

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION**

Course Title: The Creative Arts

Course Prefix and Number: ECED 4381 **Hours:** 2-2-3

Instructor: Staci Boham skonesky@aug.edu or 706 650-6064
x334

COURSE DESCRIPTION:

Designed to meet the unique needs of the early childhood regular classroom teacher; this course, based on the arts infusion model, will emphasize aesthetic perception, creative expression, cultural heritage, and aesthetic valuing as reflected in the content areas of music, creative dramatics, movement, and the visual arts.
Prerequisite(s): Courses in Blocks 1 and 2.

COGNITIVE/PERFORMANCE DOMAIN GOALS:

Demonstrate an understanding of student motivation to create an environment with positive social interaction, engagement in learning, and self-motivation.

Plan instruction based on learners, subject matter, and curricular goals.

Relate to/work with others in learning community.

CONCEPTUAL FRAMEWORK PRINCIPLES:

Primary outcomes: Student will:

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support intellectual, social, and personal development.
3. Understand how students differ in the approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Secondary outcomes: Student will:

1. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

2. Be a reflective practitioner who continually evaluates the effect of his/her choices and action on others (students, parents, and other professionals in the learning community).

SPECIFIC COURSE OBJECTIVES:

The student will discuss, describe, analyze, and evaluate (orally and in writing) the following:

1. the need for engaging students in learning
2. interpretations of research on motivation for varied fields
3. instructional approaches for different classroom contexts
4. the effect of motivation on students, teachers, and the school
5. methods of empowering students to share ideas and explore curriculum
6. ways of developing needed skills that are engaging as well as educational

GENERAL INFORMATION ABOUT THE COURSE

Due to the topical design of this course, it will be nearly impossible to “make-up” the content of any missed class period. Each class meeting will be devoted to a different approach to motivating students and engaging them in their learning. During class meetings, materials will be reviewed and evaluated, and students will be actively engaged in “trying out” various approaches. Therefore, punctuality and attendance for the entire period of every class meeting is required. Since there are only eight class meetings, even missing half of the class period is in excess of the allowable percentage of absences per semester. (Please see the instructor immediately after class today if you foresee a problem.)

A major component of this course will be to “try out” some of the approaches to learning that will be introduced in class with your own students. You will contract for the grade you wish to earn. Therefore, you will have some flexibility on how many assignments you choose to do and the order in which you wish to complete them. Some class assignments are mandatory for everyone and must be completed in order to pass the class. Assignments are due at the beginning of the class period and unless otherwise noted, should be typed. Due dates are to be strictly followed. A late assignment may result in lowering of the contracted grade. Failure to complete any of the mandatory class assignments will automatically result in one letter grade lowering of the contracted grade. Hard copies of all assignments are required except for the class activity reflections which will be submitted via LiveText*. The reaction guides are available through Pipeline-My Courses-Files.

*LiveText has been adopted by Augusta State University and the College of Education as the computer enhanced data collection means for candidate work. If you will graduate in May 2008, you are not required to purchase LiveText for this course.

ACADEMIC HONESTY

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 39 of the 2007-2008 Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit on one’s own work, not the work of others....Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged.”

Since this course involves finding and trying out new ideas, the Internet will be a valuable resource. Ideas may be adapted for your particular situation, but not used in whole. For a few of the Free Choice assignments, it may be practical for you to work with other class members that teach at your same school. If you plan to do so, please clear it with the instructor first.

For courtesy reasons, cell phones should be turned off or muted during class time.

MANDATORY ASSIGNMENTS

1. Class activity reflections
2. Weekly strategy implementation
3. Weekly strategy implementation reflections
4. Final Project

Grading Scale:

For an **A** – All mandatory assignments + 10-12 points worth of Free Choice assignments

For a **B** – All mandatory assignments + 7-9 points worth of Free Choice assignments

For a **C** – All mandatory assignments + 5-6 points worth of Free Choice assignments

Mandatory assignments – Requirements

1. Weekly class activity reflections

You will be asked to reflect upon something that was done in class each week. Share your thoughts. For example: Is this an idea that you could use? Why or Why not? How would you have to modify the strategy or activity? Etc. Unless otherwise noted, reflections should be no more than ½ a page and should be typed. Please submit via LiveText.

2. Weekly strategy implementation

Each week we will discuss one of the 4 modes of learning; visual, aural, reading/writing, and kinesthetic. (See syllabus for dates.) Implement one of the ideas or one of your own into your class activities the next week. Please provide a written lesson plan and evidence of implementation.

