



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Creative Arts for Early Childhood

CDEC 1358 50

Emily Stottlemire

**Creative Arts for Early Childhood
CDEC 1358.50**

Course Description:

CDEC 1358.50 – Creative Arts for Early Childhood:

Explores the principles, methods, and materials for teaching young children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking. All Child Development (CDEC or TECA) courses must be passed with a grade of C or better for graduation. 25% of the requirements must be completed at McLennan. 2.000 Minimum GPA required for graduation.

Prerequisites and/or Corequisites:

No Prerequisite

Course Notes and Instructor Recommendations:

CDEC 1358 is currently offered in the fall semester.

A “hard copy” of all assignments is due at the beginning of each class on the due date. Emailing assignments will not be accepted. Exceptions will be made at the discretion of the professor.

Criminal Record Check: A criminal background check will be done during advising or during the first week of class. If the check reveals a conviction in your name, you may be dropped from class. Persons who have convictions must not work in a school/child-care facility.

Instructor Information:

Instructor Name: Emily Stottlemire
MCC Email: estottlemire@mclennan.edu
Office Phone Number: 254/299*8523
Office Location: CSC Child Development Center
Office hours will be posted in notebook in Student Commons.

Required Text & Materials:

Expressing Creativity in Preschool, editors of Teaching Young Children
NAEYC Publishing, 2015, ISBN# 978-1-938113-08-6

CDEC 1358 Creative Arts for Young Children Course Pack (available at MCC bookstore)
Collection of Readings & Course Materials

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Creative Arts for Early Childhood
CDEC 1358.50

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
(www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Methods of Teaching and Learning:

The content and information for this course will be presented through face to face lecture, power points, videos, class discussion, and in class group work. It is the student's responsibility to read the assigned material in preparation for class. Some of the assigned readings will be articles that will be posted on Brightspace. A portion of the class time will be spent planning and implementing hands on activities that could be done with young children. Evaluation of the student is discussed later in this syllabus.

Creative Arts for Early Childhood
CDEC 1358.50

Course Objectives and/or Competencies:

By the end of the course, the student will be able to:

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.
 - d. Describe development of dramatic play in children.
4. Analyze roles of the teacher in enhancing creativity
 - a. Explain roles of the teacher in supporting visual arts in the classroom.
 - b. Describe roles of the teacher in providing music experiences.
 - c. Summarize roles of the teacher in promoting movement activities.
 - d. Outline roles of the teacher in encouraging creative dramatics/dramatic play.
5. Analyze 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.
6. Analyze components of creative environments
 - a. Describe environments that provide children with a wide range of experiences in the visual arts, music, creative drama, and movement.
7. Plan and implement developmentally appropriate activities for music, movement, visual arts, and dramatic play.
 - a. Use developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, make decisions, and become critical thinkers.
 - b. Implement meaningful, integrated learning experiences in the arts, music, drama, and movement with other curriculum areas.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy

Creative Arts for Early Childhood
CDEC 1358.50

characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the scans Competencies and Foundational Skills. (To view this report, see Attachment A.)

Course Outline or Schedule:

CDEC1358.50 fall 2019: Proposed Assignments and Due Dates* Subject to change

Date	Topic	Reading Assignment/Due Dates
8-28-19	Review Course Syllabus. Review of the Creative Arts/ DAP/Process	
9-4-19	Review the Creative Process Cognitive Development Multiple Intelligences, Divergent Thinking Brain Development Lab: Multiple Intelligences	Packet: Assigned material including: Creative Process; Multiple Intelligences; Brain Development Cognitive Development <i>Expressing Creativity in Preschool</i> : Pg. 4 The Value of Open Ended Art
9-11-19	Curriculum/planning Play: Stages/Types Why is play important? Lab: Make puppets	Packet: Curriculum; Stages of Play. <i>Expressing Creativity</i> : pg. 84_A Place for Puppets; pg. 88 Ways to Make Puppets DUE: Review of “Where Do the Bears Go? The Value of Child Directed Play. (get article on Brightspace)
9-18-19	Dramatic Play Pantomime/Improvisation Fostering Creativity in the Environment Lab: Creative Environments Assignment (in class)	Read: Children’s Play. Article: Lively Minds at Play, Planning Environments(on Brightspace) Review DUE <i>Expressing Creativity</i> : pg.92 Pretend Play Leads to...; pg. 104: Using Improvisational Play.... pg. 109 What’s In Your Dramatic Play Center
9-25-19	Finish Play/dramatic play Blocks, Super Hero Play Plan DP Activities Lab: Prop Boxes read pg. 98 Creativity	Packet: Block Play DUE:Assigned Articles on Super Hero Play and Big Body Play (on Brightspace) Review DUE: Environment Assignment
10-2-19	Intro to art. Test1	Packet: Art and Cognitive Dev’t The Effect of Dictated Art; Food for Art?
10-9-19	The Visual Arts Stages of Art Art Environments/ Safety Lab: Make paint/chalk. Prints, transfer prints Splatter painting (See pg. 31 <i>Expressing Creativity</i>)	Packet: Stages of Art <i>Expressing Creativity</i> : Art Learning Center; pg. 18: Painting w/out Brushes DUE: Review of Article:Art Dev. In Young Children, .Scribbles Matter Bring Homemade paintbrush
10-16-19	Teacher Strategies/ Feedback. Art	Read in Packet Teacher

