



## **ECHE 3315-02: Developmentally Appropriate Creative Expression**

**Fall 2017**

**Section 81214**

**College of Education**

**Department of Language, Literacy & Special Populations**

*ECHE 3315 is a required course for the BS/INST/ EC-6 Generalist Degree and the BS/INST/ECHE Degree*

**Instructor:** Dr. Elizabeth L. Lee  
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Office hours:  
Online assistance daily via email  
Tuesday/Thursday 9:00-10:00AM (please schedule appointment)

**Class Format:** Face-to-face

**Class day and time:** Wednesday 5:30 – 8:20 PM

**Class location:** The Garrett Teacher Education Center Room 115

**Course Description:** This course provides a foundation in children's creative thought, and expression. Topics addressed will be the integration of health, physical education, art and music into the curriculum in a way that fosters developmentally appropriated learning and growth. Prerequisite: 30 hours. Credit 3.

### **Required Textbook:**

Isbell, R. T. & Raines, S. C. (2013). *Creativity and the Arts with Young Children (3<sup>rd</sup> ed.)*. Belmont, CA: Wadsworth, Cengage Learning.

**Course Objectives:** The course objectives are as follows.

Students will be able to:

- identify, define and explain creative thought and expression, as it applies to the development of young children,
- develop instruction goals in art education, music education and physical movement education that are suitable for students with varied learning needs,
- use knowledge of how children learn and develop to provide opportunities that support children's creative physical, cognitive, and social and emotional development,
- identify, define and explain a variety of art, music, drama, creative writing, poetry, dance and movement activities appropriate for young children,
- apply skills and techniques of art music, theater and movement as creative expression,
- understand and apply the theories of art, music, theater, movement, to enhance the knowledge and skills of children appropriate creative expression.
- identify and define important historical and cultural works of art, music, drama/theater, and movement
- identify the role of assessment through cognitive and artistic processes and products

- understand and convey the skills necessary for analyzing, interpreting and evaluating works of art, music, theater, and creative expression
- demonstrate how to support students to make informed judgments about personal creative works and creative works of others.

A matrix that aligns course objectives, activities, assessments, and standards are explained at the following links

**Course Content Matrix:**

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards EC-6 Generalist TExES NAEYC Standards DDP NETS Conceptual Framework ACEI Standards
identify, define and explain creative thought and expression, as it applies to the development of young children	Artistic demonstration, portfolios. Quizzes, discussions	Art Portfolio rubric, quiz grades,	Art V, Music VII, PE IV 5 a, b, c 9, 10 3, 6 CF 5 2.5-2.7
develop instruction goals in art education, music education and physical movement education that are suitable for students with varied learning needs,	Portfolio artistic demonstrations and integration of creative arts across the curriculum lessons	Art Portfolio rubric, lesson plan and taught lesson	V. 001 H, I 5 a, b, c 9, 10 3, 6 CF 1, 5 1.0, 2.5-2.7
use knowledge of how children learn and develop to provide opportunities that support children's creative physical, cognitive, and social and emotional development,	Readings, discussions, Quiz & Portfolio	Discussion board, quizzes	V. 001 A. B. C. E. F. G. J. 5 a, b, c 9, 10 3, 6 CF 1, 5 1.0, 2.5-2.7
identify, define and explain a variety of art, music, drama, creative writing, poetry, dance and movement activities appropriate for young children,	Artistic demonstrations, integration presentation/project & Portfolio and class presentation	Portfolio rubrics Class presentation rubric Integration project	V. 005. B. C. F. I. 5 a, b, c 8, 9, 10 3, 6 CF 1, 5
apply skills and techniques of art music, theater and movement as creative expression,	class presentation and participation	Participation in activities and portfolio sharing	V. 005. B. C. E. F. H. I, 5 a, b, c 9, 10 3, 6 CF 1, 5
understand and apply the theories of art, music, theater, movement, to enhance the knowledge and skills of children appropriate creative expression.	Discussion, presentations, Quiz & Portfolio	Portfolio Rubrics artistic demonstration, integration lesson plan and project	V. 004. A. B. D. E. F. G. H 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7
identify and define important	Quiz & Portfolio	Portfolio Rubrics – Integration	V. 004 B. E. f. G, H, I,

