COURSE NUMBER AND TITLE: EDUC 333 Integrated Arts in the Elementary Classroom

Spring 2021
(Blended) T/R 3:30-4:45pm – room 133 Framptom Hall
3 credits

Instructor: Dr. Sarah O’Neal
Virtual Office Hrs by appt via Microsoft

Office: 130 Framptom Hall
Mon & Wed 8:00-9:00am
Tues & Thurs 2:00–3:30pm
Phone: Office: 301-687-4303
Email: smoneal@frostburg.edu

COURSE DESCRIPTION:
Integrated Arts in the Elementary Classroom is designed to prepare candidates to integrate the arts into learning experiences in the elementary classroom. The course includes current theory in arts integration; background information on the elements of the creative arts; experiences with visual art, music and movement, creative writing, children’s literature, creative dramatics and puppetry; and planning arts-enhanced lessons appropriate for grades 1 – 6. Arts integration will be related to multicultural learning, differentiation for student learning including gifted education, and educational technology.

RELATIONSHIP TO THE PROGRAM OF STUDY:
This course will be offered on a variable schedule. It is required for the Arts Concentration for the Elementary Education major and may also be taken as an elective for education and non-education majors. Prerequisite: EDUC 100 or permission of instructor.

LEARNING EXPERIENCES:
Learning experiences for this course include required reading, class discussions, practical engagement in arts activities, individual and/or group projects, peer teaching, written reflections.

TEXT:

TECHNOLOGY REQUIREMENTS:
Announcements, course materials, assignments and tests may be distributed electronically through email and/or posted on Canvas. Students are required to check their official FSU email accounts on a regular basis. Other websites and technology tools will also be incorporated into the class.

OVERVIEW OF COURSE CONTENT:
The following chart outlines the desired outcomes for participants in this course in the areas of knowledge, skills and dispositions. Each outcome is coded to standards set by the National Association for the Education of Young Children (NAEYC) and the Association for Childhood Education International (ACEI) standards, INTASC and MTTS.

<table>
<thead>
<tr>
<th>COURSE OUTCOMES:</th>
<th>ACTIVITIES AND ASSESSMENTS:</th>
<th>NAEYC &amp; ACEI:</th>
<th>INTASC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td></td>
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</table>
1. Understanding context and purpose of integrating arts in the curriculum
   - Readings/reflections
   - Final reflection
   - ACEI 2.5
   - NAEYC 5a

2. Demonstrating knowledge of vocabulary, materials and techniques in the arts
   - Readings/reflections
   - Mid-term exam
   - Resource file
   - ACEI 2.5
   - NAEYC 5a

3. Understanding role of arts in cultural expression
   - Readings/reflections
   - ACEI 2.5

4. Understanding function of the arts as a vehicle for learning and demonstrating comprehension
   - Integrated arts lesson
   - Final reflection
   - ACEI 2.5
   - NAEYC 5a
   - INTASC 6(e)
   - INTASC 7(h)

**SKILLS**

1. Planning and implementing instruction making connections across the curriculum with the arts
   - Resource file
   - Digital storytelling project
   - Integrated arts lesson
   - ACEI 3.1
   - NAEYC 5a
   - INTASC 5(s)
   - INTASC 7(h)

2. Utilizing technology and problem-solving with arts integration
   - Digital storytelling project
   - ACEI 3.3
   - INTASC 6(i)

3. Meeting the needs of diverse learners through arts integration
   - Integrated arts lesson
   - ACEI 3.2
   - INTASC 1(b)
   - INTASC 2(a)

4. Practicing techniques of creative thinking and originality
   - Resource file
   - Personal arts challenge
   - INTASC 5(o)

**DISPOSITIONS**

1. Developing skills in collaboration and cooperation
   - Creativity Workshop
   - ACEI 3.5
   - INTASC 3(b)
   - INTASC 3(p)

2. Modeling active engagement in learning
   - Creativity Workshop
   - ACEI 3.4
   - INTASC 3(i)

**EDUC 333 Tentative Semester Schedule:**

**Jan. 26 (Online)** - Review the Syllabus on Canvas

**Jan. 28 (In Person)** - Intro to Class/ Scribble Challenge/Howard Gardner Video/Read Aloud
* Assign Read/Intro. Chapter Response Questions – Due Feb. 4th

**Feb. 2 (Online)** - Read Chapter 1 on Poetry/View Poetry PP/Chapter 1 Response Questions Due Feb. 4th
Feb. 4 (In Person) 3-poem activities/Poetry Slam Video/Read Aloud with Poems

