



ECCE 1113 Creative Activities for Children

COURSE SYLLABUS Spring Semester 2018

COURSE INFORMATIONSPRING

Credit Hours/Minutes: 3/3000

Class Location: Main 317

Class Meets: Monday and Wednesday 09:00-10:40

Course Reference Number (CRN): 40063

Preferred Method of Contact: College Email

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Kay Wilson

Office Location: Building 2, Room 2125

Vidalia Campus: Main Building, Room 317

Office Hours: Monday-Thursday 1:00-4:00

Email Address: [Kay Wilson \(kwilson@southeasterntech.edu\)](mailto:kwilson@southeasterntech.edu)

Phone: 478-289-2213

Fax Number: 478-289-2276

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook \(http://www.southeasterntech.edu/student-affairs/catalog-handbook.php\)](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php).

REQUIRED TEXT

Creativity and the Arts with Young Children 3rd Edition ISBN 9781111838072 Publisher Delmar.

REQUIRED SUPPLIES & SOFTWARE

Pencils/Pens, 2-2" notebooks, materials for art activities and teaching (this cost varies per course with some supplies being provided). Reliable access to internet, Microsoft Excel, and Microsoft Word. Internet browser should be Internet Explorer (IE) 7 or higher or Mozilla Firefox 2.0 or higher. If you do not have computer access, see your instructor for information regarding use of open labs on both Swainsboro and Vidalia campuses.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

COURSE DESCRIPTION

Introduces the concepts related to creativity in art, music and movement and creative drama, and facilitating children's creative expression across the curriculum. Topics include concepts of creativity and expressions, theories of young children's creative development; facilitation of children's creative expression, media, methods and materials across the curriculum, appreciation of children's art processes and products; appreciation of children's creativity in music, movement and dance; appreciation of children's creative expression in play and creative drama; and art and music appreciation.

PREREQUISITE(S)

Provisional Admission

COURSE OUTLINE

1. Concepts of Creativity and Expression
2. Theories of Young Children's Creative Development
3. Facilitation of Children's Creative Expression/Media, Methods and Materials
4. Appreciation of Children's Art Processes and Products
5. Art and Music Appreciation
6. Facilitation of Children's Creative Expression, Media, Methods and Materials Across the Curriculum
7. Appreciation of Children's Creativity in Music, Movement and Dance
8. Appreciation of Children's Creativity in Play and Creative Drama

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

It is the student's responsibility to check their email twice a week and to contact the instructor when they are in need of additional assistance in the course.

ATTENDANCE

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Students will save all class assignments in their student folder (P Drive) for this class.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of

graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, to coordinate reasonable accommodations.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with [Helen Thomas \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC...)

Students will have at least one week to complete tests and assignments. All tests and assignments are due at midnight on Monday of each week. Assignments and test not received on the due date will be assigned a 0 until received. Ten points per week will be deduct points for work that is submitted late.

ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can

also be found in the STC Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 Email: Blythe Wilcox bwilcox@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

THE TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Test	30%
Teaching/Lesson Plans	35%
Assignments	35%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

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Spring Semester 2018 Lesson Plan

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
<p style="text-align: center;">Week 1 Jan 8-16 Due 1/16</p>	<p style="text-align: center;">Chapter 1</p>	<p style="text-align: center;">Creativity</p>	<p>Cover Chapter Cover completing a Lesson Plan Complete Reflection Questions Review Power Point Howard Gardner paper Due end of semester Test</p>	<p style="text-align: center;">1,2,5 a,c</p>
<p style="text-align: center;">Week 2 & 3 Jan 17-29 Due 1/29</p>	<p style="text-align: center;">Chapter 2-3</p>	<p style="text-align: center;">The Creative Teacher and The Role of Play</p>	<p>Cover Chapter In class discuss writing own story titled “The Fisherman and His Wife” <u>due next week</u>. At least 3 characters, a problem and solution must be included in story— at least 1 page typed. (RUBRIC) Opinion paper due next week—GALILEO. Find TWO articles; one that supports play for children and one that does not support play for children. TYPE a one page paper explaining which side you are for and why. Discuss reasons to back up your opinion (see writing rubric). Attach the articles to the paper. Show students how to use GALILEO Each student will teach Art activities to the class—you must have approved lesson plan and all materials necessary In class ART: Creative Painting and Print Making Complete Reflection Questions Review Power Point Test</p>	<p style="text-align: center;">3,4,7,8 a,c,</p>

