



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1203 – Creative Activities

Date: Fall 2017

Credit Hours: 3 credit hours

Prerequisite(s): None

Delivery Method: **Lecture** **3 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course is designed to give the student an understanding of the natural creative potential that evolves through play within all areas of development /academic disciplines (language/literacy, music, creative movement, dance, drama, visual arts, mathematics, science, physical activity, social studies, health and safety). The student will have the opportunity to learn how to establish an aesthetically creative environment for young children. The student will learn methods of presenting activities to young children in ways to enhance and encourage creativity. The student will enhance their observational and documentation skills of the young child through activity presentations.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. Foster and promote creativity and aesthetic development in young children.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1H, 1I, 1K, 1L, 1N, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 6A, 6Q, 7B, 7L, 8A, 8B, 8C, 8D, 8E, 8F, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	CPD2, CPD5, IRE2, IRE4	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b

2. Plan and implement creative activities.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3G, 3J, 3K, 3L, 3M, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 6A, 6B, 6E, 6J, 6Q, 7B, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I	CPD1, CPD2, CPD3, CPD4, CPD5	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d

3. Define the social/emotional and physical/mental benefits of art and music in the early childhood curriculum.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2Q, 3A, 3D, 3G, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 5A, 5C, 5S, 6B, 6E, 6J, 8C, 8F	CPD4, IRE4	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 5a, 5b, 5c, 6b

4. Identify the program basics in designing an early childhood creative arts program.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3P, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 7B, 6A, 6B, 6E, 6I, 6J, 6Q, 7L, 8A, 8B, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9A, 9I	CPD3, CPD4, CPD5, CPD6, IRE3, IRE4	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c

5. Describe the role of creative play in the overall development of the young child.

IPTS	ECE Competencies	NAEYC Standards
2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2O, 2P, 2Q, 3A, 3D, 3G, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 6A, 6B, 6E, 6I, 6J, 6Q	CPD4, CPD5, CPD6	4a, 4b, 4c, 5a, 5b, 5c

6. Facilitate the implementation of creative activities in other curricular areas.

IPTS	ECE Competencies	NAEYC Standards
1A, 1B, 1C, 1D, 1E, 1K, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2Q, 3A, 3C, 3D, 3G, 3J, 3O, 3P, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4P, 4Q, 5A, 5C, 5S, 6B, 6E, 6J, 8C, 8F, 8P, 9A, 9L	CPD4, IRE2, IRE3, IRE4	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c

7. Participate in the planning, presentation and evaluation of creative activities.

IPTS	ECE Competencies	NAEYC Standards
1B, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 2K, 2L, 2J, 2N, 2O, 2Q, 3A, 3B, 3D, 3E, 3G, 3L, 3N, 3Q, 5A, 5C, 5E, 5N, 5O, 5S, 6B, 6E, 6J, 6L, 6M, 6N, 6O, 6P	CPD4, CPD7	1a, 1b, 4a, 4b, 4c, 5a, 5b, 5c

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To construct a critical awareness of and appreciate diversity.	5. Describe the role of creative play in the overall development of the young child.
Second Goal	
To understand and use technology effectively and to understand its impact on the individual and society.	2. Plan and implement creative activities. 6. Facilitate the implementation of creative activities in other curricular areas.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- Fostering Creativity and Aesthetics in Young Children; The Concept of Creativity; Promoting Creativity; The Concept of Aesthetic; Promoting Aesthetic Experiences
- Planning and Implementing Creative Activities; Children, Teachers and Creative Activities; Creative Environments; Play, Development and Creativity; Using Technology to Promote Creativity
- Art and Development of the Young Child; Art and Social-Emotional Growth; Art and Physical-Mental Growth; Developmental Levels and Art
- The Early Childhood Art Program; Program Basics: Goals, Setting Up, Materials and Strategies; Two-Dimensional Activities; Three-Dimensional Activities
- Creative Activities for the Early Childhood Curriculum; Dramatic Play and Puppetry; Creative Movement; Creative Music; Creative Language Experiences; Creative Science; Creative Mathematics; Creative Food Experiences; Creative Social Studies

INSTRUCTIONAL METHODS:

- Lecture
- Class and group discussions
- Written assignments
- Instructor demonstrations of activities
- Audio-Visuals
- Exams
- Development of a course portfolio

INSTRUCTIONAL MATERIALS:

REQUIRED TEXT: Creative Activities for Young Children. 11th Ed. Mary Mayesky. 2015
Illinois Early Learning and Development Standards – Illinois State Board of Education. 2013

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

- Regular class attendance
- Active participation in class and group discussions
- Periodic exams
- Completion of assigned work
- Occasional group assignments and presentations
- Course portfolio of activities implemented

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

SUPPLEMENTAL TEXT: Developmental Profiles, Pre Birth Through Twelve. 6th Ed. K. Eileen Allen and Lynn R. Marotz. 2010

RECOMMENDED TEXT: Part 407 Licensing Standards for Day Care Centers. Department of Children and Family Services (DCFS) Revised: Sept.2014, updated Mar 2015.

ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.

Illinois Early Learning and Development Standards (Illinois State Board of Education)

http://www.isbe.state.il.us/earlychi/pdf/early_learning_standards.pdf

Illinois Professional Teaching Standards (IPTS 2010) http://education.illinois.edu/ci/oce/Documents-new/Professional_Teaching_Standards.pdf

NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010

http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf

Course Competency/Assessment Methods Matrix

ECE 1203- Creative Activities	Assessment Options																															
<p>For each competency/outcome place an "X" below the method of assessment to be used.</p>	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
<p>Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.</p>	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
<p>Foster and promote creativity and aesthetic development in young children. ECE COMPETENCY: CPD2, LVL3; CPD5, LVL4; IRE2, LVL2; IRE4, LVL3 IPTS: 1A, 1B, 1C, 1D, 1E, 1H, 1I, 1K, 1L, 1N, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2N, 2P, 3A, 3C, 3D, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5F, 5I, 5J, 5K, 5M, 5N, 5P, 5S, 6A, 6Q, 7B, 7L, 8A, 8B, 8C, 8D, 8E, 8F, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b</p>		X						X										X														X

