



ECHE 3315: Developmentally Appropriate Creative Expression Fall, 2017

*ECHE 3315 is a required course for the BS/ IDS/ EC-6 Generalist Degree
And the BS IDS/ECE Degree*

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

Instructor: Dr. Diana Nabors
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Office hours:
Monday/ Wednesday, 1:30 – 3:00 Huntsville
Tuesday, 4:00 – 5:30 Woodlands
Other times, online and by appointment

Class Format: Lecture with portfolio review

Class day and time: Tuesday & Thursday 12:00 - 1:20

Class location: TEC 115

Course Description: This course is intended to provide 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.

Textbook:

Required:

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

Course Objectives: The following objectives will be met during this course.

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 conveys 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 can be viewed at the following links <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/ECHE%203315.pdf>

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,	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

movement, to enhance the knowledge and skills of children appropriate creative expression.			3, 6 CF 1, 5 2.5-2.7
identify and define important historical and cultural works of art, music, drama/theater, and movement	Quiz & Portfolio	Portfolio Rubrics – Integration presentation and project, quizzes	V. 004 B. E. f. G, H, I, 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

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:

Late assignment policy: Assignments are expected to be submitted at 12:00 pm on due date noted on the course calendar, unless another date is posted. Late assignments will result in point deductions. (One-point deduction after 12:00 pm and an additional point per day if it is submitted after the due date).

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. This course is 3 hours in length. Students may not miss more than three hours (2 class sessions) during the semester. **10 points** are deducted for **each hour** of absence beyond the initial 3 hours. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Tardy to class will result in ½ hour absence. It is your responsibility to sign the roll sheet at the beginning of each class period.

Regular and punctual attendance is expected. This is a “hands-on” course. Many of the instructional techniques are demonstrated in class and debriefed during large and small group discussions. Attendance also demonstrates a level of responsibility and commitment to the field of Early Education. Excessive absence situations will be addressed on an individual basis.

Assignments and grading: Work is to be submitted to the course basket, presented in class and/or electronically to the appropriate drop box. 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. 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). **Feedback will be provided using “track changes” - all markup.**

Course Content: ECHE 3315 is an early childhood course designed to prepare pre-service educators for working with young children preschool through fourth 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

- Artistic demonstration – 30 points (individual assignment with presentation)
- Portfolio component sharing – 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 Checks – 4 @ 20 points - 80 total (individual quiz)
- Discussion board – 30 points (3 discussion board topics at 10 points each)
- Integrating the Creative Arts across the curriculum– 30 points – (Group project/Presentation)
- Professionalism & Class Participation – 10 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 Points – For this course you may earn up to **20 extra credit points (maximum)**.

1. Attendance in a professional development training (face to face) **1 point per training hour** Educational/Teaching/Professionalism Content, **2 points per training hour** for ECHE content.
2. Enrollment/verification of ECHE professional organization – 5 points for membership – 10 points for verified active involvement.
3. Additional opportunities may be placed on blackboard throughout the semester.

