

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

	Department of Social and Human Development		CRCD
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1. COURSE IDENTIFICATION: As the course now exists.

	ECE		430		3
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COURSE TITLE	Fine Arts for the Early Years
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2. ACTION DESIRED: Changes to be made to the existing course.

NUMBER				
PREREQUISITES	X		FREQUENCY OF OFFERING	X
CREDITS (including credit distribution)		X	COURSE CLASSIFICATION	
CROSS-LISTED	No			
STACKED (400/600) Include syllabi.	No			
OTHER (please				

3. COURSE FORMAT

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	N/A
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	N/A
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	N/A
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6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

ECE F430 Fine Arts for the Early Years (h) (3)
Offered Spring Odd-numbered Years
Focused on promoting the arts in children's lives. Explores the role of the teacher in helping children become aware of the beauty around them and to appreciate the variety and skill of many different kinds of art including: theatre, two- and three-dimensional art, crafts, vocal and instrumental music and dance. Strategies for assessing artistic development and working with families are incorporated. Prerequisites: ECE F310; completion of at least one humanities course; upper-division standing. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

ECE F430 Fine Arts for the Early Years (h) (3)
Offered Spring ~~Odd-numbered Years~~
Focused on promoting the arts in children's lives. Explores the role of the teacher in helping children become aware of the beauty around them and to appreciate the variety and skill of many different kinds of art including: theatre, two- and three-dimensional art, crafts, vocal and instrumental music and dance. Strategies for assessing artistic development and working with families are incorporated. Prerequisites: ENGL 111X, ENGL 211X or 213X; ECE 240, ECE F310; ~~completion of at least one humanities course; upper-division standing.~~ (3+0) (2.5 + 0+ 1.5)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

	No		NUMBER	
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9. **GRADING SYSTEM: Specify only one**

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JUSTIFICATION FOR ACTION REQUESTED

The CDFS program has been looking carefully at the courses provided and is currently involved in a major program change that will promote better opportuni

See attached pages for signatures.



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UNIVERSITY OF ALASKA FAIRBANKS
College of Rural and Community Development
Child Development and Family Studies (CDFS)

A. Course Syllabus

Course Title: Fine Arts for the Early Years
Course No: ECE 430
Credits: 3 (2.5 +0+1.5)
Prerequisites: ECE 240, ECE 310, Engl 111X, Engl 211X or 213X

B. Instructor: Gara Bridwell
604 Barnette Street Suite 220

Phone: 455-2908
E-mail: gdbridwell@alaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.
Location: Distance Delivered possibly in conjunction with local Fairbanks site.
Dates: TBA 2012
Times: TBA
Over the course of 11 weeks, ECE 430 will meet a total of 20 times for 1 ½ hours.
There will be an additional 20 hours of field experience assignments completed.

Text:

Required

Jalongo, Mary., Stamp, Laurie., (1997). *The Arts In Children's Lives. Aesthetic Education In Early Childhood.* Allyn and Bacon. MA.

Kolbe, Ursula. (2002). *Rapunzel's Supermarket, All About Young Children and Their Art.*, Peppinot Press., Australia.

An assortment of additional articles will be included.

Course Description:

Focused on promoting the arts in children's lives. Explores the role of teacher in helping children become aware of the beauty around them and to appreciate the variety and skill of many different kinds of art including theatre, two-and three dimensional art, crafts, vocal and instrumental music and dance. Strategies for assessing artistic development and working with families are incorporated.

ECE 430 is required for the Child Development and Family Studies BA program within the Curriculum and Teaching concentration.

Course Goal:

Students will develop an appreciation of the importance of all the arts in children's lives and a variety of ways to practice skills.

Student Learning Objectives:

At the end of this course students will be able to:

Articulate how the arts contribute to the quality of children's lives as well as our own lives.

Explain how children develop artistry.

