

***Integrating the Arts Across the Elementary and Middle School
Curriculum
EDU – 508***

**Curtis 241
Wednesdays 7:00 PM to 9:30 PM
August 26, 2009 through December 2, 2009
(3 CREDITS)**

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Course Description

This course prepares elementary and middle school teachers to integrate music, visual arts and movement/dance across the academic content areas. Emphasis is placed on fostering creativity as well as adapting learning experiences in the arts for exceptional students and English Language Learner students. A module on physical education is included in the content of this course. Practical application to unit planning and the proposed PA Standards for the Arts are stressed.

Course Objectives

- *The graduate student will develop an understanding of the developmental skills of elementary and middle school students.*
- *The graduate student will develop an understanding of major theoretical models, current research on the arts and writing integrated units and lesson instruction.*
- *The graduate student will develop a working knowledge of the PA Department of Education Academic Standards for the Arts and Humanities and how to work with district developed benchmarks for these standards as an integral part of lesson planning through the use of a balanced, integrated model of instruction.*
- *The graduate student will critically analyze the curricula used to teach elementary and middle school students.*
- *The graduate student will learn to plan, implement and evaluate high quality integrated learning experiences for children that support achievement of the academic standards for the Arts and Humanities.*
- *The graduate student will develop an understanding of and use different instructional methods and problem-solving strategies developed during the course.*
- *The graduate student will learn to plan, implement and evaluate high quality arts experiences for children in elementary and middle school that support achievement of the academic standards.*

- *The graduate student will be able to read and analyze research related to integrating the arts with speaking, listening, reading, writing instruction and assessment, teaching lessons and units that integrate the arts across the elementary and Middle School curriculum traditional, special needs and ELL students.*
- *The graduate student will create and develop an Integrated Arts Educational Research Paper (APA Style) and culminating Presentation that clearly supports integrating the Arts into the regular teaching environment effectively.*
- *The graduate student will maintain a personal course journal.*

Course Outcomes and Assessment Measures

By the end of the course, the graduate student will:

- 1. Demonstrate the ability to use the PA Academic Standards for the development of speaking, listening, reading and writing learning integrated arts experiences that incorporate all components of the balanced literacy model. (Assessment: Classroom participation, submitted lesson plans, arts integrated thematic unit development)*
- 2. Demonstrate understanding of the appropriate use of high quality children's literature in fostering the cognitive, linguistic, social, emotional and literacy development of elementary and middle school students (Assessment: literature record activities, integrated thematic unit, read-aloud presentation)*
- 3. Demonstrate an understanding of the ability to assess individual and group needs including exceptional students and English language learners (ELLs). (Assessment of lesson plans submitted, and integrated thematic units submitted)*
- 4. Demonstrate an understanding of the importance of and strategies for integrating the arts with reading, writing, speaking and listening as well as authentic literature across all academic content areas (Assessment of an Arts integrated, thematic unit)*
- 5. Demonstrate ability to review the literature related to a specific topic in emergent and developmental literacy and analyze the validity and reliability of research as well as demonstrate an understanding of the use of research in reforming classroom practices. (Assessment: Literature Review and classroom presentation and discussion of research).*

Course Policies and Procedures

CCC Students with Disabilities: *In order to ensure full class participation, any students with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or tart-taking procedures) will be strongly encouraged to contact the professor at the beginning of the course. For the student's convenience, both the professor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus including The Advising Center.*

Classroom Protocol: *Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.*

Attendance Policy: *Your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. In cases of emergency students should call the Dean of Academic Service Office at ext. 3686.*

Textbook(s)

Required: *Creating Meaning Through Literature and the Arts: An Integration resource for Classroom Teachers.* -- Cornett, Claudia E.
Columbus, OH: Merrill, Prentice Hall., Third Edition, 2007

Grading Policy

Grading Criteria

Course Requirements:

The following course requirements are designed to assess student mastery of the material, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

- **Maintain a Working Journal:**

Keep a journal as a working “thinking place” to go to. This might be a place to write some significant reflective piece about desires, or hopes for the outcome of this course. The expectations for these journals are that students will objectively write about their observations of classroom dynamics and make reflective statements relating these observations to the readings and their futures as teachers.

