# College of Charleston
## Visual & Performing Arts EDEE 403.001
### Spring 2015

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Monday 4:00-6:45 in Ed Center Room 215</th>
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<tr>
<td><strong>Instructor's Name:</strong></td>
<td>Dr. Tracey Hunter-Doniger</td>
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</table>
| **Office Hours:**          | Monday 10:00-12:00 in Office Room 226 at 86 Wentworth
                        Wednesday 2:45-3:45 in Room 215 of Ed Center
                        Friday 10:00-12:00 Office Room 226 at 86 Wentworth
                        or by appointment via email |
| **Office Location:**       | 84 Wentworth Room 226                  |
| **Office phone/email**     | Telephone: 843-953-8075 Cell: 843-425-4154
                        Email: hunterdonigertl@cofc.edu
                        *(Best way to contact me, as I frequently check emails.)* |
| **Course Text Materials:** | **Requested Textbooks:**                |
|                            | **Required Readings:**                  |
|                            | Webpages and links as posted in the schedule: |
| **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. |
| **Main Objectives**        | Upon successful completion of the course, the student should be able to: |
|                            | 1. Know how to implement creativity in future classrooms. |
|                            | 2. Fully understand the experts in creativity and the philosophies that support this pedagogy. |
|                            | 3. Recognize that Rigor + Creativity = Success. |
| **Objectives Details:**    | 1.) Fully understand the experts in creativity and their philosophies that support creative pedagogy. |
|                            | • Identify and explain the continuum of affective development within the context of cognitive, social, and physical development. |
|                            | • Identify and discuss the various creative designs in education, why they are important, and how they are implemented. |
|                            | • Know a variety of creative experts/philosophers and how
their studies can be used, and have been used to enhance the learning in a classroom.

2.) **Know how to implement creativity in future classrooms.**
   - 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:
     a) **Creative Dramatics:** Pantomime, Improvisation, Characterization, Dramatic Presentation and Appreciation.
     b) **Visual Arts:** Self-Expression, Symbolic Representation, Aesthetics and Art Appreciation.
     c) **Music:** Instrumentation, Singing, Musical Games, Music Appreciation and Creative Movement.
     d) **Dance:** Locomotor Movements, Body2 Movements and Combination of Movements. (**SOE I, III, V, VI, VII; Elementary E2F; NAEYC 2, 4**)
   - 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.
   - Identify and demonstrate teaching methods which encourage personal self-control and the development of a positive self-esteem and self-confidence.
   - Describe the teacher's role and the types of classroom environments which encourage children to explore the creative process.

3) **Recognize that Rigor + Creativity = Success.**
   - Demonstrate an understanding of the continuum of affective development and describe how knowledge of the affective domain facilitates self-knowledge and self-understanding.
   - Develop and describe a philosophy of teaching and learning and demonstrate an understanding of a professional code of ethical conduct.
   - 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.

**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.

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. (If you are EARLY you are on time. If you walk into class as it starts you are LATE.) Point deductions will be made for more than one tardy.

6. This is a process-oriented class and the focus is on the process rather than product. However, once the process has been established, the quality & effort is expected to be high.

7. Weekly communication on OAKS discussion board on each topic is expected. These posts should clearly show that you have a complete understanding of the topic and/or opinions/comments should be in full and complete sentences, including correct grammar and spelling, and should be a complete and poignant thought.

8. All research work and lesson plans are to be done at the best of the individual’s ability. All work will be completed on time and to specifications of the rubric provided.

| Attendance and General | “For classes that meet once a week there will be one unexcused” |

|
Information:

**absence**: Students will be marked tardy if they arrive after the first ten minutes. They will be marked absent if they 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.”

**To Clarify:**

You get ONE day this semester to miss. According to the school of education if you miss two classes you may earn a failing grade. Each added day absent/tardy will be counted against your final grade.

* full letter grade per absence, 1/3 letter grade per tardy

**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.

**BOTTOM LINE- BE PROFESSIONAL**

**Food in the classroom:** You may eat, but be on time and do not disturb others.

**Assignments:**

**A. Required:**

1. Reading of the textbook, links and webpages. It is expected that students stay current with all readings and assignments and submit three questions/concerns to OAK for EVERY reading assignment. These are due by Noon.

2. Review the South Carolina Visual and Performing Arts Standards. You will find the frameworks on the State Department of Education web site.

3. Create and present one original and highly creative lesson plan infusing the arts.

4. Positive participation in all classes and fieldtrips.

**Due Dates: TBD**

NO Late work will be accepted.
5. Midterm exam  
6. Family Involvement Project and Reflection  
7. Creative Group Project and Reflection, including 3 pre-presentation meetings with the professor  
7. Final Group Art Lesson/Unit  

**Evaluation:**  
1. **Attendance and Participation** is required in all class activities.  
2. **Reading** the textbooks and submitting responses to OAKS required. All submissions must be in by 12 noon on Mondays. No late submissions will be accepted.  
3. **Art Infused Lessons** will be designed. The first will be critiqued in class by peers and submitted to the professor for a grade. The second will be taught to peers or children.  
4. **Quiz**- This quiz will be to test knowledge and understanding of writing a realistic lesson plan  
5. **Midterm**- This exam will test the knowledge and understanding of the students at mid-semester.  
6. **Cultural Group Lesson** will be assigned a letter grade based on completion of the entire assignment and teaching the lesson. This will serve as a summative final project showing sufficient understanding of art/creative infusion in the classroom.  
7. **Final Exam**- This exam will test the cumulative knowledge, understanding, and comprehension of the semester and putting it to use in a real life situation.  

**Suggested Materials And Equipment:**  
Your instructor will provide general materials for in class projects, however you will need to acquire special items for lessons you create.  
If you would like to have your own set of personal materials, please feel free to bring them to class.  

**Required material:**  
4. Laptop computer or electronic tablet  
**You will know a week in advance what materials you need to bring to the following class**  

**Honor System:**  
**College of Charleston Honor Code and Academic Integrity**  
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.  
Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and
signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

| **Technology:** | 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. |
| **Accommodations** | Any student needing accommodations please identify yourself so such accommodations can be made. If you have a PNL from SNAP please provide that documentation. |
2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

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<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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<tbody>
<tr>
<td><strong>Letter Grades</strong></td>
<td><strong>Percentage Range</strong></td>
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<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
<td>91-92%</td>
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<td>B-</td>
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<td>C+</td>
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* A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. * There are no minus grades in graduate courses.
3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/ Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:
   - https://www.indiana.edu/~istd/example1paraphrasing.html
   - http://owl.english.purdue.edu/owl/resource/619/01/

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document
SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.**

- **ETC1:** Understanding and valuing the learner
- **Standard 1:** Evidence theoretical and practical understanding of the ways learners develop
- **ETC2:** Knowing what and how to teach and assess and how to create an environment in which learning occurs
- **Standard II:** Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
- **Standard III:** Evidence a variety of strategies that optimize student learning
- **Standard IV:** Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
- **ETC3:** Understanding ourselves as professionals
- **Standard V:** Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
- **Standard VI:** Communicate effectively with students, parents, colleagues, and the community
- **Standard VII:** Show an understanding of the culture and organization of schools and school systems and their connection to the larger society
Goals for this class will be to answer the following questions:

1. Why use creativity in the classroom & how do you infuse it?
2. Who are the creativity experts & how can their research be used in your future class?
3. How do you implement Rigor (Hard Work) + Creativity (Fun/Play) = Success?
   • There will be opportunities to teach lessons with Howe Hall AIMS and at CofC’s Dixie Plantation

### Part 1
**Why use creativity in the classroom & how do you infuse it?**

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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| Jan 12 | **First day of Class** - Come prepared to work the FULL time. (Drama/Improv/Tech Lesson)  
- **Bring a Laptop.**  
- Pre-Test on Creativity in the Classroom.  
- SMORE intro of self send it to hunterdonigertl@cofc.edu  
- Improv  
  - Assign mini research |
| Jan 19 | **No Class** - Dr. Martin Luther King Jr. Day 🙏 |
| Jan 26 | **Lecture**: What is arts integration/Infusion-Rigor (Work) + Creativity (Fun/Play) = Success (Visual Lesson)  
**In Class Activity**: Big C, Little C  
- **Bring a Laptop** Practice Writing Lessons,  
- Molly Bang activity  
- Torrence testing  
- Discuss Creative Lesson Presentations  
- Report of research |

**Read and Comment on OAKS:**

   

2. What is art integration on OAKS

3. Fundamentals to Creativity: [http://www.ascd.org/publications/educational-leadership/feb13/vol70/num05/Fundamentals-of-Creativity.aspx](http://www.ascd.org/publications/educational-leadership/feb13/vol70/num05/Fundamentals-of-Creativity.aspx)

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| Feb 2 | **Lecture Topic** (Drama Lesson) International use of art in PK-6  
**In Class Activity**:  
- Review Lesson Writing Critique: peer review  
- SC ART INFUSION Continuum  
- Tableau/Story Beginning Middle and End  
- Math & Origami/Beach Lesson  
- Choose Groups for Cultural Project |

**Read and Comment on OAKS:**


   Forest Kindergarten

2. [http://www.spiegel.de/international/zeitgeist/forest-kindergartens-could-be-the-next-big-export-from-germany-a-935165.html](http://www.spiegel.de/international/zeitgeist/forest-kindergartens-could-be-the-next-big-export-from-germany-a-935165.html)