Creative Arts for Early Childhood
CDEC 1358.50

	Appreciation ;Art Talk Lab: Doughs, RB stew	Feedback Art Talk
10-23-19	Multi-cultural Art Holiday Art? Lab: Construction Art, Collage Plan Art activities	Read: Expressing Creativity: pg. 20 Using Collage...
10-30-19	Intro to Music and Movement Test 2	Packet: Begin power point on Music
11-6-19	Music/Movement Environments Lab: Instruments (read Pg. 50. A place for Making Instruments) Review Children's Books	Packet: power point cont. <i>Expressing Creativity: pg. 46</i> Music and Movement. Learning Center pg. 60 Books that Feature Songs... Due: Article Reviews: <i>Music Play, Using Rhythm in EC and Making Music in EC Class</i>
11-13-19	Creative Movement/ Special Needs Lab: Movement games (Read pg. 59 Learning in Motion) Classical Music Plan M/M Activities	Packet: Elements of Movement, Skill Development
11-20-19	Parent Ed Presentations	Parent Ed Presentation Due
11-27-19	NO CLASS : Happy Thanksgiving	
12-4-19	Review for final exam	
12-11-19	Final Exam	

Course Grading Information:

Students are responsible for knowing material in reading assignments and information presented in class by the instructor, special speakers, and other students. See individual assignment sheets for specific expectations and due dates.

Test-35% - There will be 2 tests throughout the semester. You will need scantron #882E for each test and a #2 pencil.

Final Exam-10% - The final exam will include information from the entire semester. You will need scantron #882E and a #2 pencil.

Participation-20% - The participation grade will include and be assessed as follows:

Attendance – 70%

In class activities – Instructions given in class – 20%

Other in class assignments including Environment Observation – see separate explanations for each assignment, environment assignment is 10% of the participation grade.

Article Summaries - 25%

Creative Arts for Early Childhood
CDEC 1358.50

See individual assignment sheets for details. There will be several summaries due throughout the semester. See calendar.

Parent Education Project-10% - With a small group, you will plan a short presentation on a topic given to you in class.

See individual assignment sheet.

The system of grading will be based on the general standard of:

Letter Grade	A	B	C	D	F
Total Points	100 – 90	89 – 80	79 - 70	69 - 60	59 or Below

- A minimum final grade of C is required in all CDEC classes for graduation.
- A grade of “W” (withdrew) is given for an instructor-or student-initiated course withdrawal through the 12th week of a semester. After the 12th week or until the end of the semester, if a student withdraws from a course, the instructor will either assign a W if passing work was being accomplished, or an F if the student was doing failing work.
- A grade of “I” (incomplete) is given when a course is incomplete because of reasons acceptable to the instructor (unfinished assignments or lab hours). To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the “I” will be changed to an “F” and the course must be repeated if credit is to be given.

Late Work, Attendance, and Make Up Work Policies:

Students have the responsibility of keeping up with due dates.
No late work will be accepted.

TESTS

If you miss a test, you have 2 weeks to make it up. It is YOUR responsibility to schedule a make-up time. An alternative form of the test may be given.

Only one of the tests may be taken late. See instructor for possible exceptions.

Test not taken within 2 weeks of the original test date will be subject to -20 points.

***Reminders:**

- Late assignments will not be accepted.
- To receive an incomplete, you must have a passing grade in the class.
- Keep all returned assignments.
- Some information (including articles) for assignments must be obtained from Brightspace.
- Changes/additions to assignments will be announced in class and/or on Brightspace.

♦ **If you are doing make-up lab from a previous semester, please sign in on red folder in front office.**

Student Behavioral Expectations or Conduct Policy

In general, students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity. The Highlander Guide describes the rights, privileges, and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

Ethics: It is the student's responsibility to read the General Conduct Responsibility Policy in the Highlander Guide (MCC Student Handbook) and the Child Development Code of Conduct Guidelines. Any breeches of conduct will result in disciplinary action. Acts of dishonesty and disruptive behavior will not be tolerated. Students may be asked to leave class if necessary.

Distractions: Cell phones and other electronic devices must be turned off during class. I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior. Use time outside of class to catch up on personal conversations.

Tardiness: Students are expected to arrive at class on time and to remain for the entire class period. Arriving after class begins or leaving prior to the end of the class period will affect his/her grade. Two late arrivals or early departures equal one absence.

Points will be deducted if students repeatedly leave class while class is in progress and/or does not return after a break.

* [Click Here for the MCC Academic Integrity Statement](#)

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

* [Click Here for the MCC Attendance/Absences Policy](#)

(www.mclennan.edu/highlander-guide/policies)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will

Creative Arts for Early Childhood
CDEC 1358.50

be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* [**Click Here for more information about Title IX**](#)

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

* *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*