

THE UNIVERSITY OF TENNESSEE AT MARTIN
EDUCATIONAL STUDIES
TEACHER EDUCATION 485/685 SECTION 001
COURSE SYLLABUS—FALL 2003

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I. COURSE NUMBER AND TITLE

Creativity and Play 485/685 (TCED 485/685—section 001)

II. SEMESTER CREDIT HOURS

4 semester credit hours
Contact hours: M/W 10-12

III. CATALOG DESCRIPTION

A 4-hour methods course addressing creativity and play in Pre-kindergarten through Grade Three (birth to age eight years). Admission to Teacher Education of Major in Human Environmental Sciences Concentration: Child, Family, and Consumer Sciences and Education.

IV. RATIONALE

In order to gain the skills needed for students to develop into facilitators of learning, authentic experiences are essential. This methods course is designed to assist students in the development of competencies and perspectives needed to be successful teachers of young children. The emphasis will specifically relate to young children's creativity and play. This course will introduce play as an essential component to the educational development of the early learner. Developmental theories in creativity and play will be examined. The emphasis in the course will be on the design and application of appropriate creative learning experiences for the young child (birth to eight years).

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to **diverse learners** and the **use of technology** as an additional **communication** tool to enhance student learning. The following are the three primary components of the Conceptual Framework that serve as a knowledge base for the UTM Teacher Educational Program in producing **Teachers as Facilitators of Learning**:

A. Reflective Practitioner:

Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally. Through reflective practices, the candidate will focus on the relevance and purpose of teaching content, strategies, and assessment as well as capabilities for modification and adaptation in learning and teaching styles. The candidate will explore the many dimensions of developmentally appropriate practice while concentrating on flexibility through communication and collaboration. The expanded concept of diversity will be examined throughout the curriculum, within the classroom and school environment, and throughout all teaching practices.

B. Pedagogical Skills:

Based on current research and best-practice, the Teacher Education Program at UTM is designed to develop teachers as facilitators of learning. This is a movement away from the traditional practices of teachers as authoritative figures. The role of a facilitator is to transform students from passive recipients of information into active learners. Teachers need to be engaged in methods and strategies that enable their students to construct their own knowledge while they are playing partners in their own intellectual growth. Thus, teachers need to be reflective practitioners capable of reviewing, instructing, reenacting, and critically analyzing their own and their students' performances. The UTM Teacher Education Program is based on a conceptual framework that comprises several components representing certain knowledge and skills. Knowledge and skills specifically addressed by this course include the following:

1. Higher-Order Thinking Skills
2. Collaboration
3. Cultural Diversity
4. Technology
5. Communication
6. Assessment

C. Professional and Ethical Behavior:

Candidates will exhibit professionalism which enhances the teaching vocation through the display of integrity, honesty, reliability, respect, and consistency. Fairness will be extended to all students and their families without regard to race, ethnicity, religion, gender, socioeconomic status, or disabilities. The individual needs of students will be considered as a priority with the ultimate goal of student success. . Professionalism as a proficiency will be a continual learning process, and be maintained through experiential knowledge, collaborative efforts, and life-long learning.

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES

This course meets the State Professional Education Matrix in P-3—1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11a, 11b, 11c.

Knowledge:

1. Discipline Taught
Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.
2. Student Learning and Development
Candidates understand how children learn and develop and provide learning opportunities that support student intellectual, social, and personal development
7. Planning
Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 11b.Technology (con't.)
Candidates use technology to enhance their professional growth and productivity.

Performance:

4. Teaching Strategies
Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in students.
5. Learning Environment
Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. Communication
Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
8. Assessment and Evaluation
Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.
10. Colleagues, Parents, and Community
Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- 11a.Technology
Candidates use technology and technology-based resources to facilitate developmentally appropriate student learning.

Dispositions:

3. Diverse Learners
Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
9. Reflective Practitioner
Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
- 11c. Technology (con't.)
Candidates effectively use and manage all technology available to them to explore uses of emerging resources. They promote the equitable, ethical and legal use of technology.

VII. COURSE ACTIVITIES

A. Cooperative Group Activities

In an effort to accommodate various learning styles, opportunities will be given to engage in both in-class and outside activities. This will include lectures, discussions in small and large groups, and individual learning activities. Each student will learn problem solving strategies while working with peers as a team in small groups. Each small group will receive points for completing the assigned activities. Each student will earn the same number of points as the other members of the group. However, to earn the credit for the group activities, your presence and active participation are vital for each group working session.

1. Audition/Movement Teaching Lesson (30 points)

Each group will develop a lesson revolving around audition and movement. The lesson will include an audio tape of the music and/or sounds that will be incorporated into your lesson. The lesson will be typed and include the age group, the objective, necessary adaptations in environments, materials, and curriculum to accommodate the needs of all children. This lesson plan will be submitted at the time of the presentation. The group will present the lesson to the entire class during class sessions. The presentation should be approximately 20 minutes in duration and involve the entire class. It will be graded for content, creativity, organization, clarity, collaboration, and developmental appropriateness. *PLEASE NOTE: This is a teaching lesson. Your aim is to impart knowledge without being boring.

2. Card File (200 points)

Each team of two students will be develop a card file of age-appropriate activities. Using the internet or other resources, each team member will research the topic areas and share the ideas with the other team members--this means that each member of the team will have identical files. Upon submission, each topic area for cards will include a cover sheet indicating the topic area, the age for the activities, the number and title of the activity.