Schedule for the semester

Class Date	Topics/Required Readings -Read before class on this date	New Assignments	Assignment Due Dates -Due at the beginning of class on this date
Wednesday, Aug. 23	Class expectations/Assignments Sign up for presentations and groups	Syllabus and assignment schedule uploaded Discussion Board #1 opens	Read and bring in a copy of syllabus What is Creativity?
Monday, Aug. 28	Chapter 1: Creativity	Art Portfolio sharing uploaded Art Portfolio Assignment uploaded	
Wednesday, Aug 30	Chapter 1: Creativity Chapter 2: The Creative Teacher		Discussion Board #1 10 points
Monday, Sept 4	Labor Day Holiday		HOLIDAY
Wednesday, Sept. 6	“Guidelines for Developmentally Appropriate Practice” p.16 in Copple and Bredekamp book (uploaded to BlackBoard) Chapter 2: The Creative Teacher	Quiz 1 opens	Art Portfolio Share 1-2 – 20 points
Monday, Sept.11	Chapter 3: The Role of Play	Art Skill Demonstration Assignment uploaded	Art Portfolio Share 3-4 – 20 points Quiz #1 – Chapters 1 & 2 20 points
Wednesday, Sept. 13	Chapter 3: The Role of Play	Discussion #2 opens	Art Portfolio Share 5-6 – 20 points
Monday, Sept. 18	Chapter 3: The Role of Play		Art Portfolio Share 7-8 – 20 points
Wednesday, Sept. 20	Chapter 4: Understanding the Visual Arts		Art Portfolio Share 9-10 – 20 points Discussion Board #2 - 10 points
Monday, Sept. 25	Chapter 4: Understanding the Visual Arts		Art Skill Demonstration – 1, 2 – 30 points
Wednesday, Sept. 27	Chapter 4: Understanding the Visual Arts	Quiz #2 opens	Art Skill Demonstration 3-4 – 30 points
Monday, Oct. 2	Chapter 5: Creating Art	Music Portfolio sharing uploaded Music Portfolio Assignment uploaded	Art Skill Demonstration 5-6 – 30 points
Wednesday, Oct. 4	Chapter 5: Creating Art	Music Skill Demonstration Assignment uploaded	Art Skill Demonstration 7-8 – 30 points Quiz #2 - Chapters 3 & 4 20 points
Monday, Oct. 9	Music article on BlackBoard Chapter 6: Music	Discussion #3 opens	Art Skill Demonstration 9-10 – 30 points Art Portfolio submission 50 points
Wednesday, Oct. 11	Chapter 6: Music		Music Portfolio Share – 1-3 – 20 points
Monday, Oct. 16	Chapter 6: Music		Music Portfolio Share 4-6 – 20 points Discussion Board #3 10 points
Wednesday, Oct. 18	Chapter 6: Music	Quiz #3 opens	TK 20 upload – Art Expected assignment (revised previously submitted)

			Music Portfolio Share 7-10 – 20 points Music Skill Demonstration 1-3 – 30 points
Monday, Oct. 23	Chapter 6: Music	Movement/Drama Portfolio sharing uploaded Movement/Drama Portfolio Assignment uploaded	Music Skill Demonstration 4-6 – 30 points
Wednesday Oct. 25	Chapter 7: Children in Motion Movement article on Blackboard	Movement/Drama Skill Demonstration Assignment uploaded	Music Skill Demonstration 7-10 – 30 points Quiz # 3 Chapters 5 & 6 20 points
Monday, Oct 30	Chapter 7: Children in Motion	Integrated Teach Assignment uploaded	Movement/Drama Portfolio Share 1-3 – 20 points Music Portfolio Submission 50 points
Wednesday, Nov. 1	Chapter 7: Children in Motion		Movement/Drama Portfolio Share 4-6 – 20 points
Monday Nov. 6	Chapter 8: Creative Drama	Quiz #4 opens	Movement/Drama Portfolio Share 7-10 – 20 points
Wednesday, Nov. 8	Chapter 8: Creative Drama		Movement/Drama Skill Demonstration 1-3 – 30 points TK 20 upload – Music Expected assignment (revised previously submitted)
Monday Nov. 13	Chapter 8: Creative Drama		Movement/Drama Skill Demonstration 4-6 – 30 points Quiz # 4 Chapters 7 & 8 20 points
Wednesday, Nov. 15	Chapter 9: Creativity Across the Curriculum		Movement/Drama Skill Demonstration 7-10 – 30 points Movement/Drama Portfolio submission - 50 points
Monday, Nov. 20	Chapter 9: Creativity Across the Curriculum	Final Exam information uploaded	Integration Teach Group 1 – 30 points
Wednesday, Nov. 22	Thanksgiving Day (no class meeting)		
Monday, Nov. 27	Chapter 10: Integrating the Art		Integration Teach group 2 – 30 points
Wednesday, Nov 29	Chapter 10: Integrating the Art Integrating the Creative Arts & Literature		Integration Teach group 3 – 30 points TK 20 upload – Movement/Drama Expected assignment (revised previously submitted)
Dec. 4/6	FINAL exam	Final Exam uploaded	FINAL EXAM 50 points
	Throughout course		Professionalism/Class Participation 10 points
			Total: 400 points

Sam HoustonTM

STATE UNIVERSITY

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.

Attendance: Each class session is important to your understanding of the course content. This course is 3 hours for each week. Students may not miss more than three hours (2 class sessions) during the semester. **10 points** will be deducted for **each hour** of absence beyond the initial 3 hours. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Tardy to class will result in ½ hour absence. It is your responsibility to sign the roll sheet at the beginning of each class period. Regular and punctual attendance is expected. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class and debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment to the field of early education. Excessive absence situations will be addressed on an individual basis.

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.