



Department: ____Child Development_____
Course Title: ____Creative Activities for Young Children_____
Section Name: ____CDEC 1358_____
Semester: ____Spring_____
Time: ____TBA_____
Classroom: ____On-line_____

Instructor: ____Mary Hanson_____
Email: ____mhanson@odessa.edu_____
Office: ____Sedate Hall 120_____
Phone: ____432-335-6483_____
Office Hours: ____Monday 9-12_____
 Tuesday 9-11_____
 Wednesday 9-12_____
 Thursday 9-11_____

Course Description:

An exploration of principles, methods, and materials for teaching children music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking. Creative activities will be planned and presented for all activity areas, including art, movement, music, language, science, mathematics and social studies, in addition to holiday and seasonal activities for young children. Emphasis is placed on appropriate use of all resources, including time, materials and facilities, as they apply to creative thinking. Lab fee required. (ICOs 1, 2, 3, 4, 5, 6) Prerequisite: None

Required Texts:

Mayesky, Mary Creative Activities for Young Children, 8th edition Delmar Publishers, 2002

Marotz,

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education

Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013*, page 73)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for _____ (Source: *Odessa College Catalog of Courses*)

| Outcome | ICO |
|--|--|
| 1. To locate creative activities for young children. | 1) <i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information |
| 2. To effectively write an age-appropriate lesson plan. | 2) <i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication |
| 3. To compare the additional language encourage through open-ended questions as opposed to closed-ended questions. | 3) <i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions |

| | |
|---|---|
| 4. To practice professionalism while completing lab work. | 4) <i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal |
| 5. To realize there is more than one right way for children to respond both verbally and through art work. | 5) <i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making |
| 6. To respond to students through discussion board opinions and acquired knowledge. | 6) <i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities |

Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.

- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please

contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

Learning Resource Center (LRC; Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
 - recognize that the college provides free WiFi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- access my courses several times during the week to keep up with assignments and announcements.

Institutional Calendar Fall 2012 (8/27-12/14)

<http://www.odessa.edu/college-calendar12-13.pdf>

Registration:

On the Web (5 am to Midnight, 7 days a week).....Apr 16-Aug 26
 In Person (See Business Hours Above)..... Apr 16-26
 ***REGISTRATION PAYMENT DEADLINE
 * For students registered who register prior to Aug 6..... Payment is DUE Aug 6 (Mon)
 * For students who register on or after Aug 6..... Due on Day of Registration
 Classes Begin.....Aug 27(Mon)
 Late Registration & Schedule Changes (Add/Drop):
 On the Web (5 am to Midnight, 7 days a week).....Aug 27-29
 In Person (See Business Hours Above).....Aug 27-29
 ** Late Registration & Add/Drop Payment Deadline..... Due on Day of Registration
 Holiday (Labor Day - Office Closed - No Classes)..... Sept 3 (Mon)
 Census Day..... Sept 12 (Wed)
 Deadline for Fall Degree Application.....Sept (Fri)
 Last Day to Drop or Withdraw with a "W"Nov 14 (Wen)
 Thanksgiving Holiday (begins 5:30 pm Tues, Nov 20)..... Nov 21-24 (Wed-Sun)
 Last Class Day..... Dec 8 (Sat)
 Final Exams.....Dec 10-13 (Mon-Thurs)
 Fall Graduation.....Dec 14 (Fri)
 End of Semester.....Dec 14 (Fri)
 College Offices Closed..... Dec 24-Jan 6 (Mon-Sun)

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students

Students enrolled in this course are typically nontraditional students. The students are usually working to teach or direct in a day care, head start facility or private or public school setting.

Course prerequisites

None

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy

Please understand that this is a required course for the child development program in order to prepare you to teach and/or direct. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

1. Check the blackboard class at least five days a week.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Grading Scale:

- "A" = 900-100
- "B" = 800-899
- "C" = 700-799
- "D" = 600-699
- "F" = 0-599

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

-  **Student Information Sheet**

I realize the start of the semester can/is stressful. Filling out more paperwork can't be fun. However, it would prove helpful if you'd fill out the attached sheet. Please complete it and preferably send it back to me electronically. Or, you can fax it to

me at 432-335-6703. This sheet will help me get to know



↓ Assignments



<http://www.youtube.com/watch?v=fjK6utuV-yU>

This video will hopefully assist when turning in assignments :).

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↓ Lab Hours

- o  Lesson Plan 1311.doc (36 KB)

It is also mandated by the state that you complete lab hours. Lab hours are when you volunteer or get paid to actually work with young children. The ages of the young child can range from 6 weeks old to 8 years old. You need to complete 30 hours at a minimum to get the credit to pass this class. This assignment is worth 200 points. You must start on your hours now as most child cares require a background check which can take up to two weeks to get back. You also must have a current TB shot. If you can complete your hours at the day care at OC called the Children's Center, then take your social security number and your driver's license to the Children's Center's office. The staff in the office will help you with the background check. It will cost you about \$40 but will be good for anywhere you go. Ask them about the TB shot as well as they have information for you as to where you can go to get the shot. Remember to go back after three days to see the results of the shot or it will not count.

Lab Hours need to be completed with the document turned in to me by April 30th. Thank you.

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↓ Observation

- o  Lesson Plan Activity for Lab classes.docx
(14.308 KB)

Attached is the lesson plan format to follow when I observe you teaching. The state mandates that I observe you at least once in the semester or you cannot pass. Therefore, this assignment is a must!!! You are already practicing writing lesson plans in a different assignment. You will write this lesson plan up as well AND teach children. Set up an observation time. It is your responsibility to do so. Do so within the first two weeks of class please. If you are from out-of-town. Or, if you and I cannot match a time for me to come watch you teach, then video tape you teaching. My preference is to see the video still in your camera with you there. We've had so much trouble viewing the observations from copied DVD's. Even a thumb drive would be better than a DVD.

Please feel free to watch a short youtube video. Once into youtube, search for captmara. Then scroll down to the video that reads lesson plans. This video explains what I'm looking for from you. Please do not wait on this important and necessary assignment!!!

See if this link doesn't help with lesson plans:

<http://www.youtube.com/watch?v=xBJm1luJd8E&feature=colike>

Thank you.

This assignment is due no later than 4/9. This assignment is worth 100 points. Thank you.

Creativity Defined

For 50 points, define what creativity is to you. Please answer with at least half a page. For the next 50 points, share at least

five times in your life in which you have been creative. Please be specific.

This assignment is due 2/21.

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Discussion Questions

Under the tab that reads "Discussions", click on it to complete discussion questions. Once in, click on "ADD THREAD" towards the top of the page. Title your discussion question with DQ 1-3 or whatever the chapters may be. Then, proceed to answer your question in the large box provided. Make sure that you hit "SUBMIT" towards the bottom right of the page or I'll not be able to see your work. Hitting SAVE will not get the work to me. It is important that you answer these questions on a timely manner as it is the only way other students can respond to you. Each section of questions are worth 25 points. There are eight different sections. I will keep up with your points and place them in the gradebook upon completing ALL of the questions.

Chapters 1-5 are due Feb 5th.

Chapters 6-10 are due Feb 19th.

Chapters 11-15 are due Mar 5th.

Chapters 16-20 are due Apr 2nd.

Chapters 21-25 are due Apr 30th.

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Review Questions

Please complete the review questions found on the back of each chapter. Please turn in the questions grouped with other chapters as follows:

Chapters 1-5 are due Feb 5th.
Chapters 6-10 are due Feb 19th.
Chapters 11-15 are due Mar 5th.
Chapters 16-20 are due Apr 2nd.
Chapters 21-27 are due Apr 30th.

You'll notice the due dates of these review questions are the same as the discussion questions. Please write out the questions, answers and page numbers. Thank you. Each group of chapters is worth 40 points. Overall, you can gain 200 for successfully completing this full assignment.

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Activitiy File

The Activity File assignment involves choose five activities from each of the following chapters: 15-23. That will be 90 activities in all. List these age appropriate activities in a method that will in turn help you immediately when working with young children. You can place these activities in a notebook, 3x5 cards, a list saved under your documents, it doesn't matter to me. What matters to me is that you get lots of wonderful activities that promote creativity with your young children. You will send me the list of come by my office during office hours to get the full credit. This assignment is worth 100 points and is due by 3/27. Thank you.



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Final



This untraditional final involves writing up two questions, answers, and page numbers from each of the 26 chapters of the text book. You are to come up with the questions nad not use questions from the book. The questions can be true/false,

fill-in-the-blank, essay, etc. Again. write the question, the answer, and the page numbers. Email me this assignment no later than 5-1. It is worth 100 points.

ASSIGNMENT “A”: description

Schedule (Tentative and Subject to Change)

| Date | | Topic | Assignment | Assignment Submission |
|------|--|-------|---|--|
| 2/1 | | | Student Information Sheet | Email to me please or hand deliver. |
| 2/5 | | | Discussion Questions and Quizzes for chapters 1-5 are due. | Email me the quizzes and submit DQ responses through blackboard |
| 2/19 | | | Discussion Questions and Quizzes for chapters 6-10 are due. | Email me the quizzes and submit DQ responses through blackboard |
| 2/21 | | | Creativity Defined Discussion Questions and Quizzes for chapters 7-9 are due. | Email to me. Email me the quizzes and submit DQ responses through blackboard |
| 3/5 | | | Discussion Questions and Quizzes for chapters 11-15 are due. | Email me the quizzes and submit DQ responses through blackboard |
| 4/2 | | | Discussion | Email me the quizzes and submit DQ responses |

| | | | | |
|------|--|--|---|--|
| 4/19 | | | <p>Questions and Quizzes for chapters 16-20 are due.</p> <p>Observation</p> | <p>through blackboard</p> <p>This assignment is to be set up with me in early February. You will either set up a time for me to come watch you teach following a specific lesson plan or you will create and send me a you tube video of you teaching the activity. Or, you may video tape you teaching and then bring the camera and written lesson plan to me.</p> |
| 4/30 | | | <p>Discussion Questions and Quizzes for chapters 19-20 are due.</p> | <p>Email me the quizzes and submit DQ responses through blackboard</p> |
| 4/30 | | | <p>Lab Hours</p> | <p>Electronically scan me a copy of your documented hours or bring by to my office.</p> |