



## Course Syllabus Creative Arts for Early Childhood CDEC 1358

<b>Semester with Course Reference Number (CRN)</b>	Spring, 2015 (40569)
<b>Instructor contact information (phone number and email address)</b>	Dr. Pamela M. Norwood Telephone: (713) 718-6236 or 718-6303 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: Mondays (4—5:30pm), Wednesdays (4-6pm), and Thursdays (4-5:30pm), Fridays 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
<b>Academic Discipline/CTE Program Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. NAEYC Standard 1. Promoting Child Development and Learning</li> <li>2. NAEYC Standard 4. Teaching and Learning</li> <li>3. NAEYC Standard 5. Becoming a Professional</li> </ol>
<b>Course Student Learning Outcomes (SLO): 4 to 7</b>	<ol style="list-style-type: none"> <li>1. Define the creative process</li> <li>2. Describe concepts taught through the creative arts and components of creative environments.</li> <li>3. Analyze teacher roles in enhancing creativity.</li> <li>4. Describe the role of play in a child's growth and development and developmental sequences for creative arts.</li> <li>5. Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.</li> </ol>
<b>Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)</b>	<p><b>Define the creative process</b></p> <ol style="list-style-type: none"> <li>1.1 Compare process-oriented experience to product-oriented experiences.</li> </ol> <p><b>Describe concepts taught through the creative arts and components of creative environments.</b></p> <ol style="list-style-type: none"> <li>2.1 Explain how play affects the development of children in all domains.</li> <li>2.2 Contrast different types of play.</li> </ol> <p><b>Analyze teacher roles in enhancing creativity.</b></p> <ol style="list-style-type: none"> <li>3.1 Describe teacher roles in providing visual arts, music, movement, and dramatic play activities.</li> </ol> <p><b>Describe the role of play in a child's growth and development and developmental sequences for creative arts.</b></p> <ol style="list-style-type: none"> <li>4.1 Summarize the role of visual arts, music, movement, and creative drama in the overall development of children.</li> <li>4.2 Describe strategies for infusing culture through the creative arts curriculum.</li> </ol> <p><b>Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.</b></p> <ol style="list-style-type: none"> <li>5.1 Develop child centered activities for music, movement, visual arts, and dramatic play.</li> <li>5.2 Implement meaningful, integrated learning experiences in the arts, music, drama and movement with other curriculum areas.</li> <li>5.3 Discuss how to use assessment information to plan and provide child centered learning activities.</li> </ol>
<b>SCANS and/or Core Curriculum Competencies: If applicable</b>	<p><b>SCANS</b></p> <p><b>Define the creative process</b> Foundation Skills - Thinking -Decision Making</p> <p><b>Describe concepts taught through the creative arts and components of creative environments.</b> Foundation Skills - Thinking -Decision Making Foundation Skills - Thinking -Creative</p> <p><b>Analyze teacher roles in enhancing creativity.</b> Foundation Skills - Thinking -Problem Solving</p> <p><b>Describe the role of play in a child's growth and development and developmental sequences for creative arts.</b> Workplace Competencies - Interpersonal -Teaches Others</p> <p><b>Plan, implement, and assess child-centered activities for music, movement, visual arts, and dramatic play.</b> Workplace Competencies - Interpersonal -Teaches Others Workplace Competencies - Interpersonal -Serves Clients/Customers</p>

## Course Calendar

Week/Dates	Topic	Required Readings and Assignment Due
Week 1/Jan 21	Introductions, Course Overview and Expectations	
Week 2/Jan 28	Concept of Creativity; Promoting Creativity Survey of Current Practices	Chapters 1 and 2
Week 3/Feb 4	Concept of Aesthetics; Promoting Aesthetic Experiences; Talking About Art: Art Appreciation for Young Children	Chapters 3 and 4; Handouts TBD
Week 4/Feb 11	Program Basics; Goals, Setting, Up, Materials, and Strategies; <b>Lesson Planning &amp; Assessment Part I</b>	Chapter 12 <b>Lab Assignment #1- Children's Arts Book Summary and Critique DUE (50 points)</b>
Week 5/Feb 18	Two-dimensional Activities;	Chapter 13
Week 6/Feb 25	Creative Movement	Chapter 16
Week 7/Mar 4 (Practicum II:A)	Developmental Levels and Art	Chapter 11 <b>Lab Assignment #2- Artist Appreciation Presentations DUE (100 points)</b>
Week 8/Mar 11 (Practicum II:A)	Creative Music	Chapter 17
Mar 18	<b>NO CLASS SPRING BREAK</b>	
Week 9/Mar 25	<b>Midterm Exam (100 points)</b>	Review Chapters (1-4, 11-13, 16-17) <b>(Reminder: Research Fair Extra Credit Projects are DUE)</b>
Week 10/Apr 1	Children, Teachers, and Creative Activities; Creative Environments	Chapters 5 and 6 <b>Lab Assignment #3-Practicum I Classroom/Program Observation Report DUE (KA-100 points)</b>
Week 11/Apr 8	Play, Development, and Creativity; Using Technology to Promote Creativity	Chapters 7 and 8
Week 12/Apr 15	Art and Physical-Mental Growth; Art and Social-Emotional Growth	Chapters 9 and 10

Week/Dates	Topic	Required Readings and Assignment Due
Week 13/Apr 22 <b>(Practicum II:B)</b>	Three-Dimensional Activities; Dramatic Play and Puppetry; <b>Making Displays and Portfolios</b>	Chapters 14 and 15 <b>Activity Notebook DUE (KA-100 points)</b>
Week 14/Apr 29 <b>(Practicum II:B)</b>	Creativity Across the Curriculum: (Creative Language Experiences; Creative Science; Creative Mathematics )	Chapters 18, 19, and 20 <b>End of Course Reflection Paper</b>
Week 15/May 6	Microteaching Presentations	<b>Lab Assignment #4-Microteaching Presentation/Integrated Creative Arts Plan DUE (50 points); All Extra Credit Work DUE</b>
Week 16/May 13	<b>Final Exam (100 points)</b>	Review Chapters 5-10, 14-15, 18-20, and Handouts TBD

**Instructional Methods**

Face to Face

**Student Assignments**

Book Critique, Artist Appreciation Research Project, Program Observation Lab, End of Course Reflection, Activity Notebook , Microteaching Lesson

**Student Assessment(s)**

Two (2) 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- the **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**

**800 points total**

A=720-800

D=480-5559

B=640-719

F=479 or below

C=560-639

**Instructional Materials**

Mayesky, M. (2012). Creative Activities for Young Children (10th ed.). Albany, NY: Delmar.

**HCC Policy Statement:**

**Access  
Student  
Services  
Policies on  
their Web  
site:**

<http://www.hccs.edu/district/about-us/policies/d-student-services/>

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

**Access DE  
Policies on  
their Web  
site:**

<http://de.hccs.edu/>

**Access CE  
Policies on  
their Web  
site:**

<http://www.hccs.edu/continuing-education/>

Notice: HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at [oe@hccs.edu](mailto:oe@hccs.edu).