Each section of cards must be numbered and color-coded. The following format will be used:

NAME OF ACTIVITY
TYPE OF ACTIVITY
OBJECTIVE
EQUIPMENT/MATERIALS NEEDED
PROCEDURE

The card file will include the following:

Arts/crafts	25 cards
Science	25 cards
Math	25 cards
Special Occasions	25 cards
Music	25 cards
Fingerplays/Poems	25 cards
Movement	25 cards
Cooking	20 cards
Flannel Board (story must be included)	5 cards
<hr/> Total Cards	<hr/> 200 cards

B. Individual Activities

Individual processes and results are crucial to the learning process of teaching young children. The activities for individual work are as follows:

1. Participant Observations (2 at 30 points each=60 points)

PROOF OF LIABILITY INSURANCE IS REQUIRED TO RECEIVE CREDIT FOR THIS ASSIGNMENT.

You will visit community-based programs for toddlers and preschoolers which are inclusive. Each of the two visits will be at least 2 hours in duration. One visit will be at the toddler level (ages 1-2), and one visit will be at the preschool level (ages 3-5). Visits to locations will be scheduled by students and will not occur during the time that this class meets. Each student will complete and submit a form (which will be provided by the instructor) for each participation observation. Your personal reflections will include the different types of play activities that you observe. Your reflections will also incorporate Parten's levels of social play. Each observation assignment will be typed.

***NOTE—These observation hours will be monitored. Any false documentation will result in the failure of this course.**

2. Facilitated Discussion of Videotape (10 points)

You will have the opportunity to learn from a curriculum videotape. The objective is to show how classroom centers and room arrangement can maximize potential learning by children. The videotape will be viewed in class followed by a facilitated discussion.

3. Tests (two at 100 points each=200 points)

A midterm exam and a final exam will be administered for this course at 100 points each. If exams must be taken at a different time than the assigned time, permission must be obtained in advance of the exam date.

4. Picture File (70 points)

A picture file will be created with age-appropriate mounted pictures for use in the classroom. Each picture must be labeled with the category and your name on the back of each page. Be sure to limit your pictures to one per page. Each picture must be large enough so that several children can see details at one time. Five mounted pictures are required for the following categories:

People/Families	Numbers	Animals	Health/Safety	Food
Social Studies	Movement/Exercise	Dramatic Play	Colors/Shapes	Art
Special Occasions	Music	Science/Nature	Feelings/Emotions	

5. Science/Math Materials (50 points)

You will create age-appropriate math and science materials for use in the classroom. Each project will a sheet which describes the topic area, the age for which the item will include information regarding the created item. Please use the following format:

1. Topic area
2. Age for project
3. How the item will be used
4. How the item was created.

The materials will include the following and will be presented in class:

- One math project and one science project created from paper.
- One math project and one science project created from plastic.
- One math project and one science project created from a box or container.
- One math project and one science project created from fabric of some kind.
- One math project and one science project created from any other material.

6. Internet Assignment (25 points for submitted assignment/5 points for presentation=30 points)
- Each student will complete an annotated bibliography of five **DIFFERENT** web sites for creative activities for young children. Each web site will have its own cover page which includes the exact address for the web site. Each web cover sheet will contain an annotation which should be 3-5 sentences explaining the content of the article with **NO** personal opinions.
 - On the same cover page, you will state your opinion of the web site and explain why you have this opinion. In this opinion section, you will state the appropriate age group of the activities and how the contents of the web site could be applied.
 - A copy of the **first page** (this means **ONE** page that you print out) of each web site will be included.
 - The entire project will have a cover page with your name, the date due, and course information.
 - You will select the best web site (in your opinion), and make a copy of the first page **WITH THE WEB ADDRESS** for each class member.
 - You will make a short (about 2 minutes) presentation of why you selected this web address as one that could be used appropriately for young children.

7. Media Portfolio (50 points)

We will be discussing different kinds of media as creative materials for children. Some class time will be designated for media workshops and an opportunity to work on media projects. A portfolio of the created projects for the media workshops will be compiled into a media portfolio. Each page must be labeled on the front with the name of the media/method. Details and requirements will be discussed in class.

8. Participation/Attitude/Attendance

In addition to the group and individual assignments, students will be expected to perform the following:

- * Punctuality in submitting assignments--**late work is not accepted**
- * Active participation in class activities
- * Positive and relevant contributions to class and group discussions
- * A constructive attitude approach toward class discussions
- * Regular class attendance.

You are expected to be on time for class. Once attendance has been taken during class, no further recording of attendance will be taken and late students will be considered to be absent. If a student must be absent from class, a phone call PRIOR to class or appropriate documentation will be expected (doctor's excuse, letter from judge, etc.). The third absence will result in a drop of the final letter grade; the fourth absence will result in the drop of two letter grades; more than five absences requires a drop from this class. Prior to class, the instructor should be notified of any early departure; two tardies or early departures will be equivalent to an absence. Each student is required to keep a personal record of his/her own attendance which will be submitted at the end of the semester.

NOTE: Any unexcused absences will result in a loss of points in this category. Loss of many points in these areas could result in a lower overall grade at the end of the semester (see attendance policy). Each student will be required to keep a personal record of his/her own attendance. These records will be submitted to the instructor at the end of the semester.

Attendance Policy:

Materials and activities presented in this course are designed to enhance your development as an educational leader. Students pursuing the teaching profession are mature enough to take the responsibility of facilitating the acceptable completion of course requirements and for judging the role of class attendance in meeting this goal. As per formal attendance rules, you must be present for every class. In case of emergency absences, you are required to submit a doctor's excuse. Procedures concerning absences from the final examination are discussed in the UTM Bulletin.

