



ECHE 3315: Developmentally Appropriate Creative Expression Spring, 2018

*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: Debra Minter
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Office hours:
Online assistance daily via email
By Appointment

Class Format: Lecture with portfolio review
Class day and time: Wednesday 5:30 – 8:20 PM
Class location: The Woodlands Center 215

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 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 can be viewed 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
Chooses developmentally appropriate materials and strategies.	Quiz & Portfolio	Art Portfolio rubric	V. 001.A, C, K 5 a, b, c 9, 10 3, 6 CF 5 2.5-2.7
Understands and promotes students' appreciation of art histories and diverse cultures	Portfolio	Art Portfolio rubric	V. 001 H, I 5 a, b, c 9, 10 3, 6 CF 1, 5 1.0, 2.5-2.7
Identifies, defines, and explains a variety of art activities appropriate for young children	Quiz & Portfolio	Art Portfolio rubric	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
Knows how to plan and implement effective theatre instruction and assessment	Quiz & Portfolio and class presentation	Art Portfolio rubric Class presentation rubric	V. 005. B. C. F. I. 5 a, b, c 8, 9, 10 3, 6 CF 1, 5
Understands and applies skills for creating, utilizing and/or performing dramatic material	Quiz & Portfolio and class presentation	Art Portfolio rubric Class presentation rubric	V. 005. B. C. E. F. H. I, 5 a, b, c 9, 10 3, 6 CF 1, 5
Demonstrates competency in a variety of movement skills and helps students develop these skills	Quiz & Portfolio	Movement/Dance Portfolio Rubric	V. 004. A. B. D. E. F.G. H 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7
Identifies, defines, and explains a variety of movement activities appropriate for young children	Quiz & Portfolio	Movement/Dance Portfolio Rubric	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
Understands and uses assessment to promote students' physical, cognitive, social and emotional development	Quiz & Portfolio and class presentation	Movement/Dance Portfolio Rubric	V. 004 L 5 a, b, c 7, 9, 10 3, 6 CF 4 2.5-2.7, 4.0
Demonstrates knowledge of musical perception and performance	Quiz & Portfolio and class presentation	Movement/Dance Portfolio Rubric and Class Presentation Rubric	V. 002. A.C. H 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7
Sings and plays a musical instrument	Quiz & Portfolio and class presentation	Music Portfolio Rubric	V. 002. B. J 5 a, b, c 9, 10 3, 6 2.5-2.7
Creates and arranges music	Quiz & Portfolio and class presentation	Music Portfolio Rubric	V. 002. A. B. C. J 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7
Understands the relationship of music to history, society and culture	Quiz & Portfolio and class presentation	Music Portfolio Rubric	V. 002. E. G. 5 a, b, c 9, 10 3, 6 CF 1, 5 2.5-2.7
Understands how to plan and implement effective music instruction	Quiz & Portfolio and class presentation	Music Portfolio Rubric and Class presentation Rubric	V. 002. H. k. L 5 a, b, c 7, 9, 10 3, 6 CF 1 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 5:30 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 5:30 pm and an additional point per day if it is submitted after the due date. You may turn in assignments up to 7 days late.)

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 (1 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 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

- Art Portfolio – 50 points
- Music Portfolio – 50 points
- Movement/Dance Portfolio – 50 points
- Chapter information Checks – 5 @ 20 points - 100 total
- Discussion board – 30 points (3 discussion board topics at 10 points each)
- Integrating the Creative Arts and Literature – Group project/Presentation – 50 points
- Professionalism & Class Participation – 20 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.

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3. Additional opportunities may be placed on blackboard throughout the semester.

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](#)
- 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 time, 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 (1 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 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.



Sam Houston[™]
STATE UNIVERSITY
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.