

**L.A. Mission College**  
**CHILD DEVELOPMENT 3 Section 3076**  
**Th 6:50 pm – 10:00 pm**  
818-717-9110 (8am – 8pm only)

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(This is my preferred email contact)

**Welcome to CD 3!!!** This class should be a lot of fun for all of us.

I am available to meet with you before class in the classroom or just outside the classroom from 6:10pm to 6:45pm on Thursdays.

**COURSE DESCRIPTION: (3 units)**

Explore the creative approach to program planning in areas of sensory, motor, manipulative, art, dramatic play, puppetry, blocks, music, and movement. Students will develop and implement creative curriculum for young children. Emphasis is on Environments that promote creativity and the role of the teacher.

**Student Learning Outcome** - The student will:

1. Create developmentally appropriate creative activities for art and music.
2. Design an environment that fosters divergent thinking and creativity.
3. Demonstrate knowledge of the teacher's role in supporting and implementing creative activities.

I will give you a manila folder into which I want you to submit all your written work. You will also keep the sheet "Record of Student Work" in this folder. **I will keep your folder for you to submit your class work. The folders and record of student work must remain in the project container.**

**Participation** is very important and **WILL BE counted as part of your grade.** *Coming in late and leaving early, using cell phones, text messaging, or side discussions are disruptive and rude to the entire class.*

**Persons using cell phones may be asked to leave the class for the session, and will lose participation points.**

**Active** participation in each class meeting is worth 20 points. Participation in discussions and contributing ideas for accommodations for the learning plans is a part of attendance as well. At the end of each class we will look at student work as a group. If you do not show your work at the end of class, you will lose your participation points. **If you are not in class, I cannot teach you.**

I will be available to speak with you ½ hour before class meets to discuss any concerns you may have about this class and assignments. Contact me by phone or email to set up appointments for conferences at other times.

All homework and assignments are listed in the "assignment" portion of this syllabus. **You are responsible for reading this syllabus and turning the work in on time.** Please do your work on a computer or neatly in INK. **I do not accept work that is done in pencil or is sloppy.**

**Late Work: I don't like late work.** I will take off points until the maximum possible is half. That doesn't mean you will get half. It means the possible points are half. **I like Early Work.**

**Supplies:** I recommend that you bring washable markers, a box of crayons, colored pencils, scissors, a couple of glue sticks, scotch tape, and a small stapler to each class meeting. We will be doing lots of crafts activities and having these items will simplify the process. If you choose you may also bring glitter glue and other crafts materials. If you contribute to the crafts supplies for the different activities, it makes the class more fun for all. There is a "bring" list for each day in this syllabus. Please bring only those supplies you have on hand, DO NOT purchase any of the supplies expressly for this class.

**Required Texts:** Mayesky **Creative Activities for Young Children** ISBN: 978-1-111-29809-8  
Berg, R. & Wirth, K. **Practical Kindergarten.**  
This is used instead of "A Collection of Handouts".

| Class | Date  | Topic   | Assignment  |
|-------|-------|---|---|
| 1     | 8/30  | Introduction to class<br>Going over assignments: Learning Environments<br>The Role of the Teacher: Fostering Creativity | Purchase text; make 40 2 sided copies of learning plan form<br>Form small group work teams                    |
| 2     | 9/6   | Developmentally Appropriate Practices/Planning<br>Curriculum/Play   | <b>Reading: Mayesky, Ch. 1, Ch 2 Berg, Chapter 2</b> (pgs. 11 - 41) & <b>Chapter 3 &amp; 4</b> (pgs. 21 - 36) |
| 3     | 9/13  | Creating, Implementing, & Evaluating Learning Plans   | <b>Reading: Mayesky Ch. 3, Ch4 Berg, Chapter 7</b>  |
| 4     | 9/20  | Learning Plans: Continued<br>Developing Teacher Resource Files  | <b>Reading: Mayesky, Section 2 Berg, Chapter 5 &amp; 6</b> (pgs. 37 - 63)                                     |
| 5     | 9/27  | Creative Experiences: Sensory Activities  | <b>Reading: Mayesky, Section 3 Berg,</b> pgs. 232 - 238; 357 -365   |
| 6     | 10/4  | Creative Experiences: Sensory Activities  | <b>Reading: Mayesky, Section 3 Berg,</b> pgs. 232 - 238; 357 -365   |
| 7     | 10/11 | Creative Experiences: Music   | <b>Reading: Mayesky, Ch. 16 &amp; 17</b>  |
| 8     | 10/18 | Creative Experiences: Movement  | <b>Reading: Berg,</b> pgs. 211-218  |
| 9     | 10/25 | <b>Midterm Learning Plan</b><br>IDEA for Final Project DUE (10 points)  | Bring blank learning plans to use   |
| 10    | 11/1  | Creative Experiences: Visual Arts   | <b>Reading: Mayesky, Section 4 Berg,</b> pgs. 400 -409  |
| 11    | 11/8  | Creative Experiences: Drama & Puppetry  | <b>Berg,</b> pgs. 410 -422  |
| 12    | 11/15 | Creative Experiences: Drama & Puppetry  | <b>Reading: Mayesky, Ch. 15</b>   |

