



**Division of Liberal Arts, Humanities & Education
Child Development Department**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/child-development/>

CDEC 1358: Creative Arts for Early Childhood | Lecture/Lab | #14022

Summer 2021 | 5 Weeks (6.07.2021-7.12.2021)

Online Anytime

3 Semester Credit Hours / 2 Lecture Hours / 3 Laboratory Hours | 80 Contact Hours
Per Semester

Instructor Contact Information

Instructor: Dr. Pamela Norwood-Todd
Office: Virtual Office/Rm. D-106
HCC Email: pamela.norwoodtodd@hccs.edu

Office Phone: 713-718-6236
Office Hours: as needed
Office Location: Virtual/EDC Bldg.

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear your concerns, clarify any misunderstandings, or just to discuss course topics in greater depth.

Instructor's Preferred Method of Contact

College policy requires instructors and students to communicate through the HCCS email system. If you have not activated your HCCS student email account please do so. You can reach me by email at pamela.norwoodtodd@hccs.edu. You can also use the Canvas Inbox to communicate with me. I will respond to emails within 48 hours Monday through Friday; I will reply to weekend messages on Monday mornings. If I am not available, please feel free to leave a message on my phone or contact our department's administrative assistant, Ms. Debbie Pinnock at 713-718-6303 or debbie.pinnock@hccs.edu.

What's Exciting About This Course

Every child is an artist. The problem is how to remain an artist once he grows up. Pablo Picasso

The creative arts are a powerful addition to the early childhood curriculum. According to Angela Eckhoff (2018), it is important for all early childhood educators to create an environment where the arts are a consistent and valued component of daily classroom life. The arts serve as a way for children to experience and express their sense of wonder, imagination, and creative thinking skills. This course is specifically designed to provide current and future early childhood professionals with the arts content knowledge, teaching practices, and lesson ideas that they can use to offer rich early learning experiences integrating the visual and performing arts. You will make use of a variety of tools, media, and

materials that will invite the use of your own artistic and aesthetic ideas. We won't just talk about art-making, music, and dance, we'll do it!

My Personal Welcome

Welcome to CDEC 1358!—Creative Arts for Early Childhood. You are probably taking this class because it is a requirement for the completion of your certificate or your degree. I sincerely hope however, that by the end of the semester you will find that it was worth your time. You will have a better understanding of the ways that early childhood educators can help support young children's artistic development. I intend to present the information in ways that allow you to be an active, collaborative, and engaged learner so that you can grasp the concepts and apply them now and hopefully throughout your professional life. I hope that you will be willing to participate in our class discussions and activities and also make use of the learning resources that are provided through Eagle Online (Canvas).

Prerequisites and/or Co-Requisites

CDEC 1358 requires the completion of CDEC 1313 and CDEC 1323 as prerequisites. This course is also a prerequisite for the next early childhood curriculum course, CDEC 1356. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

This section of CDEC 1358 will use [Canvas \(https://eagleonline.hccs.edu\)](https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. You will be taught how to access your mandatory weekly quizzes and additional resources that have been provided (if any) during one of our in-class sessions. HCCS Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

Scoring Rubrics, Sample Assignments, etc.

Look in Canvas or see your instructor for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

<https://eagleonline.hccs.edu/login/ldap>

Instructional Materials

The textbook listed below is **required** for this course.



Mayesky, M. (2015). *Creative Activities and Curriculum (11th ed.)*. Stamford, CT: Cengage Learning.

Order your book here: [HCC Bookstore](#)

Other Instructional Resources

Please see your instructor for additional instructional resources that may be distributed in class or via Canvas.

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

CDEC 1358 is 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. Requires students to participate in laboratory experiences with children from infancy through age 8 in a variety of settings with varied and diverse populations

Core Curriculum Objectives (CCOs)

CDEC 1358 is not a Core Curriculum course and as such does not address core curriculum objectives.

Program Student Learning Outcomes (PSLOs)

| | |
|------------------|--|
| NAEYC Standard 1 | Develop an understanding of child development and learning. |
| NAEYC Standard 2 | Examine family and community relationships. |
| NAEYC Standard 3 | Explain the observation, documentation, and assessment process needed to support young children and their families. |
| NAEYC Standard 4 | Know, understand, and use a wide array of developmentally effective approaches, instructional strategies and tools to connect with children and families and positively influence each child's development and learning. |
| NAEYC Standard 5 | Know, understand, and use the essential concepts, inquiry tools, and structure of content areas along with other resources to design, implement and evaluate meaningful curriculum for each child. |
| NAEYC Standard 6 | Identify and conduct themselves as members of the early childhood profession. |

Course Student Learning Outcomes (CSLOs)

Upon completion of CDEC 1358, the student will be able to:

1. Define the creative process.
2. Describe developmental sequences of creative arts.
3. Analyze teacher roles in enhancing creativity.
4. Describe concepts taught through the creative arts and components of creative environments.
5. Identify components of creative environments.
6. Assess creative arts activities.

