Sam Houston
STATE UNIVERSITY

ECHE 3315-01: Developmentally Appropriate Creative Expression
Spring 2018
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

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Office Hours: Tuesday/Thursday 12:30-1:30pm (please schedule appointment)
Online assistance daily via email and after class
All emails will be answered M-F from 9am-6pm

Class Format: Face-to-face
Class day and time: TTR 11-12:20pm
Class location: The Garrett Teacher Education Center Room 131

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 (3rd ed.)*. Belmont, CA: Wadsworth, Cengage Learning.

A copy of the textbook can be found at the university library located on the main campus of Sam Houston State University.

Course Objectives

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.

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 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*

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.)

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

Course/Instructor Requirements

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

Technology policy:
This class will require a laptop, smart phone, or tablet. If you do not have access to one of these please contact the professor to discuss options. Please have your preferred device charged before each class. Inappropriate use of technology during class is unacceptable and will

result in a loss of participation/assignment points. If it is determined that a student is inappropriately using technology during class they *may* be issued a warning before being asked to leave class, however, the professor reserves the right to ask inattentive students to dismiss themselves for the rest of the class session at any point. Students are expected to attend to the professor during lecture and to pay attention to the presentations of their peers. This is the same expectation future teachers will have as teachers in their own classrooms. Completing homework for another class, text messaging, using social media, online shopping, pinterest, etc. is NOT acceptable during class for any reason, therefore, technology should only be present on desktops during suitable portions of the class. Appropriate use may include the use of technology during discussions, quizzes, Top Hat questions, the final exam, and to document attendance. If you have an emergency that will require the use of technology during class please communicate face-to-face with the professor at or before the start of class to gain permission.

Questions will be included concerning course content (i.e.: lecture and textbook chapter readings) will be integrated through Top Hat. These integrated questions will be randomly presented in-class throughout PowerPoint lectures and will only be accessible during that portion of class. Students will be expected to use a personal device to respond to these questions. Lecture PowerPoints will be posted to Blackboard at some point following the class meeting but will be posted without the ability for student's to gain points for the integrated in-class questions.

Further, posting the PowerPoints to Blackboard should eliminate any major need for extensive in-class notes to be taken. However, if a student wishes to take notes on a device they should keep in mind that *it is a basic standard for this course that technology only be used respectfully and responsibly.*

Attendance policy:

Top Hat will be used to track attendance. Students will be issued a four digit code used to document their attendance in each class meeting. Points will be deducted from the attendance/participation portion of their overall score for the class, per class meeting, for classes missed. The professor reserves the right to address unusual attendance patterns on an individual basis. If any class is missed it is the responsibility of the student to obtain the needed handouts, information, and materials. Emails requesting information concerning missed material due to absence(s) will not be answered by the professor unless discussed and agreed upon beforehand. Students should not send email notification about absences or tardiness unless (1) it will interfere with an in class presentation, (2) it is excessive, (3) it will be a reoccurring situation based on work, family, or health. Face-to-face communication is the preferred method of discussing attendance. *Attendance will be taken at the start of class. Therefore, it is important to arrive on time.* Each class session is important to your understanding of the course content.

Assignments and grading:

Discussions and quizzes will take place during the first 20 min. of class and will be timed. Both of these activities can/will involve peer collaboration. However, one or two students should not give the majority/all answers to peers. This will be considered cheating and will result in a loss of *any* points for that discussion or quiz. Each student is responsible for reading and being knowledgeable abut the course content so that they can contribute to the peer collaboration aspect of these assignments.

Assignments will be graded intermittently throughout the semester. All grading criteria/rubrics will be provided and can be found on Blackboard. Always bring a hardcopy of

the rubric to class for each assignment. If no rubric is provided a 1-point deduction will result. Note, it is the goal of the professor to have all assignment graded in a timely manner, however, assignments may not be graded by or before the class meeting following the due date. Per university guidelines, the professor is responsible for grading all materials by the end of the semester and submitting the final grade to the university before the university deadline, which falls after class sessions have ended.

Assignments should be turned in as follows:
- Fine Arts Portfolio – Submit to Blackboard before class and bring hardcopy to class
- Portfolio Share – Submit to blackboard and bring presentation to class on flash drive
- Portfolio Skill Demonstration (Large Group Lesson) – Submit to blackboard and bring hardcopy of lesson to class. If necessary for your presentation, bring presentation to class on flash drive.
- Fine Arts & Core Subject Integration (Small Group Lesson) – Every member of the group submits the entire document with all lesson included to Blackboard and one hardcopy should be brought to class.
- Final Exam – (Taken on Blackboard in class; NOT open book; NOT timed; peer collaboration)
- Quizzes – (Taken on Blackboard in class; open book ; timed-20 min.; peer collaboration)
- Discussion board – (Participation on Blackboard in class; timed-20 min.; peer collaboration)
- Attendance & Class Participation (Points awarded through Top Hat)

All assignments that require an in-class presentation using technology should be brought in on a flash drive. If the presentation is not brought to class ready to present from a flash drive the presenter will have to reschedule and late assignment points will be deducted. Student presenters should arrive a few minutes early in order to prepare for their presentation, particularly if materials need to be passed out or placed on tables. Some assignments are to be submitted as a hardcopy in class and/or electronically to Blackboard before class begins on the day it is due. Black and white copies are acceptable. TK-20 submission is part of this course. **Failure to submit portfolio to TK-20 will result in a <u>letter grade</u> 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/

Top Hat:
We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: Unique Course URL

Note: our Course Join Code is 732567

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. You will only need to purchase one subscription to Top Hat even if it is required for multiple courses.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

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). Prezi and other presentation formats should be discussed beforehand with the professor.

