

Fall 2007  
EDUC 3023



**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATION**

**SYLLABUS OVERVIEW/SCHEDULE/INSTRUCTIONS**

- I. Creative Experiences for Early Childhood and Elementary School: An Integrated Approach**  
**EDUC 3023**  
Hours credit: 3  
Instructor: Tanisha Billingslea  
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Office Hours: As Posted

**II. COURSE DESCRIPTION:**

The study of art, music, drama, and dance appropriate for early childhood and elementary school children. Emphasis will be placed on the fundamentals of art, music, drama, and dance as well as the integration of aesthetic and creative experiences into the elementary curriculum.

**III. CONCEPTUAL FRAMEWORK:**

The Department of Education at Cameron University is dedicated to producing **COMPETENT**, **CARING**, and **COMMITTED** educators who can successfully work with diverse students.

An educator who is **COMPETENT** displays the following dispositions:

- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is **CARING** displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is **COMMITTED** displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

**IV. SPECIFIC LEARNING OBJECTIVES:**

<b>Course Objectives</b>	<b>ACEI/NCATE Standards</b>	<b>Oklahoma Competencies</b>
<p>1. Demonstrate the ability to state and/or successfully apply learning techniques for developing creativity in children.</p> <p>2. Demonstrate increased skill and ability to work with a wide range of two- and three- dimensional art media appropriate for use with young children or beginning students in art.</p> <p>3. Demonstrate an understanding of the fundamentals of music and examine various designs of music learning.</p> <p>4. Demonstrate an understanding of the fundamentals of drama and examine various methods of drama learning.</p> <p>5. Explore the use of music and movement in the classroom and examine multicultural approaches to music</p> <p>6. Demonstrate the ability to integrate music, art, and drama with other subjects such as math, science and language arts</p>	<p>2f. 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.</p>	<p>1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology.</p>
<p>1 Demonstrate an understanding of the fundamentals of movement and examine various methods of movement learning.</p> <p>2. Demonstrate the ability to integrate movement with other subjects such as math, science and</p>	<p>2h. Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p>	<p>2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.</p>

language arts		
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**V. TEACHING STRATEGIES:**

If you come into the class with the attitude, “What can I learn from this?” you will be much more successful than if you are only taking this class because it is required for your degree. Paying tuition does not entitle you to a passing grade.

**A. ACTIVITIES:**

The methods of instruction in this class will consist of the following components:

1. Whole and small group discussions
2. Group and individual presentations and projects
3. Textbook and journal information
4. In-class and out-of-class assignments
5. Lecture

**B. REQUIREMENTS:**

1. Learning from reading:  
Each student is expected to carefully read each assigned chapter from the required text and be ready to participate in a guided discussion of the reading. Bring 2-3 questions or discussion points to each class meeting to be utilized for discussion.
2. Learning from one another:  
Each student is expected to actively participate in class discussions. Learning activities designed to illustrate various reading instruction techniques and materials will be demonstrated in class. A successful and enjoyable learning community requires mutual respect of all members.
3. Learning from writing:  
Each student is expected to write as an integral part of this class. In addition to the formal writing assignments, informal writing in the form of reflective responses will be required.
4. Learning from practice:  
Each student is expected to practice planning and presenting at various times throughout the semester. Specific assignments, along with rubrics for assigning points will be explained well in advance of due dates throughout the semester.
5. Integration of technology:  
Check your Cameron e-mail accounts regularly, as I may have to send an e-mail or post clarifications of assignments.

**VI. ASSIGNMENTS:**

**Read the chapter(s) to be covered in class before coming to class.**

Students will complete the following items for grades:

- A. Complete in-class activities (cooperative learning experiences, art activities, discussions, etc.)
- B. Create four lesson plans integrating the arts with other subject areas; 1 music, 1 movement/dance, 1 drama, and 1 art

(All lesson plans must follow the attached format and be submitted to the instructor for grading in Chalk and Wire in Competency 1b.)

(ACEI Standards 2f, 2h; OK Comp 1, 2 and 4)

- C. Write a reflection for each lesson plan following the approved reflection format. The reflections must also be submitted to the instructor for grading in Chalk and Wire.
- D. Students will co-present a lesson plan.
- E. Create a resource notebook consisting of:
  - four or more music ideas from magazines or internet sites
  - four or more movement ideas from magazines or internet sites
  - four or more art (not craft) ideas from magazines or internet sites
  - four or more dramatization ideas from magazines or internet sites
  - four or more songs from various cultures.(ACEI Standards 2f, 2h)
- F. Complete the Experiencing the Arts assignment (see attached description).
- G. One article review over current issues involving creative arts in the curriculum
- H. Take three exams

## VII. TEXTBOOK/MATERIALS:

Edwards, L.C. (2006). *The creative arts: A process approach for teachers and children* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

## VIII. EVALUATION AND GRADING

<b>In Class Activities(10)</b>	<b>50points</b>
<b>Visual Art Lesson Plan</b>	<b>25points</b>
<b>Music Lesson Plan</b>	<b>25points</b>
<b>Drama Lesson Plan</b>	<b>25points</b>
<b>Movement Lesson Plan</b>	<b>25points</b>
<b>Lesson Plan Presentation</b>	<b>25points</b>
<b>Resource Notebook</b>	<b>25points</b>
<b>Article Review</b>	<b>25points</b>
<b>Experiencing the Arts</b>	<b>50points</b>
<b>Exam 1</b>	<b>25points</b>
<b>Exam 2</b>	<b>25points</b>
<b>Exam 3</b>	<b>25points</b>

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<b>Total Points</b>	<b>350points</b>
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**Course grades will be based on total points earned.**

**315 – 350 points = A**  
**280 – 314 points = B**  
**245 – 279 points = C**  
**210 – 244 points = D**

**209 points and below =F**

An “incomplete” (I) will only be issued for continuing illness, death in the family, or emergency. Documentation must accompany any requests for an “I” along with a statement of work due and a completion date. All documentation will be kept on file.

