### College of Charleston

**Visual & Performing Arts EDEE 655**  
**Fall 2015**

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Tuesday 4-6:45 Calhoun Annex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor's Name:</strong></td>
<td>Dr. Tracey Hunter-Doniger</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Monday 10-12 &amp; 3-4 Room 215</td>
</tr>
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<td></td>
<td>Tuesday 10-12</td>
</tr>
<tr>
<td></td>
<td>by appointment via email</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>84 Wentworth Room 226</td>
</tr>
<tr>
<td><strong>Office phone/email</strong></td>
<td>Telephone: 843-953-8075</td>
</tr>
<tr>
<td></td>
<td>Cell: 843-425-4154 (text)</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:hunterdonigertl@cofc.edu">hunterdonigertl@cofc.edu</a></td>
</tr>
<tr>
<td></td>
<td><em>(Best way to contact me, as I frequently check emails.)</em></td>
</tr>
<tr>
<td><strong>Course Text Materials:</strong></td>
<td><strong>Required Textbooks:</strong></td>
</tr>
<tr>
<td></td>
<td>Jensen, E. (2001). Arts with the Brain in Mind, Association for</td>
</tr>
<tr>
<td></td>
<td>Curriculum Development. Alexandria, VA.</td>
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<tr>
<td></td>
<td><strong>Required Readings:</strong></td>
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<tr>
<td></td>
<td>Webpages and links as posted in the schedule:</td>
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<tr>
<td></td>
<td>South Carolina Visual and Performing Arts Frameworks. South</td>
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<tr>
<td></td>
<td>Carolina Visual and Performing Arts Curriculum Frameworks</td>
</tr>
<tr>
<td></td>
<td>Writing Team, South Carolina Department of Education,</td>
</tr>
<tr>
<td></td>
<td>Columbia, South Carolina. You will find this document on the</td>
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<td></td>
<td>State Department Web Page.</td>
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<tr>
<td><strong>Purpose:</strong></td>
<td>To develop a personal and professional foundation, the confidence</td>
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<td>and knowledge base, and techniques and approaches to support a</td>
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<tr>
<td></td>
<td>highly creative atmosphere in the classroom.</td>
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<tr>
<td><strong>Main Objectives</strong></td>
<td>Upon successful completion of the course, the student should be</td>
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<td>able to:</td>
</tr>
<tr>
<td></td>
<td>1. Have the knowledge and skills to utilize the arts as a daily</td>
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<tr>
<td></td>
<td>learning component for K-5</td>
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<tr>
<td></td>
<td>2. Communicate research findings that support creativity and the</td>
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<td>arts as necessary for K-5 student learning.</td>
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<td></td>
<td>3. Assess the relevance, rigor and relationship of creativity and</td>
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<td></td>
<td>the arts to student learning</td>
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<td>1. Have the knowledge and skills to utilize the arts as a daily</td>
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<tr>
<td></td>
<td>learning component for K-5</td>
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<tr>
<td></td>
<td>• State, describe and give examples of a variety of content areas</td>
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<td>defined under the discipline of Fine Arts. These include but are</td>
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<td></td>
<td>not limited to:</td>
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<tr>
<td></td>
<td>a) Creative Dramatics: Pantomime, Improvisation, Characterization,</td>
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<tr>
<td></td>
<td>Dramatic Presentation and Appreciation.</td>
</tr>
</tbody>
</table>
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, Body Movements and Combination of Movements.  
(SOE I, III, V, VI, VII; Elementary E2F; NAEYC 2, 4)

- Design lessons that align the standards, objective and assessments of all subject areas being taught.
- 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.

2. **Communicate research findings that support creativity and the arts as necessary for K-5 student learning.**
   **Identify the research data and 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 in art infused lessons.
   - 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.

3. **Assess the relevance, rigor and relationship of creativity and the arts to student learning.**

   - 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
• 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.

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.

