

I. COURSE DESCRIPTION:

This course helps CICE students, with assistance from a learning specialist, 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 CICE students 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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student with assistance of a learning specialist will demonstrate the basic ability to:

1. Design a creative arts program that supports the holistic development of children based on abilities, interests, and context.

(Reflecting ECE Vocational Outcomes #1, #2,#4 and Essential Skills #1,2,4,7 and 10)

Elements of the performance:

- Explain the link between healthy child development and participation in creative arts opportunities during early childhood.
- Describe how creativity is expressed and strategies to support creative expression in early childhood.
- Recognize the sequence of development for each of the creative arts and explain the relevance of this information to an effective creative arts program

2. Design and evaluate inclusive and play based learning environments that support the development and appreciation of the creative arts in early childhood.

(Reflecting ECE Vocational Outcomes #1, #2,and Essential Skills #1,2,4,7 and 10)

Elements of the performance:

- Discuss and apply principles of early learning pedagogy for meeting the needs of each creative area: (visual art, music, movement, drama)
- Explain, evaluate and design creative arts learning environments (visual art, music, movement, drama) based on a criteria of best practices.
- Discuss and evaluate appropriate materials, and learning opportunities for meeting the goals of each creative area: (visual art, music, movement, drama)

3. Explain and apply appropriate responses to various forms of creative expression to create an environment of inclusion and support learning and development in early childhood

(Reflecting ECE Vocational Outcomes #1, #2,#4 and Essential Skills #1,2,4,7 and 10)

Elements of the performance:

- Describe response and inclusive strategies that educators use to promote a sense of belonging and acceptance.

- Describe response strategies that educators use to extend learning and support the child's ability to engage in reflection during creative arts experiences.

4. Develop and maintain effective written, oral, nonverbal, communications with fellow students and faculty in accordance with the Code of Ethics and Standards of Practice for Early Childhood Educators (College of Early Childhood Educators, 2011) (VLO #1,2,4,6,EES:I #1,4,7,6,9,10

Potential Elements of the Performance

- 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.
- Contribute to the effective working relationships to achieve goals.
- evaluate one's own interpersonal communication skills through self-awareness and ongoing personal reflection and taking into consideration peer and supervisor's feedback
- be respectful, positive and open in all communication without judgment or personal bias

III. TOPICS:

Module 1: Creative Expression in early childhood.

Module 2: Creative Art in early childhood

Module 3 Creative Movement in early childhood.

Module 4: Creative Music in early childhood

Module 5: Creative Drama in early childhood.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Required textbooks that are purchased for other courses

Crowther, I. (2016). *Creating Effective Learning Environments. 4th Ed.*
Toronto: Nelson Education Ltd.

Harms, T., Clifford, R. M., & Cryer, D. 2005. *Early Childhood Environment Rating Scale (ECERS-R) Revised Edition.* Teachers College Press

Wolpert, E. (2005). *Start Seeing Diversity: The Basic Guide to an Anti-Bias Classroom.* St. Paul, MN: Redleaf Press

Links to various documents will be made available through the course LMS site.

Online course materials (LMS):

- Access to Learning Management System (LMS) for this course: Course notes, assignments, calendar features and email will be used throughout the semester
- Compatible software that ensures that all documents submitted through the LMS Assignment Drop box can be opened by Sault College word .doc or .docx” and or formatted as a PDF document or can be formatted so that the faculty can open the submitted document using Sault College software

Materials:

During the “workshop” classes, students will be asked to bring certain “found” items to the class. A full list of items will be communicated to the student through LMS.

V. EVALUATION PROCESS/GRADING SYSTEM:

(breakdown of tests/assignments and their weights relative to calculating the final grade for the course)

Quizzes: 15%

Quizzes will be scheduled after each module. The quizzes will be available only online through the LMS Quiz feature. Further details will be posted on LMS and discussed with students.

