

Creative Arts
Synonym #28419

CDEC 1458 Fall 2005
Linda A. Welsh, M.A.

Creative Arts
CDEC 1458
Synonym #28419 Section 001
Wednesday
6:00 pm – 8:40 pm
EVC 8110

Instructor: Linda A. Welsh, M.A.

Office: ACC Children's Lab School
Eastview Campus Building 5000
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Office Hours: Mondays 10:00 am – 1:00 pm and 3:00 – 5:00 pm
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Course Description:

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. Three hours per week of supervised fieldwork with young children is required.

Prerequisites Introduction to Early Childhood Education (TECA 1311); Curriculum Resources (CDEC 1413) or concurrent enrollment; Fundamentals of Reading (DEV R 0303) and Fundamentals of Writing (DEV W 0303) or satisfactory score on appropriate placement test.

Co-Requisites Reading Skills I (DEVR 1303) and Writing Skills I (DEVW 1403) or satisfactory score on appropriate placement test.

Course Credit: 4-3-3. Students will receive 4 hours of credit at the end of the semester for the 3 hours of lecture and 3 hours of lab each week.

Textbooks: Mayesky, Mary. Creative Activities for Young Children Eighth Edition. United States: Delmar Thompson Learning, 2006.

SCANS Competencies:

SCANS competencies covered in CDEC 1458 Creative Arts for Early Childhood Education include: identifying, organizing, planning, and allocates resources (**Resources**); acquiring and using information (**Information**); reading, writing, listening and speaking (**Basic Skills**); thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason (**Thinking Skills**); displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (**Personal Qualities**).

Instructional Methodology: This course is a lecture/laboratory course in which the student learns through lectures, class discussions, role-playing, guest speakers, reading course materials, course assignments and field work experiences. (See Field Work/Lab Experiences below.) The class will require active participation of all students, including small and large group activities.

Course Rationale:

The purpose of this course is to demonstrate integration of the creative arts into the classroom for young children, as well as practice doing so in an applied setting.

Course Learning Objectives to Develop Competency:

The student will:

1. Define the creative process.
 - a. Describe factors that encourage and discourage creativity.
 - 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.
 - e. Explain the relationship of multiple intelligences to creativity.
2. Describe the role of play in a child's growth and development.
 - 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.
4. Analyze teacher roles in enhancing creativity.
 - 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 experiences.
 - 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.
 5. Describe concepts taught through the creative arts.
 - 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.
 - c. Describe strategies for infusing culture through the creative arts curriculum.
 - d. Discuss ways that bias might influence children's behavior when participating in art, music, movement and dramatic play.
 6. Describe components of creative environments.
 - a. Describe environments that provide children with a wide range of experiences in the visual arts, music and creative drama and movement.
 - b. Discuss the role of aesthetics in environments for children.
 - c. Describe materials that will enhance creativity in children.
 7. Plan, implement and assess child-centered activities for music, movement, visual arts and dramatic play.
 - a. Implement meaningful, integrated learning experiences in the arts, music, drama and movement with other curriculum areas.
 - b. Use creative transitions with children.
 - c. Adapt music, movement, visual arts and dramatic play to meet the needs of children with special needs.

Course Requirements and Grading:

Field/Lab Experiences: Field/Lab Experiences Policy: Students are required to spend 3 hours per week (39 hours for the semester) working directly with young children. Students must complete their lab experiences at the ACC Lab School or at their place of employment, if appropriate. Students completing their lab hours at their workplace are highly encouraged to complete at least 1/3 of their lab hours (13 hours) at the ACC Lab School. You must complete at least 30 hours to receive credit for the course. Ten points will be deducted from your grade for each hour you miss of the required 39 hours.

To complete the Lab portion of this course, you must meet Texas Department of Protective and Regulatory Services eligibility criteria for volunteers in child care centers as stated on the "Austin Community College Children's Lab School Criminal Conviction

Statement for Child Development Lab Students."

To successfully pass this course, you must pass lab. If you do not receive a passing evaluation from your field placement supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve their Lab Practice" and the "Child Development Department Lab and Field Work Agreement."

To successfully complete the lab portion of this course, you are expected to:

- Demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement."
- Demonstrate the competencies discussed in your "Lab Expectations Handout".
- Follow the policies and procedures of your lab placement site.

Criminal History Statement: Because of the criteria for child care center volunteers established by the Texas Department of Protective and Regulatory Services *Minimum Standards for Day Care Centers*, students will be required to complete a criminal history statement and a notarized affidavit the first day of class before they begin their fieldwork. The special requirements are discussed in the Child Care and Development section of the ACC Catalog <http://www.austincc.edu/cataloghtml/>. This criminal history statement may be submitted for verification of the information provided. Failure to accurately report the information required by *Minimum Standards for Day Care Centers* will result in withdrawal from this course and possible withdrawal from Austin Community College. Students are also required to complete and return the confirmation of field placement form. Students who wish to be placed in a public school setting must complete the "Criminal History Record Information Authorization".

Lab Assignments: There are four lab assignments which will be completed during your lab hours. Each activity is worth 100 points.

- ◆ Visual Arts Activity
- ◆ Dramatic Play Activity
- ◆ Creative Movement Activity
- ◆ Creative Music Activity

Course Projects: There are two course projects:

- ◆ Exploring Your Creativity
- ◆ Resource File

Tests: There will be one take-home test that will apply the concepts learned in class, your fieldwork and lab assignments.