historical and cultural works of art, music, drama/theater, and movement		presentation and project, quizzes	5 a, b, c 9, 10 3, 6 CF 1, 5 1.0, 2.5-2.7
identify the role of assessment through cognitive and artistic processes and products	Quiz & Portfolio and class presentation discussion	Portfolio Rubric	V. 004 L 5 a, b, c 7, 9, 10 3, 6 CF 4 2.5-2.7, 4.0
understand and conveys the skills necessary for analyzing, interpreting and evaluating works of art, music, theater, and creative expression	Portfolio and class presentation	Portfolio Rubric Presentation Rubric	V. 002. A.C. H 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7
demonstrate how to support students to make informed judgments about personal creative works and creative works of others.	Quiz & Portfolio and class presentation discussion	Portfolio Rubric Integration lessons and project	V. 002. B. J 5 a, b, c 9, 10 3, 6 2.5-2.7

**Standards:**

**Required Program Standards** (SPA – ACEI) <http://www.acei.org/programs-events/ncate.html>

**NAEYC standards:**

[http://education.uncc.edu/eportfolio/documents/word\\_files/Standards/naeyc\\_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm)

**State Standards/Competencies for certification**

<http://www.tea.state.tx.us/index2.aspx?id=5938>

**Diversity and Disposition Proficiencies**

**Conceptual Framework Alignment** [CF—Conceptual Framework Indicator](#)

**ISTE NETS\*S Technology Standards** (for technology integrated curriculum)

[NETS\\*S – ISTE NETS Technology Standards for Students](#)

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Gaining factual knowledge (terminology, classifications, methods, trends).

**Important:** Gaining a broader understanding and appreciation of intellectual/cultural activity (music, drama, etc.)

**Course/Instructor Requirements:**

**Time requirement:** This is a 3-hour credit course. Each week the student will spend 3 hours a week in class and an additional 4-9 hours a week reading, studying, and preparing for the class.



**Attendance policy:** Each class session is important to your understanding of the course content. The course meeting time is 3 hours in length each week. Students may miss one class before points are taken away from attendance. After one class is missed **ten (10) points** will be deducted for each initial absence. The course meeting time is 3 hours in length each week. If you miss more than one of the three hours it will count as an absence. Excessive absence situations will be addressed on an individual basis. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. *Attendance will be taken at the start of class. Therefore, it is important to arrive on time.*

**Assignments and grading:** Work is to be submitted in class and/or electronically submitted to Blackboard. All grading criteria/rubrics will be provided when the assignment is introduced. Attach a grading rubric to each assignment you wish graded. If there is no rubric, a 1-point deduction will result. **The method for turning assignments in is subject to change based on what is best for the students and the professor.** A TK-20 submission is part of this course. **Failure to submit portfolio to TK-20 will result in a letter grade drop.**

**TK20 Account is required for this course:**

*Tk20 Account* **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

**SHSU Online and Blackboard Information:** All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. **Microsoft Office** is the preferred operating system for opening and creating documents (PowerPoints and Word documents). **Assignments are to be submitted using Microsoft Word. Feedback will be provided internally in your submitted file using “track changes” - all markup.**

**Late assignment policy:** Assignments are expected to be submitted on or before the due date noted on the course calendar. Late assignments are accepted but will result in point deductions. One point deduction if submitted after the beginning of class, and an additional point per day (example if the assignment is due on Thursday prior to class and is submitted later on Thursday, one point deduction if submitted on Friday, 2 points deducted), All assignments are due before class on the listed as the due date.

**Course Content:** ECHE 3315 is an early childhood course designed to prepare pre-service educators for working with young children preschool through third grade. Students will focus on the five core aspects of creative expression: (1) arts and crafts, (2) creative writing and poetry, (3) dance and creative movement, (4) drama, and (5) music.

## Course Outline

### Assignments

- Portfolio Share – 20 points (individual assignment with presentation)
- Skill Demonstration – 20 points (individual presentation)
- Art Portfolio – 50 points (individual compilation with reflective narrative)
- Music Portfolio – 50 points (individual compilation with reflective narrative)

- Movement/Drama Portfolio – 50 points (individual compilation with reflective narrative)
- Chapter information Quiz – 4 @ 20 points - 80 total (individual quiz)
- Discussion board – 15 points (3 discussion board topics at 5 points each)
- Integrating the Creative Arts across the curriculum– 50 points – (Group project/Presentation)
- Professionalism & Class Participation – 15 points
- Final Exam – 50 points

**Grades:** The course is based on a 400 point scale.

**A=93% and above      B=80-92%      C=70-80%      D=60-70%      F= below 60%**

372-400 = A

320 – 371 = B

280-319 = C

240 – 279 = D

Below 240 = F

Extra Credit:

There will be one extra credit quiz available worth 10 points which will cover chapters 9 & 10.