|   |       |  |                              |
|---|-------|--|------------------------------|
| 13  | 11/29 | Creative Experiences: Visual Arts/Seasonal Activities  | <b>Mayesky</b> Section 7 & 8 |
| 14  | 12/6  | Final Presentations<br><b>Activities Notebooks DUE</b><br><b>Learning Plan Notebooks DUE</b> |                              |
| <b>Grades for this class are submitted within 24 hours of the end of class. No work will be accepted after the last day of class.</b> |       |  |                              |
| 15  | 12/13 | Last Class: Grades: Class start time is generally 8 pm                                       |                              |

**ASSIGNMENTS**

Presentation and neatness affect the evaluation of your work. No work written in pencil or very sloppy will not be accepted. It will be returned to you to redo, and points will be deducted.

**1. Circle Time: 50 possible points per team member**

Your team will **present circle time** during the class. Please schedule you date with me in advance. Included in circle time will be the Hello Song, stress management activities, counting, alphabet and phonics, the calendar, a story related to your theme, songs, activities (your choice related to your theme), and a share time where classmates may bring in stories, songs, and activities they feel are appropriate for circle time. Each team member will turn in a circle time lesson plan written personally. Photocopies of classmates completed plans are **NOT** acceptable.

| <b>Circle Time Rubric</b>             | <b>Points</b> |
|---------------------------------------|---------------|
| Use of “Sunshine” activity            | 10            |
| Organization and smooth presentation  | 10            |
| Individual group member participation | 10            |
| Learning plan fully completed         | 20            |

**2. MIDTERM: Due 10/25/12 50 possible points**

**Learning Plan**

For an activity I will present to the class, write a learning plan and a rubric evaluating four stages of development for one of the targeted areas of learning in your learning plan. Be sure to use professional vocabulary when you describe he learning associated with the activity.

Be sure to include:

- a. Thoughtful accommodations for an English Language Learner specific to the activity. Your may use Renee Berg Lecture noted, previous learning plans, and textbooks.
- b. Evaluation of a single area of a single area of learning at four levels.
- c. Three specific California Learning Standards met by the Activity.

Collaboration is entirely acceptable.

| <b>Midterm Rubric</b>                                     | <b>Points</b> |
|---|---------------|
| Neatness and professional appearance                      | 10            |
| Target areas of learning and evaluation rubric correlated | 10            |

|  |    |
|--|----|
| Four accommodation for English language learners present | 10 |
| Three State Standards present                            | 10 |
| All areas of learning plan form completed                | 10 |

**Note: The Learning Plan Notebook can be in a separate section of the Activities Notebook binder**

**3. ACTIVITIES NOTEBOOK: Due 11/29/12      **100 possible points****

**Keep a notebook of activities covered in class** separated by 5 or more subject tabs. E.g.: music; art; dough recipes, movement; puppetry; etc. **Find at least forty activities from outside the class to add to your collection. Forty total items no more than 10 per category.** The activities may be photo copied from books or magazines, printed from the Internet, or hand written from something you saw in a pre-elementary class or even on television. Utilizing others ideas in teaching is fair game. You do not need to reinvent the wheel. You will use this Notebook for ideas for actual classroom activities. **I want to see it by the next to last class meeting to score full points. My handouts do not count as part of your 40 activities. NO WORKSHEETS.** Worksheets are photocopied pencil and paper activities utilized by teachers to keep children quiet and busy with a minimum of mess, creativity, and hands on learning. Collections that include worksheets will be returned for resubmission, minus 10 points.

| <b>Activities Notebook Rubric</b>                                    | <b>Points</b> |
|--|---------------|
| Neatness and professional appearance                                 | 20            |
| Forty interactive items present in 5 or more different subject areas | 40            |
| On time or early   | 10            |
| Activities developmentally appropriate                               | 20            |
| NO WORKSHEETS  | 10            |

