	Art Development and Teaching Perspectives	
3	Art Methods Classroom Observation 1	
4	Music Teaching Perspectives	
5	Music Methods Classroom Observation 2	Step 1 of research paper due
6	Drama Methods Test	
7	Reggio Emilia	
8	Language Development Principles of Literacy Learning	Chapter 1 Step 2 of research paper due
9	Literacy Learning: Birth to Three	Chapter 2
10	Literacy Learning: Three to Five Classroom observation 3	Chapters 3 and 7 Step 3 of research paper due
11	Literacy Learning: Five to Seven	Chapters 4 and 8 Step 4 of research paper due
12	Literacy Learning: Six to Eight	Chapters 5, 9, and 10
13	Diverse Learners	Chapters 6 and 11 Unit plan due
14	Working with Parents	

Course Inventory for ORU's Student Learning Outcomes
ECE 303—Symbol Development and Creativity in the Young Child
Spring 2014

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability				X
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills			X	
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship				X
4E	Leadership capacity				X