Analyze the teacher's and families roles in promoting the arts.
Critique assessment issues regarding the arts and children's participation.
Analyze methods for integrating the arts into classroom curriculum.
Apply assessment and sharing of information skills in regards to children and their performance.

NAEYC Standards addressed in this course:

Standard 1a. Knowing and understanding young children's characteristics and needs in regards to the arts.
Standard 1b. Knowing and understanding the multiple influences on development and learning in regards to the arts.
Standard 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
Standard 2b. Supporting and empowering families and communities through respectful, reciprocal relationships
Standard 2c. Involving families and communities in their children's development and learning.
Standard 3a. Understanding the goals, benefits and uses of assessment in regards to the arts.
Standard 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
Standard 3d. Knowing about assessment partnerships with families and other professionals.
Standard 4a. Connecting with children and families in regards to the arts.
Standard 4b. Using developmentally effective approaches
Standard 4c. Understanding content knowledge in early education in regards to the arts.
Standard 4d. Building meaningful curriculum in the areas of the arts.
Standard 5c. Engaging in continuous, collaborative learning to inform practice.
Standard 5d. Integrating knowledgeable, reflective, and critical perspectives on early education.

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Requirements and Assignments:

Upper Division writing and critical analysis skills are required for this course. Written assignments and projects are to be formatted using APA and typed. Font size should be **10 – 12**, depending on the type of font. Spacing between lines should be **2.0**. Black ink on white paper is strongly preferred. Color graphics are acceptable, but not necessary.

Homework Essays: Looking for more depth than a short answer and will generally requires a few paragraphs. Most essay questions can be answered in about half to 1 page each. Some students may wish to write more, but essays should generally not be more than 2 pages per question. Essay papers will be sent into instructor via email attachment of digital drop box within blackboard.

Reaction Papers: will be written in response to an assigned journal article and are expected to be 1 to 2 pages in length. Reaction papers should address your intellectual and emotional response to the material. What did you learn? What did you like? Was

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100%-90%	300-270	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 & poise
B = 89% - 80%	269-240	Better than average. Above the average expectation. Projects or papers are presented neatly and thoroughly However do not have the depth and originality for an "A."
C = 79% - 70%	239-210	Average. The student grasps the essential information. Material is complete and presented on time.
D = 69% - 60%	209-180	Below average. Student misses significant aspects of the assignment. Material is not turned in on time; student is unprepared to present projects to class
F = below 60%	179 and below	Student was unable to complete the assignment on time with at least a 60% understanding and presentation

Course Calendar Draft

Date	Topic and Assignment
Class 1	<p>In Class Today: Go over syllabus and answer questions. Review Blackboard.</p> <p>Preparation for Next Class: Read Chapter 1 in Jalongo text.</p> <p>Homework: Essay 1: Using the section "Theory into practice" found on page 5 of Jalongo text, think about the questions addressed in the first paragraph. Answer the questions in regards to yourself. For a second part to this essay, Write an autobiographical sketch that refers to your early memories involving painting, drawing, pretend play & re-enacting stories, telling stories, creating with wood or other three dimensional materials, dancing and music. Please state how your current attitude toward the arts was influenced by early experiences. Essay paper will be due Thursday, (DATE).</p>
Class 2	<p>In Class Today: Aesthetics and Learning to See.</p> <p>Preparation for next class: Read pages 6-15 in Kolbe text. Reflect on these readings; have you developed any questions? Write them down so they can be included in the discussion Thursday.</p> <p>Homework: Reaction Paper 1. Read Article #1 on BB. This reaction paper will be due on (DATE).</p>
Class 3	<p>In Class Today: In class discussion around how art contributes to children's lives.</p> <p>Preparation for next class:</p>

