Basic Course Information

Semester:	**Spring 2021**	Instructor Name:	**CECILE RICHMOND**
Course Title & #:	**ART/VISUAL ART FOR YOUNG CHILDREN CDEV 121**	Email:	**Cecile.richmond@imperial.edu**
CRN #:	**21683**	Webpage (optional):	
Classroom:	**ONLINE/ZOOM**	Office #:	**760-235-5441 Cell**
Class Dates:	2-16 to 6-11	Office Hours:	**E-mail or text to set-up a Zoom Meeting**
Class Days:	**WEDNESDAY**	Office Phone #:	**760-235-5441 Cell**
Class Times:	6PM TO 8:05PM	Emergency Contact:	**CFCS Secretary: 760-355-6232**
Units:	2	Class Format:	

Course Description

Introduction to the visual arts domain of the California Preschool Learning Foundations and Frameworks including artistic expression and response, and skill development in aesthetic and perceptual awareness through exploration of various process-oriented art media, activities, and experiences. Emphasis is placed on the development of age appropriate art curriculum activities, basic teaching skills, guidance techniques, equipment and materials. This course is applicable to required or professional development units for Child Development permit, preschool, transitional kindergarten and early primary teachers. (CSU)

Course Prerequisite(s) and/or Corequisite(s)

NONE

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Explain the roles of early learning standards and their relationship to assessment in the visual arts education of young children. (California Preschool Learning Foundations and Frameworks, Desired Results, Content Standards for California Public Schools (Kindergarten)) (ILO1, ILO2, ILO5)
2. Plan and implement environments and experiences based on observation of children, to support children's development of visual arts skills. (ILO1, ILO5)
3. Describe how teachers can collaborate with parents and other caregivers to support children's development in artistic skills.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Use knowledge of the visual arts strands to select materials and plan meaningful experiences in the classroom to promote children's ability to create, invent, and express through visual art.
2. Create and plan an art curriculum based upon the developmental needs and abilities of young children integrating art into daily routines and across all areas of the curriculum.
3. Demonstrate knowledge of the theories and techniques of art for young children.
4. Define the role of early learning standards and its relationship to assessment in the visual arts education of young children.
5. Discuss ways to collaborate with families and caregivers to support children in their development of artistic awareness and skills.

Textbooks & Other Resources or Links

California State Preschool Learning Foundations, Available at:
http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf

Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and the completion of assignments, quizzes, and tests throughout the semester.

All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All students must participate in instructor-initiated contact whether it be via zoom or through email a response is required.

The following resources shall be used to maintain contact with students:

a. Orientation material.

b. Weekly announcements in Canvas

c. Threaded discussion boards

d. Email contact within or outside Canvas

(response to student emails recommended within 24-48 hours); and

e. Timely feedback for student work.

f. Participation in online group collaboration projects

g. Face-to-face informal meetings via zoom (e.g. review sessions)

h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)

Other as appropriate

All assignments must be submitted online to Canvas. If you are having difficulty you can email assignment to instructor. Although all assignments will have due dates, all assignments can and must be submitted by the end of the semester. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or another electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

-Park in every other space (empty space BETWEEN vehicles)

-Must have facemask available

-For best reception park near buildings

-Only park at marked student spaces

-Only owners of a valid disabled placard may use disabled parking spaces

-Only members of the same household in each vehicle

-Occupants **MUST** remain in vehicles

-Restrooms and other on-campus services not available

-College campus safety will monitor the parking lot

-Student code of conduct and all other parking guidelines are in effect

-Please do not leave any trash behind

-No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives can be earned in each class.

- DISCUSSION QUESTIONS 5 @ 10 POINTS EACH
- PRACTICE OPEN ENDED ART ACTIVITY PLAN @ 50 POINTS
- OPEN ENDED ART ACTIVITY PLAN @ 50 POINTS
- INTERGRATED ART ACTIVITY PLAN @ 50 POINTS
- HANDS ON ART ACTIVITY VIDEO PRESENTATION @ 100 POINTS
- ART AREA PRESENTATION VIDEO PRESENTATION @ 100 POINTS
- HANDS ON IN CLASS ART ACTIVITIES 10 @ 5 POINTS EACH
- 3 D ART VIDEO PRESENTATION @ 100 POINTS
- FINAL-ART PORTFOLIO PRESENTATION @ 150 POINTS

90 -100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

59% and below

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final. " California Education Code, Section 76224

(a)   Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Course Policies

- A student who fails to attend the first week of class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- **What does it mean to "attend" an online class? Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:**
- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor.
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) **Be RESPECTFUL**
   a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
2) **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
   a. People walking around and pets barking can be a distraction.
3) **EAT AT A DIFFERENT TIME.**
   a. Crunching food or chugging drinks is distracting for others.
   b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
4) **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
   a. It is hard to see you in dim lighting so find a location with light.
   b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.
5) **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
   a. If you are using the camera, show your face; it helps others see your non-verbal cues.
   b. You may be at home but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
6) **Be READY TO LEARN AND PAY ATTENTION**

a. Catch up on other emails or other work later.

b. If you are Zooming, silence your phone and put it away.

c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.

b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. When campus is open, The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center**.   A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC

Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.

