

RTM 406OL/406LOL - Enhancing Childhood Creativity (2/1)

Department of Recreation and Tourism Management

California State University, Northridge

Online/ Lab ARR

(Note: The "lab" portion of the course is individualized. You will be trying out a few ideas with children¹ who may be your own children, children in your work setting, or children of relatives or neighbors. You will also be visiting two children's museums/gardens of your choice.)

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Please see course website for office hours.

*When I examined myself,
and my methods of thought,
I came to the conclusion
that the gift of fantasy has
meant more to me than my
talent for absorbing positive
knowledge. Albert Einstein*

COURSE DESCRIPTION:

An online integrative investigation and laboratory experience focusing on the theoretical approaches for enhancing childhood creativity. The uses of play and fantasy are explored as a means for developing programs which are child oriented.

COURSE OBJECTIVES:

At the conclusion of the course the student will:

1. Articulate and demonstrate various applications of theoretical approaches for stimulating creative expression in children.
2. Articulate the rationale for and implement an emergent project with children including observation, reflection and documentation.
3. Demonstrate personal development of story reading and story telling skills as a springboard for children's use of imagination.
4. Demonstrate a variety of ways to celebrate children's literature to promote enhancement of children's creativity.
5. Articulate and demonstrate appropriate means of adult guidance in promoting the development of children's creativity.

¹ "Children" is used throughout the course materials and refers to both children AND adolescents.

COURSE OUTLINE:

- I. Course introduction and overview.
- II. Children, adults and creativity
- III. Selection of and techniques for using children's literature for enhancing creativity
- IV. Using emergent projects for promoting children's creativity
- V. Using the techniques of observation, reflection and documentation for analyzing children's creative thinking and promoting its sustained development.

METHODS OF INSTRUCTION:

The class is online with web readings and two interesting and light reading texts. The "lab" portion of the course is individualized. You will be trying out a few ideas with children who may be your own children, children in your work setting, or children of relatives or neighbors. You will also be visiting two children's museums/gardens of your choice.

If at any time you have concerns or questions about the course or any of the assignments or need an alternative assignment for some reason, please contact me via email immediately. We can usually work through and resolve most issues. My objective is to make this as personalized a learning experience for each student as possible. I am able to make adaptations where necessary to enhance your participation in the course. Though this course is online, I am here to guide you through your individual exploration of the course material.

STUDY/PROJECT TIME REQUIRED:

It is important to schedule regular periods of time to work on this course throughout each week of the semester. If we were meeting in class weekly, we would be meeting for 3+ hours a week. It is important to pace yourself to spend at least this amount of time each week to keep up with the reading assignments and project deadlines.

I am not able to accommodate late submissions of assignments. I'll provide for a two day grace period for uploading your assignments but don't wait until that "cutoff" date to try to submit your assignment. This grace period is provided just in case you encounter a technological problem in uploading your assignment and need to contact me directly.

EVALUATION/ ASSIGNMENTS:

I want you to have an enjoyable time exploring the subject of creativity and children. Whether you are currently working with children, will be working with children, are a parent or plan to be a parent someday, I hope you will find these assignments and projects to be practical learning experiences. If you know others in the class, I encourage you to work together on your assignments and discuss what you are reading. Please contact me if you are working with a classmate and wish to share a project or projects. We have a bulletin board posting and chat rooms for you to meet others online. Please take advantage of that opportunity for collaborative learning.

There are reading assignments with a reflective journal and two project assignments. Please do not hesitate to contact me with questions about any of the assignments or readings as you work through them. **Each assignment is detailed in a link at the course website.** Please see the "Checklist of Course Requirements" at the course website for specific due dates. Following is a brief summary of each.

Reading Assignments and Reflective Journal (visit link at course website):

These are detailed in the link "Reading Assignments and Journal" at the course website. Your reflective journal documenting and analyzing your reading is designed to help you integrate course content. The two reflections averaged together form 1/3 your course grade. For A and B grades, be sure to cite references to support your conclusions and provide in-depth analysis of your ideas.