<table>
<thead>
<tr>
<th>Attendance and General Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“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 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.”</td>
</tr>
<tr>
<td><strong>To Clarify:</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>1 full letter grade per absence, 1/3 letter grade per tardy</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Evaluation and Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Reading, Attendance and Participation</strong> is required in all class activities. the textbooks and submitting responses to OAKS required. All submissions must be in by 10 am</td>
</tr>
</tbody>
</table>
Before class. No late submissions will be accepted.

2. **Art Infused Lessons** will be designed.
   - There will be a total of 5 lessons required to be turned in, each infusing a discipline (visual art, music, theatre, dance) complete with assessments. A 5th lesson will be created to infuse an art discipline of the student’s choice into a cultural lesson.

3. **Lesson Plan Quiz** - This quiz will be to test knowledge and understanding of writing a realistic lesson plan.

4. **Midterm** - This exam will test the knowledge and understanding of the students at mid-semester.

5. **Presentations** - There will be two presentations: 1) comprehensive knowledge of a chapter to be co-taught to the class, and 2) Lesson presentation.

6. **Quiz** - Comprehensive quiz over the information discussed in class and from the readings during the second half of the course.

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. This will be a written essay to a future administrator arguing why arts infusion is important, how it can help students and the research to back it up.

### 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:**

- Laptop computer or electronic tablet

### 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 be 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)

<table>
<thead>
<tr>
<th>Technology:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations</td>
<td>Any student needing accommodations please identify yourself so such accommodations can be made. If you have a PNL from SNAP please provide that documentation.</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>Bring your computer on <strong>Nov 17</strong> for course evaluation. I will leave the classroom, the class will remain silent and I will step out until all evaluations are turned in.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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<tbody>
<tr>
<td>Letter Grades</td>
<td>Percentage Range</td>
</tr>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
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</tbody>
</table>

- 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/](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](https://www.indiana.edu/~istd/example1paraphrasing.html)
   - [http://owl.english.purdue.edu/owl/resource/619/01/](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
COLLEGE OF CHARLESTON HONOR CODE
Reporting violations and the XF Sanction– Instructor Guide

Instructors, with any necessary assistance from the Office of the Dean of Students (953-5522), will assess whether the behavior of the student falls into one of three classes and then follow the affiliated procedures:

**Class 1** – act involves significant premeditation; conspiracy and/or intent to deceive, e.g., purchasing a research paper.

Instructor goes to the online reporting form to fill out a report electronically (form will be automatically routed to the Office of the Dean of Students):

[Online Reporting Form](http://studentaffairs.cofc.edu/honor-system/pdf/class3-violation-2014.pdf)

It is good practice for the instructor to alert the student in writing that an academic dishonesty allegation has been forwarded to the Dean of Students.

Dean of Students will alert instructor via e-mail of the status of the case.

**Penalties for Class 1**: XF and either suspension or expulsion assigned if student found responsible for this class of offense by Honor Board.

**Class 2** – act involves deliberate failure to comply with assignment directions, some conspiracy and/or intent to deceive, e.g., camouflaged use of the Internet when prohibited, fabricated endnotes or data, copying several answers from another student’s test.

Instructor goes to the online reporting form to fill out a report electronically (form will be automatically routed to the Office of the Dean of Students):

[Online Reporting Form](http://studentaffairs.cofc.edu/honor-system/pdf/class3-violation-2014.pdf)

It is good practice for the instructor to alert the student in writing that an academic dishonesty allegation has been forwarded to the Dean of Students.

Dean of Students will alert instructor via e-mail of the status of the case.

**Penalties for Class 2**: XF and other sanctions assigned if student found responsible for this class of offense by Honor Board.

**Class 3** – act mostly due to ignorance, misunderstanding, confusion and/or poor communication between instructor and class, e.g., unintentional violation of the class rules on collaboration.

Class 3 reports require the signature of both instructor and student. Print and fill out this form with the student, having the student sign the completed form. The instructor sets the penalties. Form and all related materials are delivered to the Office of the Dean of Students (3rd Floor, Stern):


**Penalties for Class 3**: Zero on the assignment/test, resubmission of assignment, etc.
Examples of violations for Classes 1-3
The lists below are not meant to be comprehensive but illustrative of the types of acts that generally will be before the Honor Board and faculty members.