- **Notes:** “Post-it” tab the notes to keep the day to day information handy.
Journal: Pages should not be set a side for journal entries or activities and papers- this should be a formative part, an integral part of the journal. Handouts, assignments and/or projects can be added to the pages on a continual basis. Magazine clippings, photos, newspaper articles, lesson ideas will all become a regular part of this journal.
- **Create and develop an Integrated Arts Educational Research Paper and culminating Presentation that clearly supports integrating the Arts into the regular teaching environment effectively.**
 - **Design an all-encompassing Research with a culminating presentation, based on:**
 - The Course Outline
 - Life Experiences
 - Research (at least 5 sources)
 - Standards in Education
 - Professional handout, Unit Framework, and lessons on disk given to the instructor at the semester’s end.

- **Write An Essay**

Create an essay on *The Importance of Integrating the Arts Across the Curriculum.*

- Use the recommended text, the Internet sources in Appendix C: Arts Organizations, Addresses and Internet Sites

- **Reading Assignments.**

- *Along with the selected readings from the recommended text, Students are expected to read one book specific to their integrated unit), incorporate that book or any of its contents, interests, themes, etc. into their final presentation.*

Class Attendance / Participation.

- *This class is highly interactive and collaborative; therefore students must be present in order to learn the course content.*
- *Teach one Integrated Arts Lesson.*

<i>EDU 508</i>	
<i>5%</i>	<i>The Importance of Integrating the Arts essay</i>
<i>10%</i>	<i>Working Portfolio / Personal Journals</i>
<i>40%</i>	<i>Creating and developing an Integrated Arts Educational Research Paper and culminating Presentation that clearly supports integrating the Arts into the regular teaching environment effectively.</i>
<i>20%</i>	<i>Participation/Professionalism</i>
<i>10%</i>	<i>Teach One Integrated Lesson</i>
<i>15%</i>	<i>Final Exam</i>

Grading Scale

Students must complete all requirements in order to pass this course.

For the above requirements, Mr. Ricketts will give more detailed instruction when their portion of this course begins. The syllabus is subject to change at the digression of the professor.

<i>A</i>	<i>95-100</i>
<i>A-</i>	<i>90-94</i>
<i>B+</i>	<i>86-89</i>
<i>B</i>	<i>82-84</i>
<i>B-</i>	<i>79-81</i>
<i>C+</i>	<i>75-80</i>