Examples of evidence can be student writing sample, video clip, voice recording along with written lyrics, etc. If submitting video and music clips, please use email.

Each week's homework should tie directly to that week's modality we cover in class. For instance, on March 11th, we will cover visual learners. Your strategy for that week's assignment will be to incorporate something specific to visual learners.

3. Weekly strategy implementation reflection

Write about your experience with your chosen strategy. How was it successful? How can you improve upon it? Why did you choose this particular activity and would you try it again?

4. Final Project; Group or Individual

For the final, you may work with a group or choose to work on your own. Prepare a complete lesson incorporating something for **each of the 4 intelligences**: visual, aural, reading/writing, and kinesthetic. The group will need to provide a copy of the lesson plan and a grading rubric for the rest of the class as well as present the lesson using any creative way of their choosing; video, power point, skit, puppet show, musical performance, etc. Prepare a presentation board with samples/examples for the visual and creative writing portion of the lesson plan.

FREECHOICE ASSIGNMENTS (each may only be used once and should be a new experience)

Worth 1 point

1. *Attend ½ day of Impacting Student Learning Conference at ASU on March 15th
http://www.aug.edu/teacher_development/is1conference/is1conference.htm
2. Administer VARK assessment to your students and tally results
3. Obtain a list of vocabulary words from the enrichment teachers (Art, Music, PE, and Drama) in your school.
4. Find and review 5 websites that offer visual arts programs or activities that are appropriate for your students.
5. Find and review 5 websites that offer music programs or activities that are appropriate for your students.
6. Find and review 5 websites that offer dramatic programs or activities that are appropriate for your students.
7. Design a unit offering 4 different assessments, (VARK).

Worth 2 points

1. *Attend full day of Impacting Student Learning Conference at ASU on March 15th
http://www.aug.edu/teacher_development/is1conference/is1conference.htm
2. Conduct a Poetry Café
3. Use a song to teach a concept in your classroom.
4. Use a dramatic activity to teach a concept in your classroom.
5. Use an open-ended visual arts activity to teach a concept in your classroom.
6. Arrange for a group of your students to perform a skit for the rest of the class to teach/review a lesson.
7. Arrange for a group of your students to teach a song to the rest of the class to teach/review a lesson.
8. Share information at a faculty meeting about multiple intelligences.
9. Teach a math lesson using music.
10. Teach a math lesson using body movement/dance.
11. Teach a math lesson using visual art.
12. Teach a math lesson using creative writing.
13. The same as 9—12 for another subject. You may earn 2 points for each individual lesson tried.
14. Teach a unit offering 4 different assessments, (VARK).

Worth 3 points

Present at and attend full day of Impacting Student Learning Conference at ASU on March 15th.

http://www.aug.edu/teacher_development/is1conference/is1conference.htm

Evidence required for FC's 1 pointers

1. One paragraph review; list of 5 interesting facts you would share with students.
2. One paragraph summary of findings. How did the students sort out compared to your expectations?
3. Copy of list and how you could use them in your class.
4. Review, list of websites with URL's.
5. Review, list of websites with URL's.
6. Review, list of websites with URL's.
7. Copy of lesson plan. Please clearly state which strategy is for which intelligence.

Evidence required for FC's 2 pointers (WR=1 paragraph written review)

1. Program, WR of day describing sessions you attended.
2. Photos, lesson plan, handouts, list of selected poems, WR.
3. Lyrics, lesson plan it supports, WR.
4. Photos, lesson plan, WR.
5. Student sample, photos, lesson plan, WR.
6. Photos, lesson plan, WR
7. Lyrics, photos, lesson plan, WR
8. WR signed by your administrator
9. Student sample, lesson plan, WR
10. Photos, lesson plan, WR
11. Student sample, photos, lesson plan, WR
12. Student sample, photos, lesson plan, WR
13. Photos, student samples where appropriate, lesson plan, WR
14. Lesson plan, student samples, WR

Evidence required for FC's 3 pointers

1. Copy of proposal, acceptance letter, copy of listing in program, WR

*At least one Free Choice Assignment must be turned in each week from March 11 – April 29. You may always turn in more than one at a time. The purpose of the Free Choice Assignments is to give you an opportunity to try out new approaches in your classroom. If you skip a date, it will be assumed that you've earned all the FC points you want. Any FC's turned in after a missed date will be considered late.

Always put number and point value of FC on top of first page.

FC Due Dates:

Mar 11th, Mar 18th, Mar 25th, Apr 1st, Apr 15th, Apr 22nd, Apr 29th.