Late assignment policy:

Assignments are expected to be submitted on or before the due date noted on the schedule for the semester. 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 the assignment is late.

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 expectations:

This course is hands-on and is heavily student led/teacher facilitated. Therefore, students are expected to: (1) be attentive/participate during lecture as well as during peer presentations and lessons, (2) interact with any hand-on materials brought to class by either the professor or classmates, and (3) work cooperatively in both an individual and group setting. Failure to uphold these basic standards will result in loss of points for class participation and/or for their assignment of the same category.

Professionalism must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators equipped to prepare children of today for their future, as well as the future of our society. As an educator you will additionally be responsible for maintaining professional relationships with 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.

Course Outline

Assignments:
- Fine Arts Portfolio – 150 points (Art-50, Music-50, Drama-50)
- Portfolio Share – 10 points (individual assignment with presentation)
- Portfolio Skill Demonstration (Large Group Lesson) – 20 points (individual presentation)
- Fine Arts & Core Subject Integration (Small Group Lesson) – 20 points
- Final Exam – 50 points
- Quizzes – 100 points (5 @ 20 points each)
- Discussion board – 30 points (3 discussion board topics at 10 points each)
- Attendance & Class Participation – 20 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

Schedule for the Semester

Class Date	Topics/Required Readings	Assignment Due Dates
Jan. 18	**Class Canceled**	
Jan. 23	Go over syllabus/assignments: Have the syllabus and assignments printed and bring them to class. What is Creativity? Why Creativity?	
Jan. 25	Chapter 1: Creativity Lesson Plans/TEKS	Discussion Board #1
Jan. 30	Chapter 1: Creativity Continued Lesson Plans/TEKS Chapter 2: The Creative Teacher	Art Portfolio Sharing 1-5
Feb. 1	Chapter 2: The Creative Teacher AND "Guidelines for Developmentally Appropriate Practice" p.16 in Copple and Bredekamp book (uploaded to BlackBoard)	Discussion Board #2 Art Portfolio 6-10
Feb. 6	Chapter 3: The Role of Play	Quiz #1 – Chapters 1& 2 Music Portfolio Sharing 11-15
Feb. 8	Chapter 3: The Role of Play	Discussion Board #3 Music Portfolio Sharing 16-20
Feb. 13	Chapter 4: Understanding the Visual Arts	Drama Portfolio Sharing 21-25
Feb. 15	Chapter 4: Understanding the Visual Arts	Quiz #2 - Chapters 3&4 Drama Portfolio Sharing 26-30

Feb. 20	Chapter 5: Creating Art	Art Portfolio Skill Demo. Large Group Lessons 1-3
Feb. 22	Chapter 5: Creating Art	Art Portfolio Skill Demo. Large Group Lessons 4-6
Feb. 27	Work Day	
March 1		Art Portfolio Submission DUE (upload to TK-20) Fine Arts & Core Sub. Integ. Sm. Group Lessons-Group 1
March 6	Chapter 6: Music AND Music article on BlackBoard	Art Portfolio Skill Demo. Large Group Lessons 7-9
March 8	Chapter 6: Music AND Music article on BlackBoard Issue Recorders	Fine Arts & Core Sub. Integ. Sm. Group Lessons-Group 2
March 12-16	**Spring Break**	
March 20	Chapter 6: Music AND Music article on BlackBoard Play Recorders & Return	Art Portfolio Skill Demo. Large Group Lessons 10-12
March 22		Fine Arts & Core Sub. Integ. Sm. Group Lessons-Group 3
March 27	Work Day	
March 29	Chapter 7: Children in Motion - Movement	Music Portfolio Submission DUE (upload to TK-20) Quiz #3 - Chapters 4&5 Music Portfolio Skill Demo. Large Group Lessons 13-15
April 3		Fine Arts & Core Sub. Integ. Sm. Group Lessons-Group 4
April 5	Chapter 8: Creative Drama	Music Portfolio Skill Demo. Large Group Lessons 16-18
April 10		Fine Arts & Core Sub. Integ. Sm. Group Lessons-Group 5
April 12	Chapter 8: Creative Drama Continued Chapter 9: Creativity Across the Curriculum	Music Portfolio Skill Demo. Large Group Lessons 19-21
April 17		Fine Arts & Core Sub. Integ. Sm. Group Lessons-Group 6
April 19	Chapter 9: Creativity Across the Curriculum	Quiz # 4 Chapters 7&8 Drama Portfolio Skill Demo. Large Group Lessons 22-24
April 24	Work Day	
April 26	Chapter 10: Integrating the Creative Arts & Literature	Drama Portfolio Submission DUE (upload to TK-20) Drama Portfolio Skill Demo. Large Group Lessons 25-27
May 1	Chapter 10: Integrating the Creative Arts & Literature	Quiz # 5 Chapters 9&10 Drama Portfolio Skill Demo. Large Group Lessons 28-30
May 3	Class Time For Final Exam	All TK-20 uploads must be complete an uploaded prior to final exam – failure to upload prior to exam ALL portfolios will result in a letter grade drop.

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

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.

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.