## Schedule for the Semester

Class Date	Topics/Required Readings <b>-Read before class on this date</b>	Assignment Due Dates  Due at the beginning of class on this date
Wed. Aug. 23	<b>Syllabus – bring copy to class</b> <b>What is Creativity? Why Creativity?</b>	Class expectations and assignments
Wed. Sept. 6	Chapter 1: Creativity	
Wed. Sept. 13	Chapter 2: The Creative Teacher <b>AND</b> “Guidelines for Developmentally Appropriate Practice” p.16 in Copple and Bredekamp book (uploaded to BlackBoard)	<b>Discussion Board #1</b> (opens 8/23) <b>Art Portfolio sharing 1-6</b>
Wed. Sept. 20	Chapter 3: The Role of Play	<b>Quiz #1 – Chapters 1 &amp; 2</b> (opens 9/13) <b>Art Portfolio sharing 7-13</b>
Wed. Sept. 27	Chapter 3: The Role of Play – continued	<b>Art Demonstration 1-6</b> <b>Music Portfolio sharing 14-16</b>
Wed. Oct. 4	Chapter 4: Understanding the Visual Arts	<b>Art Demonstration 7-12</b> <b>Music Portfolio sharing 17-19</b>
Wed. Oct. 11	Chapter 5: Creating Art	<b>Quiz #2 - Chapters 3 &amp; 4</b> (opens 10/4) <b>Art Portfolio submission</b> (upload to TK-20) <b>Music Demonstration 13-18</b>

		Music Portfolio sharing 20-22
Wed. Oct. 18	Chapter 6: Music AND Music article on BlackBoard	Discussion Board #2 (opens 10/11)  Music Demonstration 19-24 Music Portfolio sharing 23-25
Wed. Oct. 25	Chapter 6: Music continued	Music Portfolio Submission (upload to TK-20) Movement Demonstration 25-30 Drama Portfolio sharing 26-28 Integration presentations Group 1
Wed. Nov. 1	Chapter 6: Music continued Chapter 7: Children in Motion - Movement	Discussion Board #3 (opens 10/25) Movement Demonstration 31-35 Drama Portfolio sharing 29-31 Integration presentations Group 2
Wed. Nov. 8	Chapter 7: Children in Motion - Movement continued Chapter 8: Creative Drama	Quiz # 3 Chapters 5 & 6 (opens 11/1) Movement/Dance Portfolio submission (upload to TK-20) Drama Portfolio sharing 32-35 Integration presentations Group 3
Wed. Nov. 15	Chapter 8: Creative Drama continued Chapter 9: Creativity Across the Curriculum	Integration presentations Group 4
Wed. Nov. 22	<i>Thanksgiving Break</i>	
Wed. Nov. 29	Chapter 9: Creativity Across the Curriculum continued Chapter 10: Integrating the Creative Arts & Literature Final Exam Uploaded	Quiz # 4 Chapters 7 & 8 (opens 11/15)
Wed. Dec. 6		FINAL EXAM DUE BY 5:30 PM  All TK-20 uploads must be complete and uploaded prior to final exam – failure to upload prior to exam ALL portfolios will result in a letter grade drop.  Extra Credit Quiz Due on Chapters 9 & 10 (opens 11/15)

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)

- [Students with Disabilities #811006](#)
- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Cell phones must be silenced before class and texting during class will not be accepted. There times in which cell phones and computers will be used in class discussions, group work and research during class time.
  - Technology during exams: Quizzes and exams in this class are through blackboard, with time limitations.
  - Technology in emergencies: It is understandable that all students have lives outside of the classroom. Emergencies do occur when we least expect them. With your phone in silent mode during class rime, if you receive an emergency call, please step out of the classroom and take care of your needs. If you need to leave the classroom for the emergency, notify the professor through email later that day or as soon as you the emergency situation is stable.
- **Visitors in the Classroom:** Only registered students may attend class. This includes electronic sharing of course information. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### Course Expectations:

**Professionalism** must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm, professionalism and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.

**Bibliography – additional readings or websites may be placed on Blackboard, as needed to promote student success.**

## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the





Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.