VIII. EVALUATION PROCEDURES

All students will be evaluated on the number of points earned for each of the learning activities specified in the syllabus. Assignments submitted after the due date will lose points. Letter grades will be recorded at the end of the course. Grades will be awarded according to cumulative points earned by the student as listed below:

Audio/Movement Teaching Lesson	30
Card File	200
Observations	60
Tape Discussion	10
Tests	200
Internet Assignment	30
Science/Math Materials	50
Picture File	70
Media Portfolio	50
Total	700

The final grade will be based on the following percentage scale of points earned:

- A: 700-651
- B: 650-601
- C: 600-541
- D: 540-491
- F: 490 and below (see instructor)

In the event that students are not completing the reading assignments, quizzes will be implemented and the cumulative points will be added to the point listing; the same percentage scale will be used if this procedure is implemented

Graduate Level Requirements

In addition to completing all of the assignments required of undergraduate students, graduate students will:

- a. Select a project, with approval of the instructor, based on gifted characteristics
- b. Submit a paper of the findings.
- c. Prepare and present a segment to the class including visual representations and handouts of the results.

This project will be graded on a pass/fail basis and will be discussed at an individual conference.

Academic integrity is expected in this class. Work that is copied or plagiarized will be given a grade of 0, and any involved students will be subject to disciplinary action.

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from P.A.C.E. or Student Academic Support Center within the first two weeks of the semester.

IX. TEXTBOOK

Mayesky, M. (2002). *Creative activities (7th edition)*. United States: Delmar.

X. OTHER RESOURCES

The Learning Center; The Paul Meek Library; local, community, and school libraries; various internet sites and services.

XI. COURSE PREREQUISITES/COREQUISITES

Admission to Teacher Education or major in Family and Consumer Sciences with concentration in: Child, Family, and Consumer Sciences and Education.

*A certificate for liability insurance must be obtained to participate in this course.

XII. FACULTY FREQUENTLY TEACHING COURSE

Dr. Esch

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Human Learning; PreK-3; Human Environmental Sciences; Child, Family, and Consumer Sciences and Education Concentration.

PARTEN'S LEVELS OF SOCIAL PLAY

<u>Types of Play</u>	<u>Characteristics of the Child</u>
<u>Unoccupied behavior</u>	Is not engaged in play and does not seem to have a goal. Plays with body, gets on and off chairs, walks about aimlessly, glances around room.
<u>Onlooker behavior</u>	Observes, asks questions, and talks to other children but does not enter play itself. Stands within speaking distance to see and hear. May use onlooker behavior to decide when to enter an ongoing play group or to choose an activity. More active interest and involvement than unoccupied behavior.
<u>Solitary play</u>	Plays independently and is not involved with other children. Playing with own toys is the primary goal. Most typical of 2- and 3-year-old children. Older children use solitary play for needed privacy and for elaborate individual dramatic play.
<u>Parallel play</u>	Plays alongside or nearby, but not with, others. Uses shared toys but plays independently. Does not share toys. Typical of young preschool children. Often considered the beginnings of group play.
<u>Associative play</u>	Plays with others in similar, loosely organized activity. Conversation involves asking questions, using one another's toys. Some attempts made to control who may join the group is often the transition from parallel to cooperative play.
<u>Cooperative play</u>	Involves complex social organizations with shared common goals. Uses negotiation, division of labor, differential role taking, and organization of play themes. Reciprocal role taking (e.g., turn-taking) and a strong sense of belonging to the group. Organizes group for the purpose of making a product, dramatizing a situation, or playing a formal game.

*Adapted from: Parten, M. (1932). Social participation among preschool children. Journal of Abnormal and Social Psychology, 27(2), 243-269.

TEACHER EDUCATION 485/685--PARTICIPANT OBSERVATION
TODDLER LEVEL (ages 1-2)

USE THIS PAGE AS A COVER SHEET FOR THIS OBSERVATION. DO NOT CUT OFF THE BOTTOM. THE SUBMITTED PROJECT MUST BE TYPED AND EACH QUESTION MUST BE NUMBERED.

Name _____ Program _____
Teacher _____ Age Group TODDLER
Date _____ Time _____

- I. Program description:
- II. List sequence of events:
 - 1.
 - 2.
 - 3.
- III. Describe sequence of events
- IV. Select one significant play activity from the sequence of events. Describe it in detail including antecedent and consequential behaviors.
- V. Explain your reflection on significant events.
- VI. Describe observations which illustrate Parten's levels of social play.

NOTES:

Signature of Cooperating Teacher: _____

Thank you for your time and effort in this observational activity!

TEACHER EDUCATION 485/685--PARTICIPANT OBSERVATION
PRESCHOOL LEVEL (ages 3-5)

USE THIS PAGE AS A COVER SHEET FOR THIS OBSERVATION. DO NOT CUT OFF THE BOTTOM. THE SUBMITTED PROJECT MUST BE TYPED AND EACH QUESTION MUST BE NUMBERED.

Name _____ Program _____
Teacher _____ Age Group PRESCHOOL
Date _____ Time _____

- I. Program description:
- II. List sequence of events:
 - 1.
 - 2.
 - 3.
- III. Describe sequence of events
- IV. Select one significant play activity from the sequence of events. Describe it in detail including antecedent and consequential behaviors.
- V. Explain your reflection on significant events.
- VI. Describe observations which illustrate Parten's levels of social play.