All assignments are to be free of spelling and grammatical errors. Each assignment submitted should represent the **original** work of the student whose name is written on the paper. Submitting assignments that are not original is academically unacceptable according to the Cameron University Student Handbook. Such work will receive zero points for the assignment and will not be allowed to be resubmitted. Credit for others’ ideas or words must be cited in work.

**Late Work:**

Grades on late assignments will be lowered by 20% for each class meeting they are late. Students may turn in one late assignment with no penalty.

**IX. ATTENDANCE/WITHDRAWAL**

**Penalties for absences:** Due to the interactive and hands on nature of this course it is imperative that students attend class. Students cannot participate in class discussions and activities if they are not present; therefore, students who miss more than two classes will have their total points lowered by 10% for each additional absence.

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor’s signature will receive an “F” in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving students a grade of “W” in such a circumstance.

- Last date to drop without entry on transcript...June 8
- Last date to drop with a full refund...June 8
- Last date to withdraw with an automatic ‘W’...June 15

**Important Dates:**

- Last date to enroll or add a class.....August 27, 2007
- Last date for full refund.....August 31, 2007
- Last date to drop without an entry on transcript.....August 31, 2007
- Last date to withdraw with an automatic ‘W’.....November 14, 2007
- Last date to withdraw from a class.....December 3, 2007

**X. COURSE OUTLINE AND SCHEDULE:**

**CLASS SCHEDULE**  
(subject to change)

Week One	Course Introductions
Week Two	Chapter 1: Beginning the Journey

Week Three	Chapter 2: Understanding the Creative Process
Week Four	Chapter 3: Exploring Feelings and Images <b>Article Review Due Thursday</b>
Week Five	Test Review/Tuesday <b>Exam One/Thursday</b>
Week Six	Chapter 4: Introducing Music and Movement
Week Seven	Chapter 5: Celebrating the Visual Arts
Week Eight	Chapter 6: Encouraging Play and Creative Drama in the Classroom
Week Nine	Fall Break Thursday, Oct. 9
Week Ten	Test Review/Tuesday <b>Exam 2/Thursday</b>
Week Eleven	Chapter Seven: Experimenting with Three – Dimensional Art
Week Twelve	Chapter Eight: Planning for Literature <b>Lesson Plans Due Thursday</b>
Week Thirteen	<b>Lesson Plan Presentations</b>
Week Fourteen	<b>Lesson Plan Presentations/Resource File Due Tuesday</b> Thanksgiving Break Thursday, Nov. 27
Week Fifteen	<b>Lesson Plan Presentations</b> <b>Experiencing the Arts Paper Due Thursday</b>
Week Sixteen	<b>Lesson Plan Presentations</b>
Week Seventeen	<b>Final Exam Friday, Dec. 14/ 10:00 – 12:00</b>

**ADA Statement:** It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580)581-2209, North Shepler Room 314.

## **XI. BIBLIOGRAPHY**

- Baney, C. E. (2005). Wired for sound: The essential connection between music and development. *Early Childhood News*, 17(6), 12-18.
- Bernath, C. & Masi, W. (2005). Movin' and groovin': Integrating movement throughout the curriculum. *Dimensions of Early Childhood*, 33(3), 22-26.
- Collins, V. K. , Miller, S. A., & Yates, H. M. (2005). The language arts get physical: Fun, fitness, and fundamentals. *Dimensions of Early Childhood*, 33(3), 33-40.
- Connors, A. (2005). "Shake up" your music curriculum with rhythm instruments! *Early Childhood News*, 17(6), 20-21.
- Forman, G. (1996). Negotiating with art media to deepen learning, *Child Care Information Exchange*, (March 1996), 56-58.
- Gellens, S. (2005). Integrate movement to enhance children's brain development. *Dimensions of Early Childhood*, 33(3), 14-21

Hill-Clarke, K.Y. & Robinson, N. R. (2004). It's as easy as A-B-C and do-re-mi: Music, rhythm, and rhyme enhance children's literacy skills. *Young Children*, 59(5), 91-95.

Kranowitz, C. S. (2000). Music and movement bring together children of differing Abilities, *Child Care Information Exchange*, (May 2000), 57-60.

Mulcahey, C. (2002). Take-home art appreciation kits for kindergartners and their Families, *Young Children*, 57(1), 80-88.

Silberg, J. (2005). Singing songs for learning. *Early Childhood News*, 17(6), 22-23

Smith, C. (2000). For the love of music – and children, *Child Care Information Exchange*, (May 2000), 46-49.

Spodek, B. (1996). Educationally appropriate art activities for young children, *Child Care Information Exchange*, (March 1996), 40-42.

## **X. SUPPLIES:**

The following is a list of supplies you will need during the semester. *All items should be labeled with your name.*

1 #2 pencil

1 pair of scissors

1 plastic ruler

1 set of watercolors with water color brush

1 or 2 regular painting brushes (or 1 packaged assortment)

Magazines and newspapers

Small cardboard boxes, cardboard tubes, etc.

Egg cartons

\$5 (for instructor to buy remaining supplies in bulk)