Creative & Performing Arts

EDEE 325

Spring 2015

Online at Laulima.com

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Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society
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UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai'i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

CONCEPTUAL FRAMEWORK.

The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child;
- embracing social justice and equity for all;
- becoming reflective practitioners and life-long learners.

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society
Creative & Performing Arts

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Instructor: Dr. Mary F. Heller
Office Hours: By Appointment

Office: Laboratory: E-225
Office Phone: 689-2339 (Voice Mail) e-mail: mfheller@hawaii.edu

COURSE DESCRIPTION

EDEE 325 Creative and Performing Arts (3)
Prerequisites: Completion of EDEE 310 with a “C” or higher grade or concurrent enrollment.

An invitation to engage with creative and performing works of art, revealing the possibilities of imagination within education. Through experiences with creativity, conventional understandings can be expanded, offering new perspectives and alternatives to everyday learning. Developing creative rituals, experiencing various arts, and conversing critically will encompass the overall structure of the course.

LEARNING OUTCOMES & STANDARDS ALIGNMENTS

Student Learning Outcomes (SLOs): The teacher candidate will... 

• Read and respond to textbook chapters and other assigned readings.
• Engage in asynchronous, online discussions with peers
• Design original, arts-integrated lesson plans and activities for K-6 students
• Reflect on the value of integrated arts instruction

UHWO Institutional Learning Outcome (ILO-1). Effective Communication: Communicate clearly and effectively to an intended audience through written and spoken language.

Eduction Division Learning Outcomes (DLO) (HTSB/InTASC Standards):

• DLO-4 Content Knowledge: The teacher understands the central concepts, tools of
inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

- **DLO-5 Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Concentration (Elementary Education) Learning Outcomes (CLO) (ACEI Standards)**

- **CLO-2.5 The arts—**Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

- **CLO-2.8 Connections across the curriculum—**Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

**Course Contact Hour Requirements.** *Creative & Performing Arts* (EDEE 325) is an online, 3-credit course. Contact hours are accumulated exclusively online, as follows: For every credit-bearing contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a minimum of 9 hours per week to course requirements. Your Laulima online assignments include, but are not limited to, reading textbook chapters and other assigned readings; engaging in asynchronous discussions; developing and sharing original arts-integrated activities and lesson plans; reflecting on integrated arts instruction.

**ACADEMIC INTEGRITY**

Academic integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.

**Statement on Plagiarism.** Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

**Self-Plagiarism.** Assignments for which credit was earned in previously completed coursework at any institution of higher education (e.g., Leeward Community College; UH-Manoa, UHWO) may not be submitted again for credit in EDEE 325. **Please Note:** If you are repeating EDEF 325, all required assignments for spring 2015 must be original; you may not submit previously graded assignments for this course taken during past semesters.
Academic Honesty. The following examples of unethical behavior on the part of students are expressly forbidden:

1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class or at an educational event that is part of the course requirement.

2. Turning in for credit a duplicate research paper, response paper, unit of study, lesson plan, activity, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.

3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O‘ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

STUDENTS WITH DISABILITIES.

You should speak with a counselor in Student Services or your instructor, if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively, an advisor in Student Services is available to answer any questions and to consult on access, disability and universal design.

TEXTBOOK


The 2015, 5th edition of the textbook is required. Please be sure to purchase it in a timely manner, so as not to get behind in the readings and chapter assignments. An e-copy of the 1st chapter only is located in the Resources section at the Laulima EDEE 325 course website.
ACCESS TO TECHNOLOGY

**Laulima On-line Course Website.** Access to a reliable computer and the Internet is required. You will be participating in interactive on-line discussions via the course website on Laulima. All writing assignments will be submitted via the Laulima course website and returned to you electronically.

**TaskStream Account.** On May 6, you will be required to upload to TaskStream a final draft *Signature Assignment*. Go to [www.taskstream.com](http://www.taskstream.com) to register or renew your account now.

SUCCEEDING ONLINE

EDEE 325 is delivered exclusively in the online environment of Laulima. Because there are no face-to-face meetings with the instructor or the class, it is essential to utilize your written communication skills to their utmost capacity.