NOTES:

Signature of Cooperating Teacher: _____

Thank you for your time and effort in this observational activity!

ALL INFORMATION WILL REMAIN CONFIDENTIAL.

You were assigned a group to work on the audio/movement unit. In order to distribute the work fairly, different group members were supposed to complete specific tasks. This sheet is your opinion of this group work.

1. Your name _____

2. Names of group members _____

3. How often did the group meet to work on/plan the unit? Circle one below.

once twice 3x 4 or more

4. Were all members present each time you met? (Circle one) Yes No

5. In your opinion, did all members make equal contributions to the unit?
(Circle one) Yes No

6. Rate each member's level of participation according to the following scale:

☹= met infrequently; made very little contribution

☺= met occasionally with group; made minimum required contributions

☺= present at all meetings; made significant contributions

_____ member's name

_____ member's name

_____ member's name

7. If given the opportunity, would you work with the same group again? (Circle one) Yes
No

8. What is your opinion of cooperative group projects? Circle a, b, c, or d.

- a. I like working in groups; it's very beneficial.
- b. They're okay but I prefer to work alone.
- c. I hate cooperative group projects.
- d. It doesn't matter one way or the other.

9. Any additional comments?

10. Estimate the group grade for this project. _____

NAME _____

485/685 MEDIA PORTFOLIO

Each item is worth 1 point unless otherwise indicated.

CRAYON

PAPER

Crayon textures | |

Newspaper letters | |

Broadside and tip | |

Newspaper numbers | |

Crayon stencil | |

Newspaper word/words | |

Crayon scratch board | |

Newspaper comic sequence | |

Crayon shavings | |

Wrapping paper backing | |

Chunkies | |

Wrapping paper letters | |

*COLOR WHEEL (2 pts.) | |

Wrapping paper envelopes | |

TEMPERA

Wrapping paper lesson #1 | |

Tempera mingling | |

Wrapping paper lesson #2 | |

Tempera wax resist | |

Folded cut-outs | |

Straw blown | |

Greeting card | |

Blot over | |

Elison die | |

Tempera snow | |

Wall paper | |

String painting | |

Contac paper | |

Tempera printing/stamping | |

CHALK

Tempera sponge painting | |

Chalk line drawing | |

Tempera spatter | |

Chalk textures | |

Tempera/shaving cream | |

Chalk on wet paper | |

Marbled tempera | |

TEXTURED EXAMPLE #1 | |

Tempera and marbles | |

TEXTURED EXAMPLE #2 | |

Thumb print | |

GAME #1 (5 pts.) | |

GAME #2 (5 pts.) | |

CHECK SHEET FOR HL 485/685 AUDIO/MOVEMENT UNIT

TOPIC: _____

NAME(S): _____

RESEARCH/WRITTEN UNIT (21 points):

- a. 3-ring notebook (1 pt)
- b. purpose (1 pt)
- c. rationale (1 pt)
- d. four concepts (not facts) (4 pt)
- e. adaptations for special needs (2 pt)
- f. description of introductory activities (2 pt)
- g. collection of materials/activities in each area of the curriculum (3 pt)
- h. culminating activities for the unit (2 pt)
- i. collaboration (5 pts)

PRESENTATION (9 points):

- a. display board (2 pt)
- b. SINGLE-PAGE handout (2 pt)
- c. content (1 pt)
- d. creativity (1 pt)
- e. organization (1 pt)
- f. developmental appropriateness (1 pt)
- g. technology component (1 pt)

TOTAL (out of 30 pts)

TCED 485/685--**TENTATIVE** SCHEDULE OF CLASS TOPICS/ASSIGNMENTS (Fall 2003)

Class	Dates	Session Topics	What's Due
#1	8/18	Introduction/Overview	
#2	8/20	The Concept of Creativity	Chapter 1
#3	8/25	Promoting Creativity	Chapter 2
#4	8/27	The Concept of Aesthetics	Chapter 3 (*Card File due--Arts/Crafts)
	9/1	LABOR DAY! ☺	
#5	9/3	Workshop	(*Picture File--People/Families, Social Studies, Art, Special Occasions, Numbers, Animals)
#6	9/8	Promoting Aesthetic Experiences	Chapter 4
#7	9/10	Children, Teachers, and Creative Activities	Chapter 5 (*Card File due--Science, Cooking)
#8	9/15	Creative Environments/	Chapter 6
#9	9/17	Workshop	
#10	9/22	Using Media to Promote Creativity	Chapter 7
#11	9/24	Art and Social-Emotional Growth	Chapter 8 (*Observation #1 due)
#12	9/29	Creative Curriculum (*Video tape/discussion)	(*Internet Assign. due)
#13	10/1	Art and Physical-Mental Growth	Chapters 9
#14	10/6	Developmental Levels and Art	Chapter 10 (*Picture File due— Movement/Exercise, Music, Dramatic Play, Science/Nature)
#15	10/8	Review/Midterm Exam	
#16	10/13	Program Basics: Goals, Setting Up, Materials, and Strategies	Chapter 11 (*Math Projects due)
#17	10/15	Workshop	

