

**MISSISSIPPI VALLEY STATE UNIVERSITY**

**COLLEGE OF EDUCATION**

**Course Syllabus  
for**

# **EC 404 Creative Arts**

**Fall 2018**

**1:00 p.m. – 2:15 p.m.**

**Tuesday - Thursday**

**Dr. Alfred Boyd, Jr. Assistant Professor**

**The College of Education Theme:** *The Holistic Transformers: Transforming and Developing Scholars, Reflective Thinkers and Facilitators, and Responsible Professionals who in turn will change and transform the Delta and the society beyond.*

**MISSISSIPPI VALLEY STATE UNIVERSITY**  
**College of Education**  
**Course Syllabus for**  
**Creative Arts**  
**EC 404**

**Instructor:** Dr. Alfred Boyd, Jr.  
**Office:** 185  
**Office Phone:** (662)254-3708  
**Office Hours:** Monday- 9:00 – 12:00 a.m.  
Tuesday- 9:00 - 10:45 a.m., 12:00 – 1:00 p. m., 2:15 – 3:00 p.m.  
Thursday-9:00 - 10:45 a.m., 12:00 – 1:00 p. m., 2:15 – 3:00 p.m..

**Room:** O P Lowe Education Building 178  
**E-mail Address:** alfred.boyd@mvsu.edu

**Required Text:** Jill Englebright Fox, PhD & Robert Schirrmacher, Ph.D. (2015). Art and Creative Development for Young Children, 8th Edition. Thompson Delmar Learning.

**Course Description:**

This course is designed to acquaint prospective teachers with various art media that can be used in pragmatic teaching situations. The course will demonstrate how to utilize community resources in the areas of fine arts, dance, theater, music and art for classroom use. Creative dramatics, role-play, song and dance for young children will be discussed as it relates to the overall development of the young child.

**Credit Hours:** 3

**Prerequisite(S):** Must meet the requirements for entry into the Early Childhood Program

**Purpose/Rationale:**

This course is designed to help pre-service teacher candidates in developing their own creativity in order to foster and enhance young children in their creativity. This course further provides information to help candidates to have a creative classroom environment, which requires courage, a willingness to try new things, and the ability to do things in a different way. Children in a creative classroom will be more adventurous and try doing things for themselves. The candidates will gain also from this course how creative encounters in an environment that encourages their personal growth.

The overriding purpose of the course is to help teacher candidates to become creative thinkers and doers. In order to foster children to become problem solvers, be flexible in their thinking, and be willing to venture into new areas of study that have yet to be discovered, the candidates must learn first-hand what and how to master creativity for themselves.

**General Course Goals:**

To foster creativity, teachers need to (1) make learning more relevant and meaningful, (2) foster independent thinking, (3) foster creative thinking, (4) show greater acceptance of diversity, (5) show acceptance of wanting to know and (6) the acceptance of crossing out mistakes. Having knowledge of creativity strategies helps in gaining and maintaining students' cooperation. The teacher candidate is

encouraged to examine various approaches to creativity and to develop a personal philosophy of creativity incorporating strategies from all components for creativity.

Technology is a tool that is used throughout the course. The instructor presents the chapters by using power point presentations and samples of case study projects on video clips. Teacher candidates consult the Internet and library data systems for research dealing with creativity. Also, creative art software is available for computers. The software allows the child to design the art and control the creation of the picture or illustration. This software is used in the course to give the teacher candidates on hand experiences with the computers and the software.

### **Student Evaluation:**

This course is offered to candidates who will be teaching Students Birth –eight years-old. To accommodate the range in certifications, the learning environments and assessments of learning will focus on general and specific age/content through authentic assessments, collaborative work, information exchange, PowerPoint's, group projects active/exploratory/inquiry-based learning, and critical thinking and informed decision-making. Writing rubrics will be used for short-answer, essay, and written reports.

### **Use of Technology:**

The use of cellular phones for personal use is prohibited in the classroom. Students should place cell phones on vibrate or silent. The use of cell phone, laptops, iPads and notebooks are to be used when needed for class assignments only, not for leisure purposes during class time.

### **Americans with Disabilities Act:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Service for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located outside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

### **University Policy on Cheating and Plagiarism**

Cheating and plagiarism will not be tolerated. If it is established that a violation has occurred, instructors determine the penalty. In this course, the penalty for a first offense involves a grade of zero on the test or assignment. A second offense will be reviewed for more stringent action and will be reported to the division/department chair, the student's advisor, and dean, and will usually result in suspension. Any additional offenses will usually result in expulsion from the university. Please see the university policy on cheating and plagiarism in the current undergraduate bulletin. Please be informed that copying and pasting from another student's work is considered cheating, as is copying and pasting from websites. All assignments and tests in this course are to be completed independently.

