

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

**CREATIVE DEVELOPMENT
ECED 2090**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Fall
2001**

Catalog Course Description:

A course dealing with theories, teaching techniques, and basic program components of early childhood art instruction. Emphasizes value of art in physical-mental and social-emotional growth of young children. Explores use of art media, creative play activities, and methods of incorporating creativity into other curricular areas.

Entry Level Standards:

Must be able to read and write at the collegel level.

Prerequisites:

None

Textbook(s) and Other Reference Materials Basic to the Course:

Mayesky-Holroyd, M.E. (1999). *Creative Activities for Young Children* (6th edition) Albany, NY
Delmar - Thompson Learning

I. Week/Unit/Topic Basis:

Week	Topic
1	Course Overview
2	Theories that support creative and expressive art as related to child development
3	Fostering creativity and aesthetics in children birth to age three
4	Fostering creativity and aesthetics in children age four to age eight
5	Planning creative and expressive activities
6	Implementing creative and expressive activities
7	Art and social/emotional growth in young children
8	Art and physical/mental growth in young children
9	Development levels and stages of art

- 10 Multicultural and anti-bias activities in planning creative activities
- 11 Creative activities in early childhood programs
- 12 Identifying strategies and approaches for teaching visual arts
- 13 Identifying strategies and approaches for teaching music
- 14 Identifying strategies and approaches for teaching dramatic arts
- 15 Review
- 16 Final Exam Period

II. Course Objectives*:

- A. Identify strategies and approaches for teaching creative arts. I, II, III, IV
- B. Discuss ways to integrate cultural diversity in creative activities. I, II, III, IV
- C. Identify developmental levels and stages of art for young children. I, II, III, IV
- D. Plan and organize developmentally appropriate activities dealing with creative and expressive arts. I, II, III, IV

*Roman numerals after course objectives reference goals of the Early Childhood Education program.

III. Instructional Processes*:

Students will:

- 1. Observe classroom dynamics in various educational settings. *Cultural Diversity and Social Adaptation Outcome, Active Learning Strategy, Transitional Strategy*
- 2. Utilize reflective inquiry thinking processes to integrate text and classroom observation. *Communication Outcome, Problem Solving and Decision Making Outcome*
- 3. Use journaling as a technique to facilitate classroom observations and discussions. *Communication Outcome, Information Literacy Outcome, Transitional Strategy*
- 4. Internalize work ethic by demonstrating regular attendance, punctuality, dependability, cooperation with teachers and peers, and professionalism. *Personal Development Outcome, Transitional Strategy*
- 5. Use Internet for communication with instructor and other class members. *Communication Outcome, Technological Literacy Outcome*

*Strategies and outcomes listed after instructional processes reference Mississippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

- 1. Identify a theoretical context of creativity as it relates to the areas of child development. A-D

2. Plan and organize developmentally appropriate activities dealing with creative and expressive arts for children birth to age eight. A-D
3. Supervise and implement developmentally appropriate activities dealing with creative and expressive arts for children birth to age eight. A-D
4. Promote creativity by utilizing a variety of materials, resources, and art media in developmentally appropriate activities. A-D
5. Identify strategies and approaches for teaching visual arts. A-D
6. Identify strategies and approaches for teaching music. A-D
7. Identify strategies and approaches for teaching dramatic arts. A-D
8. Integrate diversity in creative activities through the use of other curriculum areas: math science, social studies, environmental education, etc. A-D
9. Develop a multicultural perspective in planning and implementing creative activities. A-D
10. Identify developmental levels and stages of art for young children. A-D
11. Develop a personal philosophy of creative and expressive art. A-D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students will complete a pre and post inventory on their knowledge of creative development through an entry exam and a comprehensive final exam.

B. Laboratory Expectations:

Students will keep a journal, reflecting on each class topic. They will share in writing the knowledge they have learned and how they will use this knowledge in the classroom.

C. Field Work:

Students will observe and assess different early childhood education programs at various sites.

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of

academic misconduct, the instructor has the authority to assign an F for the exercise or examination or to assign an F in the course.