- **Mental Health Counseling Services**. Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or when campus reopens, in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also, under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC Library Department provides numerous Information Literacy Tutorials to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 2/16-2/23	**Module 0** • Syllabus & Introduction • Review module 0 • Explore California Preschool Frameworks and foundations Volume 2	• Answer Introduction Discussion Question 1
Week 2 2/23-3/2	**Beginning Module 1** • What are Visual arts? • Zoom hands on activity: Drawing ourselves. • Art media Colored pencils, Markers, Crayons, and chalk	• Self Portrait
Week 3 3/2-3/9	**Continue with Module 1** • What do theorist say about creativity and the young child? • Art media Colored pencils, Markers, Crayons, and chalk Family Portrait	• Answer Module 1 Discussion Question 2 • Family Portrait
Week 4 3/9-3/16	**Ending Module 1** • What is the Creative Process? • How do teachers foster Visual Arts? • Art Media Activity: Chalk drawing	• Chalk Drawing • Self-assessment student survey due
Week 5 3/16-3/23	**Beginning Module 2** • What is activity and lesson planning? • Assessing development for planning • Developmentally appropriate practice • Intro to California preschool frameworks and foundations • Involving families what is recommended. • Art Media activity Collage materials	• Answer Module 2 Discussion question 3 • Create collage

Week	Topic	Assignments
Week 6 3/23-3/30	**Continue with Module 2** • What is activity and lesson planning? • Assessing development for planning • Developmentally appropriate practice • Intro to California preschool frameworks and foundations • Involving families what is recommended. • Art Media activity: Torn Paper Collage	• Practice activity plan due • Torn Paper collage
Week 7 3/30-4/2	**Ending Module 2** • What is activity and lesson planning? • Assessing development for planning • Developmentally appropriate practice • Intro to California preschool frameworks and foundations • Involving families what is recommended. • Art Media Activity: Tissue paper Collage	• Open ended Art activity plan due • Self-assessment student survey due • Tissue Paper Collage
Week 8 4/5-4/11	SPRING BREAK	
Week 9 4/12-4/19	**Beginning Module 3** • Creating a place for the arts" • ECERS /All-star Video • PowerPoint/Discussion • Discuss Area Plan Assignment • Art Materials • Art Media Activity Watercolor Activity	• Answer Module 3 Discussion Question 4 Due • Create Watercolor Activity
Week 10 4/19-4/26	**Continue Module 3** • Creating a place for the arts" • ECERS /All-star Video • PowerPoint/Discussion • Discuss Area Plan Assignment • Art Media Activity Finger Painting Activity • Discuss 3D Art Activity Presentation	• Create Fingerpainting

Week 11 4/26-5/3	**Ending Module 3** • Creating a place for the arts" • ECERS /All-star Video • PowerPoint/Discussion • Discuss Area Plan Assignment • Art Media Activity Tempera painting with paintbrush	• Create Painting with Paintbrush • Area plan Power Point due • Self-Assessment due
Week 12 5/3-5/10	**Beginning Module 4** • Process vs End product • Art Media Activity: Making Playdough	• 3D Art Activity Video Presentation Due
Week 13 5/10-5/17	**Continuing Module 4** • Integrating art in the curriculum • Discussion • Demonstration • Art Media Activity Sculpture with clay	• Answer Module 4 Discussion question 5
Week 14 5/17-5/24	**Ending Module 4** • Types of curriculum • Reggio Amelia • Project Approach • Art Media Activity Creating with Model Magic	• Integrated Art Activity plan due • Self-Assessment due
Week 15 5/24-5/31	**Final Module 5** • Review Art Portfolio • Review Art Media Activities	
Week 16 5/31-6/7	**Continue Module 5** • Review Art Portfolio • Review Art Media Activities	• Self-Assessment Due
Week 17 6/7-6/11	**End Module 5** • Final Presentation: Art Portfolio Presentations	• Final Art Portfolio Video Presentation Due

Subject to change without prior notice