



ECEP 301/EGE 321 Syllabus for FALL 2020

INSTRUCTOR DETAILS

Instructor: Dr. Seçil Yücelyiğit

Office: G-220

Phone: 585 0 332

Email: secil.yucelyigit@tedu.edu.tr

Course Hours: Thursdays 13.00-13.50, Fridays 16.00-17.50

Office Hours: Thursdays 14.00-14.50 (by appointment)

Welcome! I am delighted to be your instructor for this class. This semester, we will have a chance to glorify a bit of our time with art. The description and objectives of the course and what you are expected is presented below and you can contact me about the course from the given details above. I look forward to working with you in this class!

COURSE DESCRIPTION

Definition and importance of art education in early childhood; art education history; role of contemporary art; recognizing and evaluating artwork; definition and importance of early childhood art education and creativity; developmental stages of children's drawings; preschool art education teaching techniques, methods and materials; art in museum; theories and implementations of early childhood creativity and art education; designing and implementing art programs that support children's creativity and aesthetics awareness.

COURSE OBJECTIVES

Aim of this course is to make students comprehend the definition and importance of art education in early childhood and help them to plan contemporary art programs for early childhood education using appropriate methods and techniques. The course aims to equip the candidates about designing, evaluating and exhibiting artworks of children and to complete the program competently.



COURSE LEARNING OUTCOMES

Upon successful completion of this course, a student will be able to

1. Discuss the importance of early art education and creativity.
2. Classify and illustrate the techniques for a safe early childhood art education.
3. Design and implement art lesson plans appropriate for early childhood art education approaches.
4. Relate museums to art education in early childhood and realize it as outdoor teaching resource for art education.
5. Analyze children's drawings.

COURSE RESOURCE

1. Fox, J. E. and Schirrmacher, R. (2014). *Art and Creative Development for Young Children*, USA: Cengage Learning.
2. Malchiodi, A. C. (1998). *Understanding children's drawings*. New York: The Guilford Press. pp. 64-103.
3. Prince, E. S. (2008). *Art is fundamental: Teaching the elements and principles of art in elementary school*. Chicago: Zephyr Press.
4. Beal, N. (2001). *The Art of teaching art to children: In school and at home*. New York: Farrar, Strauss and Giroux.

Useful links:

<https://www.metmuseum.org/art/online-features/metkids/>

<https://www.naeyc.org/resources/topics/art>

<https://www.nga.gov/blog/ten-digital-education-resources.html>

<https://prairieplay.org/exhibits/>

<https://ecc.gov.jm/benefits-of-the-arts-in-early-childhood-development/>

https://www.istanbulmodern.org/tr/egitim/cocuklara-ozel-sanatci-ve-zamani-sanal-turu_2481.html



COURSE POLICIES

Attendance

This course requires regular participation, attendance and punctuality. You are expected to attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. Exceeding of attendance with unexcused absences will result a half letter grade reduction. The TEDU policy concerning attendance will be followed strictly.

Late Work

You are supposed to turn in each assignment on time. Late assignments will be accepted only in unusual circumstances (e.g. documented illness). In all other cases, 3 late assignments will cause half letter grade reduction.

Assignment Rules

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

V. Academic Honesty Policy

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly.



COURSE ASSIGNMENTS

Brochure on Early Childhood Art Education (15p.): Imagine that you have started your professional life and the parents in your class do not value enough art in their child's education. You plan to take action to present them how important art is for the development of their child and in which ways it contributes. Prepare a creative brochure that reflects what you have in mind to convince the reluctant parents so that they become willing to promote their child's art education. (Since it may require an extra budget for the art materials.) The brochure will fit in one A4 size page, the folding is up to your preference.

Video Analysis (15p.): In our lessons we will be discussing to manage an art class with children and keeping them safe while using some materials. You are expected to find a free access video recording of an art activity with children. You will write a critical review about the video you selected and share what you approve /disapprove of the points that you observed in terms of class management and safety. The review will not be longer than 1 page. You are going to present your review along with the video and we will discuss it together in the class.

Art Portfolio (5p. x 8 activities =40p.): Throughout the semester you will have chance to experience different methods and techniques that can be used in early childhood art education such as drawing, painting, print making, installation, puppet...etc. You will plan activity for each of them and make practice in our class hours. At the end of the semester you will end up with a rich portfolio of your artworks. You are going to make a presentation of it in the class and share it with us making a self-evaluation. Each activity plan will earn a point of 5 and 8 of the activities will result in 40 full points.