Quality of Assignments: Assignments are to be written in complete sentences, and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to the student for correction. ACC Learning Labs are wonderful resources and lab tutors assist students to be sure their assignments meet college level expectations.

Remember also that you must stay enrolled in any TSI required courses to obtain a grade in this course. Please talk with an ACC advisor for more information.

Grading:

Your grade will be based on the following:

<input type="checkbox"/> 4 Lab Assignments at 100 points each	400 points
<input type="checkbox"/> 39 Lab Hours Completed	25 points
<input type="checkbox"/> Satisfactory Evaluation for Lab	Pass/Fail
<input type="checkbox"/> 1 Test at 100 points	100 points
<input type="checkbox"/> Projects	
<input type="checkbox"/> Exploring Your Creativity	70 points
<input type="checkbox"/> Resource File	100 points
<input type="checkbox"/> Class Participation	75 points
Total Possible Points	770 points

Grading Scale

A = 716 - 770 pts

D= 546 - 599 pts

B = 655 - 715 pts

F = Below 546 pts

C = 600 - 654 pts

Grade requirements for Child Development Majors: Students majoring in Child Development must receive a "C" or above in this course to receive credit for this course in the Child Development Certificate or AAS degree. The course may be retaken for a higher grade. See the ACC Catalog for more information.

Course Policies:

Attendance: Your attendance is important to the success of the class; your questions and participation will make the class more meaningful for the group. Regular attendance is required to receive course credit. Excused absences do not lower your final grade. Excused absences are those that are both valid and verifiable (i.e. illness, bereavement and school-related activities). I will ask for verification and expect that you will be responsible for getting any notes/materials that you missed. One unexcused absence is permitted, no questions asked (although I encourage you to be at every class meeting). Each unexcused absence after that will reduce your final grade by 10 points. If you are significantly tardy (more than 30 minutes after class starts), it will count as an absence. More than three absences will result in your being withdrawn from the class unless you have worked out a contract with me. If a special problem should arise, please see me. If an emergency occurs and you cannot notify me in class,

please give me a call at my office.

Class Participation: I expect students to read the assigned chapter(s) or other materials before class and be prepared to ask questions and actively participate in class activities, assignments and discussions. You will receive seventy-five (75) points for class assignments which will usually be done during class time. It is the student's responsibility to request make-up assignments for classes that they miss.

Cell phone usage: Cell phones must be turned off during class time. If you are expecting a critical call, let me know, use the phone's vibrate option and sit near the door so you can take your call outside of class. You will lose five points for each violation of this policy.

Class Withdrawal: Students may withdraw from the class anytime up to the withdrawal deadline. Professors may withdraw students who are not meeting the established timelines.

Late Assignments: I expect assignments to be in on time. You will get one point off for each day your assignment is late up to five points off the assignment. Please contact me if there are extenuating circumstances that I should take into account.

Incomplete Grade: An incomplete will be assigned only if the student is making satisfactory progress and has completed at least half of the tests, assignments and field work.

Electronic Technology: All electronic technology, such as cell phones, PDAs, etc., must be turned off. Doing this prevents any misunderstanding about the use of such equipment for obtaining test information.

Professional Ethics: Please keep in mind that the children and families encountered in completing laboratory experience for this course deserve respect at all times. Talking or gossiping about children, families or center staff is non-respectful and undermines the trust the children and their families have in their child care providers. It is expected that you review the NAEYC Code of Ethics and make every attempt to follow our professional code of ethics. It is each student's professional responsibility to review and follow the National Association for the Education of Young Children Code of Ethical Conduct. <http://www.naeyc.org/about/positions/PSETH05.asp>

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook 2005-2006, on page 29: "Prohibited acts include those related to academic integrity. Academic work submitted by students shall be the result of their thought, research or self-expression. For the purposes of these regulations, academic work is defined as, but not limited to, exams and quizzes whether taken electronically

or on paper; projects, either individual or group; papers; classroom presentations; and homework. When students borrow ideas, wording or organization from another source, they shall reference that information in an appropriate manner." If a student does not adhere to this policy, at a minimum, the student will receive a zero on the assignment and be subject to the disciplinary policies regarding scholastic dishonesty outlined on pages 29-32 of the Student Handbook Academic Planner 2005-2006.

ACC On-Line Student Handbook, 2005-2006: <http://www.austincc.edu/handbook/>

I am interested in your thinking and understanding of the material

Student Freedom of Expression: Each student is strongly encouraged to participate honestly in discussion with the instructor or other students. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance your thinking and create an atmosphere where students and instructors alike will be encouraged to think and learn. Therefore, be assured that your grade will not be adversely affected by any beliefs or ideas expressed in discussions or assignments. Rather, we will respect the views of others when expressed.

Student Discipline: Students are expected to follow the policies outlined in the Student Handbook and this syllabus. All college policies regarding student discipline as outlined in the Student Handbook 2005-2006 are expected to be followed. See pages 29-32 for a specific discussion of ACC's Student Discipline Policy.

ACC On-Line Student Handbook, 2005-2006:

<http://www.austincc.edu/handbook/>

Students with Disabilities: The Student Handbook, 2005-2006 on page 20 states that: "The Office for Students with Disabilities (OSD) assists students with documented disabilities to access reasonable accommodations. To request ACC accommodations, students must submit appropriate diagnostic documentation to the OSD Supervisor at their primary campus...Students are urged to apply for accommodations at least three weeks before the start of the semester." The Office for Students with Disabilities for Eastview Campus can be reached at 223-5159 or through Relay Texas at 711. <http://www.austincc.edu/osd/>