Examples of Class 1 violations:

- taking a test for someone else or permitting someone else to take a test or course in one's place,
- intentional plagiarizing, where the entire work was written or created by another,
- obtaining, stealing, or buying all or a significant part of an unadministered exam,
- selling or giving away all or a significant part of an unadministered test,
- bribing or attempting to bribe any other person to obtain an unadministered test or any information about the test,
- buying, or otherwise acquiring, another's course paper and resubmitting it as one's own work, whether altered or not
- entering a building, office, or computer for the purpose of manipulating a grade on a test, or on other work for which a grade is given,
- changing, altering, or being an accessory to changing and/or altering a grade in a grade repository, on a test, on a "Change of Grade" form, or other official academic college record which relates to grades, and
- entering a building, office, or computer for the purpose of obtaining an unadministered test.

Examples of Class 2 violations:

- cheating on an exam which involves some premeditation,
- copying from another's test or allowing another student to copy from your test, where some plans were made for such collaboration,
- intentional plagiarizing, where a moderate portion of the submitted work was written or created by another,
- unauthorized reuse of previously graded work,
- intentionally failing to cite information from the correct source,
- intentionally listing sources in a bibliography/work cited page that were not used in the paper,
- copying, or allowing one to copy, homework assignments that are to be submitted for credit, when unauthorized,
- unauthorized collaboration on an assignment, and
- unauthorized and intentional use or possession of a study aid.

Examples of Class 3 violations:

- record of same offense made on other similar assignments and no feedback provided by the instructor prior to allegation,
- reusing and/or building upon coursework already submitted for another class without permission of the instructor,
- unintentionally failing to cite information from the correct source,
- unintentional violation of the class rules on collaboration, and
- unintentional possession of a study aid.

The complete XF policy can be found in Appendix A of the Student Handbook 2015-2016.
**Recommended Language for Course Syllabi**

**College of Charleston Honor Code and Academic Integrity**

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# EDEE 655 Fall 2015

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity/Assignment</th>
</tr>
</thead>
</table>
| Aug 25 | **First day of Class-** Come prepared to work the FULL time.  
- Bring a Laptop.  
- SMORE intro of self send it to hunterdonigertl@cofc.edu  
- Assign Chapters for Art with the Brain in Mind  
- Sign travel release to go to DIXIE |
| Sept 1 | **In Class Activity:** Meet at Dixie Plantation @ 5:00  
Read and Comment on OAKS: Due by 2:00pm  
2. Look at Data Base For DIXIE |
| Sept 8 | **In Class Activity:** Big C, Little C  
- Group 1 Presents Chapter 1  
- Bring a Laptop Practice Writing Lessons.  
- EDI lesson plan  
- Torrence testing  
- Aesthetics/Elements of Art/ Principles of Design  
Read and Comment on OAKS:  
1. Chapter 1: Arts as a Major Discipline  
3. Arts Integration What, Why and How? (on OAKS) |
| Sept 15 | **Lecture Topic:** (Music Lesson)  
**In Class Activity:**  
- Group 2 presents Chapter 2  
- Lesson plans  
  -SC ART Continuum  
  -Bloom’s Taxonomy (on OAKS)  
  -State Standards in the Arts  
Read & Comment on OAKS:  
1. Chapter 2: Musical Arts  
2. Art Continuum  
3. Eloquent Evidence  
4. Essential Elements (on OAKS) |
| Sept 22 | **Lecture Topic:** (Visual Arts Lesson)  
**In Class Activity:**  
- Group 3 presents  
  -SC ART Continuum  
- Lesson plan overview continues  
- Picture Writing  
Read and Comment on OAKS:  
1. Chapter 3: Visual Arts  
2. Art Focused Schools (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)  
4. |
<table>
<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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| Sept 29 | **Dance Lesson** Lesson quiz | **Group 4 presents: Chapter 4 Part I (Pages 71-89)**  
**Group 5 present Chapter 4 Part II (Pages 90-105)**  
**Dance workshop - ELL - Haiku - movement**  
**Picture Writing (part 1)** | **Chapter-4: Kinesthetic Arts Part I (Pages 71-89)**  
**Chapter-4: Kinesthetic Arts Part II (Pages 90-105)**  
**Art Education for Elementary Students (on OAKS)** |
| Oct 6 | **Midterm ON LINE** | **Vygotsky Chapter from Vygotsky and Creativity (on OAKS)** | **Sir Ken Robinson article:** Creativity Is In Everything, Especially Teaching  
**Watch:** Sir Ken Robinson: Do Schools Kill Creativity?  
| Oct 13 | MANDITORY: BRING A LAP TOP: **Drama Lesson** | **Group 6 Presents: Chapter 5: Arts and Assessment**  
**Discuss Display Boards Process not Product**  
**Reminder of Cultural Group Project - Research Time - continue Popplet** | **Chapter 5: Arts and Assessment**  
**Read and comment on OAKS:** Children’s Work-Visibility Leads to Value:  
**How to write a SLO (on OAKS)** |
| Oct 20 | NO CLASS FALL BREAK | **STEAM Lessons-Rube Goldberg**  
**Design Process** | **STEAM**  
**STEAM & Girls Rube Goldberg**  
**Csikszentmihalyi, M. (1997). Happiness and creativity: going with the flow**  
[http://www.sristi.org/ispe_old/s3_r1_Happiness.pdf](http://www.sristi.org/ispe_old/s3_r1_Happiness.pdf) |
| Nov 3 | **World views of arts integration** | **Reggio Painting**  
**3 Students Present Lessons** | **Reggio Painting**  
**3 Students Present Lessons** |
## Read and Comment on OAKS:

