

FLORIDA STATE COLLEGE AT JACKSONVILLE  
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EEC 4624

COURSE TITLE: Creative and Effective Experiences for Young Children

PREREQUISITE(S): None

COREQUISITE(S): None

STUDENT ADVISING NOTES: Junior Level Status

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other/Field:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

**CATALOG COURSE DESCRIPTION:** Students explore the development of creative and affective experiences in young children ages 0-8, emphasizing infusing creativity into the integrated curriculum. In conjunction with the accompanying field experience, students plan and implement developmentally and culturally appropriate child-centered learning experiences in play, music, drama, arts, and movement based on the needs of individual children.

**SUGGESTED TEXT(S):** Edwards, Linda Carol, The Creative Arts: A Process Approach for Teacher and Curriculum, Prentice Hall, Current Edition

SUGGESTED TEXT(S): (Continued)

Isbell, Rebecca and Raines, Shirley, Creativity and the Arts with Young Children. Cengage/Delmar Learning, Current Edition

Mayesky, Mary. Creative Activities for Young Children, Cengage/Delmar Learning, Current Edition

Bredenkamp, S., & Copple, C. (Eds.) Developmentally Appropriate Practices in Early Childhood Programs, Washington, D.C. NAEYC. Current Edition

IMPLEMENTATION DATE:

Fall Term, 2009 (20101)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Value of Expressive/Creative Arts in Early Childhood Education	3
A. Theory behind Creativity	
B. Developing Aesthetics, Creative Classrooms	
C. Developmentally Appropriate Creative Classrooms for Young Children	
II. Visual Arts	6
A. The Reggio Emilia Approach	
B. Stages of Art Development	
C. Role of the Teacher in Creative Arts Curriculum	
III. Creative Arts and Literature	6
A. Webbing/Mapping the Creative Arts Curriculum	
B. Poetry, Verse, Nursery Rhymes, Music & Literature	
IV. Musical Development & Music Instrumentation	6
A. Making Music Activity Planning	
B. Movement and Music	
V. Appreciating Cultural Diversity in the Creative Arts Curriculum	6
VI. Adapting Curriculum for Special Needs	6
VII. Dramatic Play	3
VIII. Storytelling and Puppetry	3
IX. Curriculum Integration	6
A. Interdisciplinary Approaches to Teaching the Creative Arts	
B. Cognitive Skill Building and Creative/Affective Experiences	
1. Storytelling and Literacy	
2. Puppetry and Problem Solving	
3. Setting Learning Objectives	



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>EEC 4624</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>3</u>
COURSE TITLE: <u>Creative and Effective Experiences for Young Children</u>	

<i>Section 2</i>	
TYPE OF COURSE: (Click on the box to check all that apply)	
<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course
<input checked="" type="checkbox"/> Other <u>Upper Level BS ECE PSAV</u>	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)	

<i>Section 3 (If applicable)</i>	
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:	
<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities

<i>Section 4</i>	
INTELLECTUAL COMPETENCIES:	
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening
<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills
<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment
<input type="checkbox"/> Scientific Method of Inquiry	<input checked="" type="checkbox"/> Working Collaboratively

<i>Section 5</i>		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Examine and analyze the role of creativity in the child's overall development	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Demonstrate the ability to develop in children an awareness of aesthetic appreciation and family, cultural, community and societal factors influencing its development	Students will be assessed through lesson plans, group projects and presentations on curricular implementation
•	Plan developmentally appropriate creative curriculum that addresses the individual child's physical, social, emotional, and cognitive needs	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
<i>Section 5 (Continued)</i>		
LEARNING OUTCOMES		METHOD OF ASSESSMENT

•	Discuss the goals for an early childhood art program, identify appropriate environments, equipment, and strategies for reaching these goals	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Discuss the goals for an early childhood music program, identify appropriate environments, equipment, and strategies for reaching these goals	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Discuss the goals for movement education in an early childhood education program, identify appropriate environments, equipment, and strategies for reaching these goals	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Discuss the goals for dramatic play education in an early childhood education program, identify appropriate environments, equipment, and strategies for reaching these goals	Students will be assessed through use of rubrics defining the standards for oral presentations and short reflective papers
•	Demonstrate an awareness and appreciation of the individual likenesses and differences among children, families, colleagues and communities	Students will be assessed through rubrics defining the implementation of assessment or curricular projects during field based learning
•	Plan, implement, and reflect on creative learning centers and activities for children in the curriculum areas of art, music, movement, and dramatic play	Students will be assessed through rubrics defining the standards for comprehensive portfolios or resource files on curriculum implementation

**Section 6**

Name of Person Completing This Form: Dr. Carole Byrd, Associate Dean of Education Date: February 20, 2009