



ECCE 1113 Creative Activities for Children COURSE SYLLABUS Spring Semester 201714

Semester: 201714
Course Title: Creative Activities for Children
Course Number: ECCE 1113
Credit Hours/ Minutes: 3 / 3000
Class Location: 2125
Class Meets: Monday & Wednesday 9:00-10:40
CRN: 40119
Preferred Method of Contact: Email at
kwilson@southeasterntech.edu

Instructor: Kay Wilson—M.Ed.
Office Hours: Monday – Thursday 1:00 – 5:00
Office Location: 2125
Email Address: kwilson@southeasterntech.edu
Phone: 478-289-2213
Fax Number: 478-289-2214

REQUIRED TEXTS: Creativity and the Arts with Young Children 3rd Edition ISBN 9781111838072
Publisher Delmar

REQUIRED SUPPLIES: Pencils/Pens, 2-2” notebooks, materials for art activities and teaching (this cost varies per course with some supplies being provided)

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 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.

PREREQUISITES: 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: Class attendance is a very important aspect of a student's success in this course. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected. Students are expected to complete all work required by the instructor. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor. Unannounced quizzes/assignments may be given. **Students that miss an unannounced quiz or assignment will receive a grade of 0.** Students will save all class assignments in their student folder (P Drive) for this class.

ATTENDANCE GUIDELINES: 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.

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 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, 912-538-3126, hthomas@southeasterntech.edu, 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, (912) 538-3126, hthomas@southeasterntech.edu.

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" 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...): Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. Students are allowed to make up one test. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **Makeups are not allowed for any unannounced quizzes/assignments.**

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:

--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.

--Second Offense--

Student is given a grade of "WF" 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.

--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 second 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).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147

hthomas@southeasterntech.edu

bwilcox@southeasterntech.edu

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 STC website at www.southeasterntech.edu.

GRADING POLICY

Tests	30%
Assignments	35%
Teachings/Lesson Plans	35%

GRADING SCALE

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

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.*

**ECCE 1113 Creative Activities
SPRING SEMESTER 2017 LESSON PLAN**

Date	Chap / Less	Content	Assignments & Tests Due	Comp Area
All Assignments are Due on Mondays				
Week 1 1/9-16 Due 1/16	Chapter 1	Creativity Discuss and complete paperwork for: Syllabus/lesson plan, CBC, HepB form, liability insurance, attendance, and assignments due.	Cover Chapter Cover completing a Lesson Plan : Complete Reflection Questions : Review Power Point : Test	*1, 2, 3 **a,c
Week 2 1/16-23 Due 1/23	Chapter 2	The Creative Teacher	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 : Complete Reflection Questions : Review Power Point : Test Howard Gardner paper Due end of semester	*1, 2, 3 **a,c
Week 3 1/23-30 Due 1/30	Chapter 3	The Role of Play	Read and turn in story “The Fisherman and His Wife” Cover Chapter In class ART: Print Making : Complete Reflection Questions : Review Power Point	*1, 8 **a,c
Week 4 1/30-2/6 Due 2/6	Chapter 3 continued	The Role of 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.	*1, 8 **a,c

			In class ART: Collage : Complete Reflection Questions : Review Power Point : Test	
Week 5 2/6-13 Due 2/13	Chapter 4	Understanding Visual Art	Cover Chapter In class ART: 3-D art : Complete Reflection Questions : Review Power Point : Test	*4, 5 **a,c
Week 6 2/13-20 Due 2/20	Chapter 5	Creating Art	Cover chapter In class Art projects: finger painting 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. : Complete Reflection Questions : Review Power Point : Test	*4,5 **a,c
Week 7 2/20-27 Due 2/27	Chapter 6	Music, Music, Music	Cover Chapter In class: Song : Complete Reflection Questions : Review Power Point	*5, 7 **a,c
Week 8 2/27-3/6 Due 3/6	Chapter 6 Continued	Music, Music, Music	Finish chapter In class MUSIC: Curriculum Involvement : Complete Reflection Questions : Review Power Point : Test	*5, 7 **a,c
Week 9 3/6-3/13 Due 3/13	Chapter 7	Creative Movement	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) : Complete Reflection Questions : Review Power Point : Test	*5, 7, 8 **a,c
Week 10 3/13-20 Due 3/20	Chapter 8	Creative Drama	Cover Chapter In class MUSIC: Music Activity with Equipment : Complete Reflection Questions : Review Power Point : Test	*3, 5, 7, 8 **a,c

SPRING BREAK IS WEEK OF 3/28-3/31				
Week 11&12 3/20-4/3 Due 4/3	Chapter 9 Brain Development and Creativity	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. : Complete Reflection Questions : Review Power Point : Test	*2, 5, 6, 7, 8 **a,c
Week 14 4/3-10 Due 4/10	Resource File	Creating and Organizing Art/Music Notebook	TURN IN COMPLETED –ORGANIZED NOTEBOOK : Review Power Point	*2 **a,c
Week 15 4/10-17 Due 4/17	Research	Creating a Research Paper and Resource File	Howard Gardner Paper Due Resource File Due	*2 a,b,

*** 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.

Rubrics

WRITING RUBRIC: Student must attach this form to all written assignments EXCEPT the Howard Gardner Paper

NAME _____

DATE _____ CLASS _____

Turned in on time? Yes No

	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

Total points _____ X 5 = _____

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

Comments:

Howard Gardner Research Paper

Name _____

Describe Gardner's Interpretation of Intelligence

4	3	2	1
Information clearly relates to the topic. It includes several supporting details and examples	Information clearly relates to the topic. It provides 1-2 supporting details and examples	Information clearly relates to topic. No details or examples given	Information is not related to topic

Describe the different levels of intelligence

4	3	2	1
Information clearly relates to the topic. It includes several supporting details and examples	Information clearly relates to the topic. It provides 1-2 supporting details and examples	Information clearly relates to topic. No details or examples given	Information is not related to topic

Describe how you as a teacher would implement the theory in your classroom

4	3	2	1
Information clearly relates to the topic. It includes several supporting details and examples	Information clearly relates to the topic. It provides 1-2 supporting details and examples	Information clearly relates to topic. No details or examples given	Information is not related to topic

Mechanics

4	3	2	1
No grammatical, spelling, or punctuation errors	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors	Several grammatical, spelling, or punctuation errors

Formatting (3 pages, typed, double spaced, font size 12, Times New Roman, 1 inch margins, Title Page, Reference Page with 3 references)

4	3	2	1
Included all the required formatting items	Missing 1 required formatting item	Missing 2-3 required formatting items	Missing more than 3 required formatting items.

Total points _____ X 5 = _____

WRITE OWN STORY RUBRIC

NAME _____

DATE _____

ON TIME? Yes No _____

	3	2	1
Number of characters	Story includes at least 3 main characters	Story includes at least 2 main characters	Story includes at least 1 main character
Problem	There is a problem the characters must face	-----	There is not a problem the characters must face
Solution	The story includes a solution to the problem	-----	The story does not include a solution to the problem
Length	The length is at least one page (typed-double spaced)	-----	The length is less than one page
Age Appropriate	The story is appropriate for young children	The story is somewhat appropriate for young children	The story is not appropriate for young children
Grammar/Spelling	There are 0-3 errors in grammar and/or spelling.	There are 4-6 errors in grammar/spelling	There are more than 6 errors in grammar/spelling

TOTAL POINTS _____ X 5.5 = Final Grade of _____

Comments:

Activity Planning Sheet

Instructor _____

Student's Name	Date of Activity		Time	
Theme	Class:	Birth – 12 months	1-2 year olds	3-4 year olds
Name of Activity	Target Group:	Lg Gr	Sm Gr	Individual
Goal (what are you teaching the children?)	Curriculum Area (Art, Music, Math, etc.)			
Early Learning Standard/Pre-K Standard and Substandard w/code (Ex: SED3-The child will begin to demonstrate self control. SED#.2b-Self soothes independently.)				
Materials Needed and Teacher Preparation				
Beginning Essential Question (This must be an open ended question that requires the child to think and relate to the activity)				
Step-by-Step Teaching Procedure				
End review (This must be an open ended question related to the activity to ensure the child learned the goal of the activity)				
Guidance Suggestions/Safety Precautions (This is what you will do to prevent accidents during the activity)				

Activity Evaluation

Student's Name		Date of Activity		Time	
Theme		Class:	Romper	Toddler	Preschool
Name of Activity		Target Group:	Lg Gr	Sm Gr	Individual
Concept		Curriculum Area			
6 points		8 points		10 points	
Student did not sign up for a time for activity OR did not show up on time.		Student signed up for a time on the day of the activity.		Activity was completed on time, student signed up early for time slot.	
Student was not prepared, late starting activity, disorganized, did not have enough for every child to participate		Student was mostly prepared, on time, and had most materials, some children allowed to participate		Student was well prepared and organized, early for activity, had enough materials for all children to participate	
Started activity without any motivation for children, did not ask the children questions		Student presented activity with some motivation for children, asked children closed ended questions.		Student presented activity with outstanding motivation and asked the children open-ended questions	
Instructions were confusing for children. Students should have practiced activity. Activity was too long/short		Children were given instructions. Student has practiced activity and plenty of time to complete activity		Presentation of activity was developmentally appropriate by addressing the individual needs of children	
Student was sluggish/no energy		Student displayed some energy		Student was enthusiastic and energetic	
Children were not interested in activity		Children were interested in activity		Children's interest in activity was heightened	
Student did not follow plans/Student had few/poor plans		Student followed some of their plans, but not all, Student has some good ideas		Student followed plans exactly, Excellent ideas/creative	
Activity not suitable for age group or not theme related		Activity suitable for age group, DAP and is theme related		Activity is very appropriate for age group, and is theme related	
Did not clean-up materials		Cleaned-up materials		Cleaned-up. Left room and children ready for next activity	
Children were out of control and not learning. Student needed assistance from teacher.		Children were listening. Student needed limited assistance from teacher.		Good classroom management skills. Student needed no assistance from teacher.	

TOTAL POINTS _____ X 10= Final Grade of _____

Comments