



## Course Syllabus Creative Arts for Early Childhood CDEC 1358

<b>Semester with Course Reference Number (CRN)</b>	<b>Spring, 2013 (29768)</b>
<b>Instructor contact information (phone number and email address)</b>	Dr. Pamela M. Norwood Telephone: (713) 718-6236 Email: <a href="mailto:pamela.norwood@hccs.edu">pamela.norwood@hccs.edu</a>
<b>Office Location and Hours</b>	<i>Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics. Feel free to come by my office anytime during these hours: Tuesdays, 4:00-6:00; Wednesdays and Thursdays, 4:00-5:30; Friday by appointment. Educational Development Center Building, Room D-103</i>
<b>Course Location/Times</b>	Educational Development Center Building, Room D-117 Wednesdays, 12pm-3pm
<b>Course Semester Credit Hours (SCH) (lecture, lab) If applicable</b>	Credit Hours     3.00 Lecture Hours    2.00 Laboratory Hours 3.00
<b>Total Course Contact Hours</b>	80
<b>Continuing Education Units (CEU): if applicable</b>	
<b>Course Length (number of weeks)</b>	16 weeks
<b>Type of Instruction</b>	Lecture/Lab
<b>Course Description:</b>	An exploration of principles, methods and materials for teaching young children music, movement, visual arts and dramatic play through process-oriented experiences to support divergent thinking.
<b>Course Prerequisite(s)</b>	<b>PREREQUISITE(S):</b>

CDEC 1313

**Academic  
Discipline/CTE Program  
Learning Outcomes**

1. NAEYC Standard 1. Promoting Child Development and Learning
2. NAEYC Standard 4. Teaching and Learning
3. NAEYC Standard 5. Becoming a Professional

**Course Student  
Learning Outcomes  
(SLO): 4 to 7**

1. Define the creative process
2. Describe concepts taught through the creative arts and components of creative environments.
3. Analyze teacher roles in enhancing creativity.
4. Describe the role of play in a child's growth and development and developmental sequences for creative arts.
5. Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.

**Learning Objectives  
(Numbering system  
should be linked to SLO  
- e.g., 1.1, 1.2, 1.3, etc.)**

- Define the creative process**
- 1.1 Compare process-oriented experience to product-oriented experiences.
- Describe concepts taught through the creative arts and components of creative environments.**
- 2.1 Explain how play affects the development of children in all domains.
  - 2.2 Contrast different types of play.
- Analyze teacher roles in enhancing creativity.**
- 3.1 Describe teacher roles in providing visual arts, music, movement, and dramatic play activities.
- Describe the role of play in a child's growth and development and developmental sequences for creative arts.**
- 4.1 Summarize the role of visual arts, music, movement, and creative drama in the overall development of children.
  - 4.2 Describe strategies for infusing culture through the creative arts curriculum.
- Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.**
- 5.1 Develop child centered activities for music, movement, visual arts, and dramatic play.
  - 5.2 Implement meaningful, integrated learning experiences in the arts, music, drama and movement with other curriculum areas.
  - 5.3 Discuss how to use assessment information to plan and provide child centered learning activities.

**SCANS and/or Core  
Curriculum  
Competencies: If  
applicable**

- SCANS**
- Define the creative process**  
Foundation Skills - Thinking -Decision Making
- Describe concepts taught through the creative arts and components of creative environments.**  
Foundation Skills - Thinking -Decision Making  
Foundation Skills - Thinking -Creative
- Analyze teacher roles in enhancing creativity.**  
Foundation Skills - Thinking -Problem Solving
- Describe the role of play in a child's growth and development and developmental sequences for creative arts.**  
Workplace Competencies - Interpersonal -Teaches Others
- Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.**  
Workplace Competencies - Interpersonal -Teaches Others  
Workplace Competencies - Interpersonal -Serves Clients/Customers

Course Calendar	Week/Dates	Topic	Required Readings and Assignment Due
	Week 1/Jan 16	Introductions, Course Overview	
	Week 2/Jan 23	Concept of Creativity; Promoting Creativity	Chapters 1 and 2
	Week 3/Jan 30	Concept of Aesthetics; Promoting Aesthetic Experiences; Talking About Art: Art Appreciation for Young Children	Chapters 3 and 4; Handout TBD <b>Lab Assignment #1- Children's Book Related to the Arts DUE (50 points)</b>
	Week 4/Feb 6	Children, Teacher, and Creative Activities; Creative Environments	Chapters 5 and 6* (Special Online Session)
	Week 5/Feb 13 ( <i>Practicum 1A</i> )	<b>EXAM #1</b> (100 points)	Review Chapters 1-6
	Week 6/Feb 20 ( <i>Practicum 1B</i> )	Developmental Levels and Art; <b>Assessment Part I</b> Program Basics: Goals, Setting Up, Materials and Strategies; <b>Lesson Planning Part I</b>	Chapters 11 and 12 <b>Lab Assignment #2- Artist Appreciation Presentations DUE (100 points)</b>
	Week 7/Feb 27	Play, Development, and Creativity; Using Technology to Promote Creativity	Chapters 7 and 8
	Week 8/Mar 6	Art and Social-Emotional Growth; Art and Physical-Mental Growth	Chapters 9 and 10 <b>Lab Assignment #3-Classroom/Program Observation Report DUE (100 points)</b>
	Mar 13	<b>NO CLASS</b> <b>SPRING BREAK</b>	
	Week 9/Mar 20	<b>EXAM #2</b> (100 points)	Review Chapters 7-12 and Handouts
	Week 10/Mar 27	2-Dimensional Art Activities; <b>Lesson Planning and Assessment Part II</b>	Chapter 13 <i>Artifact-Draft of Lesson Plan DUE</i>
	Week 11/Apr 3 ( <i>Practicum 2A</i> )	3-Dimensional Art Activities	Chapter 14
	Week 12/Apr 10 ( <i>Practicum 2B</i> )	Dramatic Play and Puppetry; Making Displays and Portfolios	Chapter 15 , Handout TBD <b>End of Course Reflection Paper DUE (50 points)</b>
	Week 13/Apr 17	Creative Movement and Music Activities	Chapters 16 and 17 <b>Activity Notebook DUE (100 points)</b>

