### College of Charleston  
**EDEE 655**  
**Fall 2009**

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Tues. 4-6:45, CAAN 106</th>
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<tbody>
<tr>
<td>Instructor's Name:</td>
<td>Dr. Linda C. Edwards</td>
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<tr>
<td>Office Hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office Location:</td>
<td>School of Education, Room 335</td>
</tr>
</tbody>
</table>
| Office phone/Fax/Email:| Telephone: 843-953-8055  
|                        | FAX 843-953-5407       
|                        | email edwardsl@cofc.edu |
| Purpose:               | To develop a personal and professional foundation, the confidence and knowledge base, and techniques and approaches to support a highly creative atmosphere in the classroom |
| Objectives:            | Upon successful completion of the course, the student should be able to: |
|                        | 1. State, describe and give examples of a variety of content areas defined under the discipline of **Fine Arts**. These include but are not limited to: |
|                        | d. Dance: Locomotor Movements, Body |
Movements and Combination of Movements.
(SOE I, III, V, VI, VII; Elementary E2F; NAEYC 2, 4)

2. Design and implement instructional strategies to encourage positive social interactions among children and adults and children and their peers; to encourage the development of problem solving techniques; and to encourage self-motivation and child-centered learning.

3. Identify and demonstrate teaching methods which encourage personal self-control and the development of a positive self-esteem and self-confidence.

4. Describe the teacher's role and the types of classroom environments which encourage children to explore the creative process.

5. Identify and explain the continuum of affective development within the context of cognitive, social, and physical development.

6. Demonstrate an understanding of the continuum of affective development and describe how knowledge of the affective domain facilitates self-knowledge and self-understanding.

7. Develop and describe a philosophy of teaching and learning and demonstrate an understanding of a professional code of ethical conduct.

8. Demonstrate an understanding of the visual and performing arts of cultures from around the world and design and implement an example of visual and/or performing arts from a variety of geographical and cultural regions.

(SOE I, V, VII; Elementary E2F, E2I, E3C, E3D, E3E, E5B; NAEYC 1, 4, 5)

**Learner Responsibilities:**

1. Students and instructor both share the responsibility for evolving uses of class time which are valuable to each person involved. It is expected that students share information and act as resources to each other.

2. The instructor views her role as observer, facilitator,
and participant. It is the responsibility of each student to explore ways of using this resource to maximize his/her learning.

3. Assignments will be based upon the needs of the students as a group and as individual to meet the objectives of the course. Therefore, it is the responsibility of the student to evolve alternative assignments and experiences with the group and the instructor if at anytime this seems necessary to promote interest or growth.

Tips for A Successful Creative Arts Experience

1. The nature of the teaching/learning process in this class is experiential. We will start with a weekly lesson plan and then be flexible as to where the plan takes us.

2. Participate. This is a hands-on, "learning by doing" class.

3. Be a risk-taker and don't worry about getting everything right the first time. The bigger and the more chances you take, the more you will gain and the better your grade will be. If you've never been taught how to mix paint, you are not expected to mix it perfectly on the first try, but you will be expected to try.

4. We will spend a great deal of time being involved in the creative process of preparation, incubation, illumination, and verification. This is a time to focus on the creative process. The informal nature of this class can often tempt even the most dedicated artist to stray from the content being explored. Don't let this happen to you!

5. Be on time. Each class will begin with an experiential activity. If you are late, wait outside until there is a pause in the action.

6. This is a process oriented class and the focus is on
the process rather than product.

Attendance:

“For classes that meet once a week there will be one unexcused absence. Students will be marked tardy if they arrive after the first ten minutes. They will be marked absent if the arrive after ten minutes. Three tardies will be counted as one absence. There will be no allowance for leaving class early and students who do leave early will be marked absent. Students who exceed the allowable absences will be dropped with a WA. If a student exceeds the allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors in the Education Department will review the circumstances and make a final decision.”