### **Policy for Late Assignments**

All assignments are due at the **beginning** of the class period for which they are assigned, regardless of the student's attendance. ***Late assignments will not be accepted.*** If a student must miss a test date, prior arrangements must be made in order to be able to reschedule. Prior arrangements DO NOT include leaving a message on an answering machine or sending a last minute email. Extreme emergency situations will be handled on an individual basis. Make-up assignments will only be granted with a documentable excuse.

### **Professional Participation**

Professionalism is expected of all teacher candidates. Active participation in this class is essential for building a productive learning community. It is expected that students will give freely of their ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Students should exhibit professionalism in their classes and while working in the field. Some characteristics that are important include punctuality, responsibility, dependability, and a positive, respectful disposition. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing of opinions, and verbally participating in class discussions and activities.

### **Written Assignments and Academic Misconduct:**

All written work submitted must be the student's original work. *All assignments must be bound with an accompanying coversheet listing the name, date, and assignment(s).* It must also conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications, if applicable. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials. It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

### **Attendance requirements for this Course:**

Attendance is important and *required*. Attendance and punctuality will be documented. Students are expected to actively participate in all class activities, to complete all readings prior to assigned class meetings. *Students are permitted one absence for a class that meets only once a week. Students are permitted 3 absences for a class that meets more than once a week. Every absence thereafter will result in the loss of a "letter grade." Three tardies also equals an absence.* As class activities and discussions often focus on material that is not in found in the text, attendance and participation is critical. Absences DO NOT change expectations or when assignments are due. In addition, opening activities cannot be made up. Students will receive a "0" for any opening activity missed.

### **Teaching Standards:**

Interstate New Teacher Assessment and Support Consortium INTASC (1992)

### **National Standards:**

www.ncate.org (Links to specialty organization standards and resources), Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), International Reading Association (IRA), National Association for the Education for Young Children (NAEYC), National Council for the Social Studies (NCSS), National Council of Teachers of English (NCTE), National Middle School Association (NMSA).

### **Instructional Strategies:**

Instructional strategies will include lectures, seminar and class discussions, Power Point presentations, poster presentations, guest speakers, group projects, cooperative learning activities, small group and whole group activities, oral presentations and reports by students.

### **Course Requirements:**

Final course grades will be determined by the amount of points accumulated on class participation and assignments. All assignments must be submitted on Blackboard on the Tuesday of the week listed on the course schedule. Final grades for this class will be based on the following:

Professional Participation (15 @ 6 pts. ea.)	100 Points
Thematic Units (3 @ 100 pts. ea.)	300 Points
Multiple Intelligences Unit	100 Points
Classroom Observation Portfolio	100 Points
Educational Article Critique (5@ 25 pts. ea.)	125 Points
Quizzes	100 Points
Midterm Exam	100 Points
Final Exam	<u>100 Points</u>
<b>TOTAL POINTS POSSIBLE</b>	<b>950 Points</b>

**Grading Scale and Criteria:**

**Grading Scale:**

- A = 855 - 950 Points
- B = 759 - 854 Points
- C = 663 - 758 Points
- D = 567 - 662 Points
- F = below 600