### Nov 10
**Lecture Topic:**
*In Class Activity:*
- What to expect during clinical internship
- Field trip Game
- 2 Students Present Lessons

**Read & Comment on OAKS:**
1. Hetland- Studio Habits of Mind 8 Habits of thinking: [https://www.teachingchannel.org/blog/2015/03/03/8-habits-of-thinking/](https://www.teachingchannel.org/blog/2015/03/03/8-habits-of-thinking/)
2. Creative Process...Capabilities (on OAKS)
3. Starting the Year Studio Thinking: Hunter-Doniger [https://urldefense.proofpoint.com/v1/url?u=http://www.schoolartsdigital.com/i/352259/18&r=ZNNnp%2Buc209VVR2fg856k1VKLr4pKACuJR%66m7O%3D%0A&m=3O9km7YWq4UeAOqRfdsWOGEFMX5s%UngryEvNl21wTe%3D%0A&s=001d60b56b9ed920f84b3eb74a3233a443a8f4d2ee6025d51e4d99ce58936dcc](https://urldefense.proofpoint.com/v1/url?u=http://www.schoolartsdigital.com/i/352259/18&r=ZNNnp%2Buc209VVR2fg856k1VKLr4pKACuJR%66m7O%3D%0A&m=3O9km7YWq4UeAOqRfdsWOGEFMX5s%UngryEvNl21wTe%3D%0A&s=001d60b56b9ed920f84b3eb74a3233a443a8f4d2ee6025d51e4d99ce58936dcc)

### Nov 17
**Lecture Topic:** Technology and Clinical Internship (Technology/Arts Lesson)
**Course evaluations**
- Creative learning for dyslexics CLAY!!!
- CELEBRATE!!!
- Last two presentations

**Read and Comment on OAKS:**
1. Dyslexia; [http://www.dyslexia.com/articles/living_with_dyslexia.html](http://www.dyslexia.com/articles/living_with_dyslexia.html)
   Stainsby, M. (2001, 01). Living with dyslexia: The davis method claims a high rate of success in
   i. teaching dyslexics to read.
2. Creative Process make the most of the capabilities- On OAKS

### Nov 26
**Presentations**

### Dec 10
**FINAL 4:00-7:00**

## Assignments
- **Weekly readings** are due on OAKS by Noon on OAKS.
- **Infusion Lessons Due** on OAKS
- **Reflection Board**
- **Final Research Paper**

## Grade Values

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<td>Final Research Paper/Web site</td>
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<td>professionalism, instruction, Classroom management</td>
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