### Meeting Time & Place:
Tuesdays, 4:00-6:45 CAAN 106

### Instructor's Name:
Dr. Tracey Hunter-Doniger

### Office Hours:
Monday 10:00-12:00 Room 226 & 2:45-3:45 in EDCR 215  
Tuesdays 2:00-4:00 Room 226  
or by appointment in room 215

### Office Location:
86 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:
**Required Textbooks:**  

**Required Readings:**  
All documents and readings on OAKS.  

### 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.

### Objective Details:
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:  
   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)*

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
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)

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstration of SOE Dispositions</th>
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<tr>
<td></td>
<td>• Belief that all students can learn, participation and attitudes expressed about students and learning</td>
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<td></td>
<td>• Value and respect for individual differences, interactions in class discussions and participation in group work</td>
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<td>• Value of positive human interactions, participation in class and in group work</td>
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<td>• Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas, participation in class and group discussions and performance on assessments</td>
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<td>• Dedication to inquiry, reflection, and self-assessment, participation in class and group discussions; performance on assessments (especially the reading and course reflections assignments)</td>
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<td>• Value of collaborative and cooperative work, thoughtful, constructive critiques of others’ work, participation in class activities</td>
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<td>• Sensitivity toward community and cultural contexts, participation in class and group discussions, tolerating, discussing, and</td>
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respectfully listening to differing points of views

- Engagement in responsible and ethical practice, performance on assessments, class attendance, and participation in group activities
- Development of professional mastery over time, performance over time in writing, thinking, and expression of knowledge

<table>
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<tr>
<th>Learner Responsibilities:</th>
<th>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.</th>
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<tr>
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<td>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.</td>
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<td>3. Assignments will be based upon the needs of the students as a group and as individual to meet the objectives of the course.</td>
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**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.) Final grades will have 1/3 grade reduction for more than one tardy.

6. This is a process-oriented class and the focus is on the process rather than product during hands-on learning time. However, it is important to remember, once the process has been established, the quality is expected to be high.
7. 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.

8. All work will be original and not used from another course or student. Plagiarism is very serious and will be handled according to the College of Charleston’s policy.

**Attendance and General Information:**

“For classes that meet once a week there will be one unexcused absence. Students will be marked tardy if they arrive during 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.”

**To Clarify:**

You get to miss ONE day this semester. According to the school of education guidelines, if you miss two classes you may earn a failing grade.

*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.*

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

**Assignments:**

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<tr>
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<td>Dec 9 by 7pm</td>
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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

Details:
*Attendance and Participation* is required in all class activities.
1. **Reflections** - the textbooks and submitting responses to OAKS required. All submissions must be in 8am each day of class. No late submissions will be accepted.
2. **Lesson Plans and Quiz**: Lesson plans are essential to good teaching. A large portion of time will be given to the creation and design of lessons in class and as homework. There are two main focuses of the lesson designs in this course; one is to align the standards, objectives and assessments, the other is to write a lesson that CLEARLY specifies the steps so well a non-education major could understand what needs to be done. Submitting successful lessons to educational magazines is expected.
3. **Midterm** - This exam will the knowledge and understanding of the students at mid-semester from lectures and reading.
4. **Teaching** - The process of teaching is one of the most important aspects of this course. Effort, enthusiasm, professionalism, instruction, classroom management will be assessed in the field experience.
5. **Teaching Reflections** – Being a reflective practitioner is one of the greatest methods for excellence in teaching. After each day teaching, there will be a mandatory teacher reflection time to consider what was successful and what could be improved upon.
6. **Student Process/Product Boards** – Part of teaching is assessment. However, much assessment in hands on learning is done during the process. During the teaching portion of the course each CoFC student will create a display board showing the learning process and the finished product to show the complete
lesson that was taught.

9. **Final Research Paper or Website** will be assigned a letter grade based on completion of the entire assignment. This research project will be submitted as a 10 page term paper in APA format or as a comprehensive website and provide detailed information on the chosen subject area of creativity. This will serve as a summative final project showing sufficient understanding of art/creative infusion in the classroom.

| **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:**  
• Thumb Drive  
• Laptop computer or electronic tablet.  
• Random art supplies you may need  
**You will know a week in advance what materials you need to bring to the following class** |
| **Written and Oral Communication** | Students are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. Writing Lab is located on the first floor of Addlestone Library (Monday through Thursday 9:00 am to 9:00 pm and Friday 9:00 am to noon). Further, it is imperative that TCs use correct grammar in all oral communication, especially during field experiences. Classroom teachers, student peers, and I will collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism. |
| **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

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.