Term Schedule for EDU 508 Integrating the Arts Across the Curriculum

Date	Description	Assignment	Notes
August 26th	<i>Course Overview Introduction To Arts Integration</i>	<i>Hand out Syllabus, Journals And Assignment Schedules Essay Due Next Week</i>	<i>Meet with Mr. Ricketts before the first class to give him email addresses, etc.</i>
September 3rd	<i>Graphic Organizers, Lesson Planning, Integrating the Arts Into The Curriculum Discussing Standards</i>	<i>Title and rough outline for Research paper Due Next Week. First Reading Assignment: Chapters 1 & 2</i>	<i>Begin To Brainstorm A Theme For Your Qualitative Educational Research Paper</i>
September 9th	<i>Developing A Broader Base For Integration Of the Performing Arts- Drama in Education</i>	Second Reading Assignment: Chapters 8 & 9 <i>Written lesson plan due next week.</i>	<i>Begin the Framework for a qualitative research Paper.</i>
September 16th	<i>Integrating Music Drama in Education</i>	<i>Research Web Sites to Support your Lesson Plan and Research paper. Third Reading Assignment: Chapters 12 & 13</i>	<i>Find Examples; Get Photos, Add To Your Journals, Continue To Develop the Framework for a research Paper.</i>
September 23th	<i>Integrating Dance And Movement within the Classroom</i>	<i>Lesson Presentations Begin Next Week Fourth Reading Assignment: Chapters 10 & 11</i>	<i>Arrange an appointment to review the progress of your research paper.</i>
September 30th	<i>Assessment of the Arts. Teaching the Integrated lessons</i>	<i>Lesson Presentation</i>	<i>Continue your research; build a bibliography of at least five sources from papers, documents, books and other publications.</i>
October 7th	<i>Student Integrated Lesson Presentations</i>	<i>Lesson Presentations Research Paper Reviews Next Meeting</i>	<i>Continue To Develop Your Research Paper. Begin to arrange slides for a PowerPoint presentation that supports your research.</i>
October 14th	<i>Presentation about the successful Monagassi Program</i>	<i>Integrating Science, Literature and the Arts in a real classroom. Fifth Reading Assignment: Chapter 3</i>	<i>You don't want to miss this presentation.</i>
October 21st	<i>Literature and the Visual Arts Overview. Discuss Stages of Development.</i>	<i>Review Journals and Research Papers. Sixth Reading Assignment: Chapters 6 & 7</i>	<i>A Presentation given by Mr. Ricketts</i>
October 28th	<i>Integrating Literature And The Arts –</i>	<i>Review Literature for the classroom, including Rigby Literature. Seventh Reading assignment: Chapters 4 & 5</i>	<i>Continue To Develop Your Qualitative Research Paper.</i>
November 2nd	<i>Developing A Broader Base For Integration Of the Visual Arts- Discussing Standards Using Standards And Rubric Assessment</i>	<i>Critique lessons given by undergraduate students</i>	<i>Find Examples; Get Photos, Add To Your Journals, Continue To Develop Your Paper.</i>
November 11th	<i>Integrating the Visualness of Art into your Classroom Environment</i>	<i>Educational Research Paper Due November 18th.</i>	<i>Find Examples; Get Photos, Add To Your Journals, Continue To Develop Your Paper.</i>
November 18th	<i>Research Presentations</i>	<i>Educational Research Paper Due.</i>	Release Take Home Exam on eCompanion. Turn in disk with Research Paper and PowerPoint Presentation to Mr. Ricketts.
November 25th	<i>Thanksgiving Holiday</i>	Complete Take Home Exam	<i>Open Book Exam- use book and notes from class- honor system. Last class to turn in Journals will be December 2rd</i>
December 2nd	<i>Receive DVD for course Research Presentations</i>	Turn in Final Exam and Journals	<i>Receive DVD for course and all graded research items</i>

Mr. Ricketts will give more detailed instruction for the above requirements when their portion of the course begins. Adaptations, drop boxes, eTests and/or other modifications will be made to meet the student needs. In addition, this syllabus is subject to change at the discretion of the instructor.

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EDU – 308

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Description: Students taking this course will gain knowledge about national standards in the arts. They will learn about state and local standards for elementary and secondary-level students. This course is designed to provide students with the opportunity to integrate the art disciplines (i.e. drama, dance, visual art and music) across the academic curriculum. This course will provide the current theories, standards and applications on how to integrate the arts across the curriculum. In addition, students will apply these academic standards to lesson plan design, unit development and a final, Arts inspired presentation.

Recommended Text:

Required: *Creating Meaning Through Literature and the Arts: An Integration resource for Classroom Teachers.* -- Cornett, Claudia E. Columbus, OH: Merrill, Prentice Hall., 2007

Course Objectives

- The prospective teacher will develop an understanding of the developmental skills of elementary and middle school students.
- The prospective teacher will develop an understanding of major theoretical models, current research on the arts and writing integrated units and lesson instruction.
- The prospective teacher will develop an understanding of using research within the teaching environment and its impact on students and their learning.
- The prospective teacher will develop a working knowledge of the PA Department of Education Academic Standards for the Arts and Humanities and how to work with district developed benchmarks for these standards as an integral part of lesson planning through the use of a balanced, integrated model of instruction.
- Critically analyze the curricula used to teach elementary and middle school students.
- The prospective teacher will learn to plan, implement and evaluate high quality integrated learning experiences for children that support achievement of the academic standards for the Arts and Humanities.
- The prospective teacher will develop an understanding of and use different instructional methods and problem-solving strategies developed during the course.
- The prospective teacher will learn to plan, implement and evaluate high quality arts experiences for children in elementary and middle school that support achievement of the academic standards.
- The prospective teacher will be able to read and analyze research related to integrating the arts with speaking, listening, reading, writing instruction and assessment, teaching lessons and units that integrate the arts across the elementary and Middle School curriculum traditional, special needs and ELL students.
- The prospective teacher will develop a unit that integrates the Arts into the regular teaching of students effectively.
- The prospective teacher will maintain a personal course journal.