#18	10/20	Two-Dimensional Activities	Chapter 12
#19	10/22	Creative Movement	Chapter 16 (*Card File due--Math, Special Occasions, Music)
#20	10/27	Developmental Levels and Art Creative Music	Chapter 17
#21	10/29	Workshop	
#22	11/3	Dramatic Play and Puppetry	Chapter 15 (*Picture File due--Health/Safety, Food, Colors/Shapes, Feelings/Emotions)
#23	11/5	Dramatic Play and Puppetry	(*Science Projects due)
#24	11/10	The Role of Creative Play in Development	Chapter 14
#25	11/12	Workshop	(*Card File due— Fingerplays/Poems, Movement, Flannel Board)
#26	11/17	Assessing Creative Expression/Play	(*Observation #2 due)
#27	11/19	Creative Language Experiences	Chapter 18
#28	11/24	Creative Language Experiences	(*Media Portfolios due)
#29	11/26	Audition/Movement Presentations	(*Lesson due)
#30	12/1	Catch-Up Day	
#31	12/3	Sharing of Course Activities/Wrap-Up	

COURSE _____

INFORMATION SHEET

NAME: _____

ADDRESS: _____

HOME PHONE: _____

EMAIL ADDRESS: _____

MAJOR: _____

ADVISOR: _____

PLACE OF EMPLOYMENT: _____

WORK PHONE: _____

I know that I am a person who _____

I really enjoy _____

What are three words/expressions that describe you?

DECLARATION OF UNDERSTANDING:

1. I understand that late work is not accepted.
2. I understand the attendance policy.
3. I understand that problems/difficulties regarding attendance or submission of work must be discussed with the instructor **BEFORE** class.

Signature: _____

Date: _____

THE UNIVERSITY OF TENNESSEE AT MARTIN
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3. Cultural Diversity
4. Technology
5. Communication
6. Assessment

C. Professional and Ethical Behavior:

Candidates will exhibit professionalism which enhances the teaching vocation through the display of integrity, honesty, reliability, respect, and consistency. Fairness will be extended to all students and their families without regard to race, ethnicity, religion, gender, socioeconomic status, or disabilities. The individual needs of students will be considered as a priority with the ultimate goal of student success. . Professionalism as a proficiency will be a continual learning process, and be maintained through experiential knowledge, collaborative efforts, and life-long learning.

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES

This course meets the State Professional Education Matrix in P-3—1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11a, 11b, 11c.

Knowledge:

1. Discipline Taught
Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.
2. Student Learning and Development
Candidates understand how children learn and develop and provide learning opportunities that support student intellectual, social, and personal development
7. Planning
Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 11b.Technology (con't.)
Candidates use technology to enhance their professional growth and productivity.

Performance:

4. Teaching Strategies
Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving, and performance skills in students.
5. Learning Environment
Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. Communication
Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.
8. Assessment and Evaluation
Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.
10. Colleagues, Parents, and Community
Candidates foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
- 11a.Technology
Candidates use technology and technology-based resources to facilitate developmentally appropriate student learning.

Dispositions:

3. Diverse Learners
Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
9. Reflective Practitioner
Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.
- 11c. Technology (con't.)
Candidates effectively use and manage all technology available to them to explore uses of emerging resources. They promote the equitable, ethical and legal use of technology.

VII. COURSE ACTIVITIES

A. Cooperative Group Activities

In an effort to accommodate various learning styles, opportunities will be given to engage in both in-class and outside activities. This will include lectures, discussions in small and large groups, and individual learning activities. Each student will learn problem solving strategies while working with peers as a team in small groups. Each small group will receive points for completing the assigned activities. Each student will earn the same number of points as the other members of the group. However, to earn the credit for the group activities, your presence and active participation are vital for each group working session.

1. Audition/Movement Teaching Lesson (30 points)

Each group will develop a lesson revolving around audition and movement. The lesson will include an audio tape of the music and/or sounds that will be incorporated into your lesson. The lesson will be typed and include the age group, the objective, necessary adaptations in environments, materials, and curriculum to accommodate the needs of all children. This lesson plan will be submitted at the time of the presentation. The group will present the lesson to the entire class during class sessions. The presentation should be approximately 20 minutes in duration and involve the entire class. It will be graded for content, creativity, organization, clarity, collaboration, and developmental appropriateness. *PLEASE NOTE: This is a teaching lesson. Your aim is to impart knowledge without being boring.

2. Card File (200 points)

Each team of two students will be develop a card file of age-appropriate activities. Using the internet or other resources, each team member will research the topic areas and share the ideas with the other team members--this means that each member of the team will have identical files. Upon submission, each topic area for cards will include a cover sheet indicating the topic area, the age for the activities, the number and title of the activity.

Each section of cards must be numbered and color-coded. The following format will be used:

NAME OF ACTIVITY
TYPE OF ACTIVITY
OBJECTIVE
EQUIPMENT/MATERIALS NEEDED
PROCEDURE

The card file will include the following:

Arts/crafts	25 cards
Science	25 cards
Math	25 cards
Special Occasions	25 cards
Music	25 cards
Fingerplays/Poems	25 cards
Movement	25 cards
Cooking	20 cards
Flannel Board (story must be included)	5 cards
<hr/> Total Cards	<hr/> 200 cards

B. Individual Activities

Individual processes and results are crucial to the learning process of teaching young children. The activities for individual work are as follows:

1. Participant Observations (2 at 30 points each=60 points)

PROOF OF LIABILITY INSURANCE IS REQUIRED TO RECEIVE CREDIT FOR THIS ASSIGNMENT.

You will visit community-based programs for toddlers and preschoolers which are inclusive. Each of the two visits will be at least 2 hours in duration. One visit will be at the toddler level (ages 1-2), and one visit will be at the preschool level (ages 3-5). Visits to locations will be scheduled by students and will not occur during the time that this class meets. Each student will complete and submit a form (which will be provided by the instructor) for each participation observation. Your personal reflections will include the different types of play activities that you observe. Your reflections will also incorporate Parten's levels of social play. Each observation assignment will be typed.

