Course Prefix and Number: CDYC 141  
Credit hours: 3

Course Title: Creative Expression in Early Childhood Development

Course Prerequisites:

ACT or Placement Test;
Completed or co-enrolled in any required developmental courses;
Successful completion of CDYC 101, CDYC 103, and CDYC 105; or
Permission of Program Coordinator.

Textbook(s): Isbell, Ed.D., Rebecca T. & S. C. Raines, Ed.D. *Creativity and the arts with young children.* Wadsworth Cengage Learning. (For the exact textbook requirement, please refer to your instructor’s course information syllabus.)

Course Description: This course is based on developmentally appropriate practices to reflect the creative arts concentration, emphasizing child-directed, as opposed to teacher-directed activities. It acknowledges the philosophy of process-oriented art, instead of product-oriented activity. This course blends theory and research with practical application. An art studio approach is presented emphasizing the teacher as facilitator to maximize responsible freedom, decision-making, discovery, and creative thinking and expression integrated within the early childhood curriculum.

Learning Outcomes:

At the end of the course, the student will:

A. Describe ways to encourage children in the development of their creative and critical thinking processes throughout the curriculum;
B. Analyze children’s “mark making”, scribbles and drawings to gain knowledge about the developmental sequence of artistic development during early childhood;
C. Explain the teacher’s role in appropriately responding to and providing for strategies to promote children’s art and creativity.

To achieve the learning outcomes, the student will:

1. Discuss the role of creativity in early childhood programs. Explain the teacher’s teaching strategies, language and responses, and mediums and techniques to introduce, carry-out and evaluate the activity when children are participating in creative activities; (A) (B) (C)
2. Explain the difference between “process” vs. “product” oriented creative activities; (C)
3. Discuss the importance of allowing children to develop creativity without adult samples of the finished product. Develop a lesson plan to promote “critical thinking” skills and multiple intelligences;
4. Plan developmentally appropriate art activities involving the artistic elements.
5. Identify famous artists, dancers, illustrators, or another people who exhibit extraordinary creative abilities with appropriate follow-up activities to use with children.
6. Explain the differences between a) structured and teacher directed, b) teacher-guided, and c) unstructured and child-centered activities;
7. Plan a lesson to incorporate creativity throughout the curriculum.
8. Review art images of art created by children from 18 months- 8 years in order to label them according to various artistic theories which describe general developmental sequence.

Course Requirements:

A. Attend class regularly if attending a traditional (face to face) course. Students enrolled in hybrid (50% campus/50% online) or online courses must log-in at least twice per week;
B. engage in required and supplemental readings;
C. prepare for and complete written assignments, activities and discussions and submit through Canvas by the due date/time; and
D. complete coursework and projects with at least 70% mastery.

In addition to requirements stated herein, each instructor will communicate additional requirements unique to his/her section via the instructor’s section syllabus.

Course Grading Scale:

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% or below

Attendance Policy: The college attendance policy is available at: http://www.bpcc.edu/catalog/current/academicpolicies.html

Course Fees: N/A

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Title VI, Section 504, and ADA Coordinator
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Title IX and Equity/Compliance Coordinator
Teri Bashara, Director of Human Resources
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