Week 14/Apr 24	Microteaching Presentations-Group A	<b>Lab Assignment #4-Integrated Creative Arts Projects DUE (50 points)</b>
Week 15/May 1	Microteaching Presentations-Group B	<b>All Extra Credit Work DUE</b>
Week 16/May 8	<b>EXAM #3 and Survey</b>	Review Chapters 13-17 and Handouts

**Instructional Methods** Face to Face

**Student Assignments** Book Critique, Program Observation Lab, Microteaching Lessons, Activity Notebook, Practicum Reflection

**Student Assessment(s)** Three (3) major exams (consisting of multiple choice, true/false, and short answer questions); online weekly quizzes based on reading assignments, and the student assignments noted above.

**Instructor's Requirements**

IR 1. **Extra Credit**-Students who are not absent more than twice will eligible for 25 extra credit points that will be applied towards the final grade. They will also be able to submit **one (1) additional extra credit assignment** from a list that is provided on the Assignment Descriptions handout.

IR 2. **Late Assignments**-Course assignments will be considered LATE if they are not received by Friday of the week during which the assignment is due. Five (5) points per class session will be taken off the original grade of each assignment that is turned in beyond but within two weeks of the due date. After two weeks, these assignments may still be accepted but the final grade will be reduced by 20% as a penalty. No LATE ASSIGNMENTS will be accepted during the week of finals.

IR 3. **Use of Electronic Devices**-Although admittedly convenient, most modern technological devices are considered inappropriate and distracting in the classroom. The use of cell phones, pagers, beepers, and/or palm pilots is severely discouraged in this class. If you must carry one of these devices, make sure you turn it OFF or on VIBRATE before arriving to class. Please refrain from answering or responding to any calls, text messages, or other means of communication inside the classroom. Leaving the class to respond to such a call should be done only in the case of a verifiable emergency. Repeated violations of this policy will result in you being asked to leave the class session or withdraw from the course.

IR 4. **Make-Ups**-All students who have a documented, college- approved excuse for missing an assignment may make up the assignment without any grade reduction or penalty. Approved excuses include personal illness, a death in the immediate family, and participation in official college functions. Students who are unable to attend during an examination day should contact the instructor as soon as possible to reschedule. Make-up examinations must be completed in the instructor's office or other designated location within TWO WEEKS of the original date of the exam. Please note that failure

to take the collaborative exam(s) on the date scheduled will result in the student having to take the examination on an individual basis!

**IR 5. Monitoring of Student Progress**-It is highly recommended that you keep backup copies of all of your submitted work and that you keep all of your graded assignments until the final grades are posted.

**Required Component**

This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required components identified for this course-**practicum lab assignment and activity notebook.**

**Program/Discipline Requirements: If applicable**

**NOTICE** This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

**ORIENTATION** Students who are completing lab, practicum, or field experience components at the Houston Community College Child Development Lab School must complete a **mandatory** Orientation to the Department of Early Childhood Studies. Contact the department at (713) 718-6303 for more details about the orientation.

**HCC Grading Scale**

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

**Instructor Grading Criteria**

<b>900 points total</b>	
A=810-900	D=540-529
B=720-809	F=539 or below
C=630-719	

**Instructional Materials**      Mayesky, M. (2006). Creative Activities for Young Children (9th ed.). Albany, NY: Delmar.  
Brigance, A. H. (2004). Brigance Diagnostic Inventory of Early Development II. North Billerica, MA: Curriculum Associates, Inc.

**HCC Policy Statement:**

**Access Student Services Policies on their Web site:**      <http://hccs.edu/student-rights>

**Distance Education and/or Continuing Education Policies**

**Access DE Policies on their Web site:**      [http://de.hccs.edu/Distance\\_Ed/DE\\_Home/faculty\\_resources/PDFs/DE\\_Syllabus.pdf](http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf)

**Access CE Policies on their Web site:**      <http://hccs.edu/CE-student-guidelines>