In process assessments 30%

Learning activities that take place during scheduled class time that are used to explore / practice a specific concept related to the module. The activities may be completed and evaluated as individual assessments or within a small group. In the case where a pair/ small group submission is made the group will share one mark.

Assignments 55 %

- Professional Practice Self-Assessment 10%
- Creative Arts Portfolio 20%
- Reading Summaries 25%

The following semester grades will be assigned to students:

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	

S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Assignment submission format

All assignment submissions (unless specifically stated by the professor) are to be submitted electronically on the scheduled due date/time through the course LMS drop box. Unless previously negotiated with the professor, assignments submitted through direct email to the professor will not be accepted.

All assignment submissions must be sent in PDF format. If the professor is unable to "open" or read the submission, the student will be notified by email and receive a mark of "0" for the assignment.

Submission due dates:

The scheduled due date for all assignments / tests are located on the assignment outline and on the LMS calendar. It is the expectation that students refer to the course site on LMS to keep track of assignments due dates and expectations. Students are expected to submit their assignments no later than the scheduled due date and time posted on LMS.

Late submissions:

Late submissions will be accepted for a period of 5 days after the scheduled time /due date. Assignments will not be accepted / graded after 5 days. Late submissions received after the scheduled due date / time will receive a 5% deduction on the overall assignment mark and a further 5% deduction for every day the assignment is late up to a maximum of 25% (5 days).

NOTE: The Late Submission option is not applicable to assignments with Extensions. Late submissions will not be accepted past the last scheduled class for the course

Requests for Extensions:

Students can request the professor to consider extending the due date based on extenuating circumstances that the student presents. Only extension requests made by email to the professor 24 hours before the scheduled due date and time will be considered. Granting extensions and determining the length of extension is up to the discretion of the professor.

NOTE: Assignments with extended due dates will not be accepted past the last scheduled class for the course. The Late submission policy does not apply to due dates with extensions.

Presentations

Students must notify the professor through a direct email to the professor prior to the presentation date of their absence. The student is encouraged to communicate the circumstances that the student is experiencing that are preventing them from completing the assignment. It will be up to the discretion of the professor if an alternate date / arrangement can be made. Students who fail to notify the professor of their absence prior to the presentation, will receive an automatic mark of "0" for the assignment

Quizzes/ Tests

All quizzes will be delivered through the Course LMS 'Quiz' featured. The date and time availability of the quiz will be clearly posted and communicated on LMS. It is the student's responsibility to keep track of dates / times when quizzes and tests are scheduled. It is up to the student to complete the quiz by the closing date and time. Students must notify the professor through a direct email to the professor 24 hours prior to the scheduled quiz / test if they are unable to complete the quiz. It will be up to the discretion of the professor if an alternate date/arrangement can be made. Students who fail to notify the professor of their absence prior to the test/quiz will receive an automatic mark of "0" for the test/quiz assignment.

Learning Environment

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students are reminded to ensure that hand held electronic devices are on "silent" mode. Students are encouraged to move outside of the classroom environment should the need arise that they need to use their electronic device (such as a phone)
- Students are expected to refrain from engaging in conversations that are disruptive to the learning that is taking place in the classroom

- Students who wish to use an electronic device such as a tablet or laptop during class must first submit their request for permission to use the device as per the instructions located on LMS. Students who have not been given permission or who are using their electronic device for non-class use will be denied use of the device during the class.
- Students are expected to conduct themselves within the class in a professional and respectful manner. Students should be aware that the expectations for their conduct in class are outlined in the "STUDENT CODE OF CONDUCT" found on the Sault College website / Student Services.
- Students are expected to be prepared for each class by ensuring that they have brought all of the required materials and resources to the class.
- Light snack foods are permitted in the class during scheduled class, however students who wish to consume "meals" will be asked to consume their meal in another location outside of the classroom setting.
- Scent free classrooms are requested by the professor to ensure a safe environment for those who are sensitive to scents.

Students are responsible for obtaining course material missed due to class absence

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.

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.