**4. LEARNING PLAN FOLDER: DUE 11/29/12      **50 possible points****

It is important to know how to write a lesson plan, evaluate a student’s ability level, and reflect on the effectiveness of the activity while noting changes you would make in your presentation in the future. We will write lesson plans and rubrics in class each week. You will need to add more on your own from your activities notebook. Midterm and final project lesson plans and rubric may be included in these. I want to see at least 40 fully completed learning plans. We will complete at least 12 in class that can be included. The rest must be completed outside of class.

| <b>Learning Plan Folder Rubric</b>  | <b>Points</b> |
|---|---------------|
| Neatness and professional appearance  | 10            |
| Target areas of learning and evaluation rubric correlated in all learning plans | 10            |
| Four or more accommodations for learning diversity in all learning plans        | 10            |
| Three or more State Standards present in all learning plans                     | 10            |
| All areas of learning plan forms completed                                      | 10            |

**5. FINAL PROJECT: Idea Due: 10/25/12      **This is worth 10 points**  
**Presentations Due: 12/6/12**      **90 possible points (45 for instructions)****

**for classmates)**

Please let me know your plan for the activity by 1/18. Your presentations should be **10 to 20 minutes**. **Please bring a copy of the instruction, lists of books, websites, or song lyrics for each person in the class. THESE COPIES ARE WORTH 45 POINTS!!** Stipulate the age ranges for children that are appropriate. You may work as teams of up to three people if **all three participants contribute**. Neatness is part of the evaluation. **No** soup can pencil holders, windsocks, or picture frames.

**PRESENT ONE OF THE FOLLOWING ACTIVITIES TO THE CLASS**

1. Present an activity suitable for young children to share with the class. Write out the directions and make a copy for each person in the class.  
**OR**
2. Create a list of websites (10 or more) that are good resources for child care provider or a list of websites (10 or more) young children can visit. Make a comment about what you thought of each website. Make a copy for each class member.  
**OR**
3. Go to the library and make a list of 10 or more books with activities for childcare providers that can be used for ideas for young children. Make a brief comment about each book. Make a copy for each person in the class.  
**OR**
4. Go to the library and make a list of 10 or more storybooks good for reading to young children. Make a brief comment about each book. Make a copy for each person in the class.  
**OR**
5. Propose an idea of your own. Make copies of your instructions or findings for each person in the class.

Please let me know your plan for the activity in writing by the 10/27/11 class meeting. Each team member must place a copy of his or her final project idea into his or her OWN folder. Your final project class presentations should be **10 to 20 minutes**. Make sure to bring a copy of instructions/learning plan for each person in the class

|  |                  |
|--|------------------|
| <b>Idea turned in by 10/27</b>                                     | <b>10 points</b> |
| <b>Learning Plan/Rubric (a copy for each student in the class)</b> | <b>40 points</b> |
| <b>Presentation</b>  | <b>50 Points</b> |

| <b>Activity Rubric</b>   | <b>Points</b> |
|--|---------------|
| Copies of learning plan/instruction for <b>each class member</b> | 40            |
| Activity demonstrated clearly in at least 4 steps                | 10            |
| Rationale for the value of activity clearly stated               | 10            |
| Individual participation in the group presentation               | 10            |
| Idea submitted by 10/27 for instructor approval                  | 10            |
| Developmentally appropriate                                      | 10            |

| <b>Website/Book/Song List Rubric</b>                        | <b>Points</b> |
|---|---------------|
| Copies of lists for each class member                       | 40            |
| Websites/Books/Songs presented clearly                      | 10            |
| Rationale for the value of website/book/song clearly stated | 10            |

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|--|----|
| Individual participation in the group presentation | 10 |
| Idea submitted by 11/16 for instructor approval    | 10 |
| Developmentally appropriate                        | 10 |

**LATE WORK:** I do not like late work. Late work will be marked down incrementally until the possible points are reduced to half. I will evaluate the late work from there, however, late is better than zero.

**I do NOT accept work after the last class meeting.**

**EARLY WORK:** Early work is good. If you choose to redo work turned in early for a higher grade, there is not penalty. I like early work.

### Extra Credit Opportunities

6. **Assistance in setup and cleanup** that I note in your folder may change a borderline (within 10 points) grade to the higher grade.
7. **Voting** in any local or national election that may occur during the semester is worth 5 points. **This year's presidential election is worth 10 extra credit points!** if you turn in your voting stub to your folder. Please put your name on the back of your stub. If you are not yet of voting age, or cannot vote in this country, encourage a friend to vote, & you may turn in their stub for the extra points.
8. **Canned food:** I will give students bringing nonperishable, non-dented/non-expired canned foods, shampoo, toothpaste, packages of toothbrushes. One point per package donated up to 20 points can be earned. All of the donations will be given to the LA Food Bank.