***NOTE—These observation hours will be monitored. Any false documentation will result in the failure of this course.**

2. Facilitated Discussion of Videotape (10 points)

You will have the opportunity to learn from a curriculum videotape. The objective is to show how classroom centers and room arrangement can maximize potential learning by children. The videotape will be viewed in class followed by a facilitated discussion.

3. Tests (two at 100 points each=200 points)

A midterm exam and a final exam will be administered for this course at 100 points each. If exams must be taken at a different time than the assigned time, permission must be obtained in advance of the exam date.

4. Picture File (70 points)

A picture file will be created with age-appropriate mounted pictures for use in the classroom. Each picture must be labeled with the category and your name on the back of each page. Be sure to limit your pictures to one per page. Each picture must be large enough so that several children can see details at one time. Five mounted pictures are required for the following categories:

People/Families	Numbers	Animals	Health/Safety	Food
Social Studies	Movement/Exercise	Dramatic Play	Colors/Shapes	Art
Special Occasions	Music	Science/Nature	Feelings/Emotions	

5. Science/Math Materials (50 points)

You will create age-appropriate math and science materials for use in the classroom. Each project will a sheet which describes the topic area, the age for which the item will include information regarding the created item. Please use the following format:

1. Topic area
2. Age for project
3. How the item will be used
4. How the item was created.

The materials will include the following and will be presented in class:

- One math project and one science project created from paper.
- One math project and one science project created from plastic.
- One math project and one science project created from a box or container.
- One math project and one science project created from fabric of some kind.
- One math project and one science project created from any other material.

6. Internet Assignment (25 points for submitted assignment/5 points for presentation=30 points)
- Each student will complete an annotated bibliography of five **DIFFERENT** web sites for creative activities for young children. Each web site will have its own cover page which includes the exact address for the web site. Each web cover sheet will contain an annotation which should be 3-5 sentences explaining the content of the article with **NO** personal opinions.
 - On the same cover page, you will state your opinion of the web site and explain why you have this opinion. In this opinion section, you will state the appropriate age group of the activities and how the contents of the web site could be applied.
 - A copy of the **first page** (this means **ONE** page that you print out) of each web site will be included.
 - The entire project will have a cover page with your name, the date due, and course information.
 - You will select the best web site (in your opinion), and make a copy of the first page **WITH THE WEB ADDRESS** for each class member.
 - You will make a short (about 2 minutes) presentation of why you selected this web address as one that could be used appropriately for young children.

7. Media Portfolio (50 points)

We will be discussing different kinds of media as creative materials for children. Some class time will be designated for media workshops and an opportunity to work on media projects. A portfolio of the created projects for the media workshops will be compiled into a media portfolio. Each page must be labeled on the front with the name of the media/method. Details and requirements will be discussed in class.

8. Participation/Attitude/Attendance

In addition to the group and individual assignments, students will be expected to perform the following:

- * Punctuality in submitting assignments--**late work is not accepted**
- * Active participation in class activities
- * Positive and relevant contributions to class and group discussions
- * A constructive attitude approach toward class discussions
- * Regular class attendance.

You are expected to be on time for class. Once attendance has been taken during class, no further recording of attendance will be taken and late students will be considered to be absent. If a student must be absent from class, a phone call PRIOR to class or appropriate documentation will be expected (doctor's excuse, letter from judge, etc.). The third absence will result in a drop of the final letter grade; the fourth absence will result in the drop of two letter grades; more than five absences requires a drop from this class. Prior to class, the instructor should be notified of any early departure; two tardies or early departures will be equivalent to an absence. Each student is required to keep a personal record of his/her own attendance which will be submitted at the end of the semester.

NOTE: Any unexcused absences will result in a loss of points in this category. Loss of many points in these areas could result in a lower overall grade at the end of the semester (see attendance policy). Each student will be required to keep a personal record of his/her own attendance. These records will be submitted to the instructor at the end of the semester.

Attendance Policy:

Materials and activities presented in this course are designed to enhance your development as an educational leader. Students pursuing the teaching profession are mature enough to take the responsibility of facilitating the acceptable completion of course requirements and for judging the role of class attendance in meeting this goal. As per formal attendance rules, you must be present for every class. In case of emergency absences, you are required to submit a doctor's excuse. Procedures concerning absences from the final examination are discussed in the UTM Bulletin.

VIII. EVALUATION PROCEDURES

All students will be evaluated on the number of points earned for each of the learning activities specified in the syllabus. Assignments submitted after the due date will lose points. Letter grades will be recorded at the end of the course. Grades will be awarded according to cumulative points earned by the student as listed below:

Audio/Movement Teaching Lesson	30
Card File	200
Observations	60
Tape Discussion	10
Tests	200
Internet Assignment	30
Science/Math Materials	50
Picture File	70
Media Portfolio	50
Total	700

The final grade will be based on the following percentage scale of points earned:

- A: 700-651
- B: 650-601
- C: 600-541
- D: 540-491
- F: 490 and below (see instructor)

In the event that students are not completing the reading assignments, quizzes will be implemented and the cumulative points will be added to the point listing; the same percentage scale will be used if this procedure is implemented

Graduate Level Requirements

In addition to completing all of the assignments required of undergraduate students, graduate students will:

- a. Select a project, with approval of the instructor, based on gifted characteristics
- b. Submit a paper of the findings.
- c. Prepare and present a segment to the class including visual representations and handouts of the results.