Learning Objectives

Define the creative process

- 1.1 Compare and contrast the different kinds of creativity.
- 1.2 Demonstrate how to promote the creative potential of young children through discovery and exploration of a variety of media and materials.

- 1.3 Explain the differences between process-oriented experiences and product-oriented experiences.

Describe developmental sequences of creative arts.

- 2.1 Summarize the role of visual arts, music, movement, and creative drama in the overall development of children.
- 2.2 Explain the stages and individual variations of young children’s artistic development.
- 2.2 Summarize young children’s musical skill development and the positive factors that contribute to it.

Analyze teacher roles in enhancing creativity.

- 3.1 Explore ways that teachers facilitate meaningful visual arts, music, movement, and dramatic play activities that support children’s self-expression and creative thinking.
- 3.2 Investigate how teachers encourage different types of creative work while asking children to question, think, test ideas, explore, and manipulate varied tools and materials.

Describe concepts taught through the creative arts.

- 4.1 Explain how play-based experimentation and exploration with creative activities can lead to discoveries and the learning of key concepts in math, science, language, and social studies.

Identify components of creative environments.

- 5.1 Recognize the characteristics of high quality interest areas in developmentally appropriate play environments that cultivate the creativity and innovation of young children.
- 5.2 Distinguish those factors considered in the selection of diverse, open-ended materials and equipment used for creative activities with young children.

Assess creative arts activities.

- 6.1 Develop and evaluate plans for child-centered activities for music, movement, visual arts, and dramatic play.
- 6.2 Discuss the goals, benefits, and uses of assessment information to planning child centered learning activities.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Written Assignments and Projects

The assignments in this course include an Artist Appreciation Presentation, a Children's Literature and the Arts Book Summary, Program Observation Virtual Practicum Experience, Integrated Creative Arts Activity Plans, Weekly Creative Activity Lab Experiences, and Online Discussions.

Exams

There are four exams of at least 50 questions (multiple choice, and true/false) that will be given in this course. Two of the exams are worth 100 points each. Two others are worth 50 points each. Each exam must be completed within 90 minutes. Only one attempt at each exam will be allowed. Please check the course calendar included here for the exam dates.

Class Activities/Virtual Meetings

There will be no virtual meetings held for this course section this term. The interactive class activities will take place via the discussion forums that are required. As a member of the class learning community you are expected to participate regularly and engage with different classmates each time.

Required Components

This course includes a required component of a Program Observation (Practicum Level 1). In order to successfully complete this assignment, videos of early childhood settings will be assigned and you will complete an observation form to document the observation, as well as, write a one to two page summary of the observation which includes making comparisons to the course content found in the assigned textbook. If this assignment does not earn at least **70%** of the total possible points, the student will not receive a passing grade in this class but rather (if eligible) will receive the grade of Incomplete (I).

This course also includes a required component of two Integrated Creative Arts Activity Resource. Specific instructions for this assignment will be provided by your instructor. Again, if this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class.

Grading Formula

The total possible points that can be earned in this course is 1,100. Below you will find the grading scale:

| Grade | Total Points |
|-------|--------------|
| A | 990-1100 |
| B | 880-989 |
| C | 770-879 |
| D | 660-769 |
| F | 659 or below |

Incomplete Policy:

Required component assignments/Key Assessments Revision Policy

Only one revision is allowed on key assessments and required component assignments. The maximum grade you can earn on a revised assignment is 70% of the possible points. If you use any tutoring service, you must take/send assignment description or directions with the first draft. **IF** you do not pass the assignment the first time, any one or all of the following will be required:

- a. Conference with professor
- b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request)
- c. See an in-person tutor at professor's discretion

The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher AND has completed at least half of the required components for the course. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I" you must arrange with the instructor to complete the coursework within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A").

