



Course Syllabus

COURSE NUMBER: ECED 5830.01	COURSE TITLE: Topics in Early Learning: Creative Expression	TERM: FA 05
SITE: WEBG	INSTRUCTOR CONTACT INFORMATION: Lori Diefenbacher diefenlo@webster.edu 961-2660 ext. 8054	CREDIT HOURS: 3

COURSE DESCRIPTION: 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.

LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Participants will discover some of their own creative skills.	ECED 1, 2, 4	MoSTEP Standard 5 SoE Goals 1, 3 Disposition 1
Participants will become aware of the creative opportunities they already offer students and expand on this base.	ECED 1, 2, 3, 4	MoSTEP Standard 1, 5 SoE Goals 1, 2, 3, 4 Dispositions 1, 2
Participants will respond to articles and experiences through inclass activities and discussions.	ECED 1, 2, 3, 4	MoSTEP Standard 7 SoE Goals 1, 3, 4 Disposition 1, 2, 3
Participants will understand what creativity is, how to nurture it, and how it varies from child to child.	ECED 1, 2, 3, 4	MoSTEP Standard 2 SIE Goals 1, 3, 4
Participants will develop and share creative curriculum and creative	ECED 1, 2, 3, 4	MoSTEP Standard 1, 4 SoE Goals 1, 2, 4

activities.		
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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams

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.

RESOURCES:

Supplemental Readings: Bibliography to distributed in class.
 Audio-visual/other: Team Board for visual arts activities.

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

Assessments	Links to Course Outcomes	Percentage of Grade
Class presentation(s): storytelling, music	Participants will discover some of their own creative skills. Participants will understand what creativity is, how to nurture it, and how it varies from child to child.	20%

	Participants will develop and share creative curriculum and creative activities.	
Curriculum project: Final project	Participants will become aware of the creative opportunities they already offer students and expand on this base.	30%
Class Participation: Attendance to all classes is expected. Absences can affect final grades if student is wavering between grades.	Participants will become aware of the creative opportunities they already offer students and expand on this base. Dispositions 1,2 3	30%
Reflection paper	Participants will become aware of the creative opportunities they already offer students and expand on this base. Participants will respond to articles and experiences through inclass activities and discussions.	20%

GRADING SCALE:

A--Completes all assignments on time with extended interpretation of required work, including research and documentation. Writing skills are excellent. Consistent participation in and enthusiasm for class activities. 91-100%

B--Complete all assignments on time, meeting expectations. Consistent participation in class activities. 81-90%

C--All assignments completed but not on time and lacking in details. Under 80%

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

1. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

2. ACCESSIBILITY/ACCOMODATIONS POLICY:

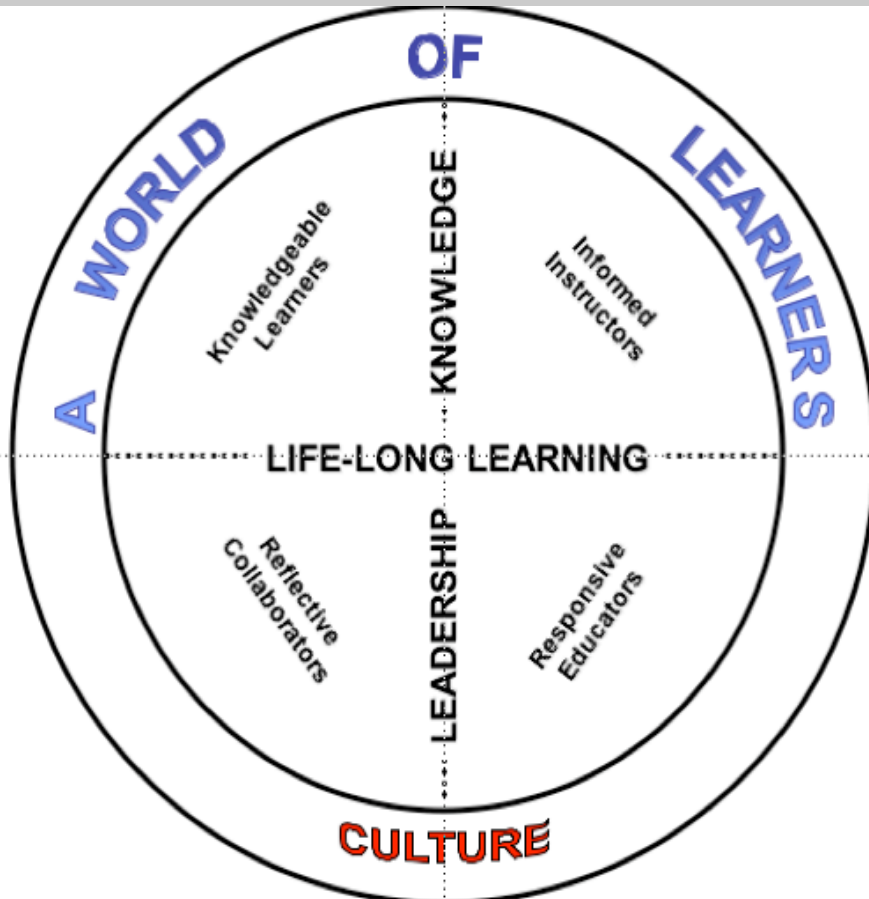
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence