

**MAYLAND COMMUNITY COLLEGE
Welcomes You To:**

**EDU 151 Section CA
Creative Activities
Credit Hours: 3 Contact Hours: 3**

TERM Fall 2006

Course Description

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments.

Prerequisites: none

Corequisites: EDU 151A

**EDU 151A Section CA
Creative Activities Lab
Credit Hours: 1 Contact Hours: 2**

Prerequisites: none

Corequisites: EDU 151

TERM Fall 2006

Course Description

This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

Instructor Information

Instructor:	Dean Myers
Office Location:	Gwaltney Hall, room 207
Telephone Number:	(828) 765-7351, extension 380
E-mail Address:	dmyers@mayland.edu
Office Hours:	before and after class

Course Information

Class meets on Monday 6:00 – 8:50 PM and Wednesday 6:00 - 7:50 PM at Crossnore Academy.

Bookstore is located at the main campus and is open until 5:00 PM.

Required Text(s): Mayesky, Mary. **Creative Activities for Young Children.** 8th Edition. New York: Thomson Delmar Learning. 2006.

Herr, Judy and Yvonne R. Libby Larson. **Creative Resources for the Early Childhood Classroom.** 4th Edition. New York: Delmar Publishers, Inc. 2004.

LRC Resources: Early Childhood books, magazines, journals

Required supplies: 2" - 3" ring binder notebook, index tab dividers, supplies listed on the sheet which you received in EDU 119

Course Objectives/Competencies:

1. Explain the concepts of creativity, divergent thinking skills, aesthetics and their important relationship to all the developmental domains as well as the design of the classroom environment.
2. Articulate the difference and the rationale for emphasizing process over product in art, music, movement and physical skills and dramatics.
3. Design and implement various developmentally appropriate creative experiences to meet the needs of all individual children across the areas of art, music, movement and physical skills and dramatics.
4. Compile and construct developmentally appropriate resources that utilize a variety of media, methods, techniques, equipment and technology to support creative experiences in all young children.
5. Demonstrate the use of developmentally appropriate and creative methods for art, music, movement and physical skills, and dramatics that promote divergent thinking.
6. Apply knowledge of various stages of development regarding children's level of art, music, movement and physical skills and dramatics.

Attendance Policy/Tardiness/Make-Up Work:

Regular class attendance is regarded as essential to the academic progress of the student. You are expected to attend class and are responsible for contacting the instructor if you must be absent from class. To reward attendance and to allow for legitimate absences, attendance is counted as one test grade. The grade is computed as follows: 32 class meetings: 3.12 points for each attendance. **Two** tardies will equal one absence. You will be considered late if you enter the classroom after the appointed hour to begin. The student must be present for the entire class to receive the attendance points.

Make-up work will be assigned at the instructor's discretion and only in extreme cases. If students have acceptable reasons for absences, make-up work will be assigned and must be accompanied by a doctor's excuse. This work must be turned in to the instructor within **two weeks** of the date it is assigned; otherwise it will not be accepted.

Grading Criteria/Tests/Projects:

Grades will be assigned according to the following criteria:

1. Participation in class discussions and all class activities.
2. Students will actively participate, as children would, in the exploration of creative materials (commercial, free, and inexpensive).
3. Reading of materials as they are assigned.
4. Review of **4** magazine, journal, or newspaper articles relating to young children and creativity. These articles may be assigned by the instructor. Students will read the article, summarize the information, and critique this information in one to one and one-half pages. Reviews must be typed using 12 font. Reviews are due on the following dates:

August _____

September _____

October _____

November _____

- Students will share a brief summary of review on specified due dates.
5. Plan **6** creative activities on **6** different topics (art, music, science, dramatic play, etc.) appropriate for young children. Complete an **Activity Plan Sheet** for each activity and present **1** of the activities in class. All **6** activities and presentation of the activity of your choice are due **mid-September**.