*NOTE ABOUT CELL PHONES, BEEPERS, BEEPING WATCHES, BLACKBERRY AND iPods, iPhones, AND OTHER PERSONAL COMMUNICATION DEVICES:

*Cell phones, beepers, beeping watches, Blackberries, iPods, iPhones and other personal communication devices are not allowed to be used during class time. In order to respond to the Cougar Alert System you may have your cell phone turned to “on” as long as the ringer is “off.”. Answering a cell phone (Blackberry, etc) or talking on a cell phone during class time and/or in the classroom is not permitted. In addition, all hand-held PDA’s and game devices are not allowed in the classroom. For additional information regarding cell phones or other electronic devices call the Graduate Studies office at 953-5614. There are no exceptions to this rule.

Eating and drinking are not acceptable during class.

Assignments:

A. Required:

1. Reading of the textbook. It is expected that students stay current with all readings and assignments.

2. Review the South Carolina Visual and Performing Arts Standards. You will find the frameworks on the State Department of Education web site. Complete the following
assignment: 1. select a grade level; 2. select a
dance standard and a social studies standard;
3. design a lesson that integrates dance and
social studies. Do the same for visual arts
and language arts, theatre and science and
music and mathematics. You will have a total
of four lessons when you complete this
assignment. Describe each lesson in narrative
form and include objectives and assessment
procedures.

3. **Art From Many Lands**: Small groups of
participants will identify, prepare and present
an art center of an example of fine art (art
created by artists working as specialists in
their societies) or an example of popular art
(art handed down by tradition within groups
and families) from an assigned country or
geographic region. It is expected that the
selected arts and crafts can be appreciated
and understood by children. It is further expected
that the materials for experimenting with the
art form are readily available in this country.
Examples of art can include, but are not
limited to, the following: Arts of West
Africa, masks and sculpture; Arts of the
Middle East, Egyptian Hieroglyph, jewelry,
tapestry weaving, mosaics, miniature
paintings; European Arts, Polish paper
cutouts, Ukrainian decorated eggs, flower-
related arts of Germany, Italian Marionettes;
Asian arts, Calligraphy, paper making,
woodblock printing, Haiku, Indonesian
shadow plays and batiks; Mexican, Central
American, and South American Arts, Indian
yarn paintings, Amate paper cutouts and
paintings, clay figures, carved gourd designs;
Arts of the Caribbean Islands, seed necklaces,
islan maracas; Arts of the United States and
Canada, Pueblo Indian pottery, Navajo
weaving and sand painting, Plains Indian
headdresses, Indian beadwork, Inuit
printmaking, Low country sweet grass
weaving.

Your group may decide to present an art form
other than one that falls under the general heading of visual art. You may select a music, dance or literature art form instead of a visual art form. Last semester one group presented The Japanese Tea Ceremony. Another group taught Belly Dancing and another group taught the art of T'ai Chi. Use your collective creative energy to decide what art is right for your group.

You are responsible for arranging meetings for your group to get together for planning. This can usually be done before or after class. Guidelines for developing the project will be covered in class.

Use the following guidelines to prepare a hands-on art center.

Prepare a tri-fold poster for your center that includes:

- The name of the art, the continent of origin, and/or the specific region where the art is found,
- A brief narrative, two pages long, double-spaced, describing the history of the art,
- Materials required to experiment with the art form and a detailed procedure outlining the method,
- A sketch, drawing or reproduced photograph of the art form.
- Bring your poster to class and any special materials you and your colleagues will need to experiment with your particular art form. Each group will arrange an art center for all the members of the class to explore and create art. Sign-up sheets will be provided.
As a point of information, children should not be required to make exact replicas of ethnic art, rather we want to use an art form as a basis for inspiring the child's own creativity. Children enjoy doing research, learning the meaning of the art in that culture, and using the particular shapes, symbols, and colors to re-create. Our goal for children is provide the ideas and especially the spirit in which the art form was made and then use this knowledge to create their own work.