Grading Scale
A = 93-100
B+ = 89-92
B = 85-88
C+ = 81-84
C = 77-80
F =76

Accommodations
In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.
EDEE 655 Fall 2014

(Changes may be made to the digression of the professor.)

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?

### Part 1

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

Aug 19  
**First day of Class- Come prepared to work the FULL time. 8am-2pm  
* Bring a Laptop *  
Lecture Topic: Creativity & the Element  
In Class Activity:**
- SMORE
- Molly Bang
- Designing lessons

Aug 26  
**Read and Comment on OAKS: Due by 2:00pm**

Lecture Topic: Robinson Lessons  
**In Class Activity:** Writing Lessons & Movement/Challenge ED Focus 5 for behavior Songs in class

Sept 2  
**Read and Comment on OAKS: Due by 2:00pm**

**Lecture Topic:** Robinson & Drama  
**In Class Activity:**
- Ken Robinson
- Improv & Tableau
- Lesson design Due TODAY (Share and critique)
- Revised Lesson Due to Dropbox by Midnight

### Part 2

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

Sept 9  
**Read and Comment on OAKS: Due by 8:00 am**
2. 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)

**Lecture Topic:** Why creativity matters  
**In Class Activity:**
- Picture Writing (Day 1)
- SC Art Continuum
- Halsey Field Trip

Sept 16  
**Lecture Topic:** FLOW & Studio Habits  
**In Class Activity:**
- Music & Movement in the classroom
- Lesson design & Lesson quiz

**Read & Comment on OAKS :**
2. Hetland- Studio Habits of Mind on OAKS
### Sept 23

Lecture Topic: STEAM  
**In Class Activity:**  
- Discuss Units and Lessons and how they work  
- Create Lessons in class  
- Science Field Guide/ Rube Goldberg Lesson  

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Read and Comment on OAKS:  
2. STEAM [http://www.edutopia.org/blog/steam-to-steam-strengthens-economy-john-maeda](http://www.edutopia.org/blog/steam-to-steam-strengthens-economy-john-maeda)  

### Part 3

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

### Sept 30

Read & Comment on OAKS:  
1. Vygotsky Chapter from Vygotsky and Creativity (on OAKS)  

Lecture Topic: Vygotsky  
**In Class Activity:**  
- Groupings of ages (Theme collaboration)  
- Lesson Units (Ten Lessons) Proposals  
- Teaching expectations

### Oct 7

Read and Comment on OAKS:  

Lecture Topic: Reggio  
**In Class Activity:**  
- Teaching expectations  
- Lesson and Units for each day Finalize the Proposals  
- Displaying work  
- Share lessons & Evaluate and enhance (Speed lessons)

### Oct 14

Read and Comment on OAKS:  
3. Leonard- Democratic Bodies [http://www.tandfonline.com/doi/pdf/10.1080/03004430903388089#.U44VHC_c1Qg](http://www.tandfonline.com/doi/pdf/10.1080/03004430903388089#.U44VHC_c1Qg)  

Lecture Topic: Dyslexia & Creativity  
**MIDTERM**  
**In Class Activity:**  
- Student teaching next semester  
- Teaching expectations  
- Turn in all lesson proposals  
- Final Planning for camp  
- Supply lists due

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**After School ART ATTACK!!!!**
## Putting it all into Action!

<table>
<thead>
<tr>
<th>Date</th>
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| Oct 21 | TEACH LESSONS to After School Art Attack!  
2:45 set up, Teach 3:00-5:00, Parent pick up 5:00, Class discussion and reflection time 5:00- 5:30 |
| Oct 28 | TEACH LESSONS to After School Art Attack!  
2:45 set up, Teach 3:00-5:00, Parent pick up 5:00, Class discussion and reflection time 5:00- 5:30 |
| Nov 3  | No School- Election Day |
| Nov 11 | TEACH LESSONS to After School Art Attack!  
2:45 set up, Teach 3:00-5:00, Parent pick up 5:00, Class discussion and reflection time 5:00- 5:30 |
| Nov 18 | TEACH LESSONS to After School Art Attack!  
2:45 set up, Teach 3:00-5:00, Parent pick up 5:00, Class discussion and reflection time 5:00- 5:30 |
| Nov 25 | On Line Class |
| Dec 9  | FINAL 4:00-7:00 |

### Assignments

- **Weekly readings** are due on OAKS by Noon am on OAKS.
- **Infusion Lessons Due** on OAKS
- **Reflection Board** during weeks of field experience
- **Final Research Paper** Due on OAKS by 2:45 on Dec 9 at 7:00
  - Comprehensive paper on the experience – Self-Ethnographical Experience
    - Must show scholarly knowledge of creativity
    - Must use reflections as a reference to the experience

### Grade Values

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