

Creative & Performing Arts

EDEE 325

Spring 2011

Online at Laulima.com

**Dr. Mary F. Heller
Professor
UHWO Division of Education
mfheller@hawaii.edu**

*Preparing Knowledgeable, Skillful, Responsive Educators for a **Global** Society*

Copyright 2011, Dr. Mary F. Heller, Professor

RE: This syllabus, all handouts, lectures, online modules and PowerPoint presentations. All students are prohibited from selling (or being paid for taking) notes during this course to (or by) any person or commercial firm without the expressed written permission of the professor teaching this course. No portion of this course syllabus, handouts, lectures, online modules, and PowerPoint presentations may be reproduced and used by any student or instructor without the expressed written permission of Dr. Mary F. Heller.

Creative & Performing Arts

Spring 2011

EDEE 4325

Online at Laulima.com

Instructor: Dr. Mary F. Heller

Office Hours:

Office: E108-D

By Appointment

Office Phone: 454-4727 (Voice Mail)

e-mail: mfheller@hawaii.edu

COURSE DESCRIPTION

EDEE 325 Creative and Performing Arts (3)

Prerequisites: Completion of EDEE 310 with a “C” or higher grade or concurrent enrollment.

An invitation to engage with creative and performing works of art, revealing the possibilities of imagination within education. Through experiences with creativity, conventional understandings can be expanded, offering new perspectives and alternatives to everyday learning. Developing creative rituals, experiencing various arts, and conversing critically will encompass the overall structure of the course.

UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai'i West O`ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O`ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O`ahu communities.

CONCEPTUAL FRAMEWORK. The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions

of general education, content area studies, and professional studies to the preparation of educators. Three key values underlie the professional studies philosophy and objectives: (1) standards-based education, (2) student-centered learning, and (3) an orientation to social justice. Within this framework, the UH West O`ahu Bachelor of Education degree program develops teacher candidates who have the knowledge, skills, and dispositions to

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

ACADEMIC INTEGRITY

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own.

Statement on Plagiarism. Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Turnitin.com. Any assignment that is suspected of having been plagiarized will be automatically submitted to the Turnitin.com website for analysis. Turnitin.com compares uploaded assignments to thousands of documents (e.g., books, journal articles, newspapers, magazines, websites, unpublished papers, etc) in its data base.

Academic Honesty. The following examples of unethical behavior on the part of students are expressly forbidden:

1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class or at an educational event that is part of the course requirement.
2. Turning in for credit a duplicate research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.
3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O`ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

Students with Disabilities. You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design. <http://drc.arizona.edu/instructor/syllabus-statement.shtml>

TEXTBOOK

Cornett, Claudia E. (2011, 4th ed.). *Creating Meaning Through Literature and the Arts: Arts Integration for Classroom Teachers*. New York: Pearson.

ACCESS TO TECHNOLOGY

Laulima On-line Course Website. Access to a reliable computer and the Internet is required. You will be participating in interactive on-line discussions via the course website on Laulima. All writing assignments will be submitted via the Laulima course website and returned to you electronically.

TaskStream Account. In early May, you will be required to upload to TaskStream the final draft *Signature Assignment*. Go to www.taskstream.com to register or renew your account.

STANDARDS, INSTITUTIONAL LEARNING OUTCOMES, & OBJECTIVES

<p>UHWO Institutional Learning Outcomes 1 & 2: Written & Oral Communication: Demonstrate clear and effective written and oral communication to an intended audience.</p>

<p>Association for Childhood Education International (ACEI) Curriculum Standards</p>

<p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight</p>
--

among elementary students.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

SUCCEEDING ONLINE

EDEE 325 is delivered exclusively in the online environment of Lualima. Because there are no face-to-face meetings with the instructor or the class, it is essential to utilize your written communication skills to their utmost capacity.

The following are a few basic suggestions for successfully completing this class:

1. Read the weekly assignments *very carefully*, paying particular attention to prompts or rubrics that may accompany the readings or projects.

You will have the opportunity to ask questions at the Discussion Board
You may also e-mail questions to me at: mfheller@hawaii.edu

2. Upload all writing assignments and Discussion Board postings by the **DUE** date.

Do NOT e-mail your assignments to me; upload to Lualima website.
Late assignments are NOT accepted.
Be vigilant; points lost can mean the difference in a whole letter grade.

3. Access the course website on a regular, weekly basis.

Check your hawaii.edu e-mail often.
Instructor *Announcements* are sent to your university e-mail address.

4. Technology Troubleshooting

For basic help learning how to use Lualima Tools contact:

<http://uhwo.hawaii.edu/dltutorials>

For assistance with Lualima website difficulties, do the following:

Scroll to the very bottom of any Lualima page and click on "Request Assistance." Fill out the online form and submit it. Lualima tech staff at Manoa will send you a reply via e-mail. They are good at troubleshooting in this way, since the problem report captures information about your computer such as browser, operating system, etc. All of that helps to figure out what the problem is.