Feb. 9 (Online) Read Chapter 2 on Music/View Music PP/Chapter 2 Response Questions- Due Feb. 11th
Feb. 11 (In Person) Paint to Music/Noisy Paint Brush Story/Share Music Lesson Plan

Feb. 16 (Online) Read Chapter 3 on Storytelling/View Storytelling PP/Chapter 3 Response Questions Due Feb. 18th
Feb. 18 (In Person) Video on Digital Storytelling/Explain Assignment & Show Examples
*Assign Digital Storytelling Project-Due March 16th

Feb. 23 (Online) Read Chapter 4 on Creative Dramatics/View Creative Dramatics PP/Chapter 4 Response Questions Due Feb. 25th
Feb. 25 (In Person) Pirate Teacher Video/Fun w/Puppets PP/Pete the Cat Story & Puppet

March 2 (Online) Read Chapter 5 on Visual Art/View Visual Art PP/Chapter 5 Response Questions Due March 4th
March 4 (In Person) Story Drawing/Painting w/Coffee/Rd Ellie Makes a Friend & Drawn Together

March 9 (Online) Read Chapter 6 on Creative Movement/View Creative Movement PP/Chapter 6 Response Questions Due March 11th
March 11 (In Person) Creativity Workshop Activities/Share Creativity Books/Explain Creativity Project Assignment.
*Assign Creativity Project Assignment Due April 6th
March 16 (Online)- Midterm Activity Due March 18th

March 18- NO CLASS!

March 23 (Online) Mindfulness Activity –Due March 25th
March 25 (In Person) Model & Explain Art Lesson Plan (pick teach dates)

March 30 (Online) Personal Art Challenge Kick Off- Due April 29th
April 1 (In Person) Integrated Art Lessons Taught

April 6 (Online) Resource File Assignment Explained- Due April 29th
April 8 (In Person) Integrated Art Lessons Taught
April 13 (Online) - Work Time

April 15 (In Person) Integrated Art Lessons Taught

April 20 (Online) - Work Time

April 22 (In Person) Integrated Arts Lessons Taught

April 27 (Online) Final Reflection Assignment Due April 29th

April 29 (In Person) Share Personal Art Challenges/Resource Files

COURSE EVALUATION/GRADES:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Chapter Response Questions (6 sets x 10 pts each)</td>
<td>60</td>
</tr>
<tr>
<td>Resource File</td>
<td>30</td>
</tr>
<tr>
<td>Digital Storytelling Project</td>
<td>50</td>
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<tr>
<td>Creativity Project</td>
<td>30</td>
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<tr>
<td>Integrated Arts Lesson</td>
<td>30</td>
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<tr>
<td>Personal arts challenge</td>
<td>30</td>
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<tr>
<td>Mindfulness Activity</td>
<td>15</td>
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<tr>
<td>Midterm exam</td>
<td>30</td>
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<tr>
<td>Final Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Active Participation Points</td>
<td>15</td>
</tr>
<tr>
<td><strong>Maximum possible</strong></td>
<td><strong>300</strong></td>
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</tbody>
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GRADING SCALE:
The final grade will be determined by the total number of grade points earned according to the following table. The averages in parentheses are given for comparison purposes only and are not used as a basis for calculating the final grade.

- 270 - 300+ points = A (90%)
- 240 - 269 points = B (80%)
- 210 - 239 points = C (70%)
- 180 - 209 points = D (60%)
- Below 180 points = F
Office Hours:
I will hold virtual office hours Monday-Thursday. Please see the times listed above as well as my email address. If you wish to join me for a meeting during my virtual office hours please send me an email stating which day and time you would like to meet. I will then send you a Microsoft TEAMS meeting invitation link to your email. You will use that link to join me at the given time slot we agreed upon.

ATTENDANCE POLICY:
Students will be expected to attend each class whether class is held face-to-face or online. However, there is an emergency absence procedure due to COVID-19. If you need to be absence please send an email with as much of advanced notice as possible. You will not be penalized for your absence, but will be expected to make up any missed content or assignments. If you need special accommodations for class attendance and participation please give as much notice as possible, via email.

Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

The Class Attendance Policy (PN 2.024) found in the Faculty Handbook and the Undergraduate and Graduate Catalogs grants individual instructors the academic freedom to set course attendance policies to meet the needs of specific courses. If, and how, student attendance (or absence) impacts course grades remains the purview of instructors and their academic departments. However, instructors must use means to measure attendance beyond noting physical presence in the classroom and instead consider active participation in the online portion of a blended course.