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

| Date | Readings/ Classwork | Tasks and Assignments Due | Points |
|----------------------------|--|---|--------------|
| Week 1: 6/7 – 6/13 | Chapters 1-4 Concept of Creativity; Promoting Creativity; Concept of Aesthetic; Promoting Aesthetic Experiences | Discussion 1 | 20 |
| | | Pre-Test | 20 |
| | | Discussion 2 | 20 |
| | | Creative Activity Lab 1 | 20 |
| | | Exam 1 | 100 |
| | | Creative Activity Lab 2 | 20 |
| Week 2: 6/14 – 6/20 | Chapters 5-6; 12-13 Children, Teachers, and Creative Activities; Creative Environments; Program Basics; Two- Dimensional Activities | Major Assignment: Artist Appreciation Presentation | 50 |
| | | Discussion 3 | 20 |
| | | Video Notes 1 | 20 |
| | | EXAM 2 | 100 |
| | | Creative Activity Lab 3 | 20 |
| | | Video Notes 2 | 20 |
| Week 3: 6/21 – 6/27 | Chapters 14-17 Three-Dimensional Activities; Dramatic Play and Puppetry; Creative Movement; Creative Music | Major Assignment: Children's Book Summary | 50 |
| | | Major Assignment: Practice Activity Plan | 30 |
| | | Video Notes 3 | 20 |
| | | Creative Activity Lab 4 | 20 |
| | | Creative Activity Lab 5 | 30 |
| | | EXAM 3 | 50 |
| Week 4: 6/28 – 7/4 | Chapters 7-10 Play, Development, and Creativity; Using Technology to Promote Creativity; Art and Physical- Mental Growth; Art and Social-Emotional Growth | Discussion 4 | 20 |
| | | Creative Activity Lab 6 | 20 |
| | | Video Notes 5 | 20 |
| | | Major Assignment: Program Observation | 100 |
| | | Major Assignment: Integrated Creative Arts Plans | 50 |
| | | Video Notes 6 | 20 |
| Week 5: 7/5 – 7/9 | Chapter 11 Developmental Levels and Art | Creative Activity Lab 7 | 20 |
| | | Major Assignment: Integrated Creative Arts Plans | 50 |
| | | Reflection Statement | 30 |
| | | Creative Activity Labs Post-Test | 20 |
| | | EXAM 4 | 100 |
| Total Points | | | 1,100 |

No assignments will be accepted after **July 2, 2021**

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

If you have a documented, college approved excuse for missing an assignment, you may make it up without any grade reduction or penalty. Approved excuses include personal illness, a death in the immediate family, and participation in official college functions. If you are unable to attend class on a scheduled midterm examination day, you should contact me as soon as possible to reschedule but within two weeks of the original date. There is no "make-up" for the final exam.

Academic Integrity

HCC expects all students to conduct themselves with honor and integrity in fulfilling course requirements. Proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of a violation of academic integrity. "Scholastic Dishonesty" includes but is not limited to cheating, plagiarism, and collusion. Discretion is given to the instructor as to the administration of consequences for academic integrity violations at the classroom level, subject to any rules imposed by the relevant program/division/center of excellence. Consequences might include such penalties as a 0 on the particular assignment, a mandatory retaking or redoing of the assignment in question, a significant deduction from the final overall course grade, dismissal from the course (if prior to the date of last withdrawal) or failure of the entire course.

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

You are expected to attend each class session if the class is meeting in-person or virtually. If the course section is Online Anytime, you are expected to "attend" by logging in on a weekly basis. Research has shown that regular class attendance correlates with good grades. Please be on time and plan to attend the entire class period. If you must be absent, know that you will still be held responsible for the material covered in class. Make sure that you ask for the handouts or other supplemental information that may have been distributed in the missed session. Please be advised that instructors may drop students who fail to attend class by the official date of enrollment or who miss more than six hours of classroom time.

Student Conduct

"According to its policy on student conduct, the Houston Community College views college-level students as adults who subscribe to a basic standard of conduct..Moreover, a student's membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students' right to pursue their academic

goals to the fullest in an atmosphere appropriate to a community of scholars.”

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Instructor’s Course-Specific Information

Students who are not absent more than twice during the semester (if the class is meeting in-person or virtually) will be eligible for 20 extra credit points that will be applied towards the final grade. These students will also be eligible to submit one (1) additional extra credit assignment form a list that will be provided. Late assignments are accepted but 5 points per class session will be deducted from the original grade if they are submitted within two weeks of the due date. After that, the grade will be reduced by 25%. The last date to submit any assignment is the **week before the final exam**. Please be sure to make backup copies of all submitted work and keep all graded assignments until final course grades are posted.

Electronic Devices

Most technological devices are considered distracting both in the classroom on campus as well as, in virtual class meetings. Please turn your cell phone OFF or on VIBRATE before coming to class. Please refrain from answering or responding to any calls or text messages during class. Leaving the class to respond to 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 and an appointment for a personal conference.



Child Development Program Information

The A.A.S. Child Development Program at Houston Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children. Accreditation is awarded to programs that demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards. There are currently 204 institutions in 40 states with NAEYC accredited programs. HCC is one of the 11 in Texas. The accreditation term runs from beginning date March, 2017 through March, 2024.

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 YMCA Children's Academy at the HCC Central Campus must complete a mandatory orientation. Contact the department at 713-718-5470 or 713-718-6303 for more details about the orientation.

HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services
- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Saran Winters, saran.winters@hccs.edu, 713-718-6237