Point System

Reading(s) & Response	10 @ 10 pts. =	100
Discussion Board Assignments	10 @ 20 pts. =	200
Asynchronous Discussion Board Responses	15 @ 5 pts. =	75
Arts Integrated Activities	6 @ 30 pts. =	<u>300</u>
	TOTAL	675

Grading Scale

607-675	A
540-606	B
472-539	C
405-471	D
Below 405	F

Your Assignments

To earn credit in this online course, you are required to complete and/or participate in *three* categories of assignments. Instructions for completing each assignment are at the appropriate [Laulima](#) Assignment or Discussion Board links on the EDEE 325 course website. I will also be sending reminders of assignments DUE for the upcoming week via my [Monday Morning Announcements](#).

1. Reader Response to Syllabus, Textbook Chapters, & other readings TBD
(Uploaded to [Assignment Links](#))
2. Discussion Board Assignments
(Uploaded to [Discussion Board](#))
2. Asynchronous Discussion Board Responses
(Uploaded to [Discussion Board](#))
3. Arts Integrated Activities for Children, K-6
(Uploaded to [Assignment Links](#) & [Discussion Board](#))

Grading Your Assignments

To earn maximum points for each assignment, you must respond to the guidelines that accompany each assignment. In general, I will be looking to see that the teacher candidate . . .

- Addressed all reader response and/or discussion board prompts provided.
- Developed original, creative arts integrated activities for children, K-6.
- Responded in a positive and constructive manner in peer discussion board postings.
- Exhibited effective written communication skills, as indicated in the 6-Trait Writing Rubric (See rubric located at the [Resources](#) Link, Lualima course website)
- Posted assignments at Lualima link on or before **midnight** of the **DUE date**.
NOTE: Late assignments are not accepted.

[ASSIGNMENT SCHEDULE At-A-Glance](#)

DUE DATE

EVENT

January 10	Instructor Announcements: EDEE 325 Online Course Now Open Assignment Schedule Overview
January 17	Reading & Response: Course Syllabus Discussion Board: Candidate Profile <i>All About Me ☺ + What I Expect from EDEE 325</i>
January 19	<i>Asynchronous Discussion Board Response</i>
January 24	Reading & Response: Chapter 1 <i>Creating Meaning Through the Arts</i> Discussion Board: <i>My Arts IQ</i>
January 26	<i>Asynchronous Discussion Board Response</i>

- January 31 Reading & Response: Chapter 2
*Philosophy, Research, & Theories
that Support Arts Integration*
Discussion Board:
 My Philosophy of the Arts in Education
- February 2 *Asynchronous Discussion Board Response*
- February 7 Reading & Response: Chapter 3
Arts Integration Building Blocks
Discussion Board:
 Block B Practicum Setting & the Arts: What I See
- February 9 *Asynchronous Discussion Board Response*
- February 14 Reading & Response: Chapter 4 & 5
Integrating the Literary Arts
Seed Strategies of Literature & Poetry
Discussion Board:
 My Favorite Literature for Children & Young Adults
- February 16 *Asynchronous Discussion Board Response*
- February 21 Arts Integrated Activity #1:
 Literature Across the Curriculum
- February 23 *Asynchronous Discussion Board Response*
- February 28 Arts Integrated Activity #2:
 Reading & Writing Poetry in the Content Areas
- March 2 *Asynchronous Discussion Board Response*
- March 7 Reading & Response: Chapter 6 & 7
Integrating Visual Art throughout the Curriculum
Discussion Board:
 Portrait of the Teacher Candidate as Artist
- March 9 *Asynchronous Discussion Board Response*

- March 14 Arts Integrated Activity #3:
Visual Arts in the Content Areas
- March 16 *Asynchronous Discussion Board Response*
- March 21 **Happy Spring Break!**
- March 28 Reading & Response: Chapters 8 & 9
Integrating Drama Throughout the Curriculum
Drama & Storytelling Seed Strategies
Discussion Board:
Middle Grades 4-5-6 Drama Queens & Kings
- March 30 *Asynchronous Discussion Board Response*
- April 4 Arts Integrated Activity #4:
Creative Dramatics Across the Curriculum
- April 6 *Asynchronous Discussion Board Response*
- April 11 Reading & Response: Chapters 10 & 11
Integrating Dance & Creative Movement
Dance & Movement Seed Strategies
Discussion Board:
The Teacher Candidate as Dancer
- April 13 *Asynchronous Discussion Board Response*
- April 18 Arts Integrated Activity #5
Dance & Creative Movement
- April 20 *Asynchronous Discussion Board Response*
- April 25 Reading & Response: Chapters 12 & 13
Integrating Music Throughout the Curriculum
Music Seed Strategies
Discussion Board:
The Music in My Life

April 27

Asynchronous Discussion Board Response

May 2

Arts Integrated Activity #6
Music, Music, Music

May 4

Asynchronous Discussion Board Response

May 9

Reading & Response: Integrated Arts Activities (TBD)
My Best Integrated Activities: Uploaded to Taskstream
Discussion Board: Wrap-up & Course Evaluation
What did you think about the class?