

Reese Campus

COURSE SYLLABUS

Course Title: CDEC 1358.200 Creative Arts in Childhood Education (3:3:0)
Semester: Spring 2014
Instructor: Johanne Reynolds, Department of Child Development/Early Childhood
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“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

CDEC 1358 Creative Arts (3:3:0) This course provides an exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking.

LEARNING OUTCOMES

Table with 3 columns: Learning Outcomes, NAEYC Standards, and NAEYC Supportive Skills. Row 1: *See attached NAEYC Associate Standards*. Rows 2-8: 1. Define the creative process. 2. Describe the role of play in a child’s growth and development... 3. Analyze teacher roles in enhancing creativity. 4. Describe concepts taught through the creative arts... 5. Plan, implement, and assess child-centered activities... 6. Describe components of creative environments. 7. Plan, implement and assess child-centered activities...

COURSE OBJECTIVES: Scans (C) and Foundations (F) list attached.

- 1. Define the creative process. (F7)
a. Describe factors that encourage and discourage creativity. (C10)
b. Compare process-oriented experiences to product-oriented experiences.
c. Explain the relationship of divergent thinking to creative expression.
d. Describe how open-ended questioning techniques encourage divergent thinking.(C14)
e. Explain the relationship of multiple intelligences to creativity.
2. Describe the role of play in a child’s growth and development and the developmental sequences. (C10)
a. Explain how play affects the development of children in all domains.
b. Contrast different types of play.
c. Discuss characteristics of social play at different ages.

3. Describe developmental sequences for creative arts.

- a. Outline how children's art develops.
- b. Summarize how musical development occurs.
- c. Explain development of movement (gross-motor, fine-motor and perceptual awareness skills) in children.
- d. Describe development of dramatic play in children.

4. Analyze teacher roles in enhancing creativity. (C5) (C6) (C7)(F7)

- a. Explain teacher roles in supporting visual arts in the classroom.
- b. Describe teacher roles in providing music experiences.
- c. Summarize teacher roles in promoting movement activities.
- d. Outline teacher roles in encouraging creative dramatics/dramatic play.
- e. Describe how to use assessment information to plan and provide child-centered learning activities. (F9) (F10)

5. Describe concepts taught through the creative arts. (F7)

- a. Summarize the role of visual arts, music, movement and creative drama in the overall development of children.
- b. Outline concepts learned by children through participating in creative art, music, movement and dramatic play/creative drama. (F9) (F10)
- c. Describe strategies for infusing culture through the creative arts curriculum. (F13)
- d. Discuss ways that bias might influence children's behavior when participating in art, music, movement and dramatic play. (C9)

6. Describe components of creative environments. (F7)

- a. Describe environments that provide children with a wide range of experiences in the visual arts, music, creative drama and movement.
- b. Discuss the role of aesthetics in environments for children.
- c. Describe materials that will enhance creativity in children. (F9)

7. Plan, implement and assess child-centered activities for music, movement, visual and dramatic play. (C1) (F7)

- a. Implement meaningful, integrated learning experiences in the arts, music, drama, and movement with other curriculum areas. (F9) (F13)
- b. Use creative transitions with children. (F7)
- c. Adapt music, movement, visual arts and dramatic play to meet the needs of children with special needs. (C14) (F7) (F9) (F10)

EVALUATION MEASURES

1. Regular class attendance & participation
2. Implementation and evaluation of assigned activities.
3. Minimum average score of 75 on grading components

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own, any work which he or she has not honestly performed, is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences and possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, and illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism. Therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism. Refer to college catalog page 23.

SCANS and Foundation Skills - See Objectives. SCANS and Foundation Skills attached.

Basic Skills	Personal Qualities	Information Systems	Thinking Skills
Resources	Interpersonal Skills	Technology	

VERIFICATION OF WORKPLACE COMPETENCIES- *CAPSTONE EXPERIENCE*

CDEC 1358 students will collect their Reflection and Photographs from their "ME MUSEUM."

Specific Course Requirements

TEXTBOOK & MATERIALS

- Instructor will provide selected readings.
- **Computer storage materials** (disk, CD, or USB) to save assignments.
- Class Notebook – 3 ring binder (3 inch minimum)
- **Access to a camera for portfolio collections. (Camera phone)**

South Plains College Bookstore, Reese Campus or by mail at: <http://www.sp-reesebookstore.com/>.