	<p>Read Chapter 2 in Jalongo text.</p> <p>Important: Choose the child you will use for the child portfolio inclusive of assessment in different areas of aesthetic arts. This is an important step towards the final project.</p> <p>Homework: Essay 2: Write a reflection of your reasons for choosing this particular child. Consider your reasoning thoughtfully. This will be a piece included in your final portfolio. Assignment is due (DATE). Begin collecting assessment data on this child as you do your labs and other aesthetic activities in class. (Obj. d, f, h, j and NAEYC Std. 1a, 2c, 3a, 3b, 3d, 4a)</p> <p>Field Experience, Activity 1: (4 hours including set-up, facilitation, and complete write-up) For first hands on experience with children, you are assigned to try out the activity “<i>Splatter-paint outlines</i>” as described on page 12 of our text. On a day different than the original activity, use an extension and try the same outlined activity with sponges dipped in paint rather than the spray bottles. Post the paintings on the walls for parents to view. Did you observe or hear any reactions from them? Did the children point out their work to family members? Did discussion between the family members and children develop? Be sure to discuss the results with the children. What did you learn from your observations? What did you learn through discussion with the children? If any questions were raised from family members, how could you improve on the manner in which the paintings were posted so that clearer information on the activity was provided? (Obj. d, f, h, i, j and NAEYC std. 1c, 2b, 3a, 3d, 4a, 4b, 4c, 4d) Write up your lab and share it on Bb. This activity should be completed and posted on BB by Feb. 10th.</p>
Class 4	<p>In Class Today: Lecture and Discussion: Art and Children’s Development.</p> <p>Preparation for next class: Read pg. 16-37 in Kolbe text. Be prepared to share in class what you see happening in your classroom sites and with your chosen “portfolio” child.</p> <p>Homework: No Homework</p>

Class 5

In Class Today: Magic and Investigation of Art with children.

Preparation for next class: Read Chapter 3 in **Jalongo** text.

Homework:

Reaction Paper 2: Read **Article #2**. Write a Reaction paper and post to BB. **This assignment is due on (DATE).**

Read Article #3: On Documentation Panels.

No Reaction Paper due.

the children are engaged using open-ended creative materials, similar to but using different mediums than in the second lab. Watch and listen as you observe the children. Describe the children's responses to your open-ended questions and guiding challenges. This may be a prime time to record the children at work so you do not have to have a clipboard for notes during the session. Recording will allow you to go back and use exact quotes as well as listen to discussion that was going on between the children. (Obj. c, d, f and NAEYC std. 3a, 3d). **This is due on Bb, (D:ou do nnTT6 Tf23nTw[ng on)TJ0**

	Homework: No new homework assignment.
Class 14	<p>In Class Today: Guest Artist</p> <p>Homework:</p> <p>Practica activity 5: (4 hours including planning time with classroom staff, preparation, set-up, facilitation, and creation of documentation board and complete write-up inclusive of parent feedback). (10 points) Prepare and facilitate an activity within the arts for parents to join. A good time to prepare this for may be the end of an afternoon so the children can invite their parents to join them in the activities as they prepare to go home. With appropriate advance planning and notice, there will be opportunity for a great parent involvement. This will be the lab that the ending documentation board shares information about. Take photographs, possibly record conversations between parents and children and ask to keep pieces of work, child and adult. Write-up a complete synopsis of the event and the plans for documentation. This should be completed and posted on Bb by (DATE).</p>
Class 15	<p>In Class Today: Portfolio work and questions and Emerging Topics</p> <p>Preparation for next class: No reading assigned.</p> <p>Homework: None</p>
Class 16	<p>In Class Today:</p> <p>Preparation for next class: Read Chapter 7 in Jalongo text.</p> <p>Homework:</p> <p>Essay 5: Write about the documentation board and how parents related to it. Include your thoughts prior to the inclusion of a documentation board as well as your thoughts following. What have you learned regarding parents and their interest in the experiences their children participate in at school when away from home and family? Also an important portfolio piece. This will dwparentl Inwill dwparentlbion</p>

educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the American with Disabilities Act (ADA), and insures that the UAF students have equal access to the campus and course materials. (203 WHIT,

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.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

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