   Richard Shilling - "land artist"


## Part 2

### Who are the creativity experts & how can their research be used in your future class?

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<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>In Class Activity</th>
<th>Read and Comment on OAKS</th>
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</table>
| Feb 16 | Ken Robinson (Dance Lesson) | • Groups for Cultural Lessons meet- Create a Popplet  
• Picture Writing (part 1)  
| Feb 9 | Creativity Experts, Csikszentmihalyi & Hetland-Studio Habits of Mind (Music Lesson) | • Picture Writing (part 2)  
| Feb 23 | MANDITORY : BRING A LAP TOP : Midterm | Lecture Topic: Vygotsky | 1. Vygotsky Chapter from Vygotsky and Creativity (on OAKS)  
2. Creativity as Classroom Management on OAKS |

### Midterm

- Lesson planning (last day)
- Discuss Display Boards Process not Product
- Reminder of Cultural Group Project- Research Time- continue Popplet
- Work on Lesson plans for the Global Pedagogy Lessons

### Read & Comment on OAKS:

1. Vygotsky Chapter from Vygotsky and Creativity (on OAKS)
2. Creativity as Classroom Management on OAKS
### Part 3

#### How do you implement Rigor (Hard Work) + Creativity (Fun/ Play) = Success?

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<th>Date</th>
<th>Lecture Topic</th>
<th>In Class Activity</th>
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| Mar 9 | **Lecture Topic:** STEAM  
In Class Activity:  
- Teach creative lesson plans due to OAKS Drop box before class  
- Science Field Guide/ Rube Goldberg Lesson  
| Read and Comment on OAKS:  
2. STEAM & Girls Rube Goldberg  
3. Rube Goldberg  
4. Design Process  
| Mar 16 | **Lecture Topic:** Brain & Creativity (visual, dance, theatre, music lessons)  
In Class Activity:  
- Teach creative lesson plans due to OAKS Drop box before class  
- Creative learning for dyslexics CLAY!!!  
- Cultural Group Project- Popplet Due in Dropbox (snapshot): You MUST meet with the professor to **discuss who is presenting what** for the presentations. (It is YOUR responsibility to conference with the professor. Failure to do so will be reflected in your presentation grade.)  
| Read and Comment on OAKS:  
| Mar 23 | **Lecture Topic:** Technology and Clinical Internship (Technology/Arts Lesson)  
- Teach creative lessons lesson plans due to OAKS Drop box before class.  
- What to expect during clinical internship  
- Aesthetics/Elements of Art/ Principles of Design  
| Read and Comment on OAKS:  
2. GangwerCH5 Skills for English  
| Mar 30 | **On line class:** NAEA  
| April 6 | **Lecture Topic:**  
In Class Activity:  
- Reggio Painting  
- Field trip Game  

### Read & Comment on OAKS:

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<th>Activity Details</th>
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| April 13  | **MANDITORY**: BRING A LAP TOP  
• Cultural Group Presentation Studio time- Bring prototypes and assessment of presentations- You MUST meet with the professor as a final check of assignments and presentations. (It is YOUR responsibility to conference with the professor. Failure to do so will be reflected in your presentation grade.) |
| April 20  | **MANDITORY**: BRING A LAP TOP – Course Evaluations  
  **In Class Activity:**  
  • Cultural Group Presentation Groups 1 & 2 |
| April 27  | Last Day of Class  
  **In Class Activity:**  
  • Cultural Group Presentation Groups 3 & 4 |
|           | **FINAL**  
  Friday, May 1 - 12:00-3:00 on line due by 3:00 |

### Due Dates
- **Weekly readings** are due by 11 am on OAKS.
- **Infusion Lesson Due** on OAKS on they day you teach  
  o **Reflection Board** due the class following your presentation/teaching
- **Midterms** in class
- **Cultural Group Lesson** Due on the day you teach on OAKS  
  o **Check with** Professor regarding topic and each members’ task-  
  o **Check with** Professor report on research  
  o **Check with** Professor show completed prototype  
  o **Reflection** due 24 hours after presentation on OAKS
- **Finals** due online by the designated final time

### Grade Values
20% =Reading Assignments  
20% =Art Infused Lessons & Teaching  
10% =Quiz  
20% =Midterm  
10% =Cultural Group Project  
20% =Final

Attendance/Participation-  
- More than 1 absence will result in a 10% deduction of final grade  
- 3 tardies (arrive late or leave early) = 1 absence  
- Additional tardies will be a 3% deduction of final grade

**NOTE**: OAKS “not working” is NEVER an excuse for not getting work in
on time. Please plan ahead.