Children's Museums/Gardens Analysis (visit link at course website):

1. Read the articles posted at the link on children's museums. These examine how children's creativity can be enhanced by museum experiences.
2. Visit two museums and/or gardens with exhibits for children. A list is provided as well as a guided observation form. **You may visit museums/gardens not listed if you prefer.**
3. Analyze each museum/garden for stimulating creativity in children by completing the guided observation form: "Analyzing Children's Museums and Gardens: Checklist and Rating Scale" for each.
4. In a narrative paper: compare and contrast the venues. Turn in both guided observation forms and the narrative. In your narrative discussion, **cite references from the museum articles** (and from our course texts if relevant to your discussion). Please see grading criteria for more definition.

Applied Project (visit link at course website for detailed instructions):

Select ONE of the following five options:

1. Create an "Emergent Project with Children" and document it through a combination of photos (optional) and written documentation (see link "Super City and Emergent Curriculum Project")

OR

2. Select three projects from "Exploring Creative Arts" (link at website) and document them through a combination of photos(optional) and written documentation

OR

3. Conduct 3 story reading projects with follow-up activities and document them through a combination of photos (optional) and written documentation (See link "Integrating Children's Literature with Play, Visual Arts, and Creative Drama")

OR

4. Make a series of visits to the Children's Center at Caltech (<http://www.its.caltech.edu/~ccenter/>) in Pasadena and document their approaches to stimulating creative thinking in children. Please contact me for more details if you wish to select this option.

OR

5. Develop your own project: in consultation with the professor, you develop a personally designed individual project. (Note: **this must be approved by me PRIOR to beginning your project if you select this option.**)

For all the options 1-5, for A and B grades, **cite references from our course texts, and other relevant reading materials, in your applied project report.** Please see grading criteria for more definition.

TEXTS:

There are two texts for the course noted below. Please note that any edition of Teacher is acceptable. It need not be the 1986 edition. You will need these right away since the first reading assignment reflection is due soon.

Title: **The Hundred Languages of Children** by Edwards, C., Gandini, L, & Forman, G. eds. (1998) 2nd Edition. Westport, CT: Ablex Publishing.
ISBN-10: 156750311X or ISBN-13: 978-1567503111

Title: **Teacher** by Sylvia Ashton-Warner Publisher: Touchstone; Reissue edition (January 31, 1986) ISBN: 0671617680.

STUDENT EMAIL ADDRESS:

Each student must activate and use a CSUN email account for this course. Some course materials and information will be distributed to students via email during the semester. **Please note and check the mailbox at our course website as well.**

(If you wish to be added to the email distribution for the Department of Recreation and Tourism Management for job announcements and department activities, please send an email indicating your request to be included to pat.tabidian@csun.edu.)

EVALUATION:

Grading System

Since the course is designed with material that is integrated, there will be one grade for all three units of the course. Plus/minus grading will be used.

Reading Reflections (averaged together)	1/3 of course grade
Children's Museums/Gardens Analysis	1/3 of course grade
Applied Project	1/3 of course grade

Plus/minus grading will be used for this course. It is the responsibility of each student to know and follow all the written guidance given by the instructor in this syllabus. Consideration for outstanding work will be given in assigning plus/minus in final course grades and in borderline final grade scores.)

All written work must meet the following criteria before Professor's evaluation:

- A. be typed with adequate margins and spacing;
- B. is a clear, organized, and logical development of your ideas;
- C. avoid vagueness and unsupported generalizations, and never use another person's ideas, phrases, sentences, or terms without acknowledging the source (this is plagiarism);
- D. is thoroughly proofread; ***NOTE: More than five typo or grammatical errors may result in a grade of C.***
- E. is turned in on time. ***Emailed papers are NOT acceptable. You must upload your assignments to the course website. Computer crash, theft, printer failure etc. is not an acceptable excuse for a late assignment.***

Any work not meeting these criteria will be graded as C or less. The maximum grade for late papers is "C-" and no feedback or comments will be provided on late papers. Please review the following "Grading Criteria" carefully and ensure that your paper meets the requirements for the grade you are hoping to earn prior to submitting your paper.