Drawing Analysis (15p.): In one of our lessons you will be introduced about children's drawings. After the lecture you provide a children drawing and you will write your inferences about the drawing after analyzing it according to what you have learned. The report will not be longer than 1 page and please don't forget to include the drawing as an appendix.



Art Activity in Museum (15p): Although we won't be able to visit an art center or museum this semester (depending on the COVID-19 precautions) this will give us chance to visit many virtual exhibitions and online museums. You are expected to investigate them and have an idea about how you can integrate them in one of your activity plans. Once you decide which museum (or exhibition or one specific art piece), you will plan for a museum integrated art activity and present it in the format of MoNE. A template for the format is uploaded on Moodle and you can find some inspiring links above (in Course Resource section of the syllabus)

COURSE GRADINGS

Brochure 15%
Video Analysis 15%
Art Portfolio 40%
Drawing Analysis 15%
Art Activity in Museum 15%

GRADING SCALE

AA 90.00 - 100.00
BA 85.00 - 89.00
BB 80.00 - 84.00
CB 75.00 - 79.00
CC 70.00 - 74.00
DC 60.00 - 69.00
DD 50.00 - 59.00
FF 0.00 - 49.00

TENTATIVE COURSE SCHEDULE

Week no/Course no Date	Main Content
1/1 October, 8	Discussion of the syllabus
1/2 October, 9	What is Creativity, Art and Aesthetics? Art and Developing Child
2/1 October, 15	In-class: Brochure (Importance of art education)
2/2 October, 16	Brochure Presentations Art inspiration from Özge Doğmuşöz
3/1 October, 22	Introducing the Elements and Principals of Art for Young Children



3/2 October, 23	Planning, Implementing and Evaluating Art <i>Art inspiration from Zeynep</i>
4/1 October, 29	Republic Holiday (No class)
4/2 October, 30	<i>Art inspiration from Sema</i> Drawing <i>Drawing workshop</i>
5/1 November, 5	<i>Guest Speaker</i> <i>Merve Efe</i>
5/2 November, 6	Painting <i>Painting workshop</i>
6/1 November, 12	<i>Art Center & ECE Curriculum</i> <i>Art inspiration from Esra</i>
6/2 November, 13	Collage <i>Collage workshop</i>
7/1 November, 19	Art Assessment <i>Art inspiration from Juman</i>
7/2 November, 20	Printmaking <i>Printmaking workshop</i>
8/1 November, 26	<i>Art inspiration from Nursel</i> Art and Children in Special Need & Gifted
8/2 November, 27	Digital Art <i>Digital Art workshop</i>
9/1 December, 3	Art Through Technology
9/2 December, 4	Ceramics <i>Ceramics workshop</i>
10/1 December, 10	<i>Art inspiration from Özge Sarıkaya</i> Art and ECE Curriculum
10/2 December, 11	Puppets <i>Puppet workshop</i>
11/1 December, 17	Museums and Art Centers in Education



11/2 December, 18	Installations <i>Installation workshop</i>
12/1 December, 24	<i>Art inspiration İrem</i> <i>Museum Integrated Art Plan Presentations</i>
12/2 December, 25	<i>Art Class Video Analysis Critical Review Presentations</i>
13/1 December, 31	Artful class in New Year Celebrations <i>(Due date for Analysis of Children's drawing)</i>
13/2 January, 1	New Year Holiday (No class)
14/1 January, 7	Portfolio Presentations <i>Art inspiration from Nupelda</i>
14/2	Portfolio Presentations (Public Virtual Exhibition ?)

*This schedule may be subject to change and the students are responsible to follow the lessons to be kept up to date.



SELF-EVALUATION FORM

- Please complete the questions listed below and return to your instructor.
- As you complete the form, consider your own personal performance and expectations for the review period. Use extra sheet if necessary.

1. What did I achieve?
2. What I did not achieve?
3. What did I learn?
4. How does this course have an effect on my future intentions and plans?
5. I would rate my overall performance for this course:
 - Outstanding ____
 - Exceeds Expectations ____
 - Meets Expectations ____
 - Below Expectations ____
 - Unsatisfactory ____

PEER-EVALUATION FORM

- Please complete the questions listed below and return to your instructor.
- As you complete the form, consider your peer's performance. Use extra sheet if necessary.

1. Was the shared information accurate?
2. Was the demonstration comprehensive?
3. Was the language of evaluation proper?
4. Was it providing an insight for teachers/parents/caregivers?
5. How would you rate the overall performance of your peer:
 - Outstanding ____



- *Exceeds Expectations* _____
- *Meets Expectations* _____
- *Below Expectations* _____
- *Unsatisfactory* _____