DATE OF LAST REVIEW: 02/2013
CIP CODE: 19.0708
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Creative Experience I
COURSE NUMBER: CHLD-0143
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”
PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This a basic course designed to assist teachers and prospective teachers of young children, particularly 3 and 4 years old, develop a repertoire of varied activities for young children.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

In addition, the notes on processes and activities below will be used to assist in meeting course requirements.

1. Regular attendance is important if you want to do well in class. If you are absent, you are responsible for getting class notes from someone who was present.
2. Participation in class discussions and activities is also important. A maximum of 25 points for class participation is possible and these points will be added to your total accumulation in calculating your final grade.
3. You are responsible for being familiar with information in the text so you can discuss it in detail in class. Your resource text will be helpful to you in completing other assignments.

4. Six (6) short in-class displays or demonstrations are required, for 5 points each. You may choose from the following:
   a. teach a song or use a record for a activity
   b. teach a dance
   c. involve students in a science experiment
   d. tell or read a story with dramatic effect
   e. teach an art project
   f. write a series of questions demonstrating an ability to stimulate language and analytical thinking
   g. present a project involving math
   h. prepare and present an activity related to health and safety
   i. prepare and demonstrate an appropriate snack

5. There may be several field trips and maybe a professional workshop. Your attendance is expected for a point value of 25 points each.

6. Hand in a written summary of an article from the professional journals Young Children or Child Development. The article should deal with something that actually involves young children in a classroom.

   Include in your summary the title of the article, author(s), name of the journal, date of issue, volume number and page numbers of the article.

   In the final paragraph of each summary, explain how the information in the article is helpful to you.

   At least one report must be received by October 6th, the second by November 10th, and no reports will be accepted after December 1st.

7. The major assignment is to develop a written, unique, and creative resource file for your personal use with young children and demonstrate in the college classroom. You may use a card file, office file, loose-leaf notebook or other suitable file for your collections of activities. You should keep dividers, a card, separate page or folder for each theme or routine, or activity so you can be well organized and add notes or additional related activities as your experiences grow.

   You should plan a theme or coordinated activity for a one-day program for preschoolers, listing an activity for each of the following: art, music, dramatic play, science, books, and snack and briefly describe your learning centers.

**COURSE OUTLINE:**
I. Syllabus, Introductions
II. Responding to Children’s Artwork and Other General Guidelines for Working With Children
III. Setting Up an Art Area
IV. Displaying Children’s Artwork
V. Stages of Art Development

VI. Need for and Use of Expressive Art Materials
   A. Drawing
   B. Painting
   C. Collage/Assembly
   D. Dough/Clay
   E. Woodworking
   F. Sewing

VII. Need for and Implementation of Expressive Play
   A. Dance/Movement/Large Muscle Activities
   B. Dramatic Play
   C. Blocks and other Manipulative Toys
   D. Water Play
   E. Sand Play

VIII. Developing Thematic Units and Teaching Ideas for Each Unit
   A. “Generic Activities” - for use with any unit
   B. Halloween
   C. Fall/Apples
   D. Me/My Body/Birthdays
   E. Five Senses
   F. Thanksgiving
   G. Food
   H. Winter
   I. Christmas

EXPECTED LEARNERS OUTCOMES:
A. The student will be able to understand the importance of encouraging creativity among young children.
B. The student will be able to describe and understand the characteristics of right brain/left brain thinking.
C. The student will be able to discuss and demonstrate knowledge child development theories.
D. The student will be able to describe and demonstrate the rise of various activities in the development of various curriculum areas for young children.

COURSE COMPETENCIES:

The student will be able to understand the importance of encouraging creativity among young children.

1. The student will be able to articulate the history of the importance of encouraging creativity in the classroom.
2. The student will be able to discuss various theories relating to creative activities and child development.
3. The student will be able to define creativity.
4. The student will be able to recognize the importance of creativity.
5. The student will be able to list the characteristics of creativity in young children.
6. The student will be able to list 5 ways in which children benefit when creativity is encouraged in the curriculum.
7. The student will be able to describe the role of play and exploration in promoting creativity.
The student will be able to describe and understand the characteristics of right brain/left brain thinking.

8. The student will be able to discuss the specialized thinking characteristics associated with left-brained and right-brained hemispheres.
9. The student will be able to demonstrate an understanding of the value of fostering creativity and aesthetics in young children.
10. The student will be able to list 3 things a teacher can do to help children develop their aesthetic sensitivity.
11. The student will be able to give examples of activities to promote use of all their senses.
12. The student will be able to select materials that have aesthetic potential.
13. The student will be able to list 6 guidelines to use when talking with children about their artwork.

The student will be able to discuss and demonstrate knowledge child development theories.

14. The student will be able to demonstrate knowledge and understanding of young children’s development levels.
15. The student will be able to describe an appropriate physical environment for creative activities for young children.
16. The student will be able to discuss the main considerations involved in setting up activity/interest areas.
17. The student will be able to discuss the use of various media to promote creativity.
18. The student will be able to describe how the art program can add to a child’s self-concept and self-acceptance.
19. The student will be able to describe the development levels and art stages.
20. The student will be able to discuss appropriate art activities and materials for infants.
21. The student will be able to discuss appropriate art activities and materials for toddlers.
22. The student will be able to discuss appropriate art activities and materials for preschoolers.
23. The student will be able to discuss appropriate art activities and materials for early elementary.
24. The student will be able to list tools and materials used in 2-dimensional activities.
25. The student will be able to list tools and materials needed with 3-dimensional activities.
26. The student will be able to describe the role of creative play in the development of young children.

The student will be able to describe and demonstrate the rise of various activities in the development of various curriculum areas for young children.

27. The student will be able to teach creative activities in various areas of the curriculum for young children.
28. The student will be able to demonstrate creative movement in the curriculum.
29. The student will be able to demonstrate creative music in the curriculum.
30. The student will be able to demonstrate creative language experiences in the curriculum.
31. The student will be able to demonstrate creative science in the curriculum.
32. The student will be able to demonstrate creative mathematics in the curriculum.
33. The student will be able to demonstrate creative food experiences in the curriculum.
34. The student will be able to demonstrate creative social studies in the curriculum.
35. The student will be able to demonstrate creative health and safety experiences in the curriculum.
36. The student will be able to plan creative activities involving holidays.
37. The student will be able to plan creative experiences involving the seasons.

ASSESSMENT OF LEARNER OUTCOMES:
Final grade will be based on points earned from the various assignments detailed under course requirements, final exam points and class participation. Additional points can be earned by attending a workshop, writing a brief summary of the experience and handing it in promptly.

Points and associated letter grades are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field trips and professional workshop (25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Two journal summaries (20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Six in class demonstrations, displays, etc. (5 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Theme or unit plan</td>
<td>120</td>
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<tr>
<td>Resource file</td>
<td>30</td>
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<tr>
<td>Group presentation</td>
<td>10</td>
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<tr>
<td>Class participation</td>
<td>25</td>
</tr>
<tr>
<td>Final exam</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>345</strong></td>
</tr>
</tbody>
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SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Learning Outcomes
Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes
Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.