PARTICIPATION POINTS
The following criteria will be considered in awarding the 15 points for participation:

- **Punctuality and full class attendance.** Arriving on time and not leaving class early.
- **Attentiveness in class.** Paying attention, which includes not sleeping in class or off-task talking or other activities (for example, doing homework) during lectures, discussions, presentations or films.
- **Professionalism.** Demonstrating appropriate behavior/demeanor toward classmates and professor.
- **Active involvement.** Participating in discussions and class activities.
- **Reading assignments.** Showing evidence of having read the assigned readings through verbal or written responses in class.
- **Cell phone/technology use policy.** Complying with cell phone/technology use policy (see below).
- **Team/partner participation.** Putting forth sufficient effort in partner or group assignments.
- **Leaving the classroom.** Students are expected to remain in the classroom the entire time. Leaving the room for personal reasons should be reserved for occasions of serious need and kept brief. Repeated interruptions of this nature will result in a loss of participation points.
- **Other.** Avoiding other class distractions.
- **Each class you will earn 1 point for being present and active. This can be in person or online if arrangements have been made ahead to join virtually.**

Please note: No further warnings or references in class to these expectations will be made. I will simply make note of any infractions and deduct grade points accordingly.
CELL PHONE/TECHNOLOGY USE POLICY:
Unapproved cell phone/technology use and text messaging is not permitted in this class. Please silence your phone and refrain from texting. Phones should be placed on the desk, face down, upon onset of class instruction. Anyone observed checking their cell phone/device or text messaging during instructional time (or whose phone rings) will lose 2 participation points per incident. **No further warnings will be given.** Note: Exceptions will be allowed in cases of need (illness in the family, etc.) if a request is made at the beginning of class to leave the phone on, in which case the call may be taken in the hallway or the text message answered. Upon occasion, the instructor may allow device use for instructional purposes.

SUBMISSION OF COURSEWORK:
In general assignments will be submitted on Canvas. Please proofread and check the spelling of all work before submitting. Please double space and use a standard 12-point font. All assignments are due on the date stated on the course schedule. Late assignments will be accepted but may not receive full credit, 2 point deduction for each late day. Missing assignments will receive the grade of 0 (zero) after being one week late (7 days).

EXTREME WEATHER CONDITIONS:
To check on FSU delays or closures, call 301-687-4000, option 2 or check the FSU home page. There are other sources of information including text notifications available through the FSU website. If weather is bad, continue to check for updates as closure decisions sometimes change throughout the day. If school is open but you cannot safely make it to class, you MUST leave me a phone message or email PRIOR to the time class starts, to be excused.

ACCOMMODATIONS:
Accommodations will be provided as needed for students with disabilities and/or English language learners. Documentation from the offices of Disability Support Services or the Center for International Education is required. Please have the documentation to me by the second class period of the semester. Accommodations may include modifications in seating, assignments, testing arrangements and/or grading. Course outcomes must still be met for successful completion of course, regardless of accommodations.

MANDATORY REPORTING OF CHILD ABUSE:
Please be aware that according to state law in Maryland, educators are required to report child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose child abuse/neglect in class, in assignments, or to me personally, I am required by law to report it.

ACADEMIC DISHONESTY:
“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral materials in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty may not be admissible to other institutions within the University System of Maryland. Suspension or expulsion for academic dishonesty is noted on a student’s academic transcript.” (Policy Statements, University Standards of Personal and Group Conduct #1, [http://static.frostburg.edu/fsu/assets/File/Administration/policies/policystatements.pdf](http://static.frostburg.edu/fsu/assets/File/Administration/policies/policystatements.pdf))

DISRUPTIVE STUDENT BEHAVIOR:
“The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with University personnel, orderly processes and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course.” (Policy Statements, University Standards of Personal and Group Conduct #7, [http://static.frostburg.edu/fsu/assets/File/Administration/policies/policystatements.pdf](http://static.frostburg.edu/fsu/assets/File/Administration/policies/policystatements.pdf))
Resources


Arts Education Partnership, “Common Core and the Arts”
http://www.aep-arts.org/resources-2/common-core-and-the-arts/

Association for Childhood Education International http://www.acei.org


Edutopia, “Use Arts Integration to Enhance Common Core”
http://www.edutopia.org/blog/core-practices-arts-integration-susan-riley

Kennedy Center ArtsEdge, “Arts Integration”
https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration

National Standards for Arts Education core
https://artsedge.kennedy-center.org/educators/standards/core