

Course Syllabus

ECED 5830.01

COURSE TITLE: Topics in Early Learning: Creative Expression

FAI 2004 CREDIT HOURS: 3

INSTRUCTOR: Lori Diefenbacher diefenlo@webster.edu 961-2660 ext. 8054

SITE: WEBG

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)
In this course, participants will explore the role of the teacher in developing climates and media that are conducive to creative behavior. Movement, visual arts, dramatic arts, music and storytelling are the media that will be explored. Current theories of creativity will be discussed and emphasis will be on how to nurture and promote creative expression in young students, ages 0-8.
2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.
 - a. Participants will discover some of their own creative skills. (Standard 5)
 - b. Will become aware of the creative opportunities they already offer students and expand on this base.
 - c. Will respond to articles and experiences through inclass activities and discussions. (Standard 7)
 - d. Will understand what creativity is, how to nurture it, and how it varies from child to child. (Standard 2)
 - e. Will develop and share creative curriculum and creative activities. (Standard 1, 4)
3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards is included within learning outcomes. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

WEEK 1: Introductions. Discuss syllabus. Discuss the definitions of creativity, the ingredients of creativity, the creative process, the benefits of a creative teaching style, and general ways to promote creativity.

Assignment: Handouts to read.

WEEK 2: Music. Explore ways of using song and instrumental music to promote creative thinking, learn about music elements, and support the basic curricula. **Assignment:** Design a lesson plan that imitates, explores, and creates with music. Center your activities around an academic topic. Try the lesson with a child (children) and write a description of this experience including an evaluation of the strong/weak moments. Due next week. Bring in some object that you can tell a story about.

WEEK 3: Storytelling and Language Arts. Methods for telling stories in the classroom will include perspectives of students as well as teachers. **Assignment:** Learn a story and tell it in your classroom. Be prepared to orally report on the experience.

WEEK 4: Connecting music/storytelling with a specific curricular area to create multidimensional learning and

meaning. This session will assess curriculum from different ethnic views and provide opportunities for high level thinking skills. **Assignment: TBA**

WEEK 5: Visual Arts. Certain arts promote creativity more than others. Options will be explored and discussed. How classic and experiential art affect the young child. **Assignment:** Respond to drawing of student with six statements. Turn in responses with copy of drawing.

WEEK 6: Movement for the curricula. Kinesthetic experiences weave many of the Gardner intelligences together. A vocabulary for movement will be established and a variety of movement exercises will be explored. Puppetry is a culmination of the other creative arts. Discussions of appropriate productions for young students and growth from puppetry. **Assignment:** Explanation of final project.

WEEK 7: Dramatic Activities in Early Childhood. This session will examine the role of teachers in dramatic play as well as ideas for promoting these activities.

WEEK 8: Conclusions and final projects.

4. Resources: Selected handouts.

Supplemental Readings: (list and indicate how these are to be used) Bibliography to distributed in class.

Audio-visual/other: Team Board for visual arts activities.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Class presentation(s): storytelling, music
- b) Curriculum project: Final project
- c) Class Participation: Attendance to all classes is expected. Absences can affect final grades if student is wavering between grades.

6. Supplements (study guide, sample tests, project outlines may be attached.) Please list.

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
 - a) Lab
 - b) Curriculum Project
 - c) Paper(s)
 - d) AV Project
 - e) Other

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
 - Projects/Papers will be returned during the last meeting period.
 - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
 - Other (explain)

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.