Course Outcomes and Assessment Measures

By the end of the course, the prospective teacher will:

1. Demonstrate the ability to use the PA Academic Standards for the development of speaking, listening, reading and writing learning integrated arts experiences that incorporate all components of the balanced literacy model. (S.T. Competencies 1, 2, 3, 4, 5, 6, 7)(Assessment: Classroom participation, submitted lesson plans, arts integrated thematic unit development)
2. Demonstrate understanding of the appropriate use of high quality children's literature in fostering the cognitive, linguistic, social, emotional and literacy development of elementary and middle school students (S.T. competencies 2,4,7)(Assessment: literature record activities, integrated thematic unit, read-aloud presentation)
3. Demonstrate and understand the importance of using all their resources within the teaching environment and its impact on students and their learning. (Assessment: Classroom presentation and discussion of research).

4. Demonstrate an understanding of the importance of and strategies for integrating the arts with reading, writing, speaking and listening as well as authentic literature across all academic content areas (S.T. Competencies 1,2,7)(Assessment of an Arts integrated, thematic unit)
5. Demonstrate ability to critically analyze the curricula used to teach elementary and middle school students, review the literature related to a specific topic in emergent and developmental literacy. (Assessment: Classroom presentation and discussion of research).
6. Analyze the validity and reliability of research as well as demonstrate an understanding of the use of research in reforming classroom practices. (Assessment: Classroom presentation and discussion of research).
7. Use different instructional methods and problem-solving strategies developed during the course. (Assessment: Classroom presentation and discussion of unit)
8. Effectively use and understand a graphic organizer. (Assessment: Classroom presentation and discussion of unit)
9. Experience the practical application of various dynamics by being a participant in the development of a unit that integrates the Arts into the regular teaching of students effectively. (Assessment: Classroom presentation and final evaluation).

Course Requirements:

The following course requirements are designed to assess student mastery of the material, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

- **Working Journal:**

Keep a journal as a working “thinking place” to go to. This might be a place to write some significant reflective piece about desires, or hopes for the outcome of this course. The expectations for these journals are that students will objectively write about their observations of classroom dynamics and make reflective statements relating these observations to the readings and their futures as teachers.

- **Notes:** "Post-it" tab the notes to keep the day to day information handy.
Journal: Pages should not be set a side for journal entries or activities and papers- this should be a formative part, an integral part of the journal. Handouts, assignments and/or projects can be added to the pages on a continual basis. Magazine clippings, photos, newspaper articles, lesson ideas will all become a regular part of this journal.

- **Designing an All-Encompassing Unit Framework:**

Design an all-encompassing unit framework with a culminating presentation, based on:

- The Course Outline
- Life Experiences
- Research
- Graphic Organizer
- Standards in Education

- Professional handout, Unit Framework, and lessons on disk given to the instructor at the semester's end.
- **Write An Essay:**
 - Create an essay on *The Importance of Integrating the Arts Across the Curriculum*.
 - Use the recommended text, the Internet sources in Appendix C: *Arts Organizations, Addresses and Internet Sites*
- **Demonstrate an Understanding and Effectively use a Graphic Organizer.**
 - Create a Visual Graphic Organizer using the *Nine-Legged Web* approach (pages 60 to 62 in the recommended text) that clearly shows your unit's interrelationship with the total curriculum.
- **Reading Assignments.**
 - Along with the selected readings from the recommended text, students are expected to read one book (specific to their integrated unit), incorporate that book or any of its contents, interests, themes, etc. into their final presentation.
- **Class Attendance / Participation.**
 - This class is highly interactive and collaborative; therefore students must be present in order to learn the course content.
- **Grading: 100 points -Total**

EDU 308	
5%	The Importance of Integrating the Arts Essay
35%	Creating and developing an Integrated Arts Unit
15%	Participation/Professionalism (EDU 308)
10%	Working Portfolio / Personal Journals
20%	Teaching two Integrated Arts Lesson Plans
15%	Final Exam

Note: Students must complete all requirements in order to pass this course.