The following are a few basic suggestions for successfully completing this class:

1. **Read** the weekly assignments *very carefully*, paying particular attention to prompts or rubrics that may accompany the readings or projects.
   
   You will have the opportunity to ask questions at the Discussion Board. You may also e-mail questions to me at: [mfheller@hawaii.edu](mailto:mfheller@hawaii.edu)
   
   I am **NOT** online 24/7 but will respond to emails at my earliest convenience.

2. **Upload** all writing assignments and Discussion Board postings by the **DUE** date.
   
   Do **NOT** e-mail your assignments to me; upload to Laulima website. Do **NOT** wait until the last minute to upload to Laulima. Late assignments are **NOT** accepted. Be vigilant; points lost can mean the difference in a whole letter grade.

3. **Access** the course website on a regular, weekly basis.
   
   Check your hawaii.edu e-mail often. Instructor *Announcements* are sent to your university e-mail address.

4. **Technology Troubleshooting:** For basic help learning how to use Laulima Tools contact: [http://uhwo.hawaii.edu/dltutorials](http://uhwo.hawaii.edu/dltutorials)

**Tech Support:** For assistance with Laulima website difficulties, do the following: Scroll to the very bottom of any Laulima page and click on "Request Assistance." Fill out the online form and submit it. Laulima tech staff at Manoa will send you a reply via e-mail. They are good at troubleshooting in this way, since the problem report captures information about your computer such as browser, operating system, etc., all of which helps to determine the problem.
Your Assignments

To earn credit in this online course, you are required to complete and/or participate in the following three categories of assignments, all of which are required must be completed in full.

1. Reader Response to Syllabus, Textbook Chapters, & other readings TBD
   (Uploaded to Assignment Links)

2. Discussion Board Assignments
   (Uploaded to Discussion & Private Messages)
   Asynchronous (one-way) Discussion Board Responses
   (Uploaded to Discussion & Private Messages)

3. Arts Integrated Activities for Children, K-6
   (Uploaded Discussion & Private Messages)

Instructions for completing each assignment are at the appropriate Laulima Assignment or Discussion Board links on the EDEE 325 course website. I will also be sending reminders of assignments DUE for the upcoming week via my Monday Morning Announcements.

Grading Your Assignments

To earn maximum points for each assignment, you must respond to the guidelines that accompany each assignment. In general, I will be looking to see that the teacher candidate . . .

• Addressed all reader response and/or discussion board prompts provided.
• Developed original, creative arts integrated activities for children, K-6.
• Responded in a positive and constructive manner in peer discussion board postings.
• Exhibited effective written communication skills, as indicated in the 6-Trait Writing Rubric
  (See rubric located at the Resources Link, Laulima course website)
• Posted assignments at Laulima link on or before midnight of the DUE date.
• Late assignments are not accepted and will therefore not be assigned points.

   VERY IMPORTANT---PLEASE NOTE:

ALL assignments are designed to prepare you to be a highly effective elementary school teacher and, therefore, are required. Skipping assignments (chapter response, AI activity, or peer response.) because you think loss of points will not hurt your grade is unacceptable and will result in lowering of the final grade by one grade level (10-15% point deduction), no exceptions.
## EDEE 325

### Point System

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading(s) &amp; Response</td>
<td>11</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Discussion Board Assignments</td>
<td>9</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Asynchronous Discussion Board Responses</td>
<td>15</td>
<td>5 pts.</td>
</tr>
<tr>
<td>Arts Integrated Activities</td>
<td>6</td>
<td>30 pts.</td>
</tr>
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**TOTAL = 655**

### Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>589-655</td>
<td>A</td>
</tr>
<tr>
<td>524-588</td>
<td>B</td>
</tr>
<tr>
<td>458-523</td>
<td>C</td>
</tr>
<tr>
<td>393-457</td>
<td>D</td>
</tr>
<tr>
<td>Below 393</td>
<td>F</td>
</tr>
</tbody>
</table>
# ASSIGNMENT SCHEDULE  At-A-Glance

Schedule & Assignments are subject to change.