ATTENDANCE & ASSIGNMENT POLICIES

Students will be expected to complete the following tasks:

- Students are expected to be punctual and attend all classes.
- Attendance will be taken at each class session using the sign-in process.
- It is the student's responsibility to sign in during each class.
- More than **three absences** from class may result in withdrawal of the student from class.
- Two tardies or leaving early twice = 1 absence.
- **Students are responsible for staying informed on all announcements concerning reading assignments, examination dates, etc. that are made during class periods, whether or not they are present when the announcement is made.**
- Good attendance may be used to raise a grade if it is near a "cut-off" point.
- Failure to attend class and/or complete assignments will affect your final grade.
- **Students are responsible for maintaining awareness of class average and /or grades throughout the semester.**
- Students with excessive absences should consider withdrawing from the course to protect their G PA.
- It is the student's responsibility to initiate and completely withdraw from the course.
- Students who simply stop attending, and do not withdraw from class, will receive an "F" as a final grade.
- Drops may be completed through the registrar's office at South Plains College.
- Drop date for the college is **April 22, 2014.**

ASSIGNMENT POLICIES

The student is responsible for reading and being prepared for class discussions. Readings will be assigned weekly. All written work must be to be turned in on time. All work must be the sole work of the individual student who expects to earn the points assigned to it. The exception to this is work assigned to be completed as a **team**. In this case, the same grade will be given each member of the team.

EXAMINATION POLICY

No exams will be given. Grades are based on participation, projects and activities. **Extra credit** earned by attending professional meetings and professional development experiences. All work must be the sole work of the individual student with the exception of group / team work. In this case, the same grade will be given to each member of the team.

GRADING POLICY Grades will be assigned using the following criteria:

Grading Policy			
Me Museum	100 points	900-1000 pts.	90 - 100% A
Projects & Presentations	250 points	800-899 pts.	80 – 89% B
Creative Portfolio	200 points	750-799 pts.	75 – 79% C
<u>Classroom Experiences (15 classes x 30 pts)</u>	<u>450 points</u>	700-749 pts.	70 – 74% D
	1000 points	0-699 pts	69% & below F

A grade of **C or above** is required for the course to be applied to a degree or certificate in Child Development.

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Special Requirements

COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” email system. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program/590234334335824. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.
- Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC StudentGuide. Please see signature page included in this syllabus.

Other Requirements

- Cell phones must be turned OFF during class periods unless discussed with instructor, prior to class. This includes auditory alerts and text messaging! Cell phones are to be used outside the classroom.
- **Each student will maintain a professional development portfolio during enrollment in the Child Development/Early Childhood program. For this course, students will complete the Key Experience: Developmental Study Project according to given criteria, and will include a copy in their professional portfolio.**

ACCOMMODATIONS

Diversity Statement:

In the class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement:

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information, call or visit the Special Services Office in rooms 809 and 811, Reese Center Building 8, (806) 885-3048 ext. 4654.

Course Outline

- CLASS # 1** Introduce “Me Museum” and Discuss Creativity
- CLASS # 2** Student Presentation “Me Museum”
- CLASS # 3** DIP, DAP, Diversity & “Multiple Intelligences”
- “DAP or DIP The Process Approach”
 - Holidays & DIP
 - DAP/DIP Children’s Art Collection
- CLASS # 4** Multiple Intelligence Presentation
- CLASS # 5** Creative Process & Environments that Integrate Culture
- Vincent Van Gogh and Starry Starry Night Painting with Textures
 - Individual Needs
- CLASS # 6** Individual Needs Project Presentation
- CLASS # 7** Integrated Learning Experiences in the Arts
- Georgia O’Keeffe, Flowers, Math & Science
- CLASS # 8** Introducing Guided Imagery and Exploring Feelings and Images
- The Rock and Sensory Touch with Sweet Smells Experience
 - ❖ Divergent Thinking
 - ❖ Open-Ended Questioning Techniques
- CLASS # 9** Celebrating the Visual Arts”
- SHAPES, CIRCLES, SQUIGGLES
 - ❖ More Divergent Thinking Outside the Box
- CLASS #10** Creative Drama & Planning for Literature
- CLASS #11** Dramatic Play & Literacy Presentations
- CLASS #12** Explore Music & Movement
- CLASS #13** Thematic Project Presentations
- CLASS # 14** Thematic Project Presentations
- CLASS # 15** “Personal Creative Arts Portfolio Display” and Class Evaluation **Portfolios Due**
- Notebook; Agendas; Reflections; and Activity Collection
 - Children’s Art Collection
 - Your Personal Art Collection
 - Personal Ideas Collection
 - Photography
- CLASS # 16** Creative Portfolio Last Chance Collection

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

SCANS Competencies

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works With a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
Standards for Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a: Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b: Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources

National Association for the Education of Young Children, 2011



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development/Early Childhood program at South Plains College.

Signature

Date