



# COURSE OUTLINE

## ED0134

Prepared: Colleen Brady    Approved: Martha Irwin

| <b>Course Code: Title</b>                     | ED0134: CREATIVE EXPRESSON  |                 |                   |          |     |         |     |
|---|---|-----------------|-------------------|----------|-----|---------|-----|
| <b>Program Number: Name</b>                   | 1120: COMMUNITY INTEGRATN   |                 |                   |          |     |         |     |
| <b>Department:</b>                            | C.I.C.E.  |                 |                   |          |     |         |     |
| <b>Semester/Term:</b>                         | 17F   |                 |                   |          |     |         |     |
| <b>Course Description:</b>                    | This course helps 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, students learn how to nurture chant, song and dance as they happen spontaneously throughout the day. This course is designed to help teachers develop a creative approach to music and to learn skills which will help them encourage each child to discover new ways of expressing her/himself through music, movement, and language.   |                 |                   |          |     |         |     |
| <b>Total Credits:</b>                         | 2   |                 |                   |          |     |         |     |
| <b>Hours/Week:</b>                            | 2   |                 |                   |          |     |         |     |
| <b>Total Hours:</b>                           | 30  |                 |                   |          |     |         |     |
| <b>Essential Employability Skills (EES):</b>  | <p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> |                 |                   |          |     |         |     |
| <b>Course Evaluation:</b>                     | Passing Grade: 50%, D   |                 |                   |          |     |         |     |
| <b>Evaluation Process and Grading System:</b> | <table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td>85%</td> </tr> <tr> <td>Quizzes</td> <td>15%</td> </tr> </tbody> </table>   | Evaluation Type | Evaluation Weight | Projects | 85% | Quizzes | 15% |
| Evaluation Type                               | Evaluation Weight   |                 |                   |          |     |         |     |
| Projects                                      | 85%   |                 |                   |          |     |         |     |
| Quizzes                                       | 15%   |                 |                   |          |     |         |     |



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### Books and Required Resources:

Creating Effective Learning Environments by Ingrid Crowther  
Publisher: Nelson Education Edition: 4th  
ISBN: 9780176531768

Early Childhood Environment Rating Scales (ECERS-3) by Harms, Clifford, Cryer,  
Publisher: Teacher College Press Edition: 3rd  
ISBN: 9780807755709

Infant/Toddler Environment Rating Scale (ITERS-3) by Harms, Cryer, Clifford,  
Publisher: Teacher College Press Edition: 3rd  
9780807758670

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### Course Outcome 1.

Outline the influence of a creative arts program on healthy child development and learning.

#### Learning Objectives 1.

- Explain the value of creative experiences to the health and well being of young children.
  - Describe the various forms of creative expression.
- \*Discuss effective teaching strategies that support and nurture creative expression in early childhood.
- Recognize and describe the sequence of development that children progress through within each of the creative arts (visual art, music, movement, drama).
- \*Define the terms and concepts associated with each creative arts area.  
\*Research and recommend developmentally appropriate creative learning experiences that reflect current best practices.

#### Course Outcome 2.

Discuss and evaluate indoor and outdoor learning environments that nurture and sustain creative expression in early learning programs.



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### **Learning Objectives 2.**

- \*Outline the features of an effective learning area that supports each of the creative arts areas (art, music, movement, drama).
- \*Examine and discuss appropriate materials and learning opportunities that reflect play based learning within each of the creative arts learning areas.
- \*Analyze creative learning areas based best practices.

### **Course Outcome 3.**

Describe appropriate responses and inclusive strategies used to nurture a child's sense of belonging and acceptance during creative experiences.

### **Learning Objectives 3.**

- \*Describe the forms of effective responses to nurture and sustain children's creative expression.
- \*Identify strategies that are used to extend the child's learning and support the child's ability to engage in self-reflection during creative experiences.

### **Course Outcome 4.**

Demonstrate effective communication and critical thinking skills in all course expectations.

### **Learning Objectives 4.**

- Communicate professionally in all written work including vocabulary, grammar, spelling and format that meet the standard of college level writing.
- Communicate and respond to written, spoken or visual forms clearly, concisely and correctly that satisfactorily meets the needs of the audience and ensures effective communication.
- Interact with others in groups that show respect for the diverse opinions, values, belief systems and contributions of others.
- Analyze, evaluate, and apply relevant information from a variety of reliable sources.
- Manage the use of time and other resources to complete projects.
- Use a variety of thinking skills to anticipate and solve problems



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### **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.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

#### **B. 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.

#### **C. 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.

#### **D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.



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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

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.