6. Make **3** different types of puppets (sock, paper bag, finger, milk carton, box, etc.), present them to the class, and describe their use with young children. Complete a **Teacher-Made Materials Sheet** for each puppet. Students will demonstrate puppets in class on **September** ____.
7. Plan and gather materials for **5** dramatic play kits appropriate for young children (kitchen, grocery store, flower shop, fireman, policeman, bus driver, etc.). Complete a **Teacher-Made Materials Sheet** for each kit. Present **1** of the 5 kits to the class on the due date. All **5** kits are due on **October** ____.
8. Songs for young children - Each student will choose **5** songs appropriate for young children, learn the tune of these songs, and write your own songs using the tunes which you have learned. Students will present songs to the class on **October** _____. I suggest that you recruit the students to sing your songs.
9. Resource File - Develop a collection of **100** activities appropriate for young children and place in a 2 or 3 ring binder. File **must** include the following: **6** topics (include art, music, and movement), **10** activities per topic, and prepare **3** of the activities to present to the class on due date. You may use resource books and magazines available for check-out in the classroom and the LRC. You may also use your own ideas for the activities. Activities will be written on **Activity Plan Sheets**. File is due on **November** ____.
10. Tests on material covered in class and assigned readings. Students are expected to take tests on assigned date. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests must be taken within one week of assigned date. After one week, the grade for the test will be zero. Any bonus questions given on the original test will not be given on make-up tests. It is the student's responsibility to initiate the make-up arrangement.

Unannounced pop quizzes may be given at the instructor's discretion and may not be made up if missed. Homework assignments may be given at the instructor's discretion and will be due the following class meeting. Late assignments will be penalized **10 points per day late**.

11. Assignments are due according to dates printed on the syllabus or at times specifically assigned by the instructor, whether the student is present or not. If you know that you must be absent on the due date of an assignment, turn it in to the instructor early to avoid a late penalty. Failure to turn in an assignment on the due date will result in a **10 point** deduction for each class day it is late. If problems arise, you are encouraged to contact the instructor prior to the due date. **Assignments will not be accepted if they are more than two weeks late.**

If you are experiencing difficulty in this course, please contact the instructor for assistance. If the instructor deems it necessary, he/she may request an individual conference with you.

Grading Criteria:

Participation & Daily Activities	20%
Tests (including attendance)	20%
Reviews	10%
Creative Activities, Puppets, Dramatic Play Kits & Songs	20%
Resource File	30%

Grading Scale:

A = 94 - 100
B = 86 - 93
C = 78 - 85
D = 70 - 77
F = Below 70

Inclement Weather Procedures:

In all periods of inclement weather you are reminded to use sound judgment when making travel decisions. Life and safety are the primary considerations. We expect you to give due consideration to your responsibility for attendance; however, we expect you to make the decision of whether to travel on unsafe highways and to accept the responsibility for your decisions. Make-up work will be assigned according to procedures already cited in this syllabus.

Additional information concerning inclement weather is listed in the Student Handbook on page 9 and also on LEO.

Academic Standards/Student Expectations/Ethics:

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will make student subject to disciplinary action. If there is suspicion of any of the above items, the student will be called in for a conference. If there is sufficient proof that any of the above has occurred, the student will receive an "F" for the course and may be subject to other measures, such as probation, suspension, or expulsion from Mayland Community College.

In summary, **be Honest!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an "I" for this course, it must be removed before the end of the next semester to avoid the grade automatically changing to an "F".

While I have attempted to be as thorough as possible with this syllabus, course procedure may vary from this outline to meet the needs of this particular group of students. If you have concerns about any information printed in this syllabus, please share your concerns with the instructor.

Withdrawal Dates:

Fall 2006

End of Unconditional Withdrawal: Friday, September 22, 2006

End of Conditional Withdrawal: Monday, October 30, 2006

Administrative Withdrawal statement: If a student has not been in contact with the instructor and has not attended class for a consecutive two-week period, an administrative withdrawal will be submitted by the instructor. This student will not be allowed to return to the class.

The following ADA statement: Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

Course Outline/Weekly Topics

Week 1	The Concept of Creativity
Week 2	Promoting Creativity
Week 3	The Concept of Aesthetics
Week 4	Promoting Aesthetic Experiences
Week 5	Children, Teachers, and Creative Activities
Week 6	Creative Environments
Week 7	Using Media to Promote Creativity

Week 8	Art and Children's Development
Week 9	Developmental Levels and Art
Week 10	Two-Dimensional Activities
Week 11	Three-Dimensional Activities
Week 12	The Role of Creative Play in Development
Week 13	Selecting Play Equipment for Young Children
Week 14	Developmentally Appropriate Celebrations
Week 15	Creative Activities in All Curricular Areas
Week 16	Evaluation of Goals, Objectives, and Activities