4. **Field Trips.** There will be a field trip to the Halsey Gallery. We will also visit the galleries in the French Quarter. Your professor will provide a map and directions for getting to galleries that we may visit.

5. Two major tests.


**Evaluation:**

1. Participation in all class activities.

2. Reading the textbook is required. If you don't read the textbook you won't know why we are doing what we are doing.

3. Integrated lessons plans will be graded PASS/FAIL.

4. The Art From Many Lands project will be assigned a group letter grade with each participant receiving the same individual grade as the group. Criteria for evaluation include: quality of comments regarding the history of the art, inclusion of all requirements, neatness of typing or printing, design and presentation of art center, participation and punctuation.

5. Two major tests will be assigned a letter grade. These tests will be based on readings from the textbooks, class discussions, class activities, and hand-outs.

6. Class discussions will be used to evaluate the field trip experiences.
<table>
<thead>
<tr>
<th><strong>Suggested Materials and Equipment:</strong></th>
<th>Your instructor will provide all major materials. If you would like to have your own set of personal materials, please feel free to bring them to class.</th>
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<tbody>
<tr>
<td><strong>Required material:</strong></td>
<td>ONE SHOWER CURTAIN LINER (available at K-Mart or Wal-Mart for around $3.00)</td>
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<td>A Mat or towel to use during floor work.</td>
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<td>1 recipe of ECDC cooked clay (date for this will be announced)</td>
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<td><strong>You will know a week in advance what materials you need to bring to the following class</strong></td>
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| **Honor System:**                    | Academic honesty and integrity are highly regarded in this class. Please be aware that as a student you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct both at the College of Charleston and as a representative of the College in field experience situations. Violations to the Code of Conduct outlined on page 10-11 in the student handbook will be reported to the Honor Board. |

<p>| <strong>Technology:</strong>                      | Enrollment in this course required that you utilize one or more of the following: (a) Internet, (b) WebCT, (c) Microsoft Powerpoint, or (d) Word Processing. The above listed computer applications are available in the College managed computer labs located in JC Long, the Library and various other campus locations. Therefore, if you do not have reliable access to the applications you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the applications, please consult with your instructor to arrange tutoring. |</p>
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<thead>
<tr>
<th>Tuesday</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td>September 1</td>
<td>Course Overview</td>
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<tr>
<td>Tuesday</td>
<td>September 8</td>
<td>Chapter 1 <em>Beginning the Journey</em></td>
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<tr>
<td>Tuesday</td>
<td>September 15</td>
<td>Chapter 2 <em>Understanding the Creative Process</em></td>
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<tr>
<td>Tuesday</td>
<td>September 22</td>
<td>Chapter 3 <em>Exploring Feelings and Images</em></td>
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<td>Tuesday</td>
<td>September 29</td>
<td>Chapter 4 <em>Introducing Music and Movement</em></td>
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<tr>
<td>Tuesday</td>
<td>October 6</td>
<td><strong>Test on chapters 1-4</strong></td>
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<td>Tuesday</td>
<td>October 13</td>
<td><strong>Fall Break</strong></td>
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<td>Tuesday</td>
<td>October 20</td>
<td><em>Field trip to the French Quarter Galleries</em></td>
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<td>Tuesday</td>
<td>October 27</td>
<td>Chapter 5 <em>Celebrating the Visual Arts.</em></td>
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<td>Tuesday</td>
<td>November 3</td>
<td>Chapter 6 <em>Encouraging Play and Creative Drama in the Classroom</em></td>
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<td>Tuesday</td>
<td>November 10</td>
<td><strong>Integrated lesson plans and presentations due today</strong></td>
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<td>Tuesday</td>
<td>November 17</td>
<td>Chapter 8 <em>Planning for Literature</em> Poem reading and review of Caldecott Award winning books</td>
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<td>Tuesday</td>
<td>November 24</td>
<td><strong>Test on chapters 5-8 (excluding chapter 7)</strong></td>
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<td>Tuesday</td>
<td>December 1</td>
<td><em>Art From Around the World presentations</em></td>
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