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 4 Jan 29-Feb 5 Due 2/5	Chapter 3	The Teachers Role in Play	Complete Chapter In class: students in groups will design an Art and Music learning center with all necessary items to explain to the class. You can go to LakeshoreLearning.com for assistance. In class ART: Collage Complete Reflection Questions Review Power Point Test	1,3,4,8 a,b,c,
Week 5 & 6 Feb 5 Due 2/5	Chapters 4-5	Understanding Visual Arts and Creating Art	Cover Chapter In class ART: 3-D art and Finger Painting Complete Reflection Questions Review Power Point Test	3,4 a,b,c,
Week 7 Feb 5-19 Due 2/19	Chapter 6	Music, Music, Music	Cover Chapter Each student will teach Music and Movement activities to the class and the children in the center—you must have a lesson plan and all materials necessary In class: Song Complete Reflection Questions Review Power Point	3,4 a,b
Week 8 Feb 19-26 Due 2/26	Chapter 6 continued	Music, Music, Music	Finish chapter In class MUSIC: Curriculum Involvement Complete Reflection Questions Review Power Point Test	5,6 a,c

Date/Week/Due	Chapter/Lesson	Content	Assignments	Competency Area
Week 9 & 10 Feb 26-Mar 12 Due 3/12	Chapter 7-8	Creative Movement and Creative Drama	Cover chapter In class: Make your own Instrument Write a simple puppet show in groups to perform to the class. Get all items to present the show for next week 3/17 . (30 minutes) In class MUSIC: Music Activity with Equipment Complete Reflection Questions Review Power Point Test	5,6 a,c
Week 11 Mar 12-19 Due 3/19	Chapter 9	Creativity Across the Curriculum Discuss current research on brain development and creativity	Read Chapter 6 Test Chapter 10 Transition File	5,6 a,c,
Week 12 Mar 19-26 Due 26	Chapter 9 continued	Creativity Across the Curriculum Discuss current research on brain development and creativity	Cover Chapter In class: Music and Movement Activity One GALILEO article that discusses how creativity affects brain development. Read the article and be able to discuss with the class.	5,6 a,c
Week 13 Mar 26-Apr 16 Due 4/16	Resource File	Curriculum Approaches Creating and Organizing Art/Music Notebook	Compile Notebook Creating and Organizing Art/Music Notebook	3,4,5,6 a,c
Week 14 Apr 16-23 Due 4/23	Chapter 5	Creating and Organizing Art/Music Notebook	Compile Notebook Creating and Organizing Art/Music Notebook	3,4,5 a,b,c
Week 15 Apr 23-30 Due 4/30	Research	Creating a Research Paper and Resource File	Howard Gardner Paper Due Resource File Due	7 a,b,c

COMPETENCY AREAS

1. Concepts of Creativity and Expression
2. Theories of Young Children's Creative Development

3. Facilitation of Children's Creative Expression/Media, Methods and Materials
4. Appreciation of Children's Art Processes and Products
5. Art and Music Appreciation
6. Facilitation of Children's Creative Expression, Media, Methods and Materials Across the Curriculum
7. Appreciation of Children's Creativity in Music, Movement and Dance
8. Appreciation of Children's Creativity in Play and Creative Drama

GENERAL CORE EDUCATIONAL COMPETENCIES

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

WRITING RUBRIC

NAME _____ DATE _____

ASSIGNMENT _____

Criteria	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer than required	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments