SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

CICE COURSE OUTLINE

COURSE TITLE: Creative Expression

CODE NO. :	ED 112	**SEMESTER:**	Winter
MODIFIED CODE:	ART 092		

PROGRAM: Early Childhood Education - CICE

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MODIFIED BY: Rachel Valois, Learning Specialist – CICE Program

DATE: Jan 2008 **PREVIOUS OUTLINE DATED:** Jan 2007

APPROVED:

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CHAIR, COMMUNITY SERVICES **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course helps CICE students to see the beginnings of poetry, music and dance, as children respond to the world around them. As a teacher-directed activity with a group of children, CICE students learn how to nurture chant, song, and dance as they happen spontaneously throughout the day.

This course is designed to help those focusing in the teaching field to develop a creative approach to music and dance, and to learn skills which will help them encourage each child to discover new ways of expressing her/himself through music, dance, and language.

This course will take an interactive approach to learning all aspects of creative expression as it is reflected in art, creative movement, and creative dramatics.

II.   LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE:

Upon successful completion of this course, the CICE student, along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

Learning Outcomes:
Identify methods of prompting children to express themselves in creative ways.
Elements of the performance:
- Discuss creativity and how people express creativity
- Identify methods for prompting creativity in children
Learning Outcomes:
Establish a repertoire of creative resource materials,
Elements of the performance:
- Research and develop a resource kit that will include a variety of activities that promote the children's expressive abilities in music, movement, art, and drama.
Learning Outcomes:
Gain practice and confidence in techniques of presenting developmentally appropriate materials for children.
Elements of Performance
- Choose developmentally appropriate materials for different age settings (infant, toddler, pre-school ages)
- Familiarize and utilize expressive materials (such as puppets, musical instruments, and dramatic play kits)

III.   TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in order below.

- **Introduction to the Aesthetic Domain**
- **Creative Art**
- **Creative Music**
- **Creative Movement**
- **Creative Drama**

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

- **Text: <u>Creative Art for the Developing Child</u> Third Edition.**
  Clare Cherry
- <u>Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education</u> 3rd Ed. Kostelnik, Soderman, Whiren. Prentice-Hall Publishing 2007. ISBN 0-13-23-9093-0

<u>In Class Activities</u>   **30%**
Details of the various in class activities will be discussed in class. In some cases students will be required to submit their work at the end of the class for evaluation.
Participation during In class activities
Students are expected to participate in various in-class activities throughout the course. The focus of the activities will be to provide students with opportunities to engage in experiential learning that reflects the theory being discussed. These activities must be completed during class time, therefore students who choose not participate, arrive late or leave early, or are absent for the entire class and consequently miss these in-class components will be given a "0" for the identified activity. These activities will not be rescheduled for students.

<u>Assignments</u>   **40%**

Details of each assignment will be discussed and distributed in class and available on LMS.

Tests: **30%**
Test #1, Test #2, Test #3. Information regarding each test will be discussed in class and available on LMS.
<u>Note</u>:   Students who miss a test must notify the professor in advance of the scheduled test and request a rewrite. (24 hour voice mail – x2572) Allowing the rewrite is at the professor's discretion if the student had provided a reasonable excuse for the absence.

Students are responsible for submitting their assignments on the dates assigned. Students are responsible for keeping copies of their assignments.

Important Notes to Students:

Class Activities:
1. Attendance plays an important role in successful learning and skill development, so students are expected to attend
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" in the Sault College Handbook.

Assignments:
1. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
2. To protect students, assignments must be delivered by the student/author or a Learning Specialist to the professor.
3. Late submissions ***will be deducted 5% per day***. Assignments ***more than 5 school days late will not be accepted***.
4. All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor.
5. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.
6. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
7. Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded.

Tests/Quizzes:
- Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. **If advance notice is not given to the professor, the student will receive a mark of "0".**   It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

Learning Environment
In the interest of providing an optimal learning environment, students are to follow these two expectations;
- Late students are expected to <u>quietly</u> enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.
- Students are expected to turn their cell phones off or on vibrate, laptops are to be used only for course content during the class.

Missed Classes
If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

Guest Presenters
Having guest speakers is a privilege. Showing respect for them includes keeping private conversations out of the classroom, using the bathroom before the presentation, and bringing any items to class before the presentation (Kleenex, drinks).   Leaving the room should be for emergency reasons only.

Food and Drink
Students may eat and drink in class, however eating large amounts of food during class will be discouraged and students will be asked to consume their meal elsewhere and return to class when they are finished. Students are responsible for cleaning up. If the classroom is littered with garbage, the instructor may revoke this privilege.

<u>Special Needs</u>:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Communication:
The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:
The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.