**CALENDAR OF ACTIVITIES/COURSE OUTLINE/SCHEDULE:**

	<b>T</b>	<b>R</b>	Assigned reading	Other assignment
August	21 <sup>st</sup>	23 <sup>rd</sup>	Introductions Expectations and Guidelines	Syllabus
	28 <sup>th</sup>	30 <sup>th</sup>	Chapter 1	Philosophy of Education
	Sept 4 <sup>th</sup>	Sept 6 <sup>th</sup>	Chapter 2	Educational Article Critique 1
	11 <sup>th</sup>	13 <sup>th</sup>	Chapter 3	Creative MI Unit: Reading Quiz 1
September	18 <sup>th</sup>	20 <sup>th</sup>	Chapter 4	Educational Article Critique 2
	25 <sup>th</sup>	27 <sup>th</sup>	Chapter 5	Quiz 2
	23 <sup>rd</sup>	27 <sup>th</sup>	Chapter 6 Classroom Observation Paper I	Creative MI Unit: Language Arts
	Oct. 2 <sup>nd</sup>	Oct. 4 <sup>th</sup>	Midterm Exams	
	9 <sup>th</sup>	11 <sup>th</sup>	Chapter 7	Educational Article Critique 3
October	16 <sup>th</sup>	18 <sup>th</sup>	Chapter 8	Quiz 3
	23 <sup>rd</sup>	25 <sup>th</sup>	Chapter 9	Educational Article Critique 4
	30 <sup>th</sup>	Nov. 1 <sup>st</sup>	Chapter 10	Classroom Observation Paper II
November	6 <sup>th</sup>	8 <sup>th</sup>	Chapter 11 Chapter 12	Creative MI Unit: Math
	13 <sup>th</sup>	15 <sup>th</sup>	Chapter 13 Chapter 14	Educational Article Critique 5 Quiz 4
	27 <sup>th</sup>	29 <sup>th</sup>	Presentations	Thematic Plans
De c	2 <sup>th</sup>	4 <sup>th</sup>	Final Exams	

Professor reserves the right to adjust course schedule as may be needed to facilitate students' learning of course material or due to unexpected events. Any adjustments will be announced prior to change.

**ADA ASSURANCE STATEMENT:**

Mississippi Valley State University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with the Disability Services Office located in University College.

### **Bibliography**

Care and Support for Teaching and Learning (CSTL). 2013. Care and Support for Teaching and Learning Regional Implementation Framework 2014–2018. CSTL.

Cecil, N., & Lauritzen, P. (2000) Literacy and the arts for the integrated classroom: Alternative ways of knowing New York: Longman.

Deppeler, J. and Ainscow, M. 2016. Using inquiry-based approaches for equitable school improvement. *School Effectiveness and School Improvement*, Vol. 27, No. 1, pp. 1–6.

Dyson, A., Howes, A. and Roberts, B. 2004. What do we really know about inclusive schools? A systematic review of the research evidence. D. Mitchell (ed.), *Special Educational Needs and Inclusive Education: Major Themes in Education*. London, Routledge.

Edwards, L.C. (2001). The creative arts: A process approach for teachers and children. Columbus, OH: Merrill.

Edwards, S.C. (2000). Affective development and the creative arts: A process approach to early childhood education. Columbus, OH: Merrill.

Hoffman, S., & Lamme, L. L. (Eds.). (2000). Learning from the inside out: The expressive arts. Wheaton, MS: Association for Childhood Education International.

Isenberg, J., & Jalongo, M. (2002). Creative expression and play in early childhood education. New York: Macmillan

Koster, Joan B. 2012. *Growing Artists: Teaching the Arts to Young Children*, 5th Ed. Belmont, Calif.: Wadsworth Cengage Learning.

Mayesky, Mary. 2013. *Creative Activities for Young Children*, 10th Ed. Belmont, Calif.: Wadsworth Cengage Learning

Overly, L. Y. (ed.) (2000). Early Childhood creative arts: Proceedings of the international early childhood creative arts conference. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.

Wachowiak, F. & Clements, F. (2000). Emphasis art. New York: Longman.

Williams, H. (2000). The language of civilization: The role of the arts in education.

Washington, DC: President's Committee on the Arts and the Humanities.

Wygant, F. (2002). School art in American Culture. Cincinnati: Interwood Press.

**Website:**

[www.acf.dhhs.gov](http://www.acf.dhhs.gov): Administration for Children, Youth and Families (ACYF)

[www.aasa.org](http://www.aasa.org): American Association of School Administrators

<http://erkps.crc.uluc.edu/ccdece/ccdece.html>: Center for Career Development in Early Care and Education

<http://www.nl.edu/cec/>: Center for Early Childhood Leadership

<http://www.edcouncil.org>: Council for Early Childhood Professional Recognition (CDA)

<http://bsbpa.umkc.edu/mwcal/>: Forum for Early Childhood Organization and leadership Development

<http://www.naeyc.org>: National Association for the Education of Young Children (NAEYC)





**RECEIPT OF COURSE SYLLABUS**

This document certifies that I have perused and fully understand the syllabus for EC 404 Creative Arts. I further certify that my instructor has reviewed and clarified its contents with me. Any and all questions pertaining to its contents were thoroughly explained, and I fully understand the expectations inherent in this course for me.

I understand the Blackboard component is for uploading assignments only. I also understand that class only meets face to face.

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Cc: Student  
Instructor's File

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