This project will be graded on a pass/fail basis and will be discussed at an individual conference.

Academic integrity is expected in this class. Work that is copied or plagiarized will be given a grade of 0, and any involved students will be subject to disciplinary action.

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from P.A.C.E. or Student Academic Support Center within the first two weeks of the semester.

IX. TEXTBOOK

Mayesky, M. (2002). *Creative activities (7th edition)*. United States: Delmar.

X. OTHER RESOURCES

The Learning Center; The Paul Meek Library; local, community, and school libraries; various internet sites and services.

XI. COURSE PREREQUISITES/COREQUISITES

Admission to Teacher Education or major in Family and Consumer Sciences with concentration in: Child, Family, and Consumer Sciences and Education.

*A certificate for liability insurance must be obtained to participate in this course.

XII. FACULTY FREQUENTLY TEACHING COURSE

Dr. Esch

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Human Learning; PreK-3; Human Environmental Sciences; Child, Family, and Consumer Sciences and Education Concentration.

PARTEN'S LEVELS OF SOCIAL PLAY

<u>Types of Play</u>	<u>Characteristics of the Child</u>
<u>Unoccupied behavior</u>	Is not engaged in play and does not seem to have a goal. Plays with body, gets on and off chairs, walks about aimlessly, glances around room.
<u>Onlooker behavior</u>	Observes, asks questions, and talks to other children but does not enter play itself. Stands within speaking distance to see and hear. May use onlooker behavior to decide when to enter an ongoing play group or to choose an activity. More active interest and involvement than unoccupied behavior.
<u>Solitary play</u>	Plays independently and is not involved with other children. Playing with own toys is the primary goal. Most typical of 2- and 3-year-old children. Older children use solitary play for needed privacy and for elaborate individual dramatic play.
<u>Parallel play</u>	Plays alongside or nearby, but not with, others. Uses shared toys but plays independently. Does not share toys. Typical of young preschool children. Often considered the beginnings of group play.
<u>Associative play</u>	Plays with others in similar, loosely organized activity. Conversation involves asking questions, using one another's toys. Some attempts made to control who may join the group is often the transition from parallel to cooperative play.
<u>Cooperative play</u>	Involves complex social organizations with shared common goals. Uses negotiation, division of labor, differential role taking, and organization of play themes. Reciprocal role taking (e.g., turn-taking) and a strong sense of belonging to the group. Organizes group for the purpose of making a product, dramatizing a situation, or playing a formal game.

*Adapted from: Parten, M. (1932). Social participation among preschool children. Journal of Abnormal and Social Psychology, 27(2), 243-269.

TEACHER EDUCATION 485/685--PARTICIPANT OBSERVATION
TODDLER LEVEL (ages 1-2)

USE THIS PAGE AS A COVER SHEET FOR THIS OBSERVATION. DO NOT CUT OFF THE BOTTOM. THE SUBMITTED PROJECT MUST BE TYPED AND EACH QUESTION MUST BE NUMBERED.

Name _____ Program _____
Teacher _____ Age Group TODDLER
Date _____ Time _____

- I. Program description:
- II. List sequence of events:
 - 1.
 - 2.
 - 3.
- III. Describe sequence of events
- IV. Select one significant play activity from the sequence of events. Describe it in detail including antecedent and consequential behaviors.
- V. Explain your reflection on significant events.
- VI. Describe observations which illustrate Parten's levels of social play.

NOTES:

Signature of Cooperating Teacher: _____

Thank you for your time and effort in this observational activity!

TEACHER EDUCATION 485/685--PARTICIPANT OBSERVATION
PRESCHOOL LEVEL (ages 3-5)

USE THIS PAGE AS A COVER SHEET FOR THIS OBSERVATION. DO NOT CUT OFF THE BOTTOM. THE SUBMITTED PROJECT MUST BE TYPED AND EACH QUESTION MUST BE NUMBERED.

Name _____ Program _____
Teacher _____ Age Group PRESCHOOL
Date _____ Time _____

- I. Program description:
- II. List sequence of events:
 - 1.
 - 2.
 - 3.
- III. Describe sequence of events
- IV. Select one significant play activity from the sequence of events. Describe it in detail including antecedent and consequential behaviors.
- V. Explain your reflection on significant events.
- VI. Describe observations which illustrate Parten's levels of social play.

NOTES:

Signature of Cooperating Teacher: _____

Thank you for your time and effort in this observational activity!

ALL INFORMATION WILL REMAIN CONFIDENTIAL.

You were assigned a group to work on the audio/movement unit. In order to distribute the work fairly, different group members were supposed to complete specific tasks. This sheet is your opinion of this group work.

1. Your name _____

2. Names of group members _____

3. How often did the group meet to work on/plan the unit? Circle one below.

once twice 3x 4 or more

4. Were all members present each time you met? (Circle one) Yes No

5. In your opinion, did all members make equal contributions to the unit?
(Circle one) Yes No

6. Rate each member's level of participation according to the following scale:

☹= met infrequently; made very little contribution

☺= met occasionally with group; made minimum required contributions

☺= present at all meetings; made significant contributions

_____ member's name

_____ member's name

_____ member's name

7. If given the opportunity, would you work with the same group again? (Circle one) Yes
No

8. What is your opinion of cooperative group projects? Circle a, b, c, or d.

e. I like working in groups; it's very beneficial.

f. They're okay but I prefer to work alone.

g. I hate cooperative group projects.

h. It doesn't matter one way or the other.

