

EDUC 335: *Teaching Creative Arts

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/EDUC/335/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Wednesday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

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📘 Course Information

Catalog Description

Games, rhythms, music, singing, dance, drama, visual arts, materials, and methods utilized by elementary and pre-school classroom teachers to integrate the arts and kinesthetic movement into classroom instruction.

Prerequisites: EDUC 300, or EDUC 505; and admission to the Teacher Certification Program. Cross-listed with CDEV 335.

Additional Notes

This is an Interactive Virtual Course which will meet weekly through Zoom (virtually) and online instruction through D2L using various resources, discussion and homework. The instructor will email instructions on how to access Zoom the week prior to the start of class.

No class will be held on Wednesday, November 27 due to the Thanksgiving Day holiday. A mandatory makeup class will be held on Friday, November 22 at the regular scheduled time.

📖 Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

📖 Gelineau. (2012). *Integrating the Arts Across the Elementary School Curriculum* (2nd). Cengage. *eText*

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TuitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Can create interdisciplinary lessons that are aligned with content standards. (1.4)
5. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
6. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
7. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
8. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
9. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
10. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
11. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
12. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
13. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
14. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)
15. Knows and understands young children's characteristics and needs, from birth through age 8. (1a)

16. Knows and understands the multiple influences on early development and learning. (1b)
17. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. (1c)
18. Understands the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (3a)
19. Understands positive relationships and supportive interactions as the foundation of their work with young children. (4a)
20. Knows and understands effective strategies and tools for early education, including appropriate uses of technology. (4b)
21. Uses a broad repertoire of developmentally appropriate teaching/learning approaches. (4c)
22. Understands content knowledge and resources in language and literacy. (5a)
23. Uses own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. (5c)

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Persuasion Paper	200	20%
Integrated Unit Plan	500	50%
100 Questions	50	5%
Rubrics	50	5%
Composition 1	50	5%
Composition 2	50	5%
Professionalism	30	3%
Discussions	70	7%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Chapter 1	0	10/23/19

Week 2

Assignment	Points	Due
Chapter 2 & 3	0	10/30/19

Week 3

Assignment	Points	Due
Chapters 4 & 5	--	11/6/19
Persuasion Paper	200	11/6/19

Week 4

Assignment	Points	Due
Chapters 6 & 7	--	11/13/19

Week 5

Assignment	Points	Due
Composition #1	50	11/20/19

Week 6

Assignment	Points	Due
Composition #2	50	11/27/2019

Week 7

Assignment	Points	Due
Professionalism	30	Week 7
Discussions	70	End of Class

Week 8

Assignment	Points	Due
Rubrics	50	12/11/2019
Integrated Unit Plan	500	12/11/2019
100 Questions	50	12/11/2019

Total Points: 1000

Assignment Overview

Assignments

Persuasion Paper: Students will research integrated instruction and prepare a persuasion paper detailing why the creative arts and kinesthetics should be integrated into elementary curriculum and lesson plans/units.

Integrated Unit Plans: Each student will develop an integrated Creative Arts unit plan that will include reading, creative arts, kinesthetics and writing. At least 10 days of lessons must be formally written within the unit plan. Integration implies that for each day of lessons, a combination of creative and reading, writing, and kinesthetic activities is present. Integration does not imply that music is addressed on Monday, reading on Tuesday, writing on Wednesday, and so on. Each unit must also include a variety of means to assess important learning. The assessments are to be performance-based, without utilizing a traditional test or quiz type format. Each unit plan needs to include applicable state standards, frameworks, and grade level expectations. Each unit must include a whole group, small group, and individual learning center component. The unit plans will follow the Columbia College format required for the cumulative portfolio, the Madeline Hunter model.

Rubric Development: Each integrated unit plan is required to contain rubrics (scoring guides) to assess student learning.

Questions: A set of 100 questions encompassing all levels of Bloom's and/or Krathwol's Taxonomy is to accompany the unit plan.

Compositions: Students will create 2 compositions, a song, piece of artwork, dance, or game and present them to the class. Compositions should be work created for this class.

Professionalism & Participation: Since a teacher's presence is integral to student success, points will be awarded for participation.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1:

Chapter 1

Be prepared to discuss and use the content from the text on Wednesday of each week.

Week 2:**Chapter 2 & 3****Week 3:****Chapters 4 & 5
Persuasion Paper****Week 4:****Chapters 6 & 7****Week 5:****Composition #1****Week 6:****Composition #2****Week 7:****Professionalism**

Since a teacher's presence is integral to student success, points will be awarded for participation.

Discussions

Since a teacher's presence is integral to student success, points will be awarded for participation.

Week 8:**Rubrics
Integrated Unit Plan
100 Questions****+ Additional Resources**

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.