For the above requirements, Mr. Ricketts will give more detailed instruction when their portion of this course begins. The syllabus is subject to change at the digression of the professor.

A	95-100
A-	90-94
B+	86-89
B	82-84
B-	79-81
C+	75-80

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September 3rd	<i>Graphic Organizers, Lesson Planning, Integrating the Arts Into The Curriculum Discussing Standards</i>	<i>Title and rough outline for Research paper Due Next Week. First Reading Assignment: Chapters 1 & 2</i>	<i>Begin To Brainstorm A Theme For Your Unit Framework And Create A Graphic Organizer To Support It</i>
September 9th	<i>Developing A Broader Base For Integration Of the Performing Arts- Drama in Education</i>	<i>Second Reading Assignment: Chapters 8 & 9 Written lesson plan due next week.</i>	<i>Begin the Framework for an Integrated Unit.</i>
September 16th	<i>Integrating Music Drama in Education</i>	<i>Research Web Sites to Support your Lesson Plan and Research paper. Third Reading Assignment: Chapters 12 & 13</i>	<i>Find Examples; Get Photos, Add To Your Journals, Continue To Develop Your Unit Framework.</i>
September 23th	<i>Integrating Dance And Drama within the Classroom</i>	<i>Lesson Presentations Begin Next Week Fourth Reading Assignment: Chapters 10 & 11</i>	<i>Continue To Develop Your Unit Framework</i>
September 30th	<i>Assessment of the Arts. Teaching the Integrated lessons</i>	<i>Lesson Presentations</i>	<i>Continue To Develop Your Unit Framework</i>
October 7th	<i>Student Integrated Lesson Presentations</i>	<i>Lesson Presentations Research Paper Reviews Next Meeting</i>	<i>Continue To Develop Your Unit Framework</i>
October 14th	<i>Presentation about the successful Monagassi Program.</i>	<i>Integrating Science, Literature and the Arts in a real classroom. Fifth Reading Assignment: Chapter 3</i>	<i>You don't want to miss this presentation.</i>
October 21st	<i>Literature and the Visual Arts Overview. Discuss Stages of Development.</i>	<i>Review Journals and Research Papers. Sixth Reading Assignment: Chapters 6 & 7</i>	<i>A Short Presentation given by Mr. Ricketts</i>
October 28th	<i>Integrating Literature And The Arts – Developing A Broader Base For Integration Of the Visual Arts- Discussing Standards Using Standards And Rubric Assessment</i>	<i>Review Literature for the classroom, including Rigby Literature. Seventh Reading assignment: Chapters 4 & 5</i>	<i>Continue To Develop Your Unit Framework</i>
November 2nd	<i>Student Integrated Lesson Presentations</i>	<i>Lesson Presentations Begin</i>	<i>Find Examples; Get Photos, Add To Your Journals, Continue To Develop Your Unit.</i>
November 11th	<i>Student Integrated Lesson Presentations</i>	<i>Participate in lessons given by undergraduate students.</i>	<i>Finalize your unit for presentation- hard copy in a binder with disk DUE 11/18</i>
November 18th	<i>Research Presentations</i>	<i>Release Take Home Exam on eCompanion Turn in disk with Unit plan and lessons to Mr. Ricketts</i>	<i>Open Book Exam- use book and notes from class- honor system</i>
November 25th	<i>Thanksgiving Break</i>	<i>Complete Take Home Exam</i>	<i>Open Book Exam- use book and notes from class- honor system. Last class to turn in Journals will be December 2nd</i>
December 2nd	<i>Receive DVD for course Presentations</i>	<i>Turn in Final Exam and Journals</i>	<i>Receive DVD for course and all graded research items</i>

Mr. Ricketts will give more detailed instruction for the above requirements when their portion of the course begins. Adaptations, drop boxes, eTests and/or other modifications will be made to meet the student needs. In addition, this syllabus is subject to change at the discretion of the instructors.