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Instructor Announcements: EDEE 325 Online Course Now Open Assignment Schedule Overview</td>
</tr>
</tbody>
</table>
| January 19     | Reading & Response: Course Syllabus Discussion Board: Candidate Profile  
                 All About Me 😊 + What I Expect from EDEE 325 |
| January 21     | Asynchronous Discussion Board Response                                |
| January 26     | Reading & Response: Chapter 1 Creating Meaning Through Literature & the Arts Discussion Board: 
                 My Arts IQ                                           |
| January 28     | Asynchronous Discussion Board Response                                |
| February 2     | Reading & Response: Chapter 2 The Underpinnings of Arts Integration: Philosophy, Theories, Research, & Wisdom Discussion Board: 
                 My Philosophy of the Arts in Education               |
| February 4     | Asynchronous Discussion Board Response                                |
| February 9     | Reading & Response: Chapter 3 Ten Pillars of Arts Integration Discussion Board: 
                 Field-based Settings & the Arts: What I See         |
<p>| February 11    | Asynchronous Discussion Board Response                                |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| February 16| Reading & Response: Chapter 4 & 5  
*Integrating the Literary Arts Throughout the Curriculum*  
*AI Toolbox & Seed Strategies: Poetry*  
Discussion Board:  
*My Favorite Literature for Children & Young Adults* |                               |
| February 18| *Asynchronous Discussion Board Response*                                  |                               |
| February 23| Read & Respond: *Website Review*  
Discussion Board: Arts Integrated Activity #1:  
*Literature Across the Curriculum* |                               |
| February 25| *Asynchronous Discussion Board Response*                                  |                               |
| March 2    | Reflecting & Responding: At the Assignment Link  
*Reading & Writing Poetry in the Content Areas*  
Discussion Board:  
Arts Integrated Activity #2: *Online Poetry Slam* |                               |
| March 4    | *Asynchronous Discussion Board Response*                                  |                               |
| March 9    | Reading & Response: Chapter 6 & 7  
*Integrating Visual Art throughout the Curriculum*  
Discussion Board:  
*Portrait of the Teacher Candidate as Artist* |                               |
| March 11   | *Asynchronous Discussion Board Response*                                  |                               |
| March 16   | Arts Integrated Activity #3:  
*Visual Arts in the Content Areas* |                               |
| March 18   | *Asynchronous Discussion Board Response*                                  |                               |
| **March 23-27**|                              | *Happy Spring Break!!*       |
| March 30   | Reading & Response: Chapters 8 & 9  
*Integrating Drama Throughout the Curriculum*  
*Drama & Storytelling Seed Strategies*  
Discussion Board:  
*Middle Grades 4-5-6 Drama Queens & Kings* |                               |
| April 1    | *Asynchronous Discussion Board Response*                                  |                               |
April 6  
Arts Integrated Activity #4:  
*Creative Dramatics Across the Curriculum*

April 8  
*Asynchronous Discussion Board Response*

April 13  
Reading & Response: Chapters 10 & 11  
*Integrating Dance & Creative Movement*  
*Dance & Movement Integration: Toolbox & Seed Strategies*  
Discussion Board:  
*The Teacher Candidate as Dancer*

April 15  
*Asynchronous Discussion Board Response*

April 20  
Arts Integrated Activity #5  
*Dance & Creative Movement*

April 22  
*Asynchronous Discussion Board Response*

April 27  
Reading & Response: Chapters 12 & 13  
*Integrating Music Throughout the Curriculum*  
*Toolbox & Music Seed Strategies*  
Discussion Board:  
*The Music in My Life*

April 29  
*Asynchronous Discussion Board Response*

May 4  
Arts Integrated Activity #6  
*Music, Music, Music*

May 6  
My Best Integrated Activity: *Uploaded to Taskstream*

*Failure to upload to TaskStream will result in the assignment of an I-F final grade until your “best” AI activity has been uploaded.*

*See course Resource link for TaskStream Registration Guidelines*