Grading Criteria

Grade	Characteristics of Work
A	Outstanding. Work demonstrates a superior level of proficiency. It must show depth of thought, analysis and integration of knowledge. Uses <u>extensive references from the texts and other literature and research to support ideas</u> . Maintains a level of excellence throughout demonstrating creative thinking and evidence of engagement in the subject matter. <u>Explores ideas extensively and in-depth.</u>
B	Very Good. Demonstrates a good grasp of subject matter, evidence of critical thinking and analysis, understanding of issues, and <u>evidence of familiarity with the texts through use of references</u> . <u>Explores ideas in depth.</u>
C	Satisfactory. Meets the requirements of the assignment and demonstrates overall understanding of the subject matter and competence. Deals with the subject matter in an adequate manner showing critical thinking and analysis.
D	Barely meets requirements of the assignment. Demonstrates only superficial familiarity with the subject matter with little critical thinking.
F	Does not meet the requirements of the assignment. Lacks evidence of understanding and familiarity with the subject matter.

Note: Papers that treat the subject in a cursory manner without depth and detail or significant writing and proofreading errors earn the grade of "C".

How to Upload Your Assignments and Find Comments to Your Graded Work

Upload an Assignment: Go the "Drop Box for Assignments" link and click on it. You will find a list of all the assignments in order of due date. Click on the assignment you are ready to turn in. Click on "Upload File"; click on "browse" to find your document to upload; click "upload"; click "submit".

Find Grade and Comments: To find graded work with comments, click on "Drop Box for Assignments" link and scroll down to the assignment for which you want to see your grade and comments. Click on "graded" that appears next to the word "status." You will see a box labeled "Comments". My comments will be found in that box. In some cases, I will have uploaded a file to you with specific comments. If so, you will see a file to download.

How to interpret your numerical scores: Numerical grades are assigned as follows on a 5-1 scale:

5	A
4.9-4.7	A-
4.6-4.5	B+
4.4-4	B
3.9-3.7	B-
3.6-3.5	C+
3.4-3	C
2.9-2.7	C-
2.6-2.5	D+
2.4-2	D
1.9-1.7	D-
Below 1.7	F
0	No work submitted

RESPONSIBILITIES OF THE STUDENT:

The professor is available as a resource. The student is encouraged to seek guidance and assistance and initiate requests for individual appointments. It is the student's responsibility to do the following:

1. Make an individual appointment or email contact to discuss any concerns or questions with the professor;
2. Read assigned material and complete all assignments;
3. Visit the course website frequently to check for any "banner" information and to participate in bulletin board discussions; and
5. Schedule time each week as if you were attending and preparing for a class to complete the assigned readings and course assignments.

If a student has concerns or questions about progress in the course, it is the student's responsibility to make an individual appointment to discuss this with the Professor.

STUDENT DISCIPLINE:

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. Some of these sections are as follows: 41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, or placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- A. Cheating or plagiarism in connection with an academic program at a campus.
- B. Forgery, alteration or misuse of campus documents, records, or identification of knowingly furnishing false information to a campus.
- C. Inappropriate behavior inside or outside of the classroom.

ETHICAL BEHAVIOR:

It is understood that all students will demonstrate the highest ethical behavior. This includes respect for other students, the professor, the children and teachers involved in any laboratory setting. Appropriate behavior as outlined in the University Catalog is expected. Further, since this class requires the interaction with the public in general, and specifically children, it is essential that all students conduct themselves with professional behavior.

STUDENTS WITH DISABILITIES:

To receive accommodation, students must notify the professor at the beginning of the course with the requested accommodation. Students with disabilities must register with the Center on Disabilities and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. The Center on Disabilities is located in Bayramian Hall, room 110. Staff can be reached at (818) 677-2684.

Please do not hesitate to contact me with any questions you may have. I hope you enjoy the course as we explore creativity together!

Dr. Philibosian