9. Any additional comments?

10. Estimate the group grade for this project. _____

NAME _____

485/685 MEDIA PORTFOLIO

Each item is worth 1 point unless otherwise indicated.

CRAYON

Crayon textures | |
Broadside and tip | |
Crayon stencil | |
Crayon scratch board | |
Crayon shavings | |
Chunkies | |
*COLOR WHEEL (2 pts.) | |

TEMPERA

Tempera mingling | |
Tempera wax resist | |
Straw blown | |
Blot over | |
Tempera snow | |
String painting | |
Tempera printing/stamping | |
Tempera sponge painting | |
Tempera spatter | |
Tempera/shaving cream | |
Marbled tempera | |
Tempera and marbles | |
Thumb print | |

PAPER

Newspaper letters | |
Newspaper numbers | |
Newspaper word/words | |
Newspaper comic sequence | |
Wrapping paper backing | |
Wrapping paper letters | |
Wrapping paper envelopes | |
Wrapping paper lesson #1 | |
Wrapping paper lesson #2 | |
Folded cut-outs | |
Greeting card | |
Elison die | |
Wall paper | |
Contac paper | |

CHALK

Chalk line drawing | |
Chalk textures | |
Chalk on wet paper | |
TEXTURED EXAMPLE #1 | |
TEXTURED EXAMPLE #2 | |
GAME #1 (5 pts.) | |
GAME #2 (5 pts.) | |

CHECK SHEET FOR HL 485/685 AUDIO/MOVEMENT UNIT

TOPIC: _____

NAME(S): _____

RESEARCH/WRITTEN UNIT (21 points):

- a. 3-ring notebook (1 pt)
- b. purpose (1 pt)
- c. rationale (1 pt)
- d. four concepts (not facts) (4 pt)
- e. adaptations for special needs (2 pt)
- f. description of introductory activities (2 pt)
- g. collection of materials/activities in each area of the curriculum (3 pt)
- h. culminating activities for the unit (2 pt)
- i. collaboration (5 pts)

PRESENTATION (9 points):

- a. display board (2 pt)
- b. SINGLE-PAGE handout (2 pt)
- c. content (1 pt)
- d. creativity (1 pt)
- e. organization (1 pt)
- f. developmental appropriateness (1 pt)
- g. technology component (1 pt)

TOTAL (out of 30 pts)

TCED 485/685--**TENTATIVE** SCHEDULE OF CLASS TOPICS/ASSIGNMENTS (Fall 2003)

Class	Dates	Session Topics	What's Due
#1	8/18	Introduction/Overview	
#2	8/20	Creativity and the Young Child	Chapter 1
#3	8/25	Creativity and the Young Child	
#4	8/27	Play and the Young Child	Chapter 2
	9/1	LABOR DAY! ☺	(*Card File due--Arts/Crafts)
#5	9/3	Play and the Young Child	(*Picture File--People/Families, Social Studies, Art, Special Occasions, Numbers, Animals)
#6	9/8	Art in the ECE Curriculum	Chapter 3
#7	9/10	Art in the ECE Curriculum	(*Card File due--Science, Cooking)
#8	9/15	Music/Movement in the ECE Curriculum	Chapter 4
#9	9/17	Music/Movement in the ECE Curriculum	
#10	9/22	Creative Drama in the ECE Curriculum	Chapter 5
#11	9/24	Creative Drama in the ECE Curriculum	(*Observation #1 due)
#12	9/29	Creative Curriculum (*Video tape/discussion)	(*Internet Assign. due)
#13	10/1	Planning/Managing	Chapter 6
#14	10/6	Planning/Managing	(*Picture File due— Movement/Exercise, Music, Dramatic Play, Science/Nature)
#15	10/8	Review/Midterm Exam	
#16	10/13	Planning/Managing	(*Math Projects due)
#17	10/15	Play Materials	
#18	10/20	Play Materials	Chapter 7
#19	10/22	Play Materials	(*Card File due--Math, Special Occasions, Music)

#20	10/27	Play Materials	
#21	10/29	Learner--Centered Teaching	Chapter 8
#22	11/3	Learner-Centered Teaching	(*Picture File due--Health/Safety, Food, Colors/Shapes, Feelings/Emotions)
#23	11/5	Communicating with Families	(*Science Projects due)
#24	11/10	Assessing Creative Expression/Play	Chapter 9
#25	11/12	Assessing Creative Expression/Play	(*Card File due— Fingerplays/Poems, Movement, Flannel Board)
#26	11/17	Assessing Creative Expression/Play	(*Observation #2 due)
#27	11/19	Creative Expression/3rd Millennium	Chapter 10
#28	11/24	Creative Expression/3rd Millennium	(*Media Portfolios due)
#29	11/26	Audition/Movement Presentations	(*Lesson due)
#30	12/1	Catch-Up Day	
#31	12/3	Sharing of Course Activities/Wrap-Up	

COURSE _____

INFORMATION SHEET

NAME: _____

ADDRESS: _____

HOME PHONE: _____

EMAIL ADDRESS: _____

MAJOR: _____

ADVISOR: _____

PLACE OF EMPLOYMENT: _____

WORK PHONE: _____

I know that I am a person who _____

I really enjoy _____

What are three words/expressions that describe you?

DECLARATION OF UNDERSTANDING:

1. I understand that late work is not accepted.
2. I understand the attendance policy.
3. I understand that problems/difficulties regarding attendance or submission of work must be discussed with the instructor **BEFORE** class.

Signature: _____

Date: _____