

## EDUC 213.2 PM Z Creative Expression (the Arts)

Moravian College Spring 2013

1/17/2013 - 2/28/2013

Room 7 Art Building, South Campus Thursdays 8:00am-11:00am

**Instructor:** Kristin Baxter, Ed.D., Assistant Professor of Art  
**Office location:** Art Building, South Campus, Office 2 (Level "L")  
**Office hours:** Mon 9-10am & Tues 1-4pm call or email first to confirm  
**Office phone:** 610.861.1680  
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### Course Description

The course introduces pre-service educators who are earning their teaching certification in early childhood education, to the origin and development of creativity and imagination in children. Through analysis of readings combined with studio activities that focus on exploration of materials, students come to understand the purpose of art instruction in early childhood education settings. A culminating project is an interdisciplinary art lesson that supports and challenges children's artistic development. Focus is on instructional strategies for diverse learners, such as ELL's and children with disabilities.

### Required Texts (all available on Blackboard)

Education Policy and Leadership Center & Arts and Education Initiative (March 2012), *Creating Pennsylvania's future through the arts and education*, Harrisburg, PA.

Fisher, D. (2011). *What's the Big Idea? How to develop arts-related lessons*. Missouri Alliance for Arts Education. Retrieved from [www.moaae.org/What\\_x27\\_s%20the%20Big%20Idea.doc](http://www.moaae.org/What_x27_s%20the%20Big%20Idea.doc)

Furniss, G. (May/June 2007). Practical considerations for teaching artists with Autism. *School Arts*, 6.

Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.

Hutton, T. L. (2008). *Three Tiers of Vocabulary and Education*. No.182 Retrieved from [http://www.superduperinc.com/handouts/pdf/182\\_VocabularyTiers.pdf](http://www.superduperinc.com/handouts/pdf/182_VocabularyTiers.pdf)

McCollister, S. (2002). Developing criteria rubrics in the art classroom. *Art Education*, 55(4), 46-52.

*PA ELL Proficiency Standards, Glossary*, p.101-102

Sandell, R. (March 2011). Seeing a bigger picture: The visual arts. *Principal Leadership*, 48-54.

Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138\*4), 17,41.

### PDE Online Resources (all available on Blackboard)

Pennsylvania Department of Education Standards Aligned System

Pennsylvania State Academic Standards for the Arts and Humanities

Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12

Pennsylvania's Code of Professional Practice and Conduct for Educators

### Goals of the course

Students will be able to:

1. Develop an interdisciplinary art-based lesson that support children's cognitive, social and artistic development and have personal and global meaning. **(Art Department Goal: Interdisciplinary Learning)**
2. Develop an interdisciplinary art-based lesson that exceeds Pennsylvania State Academic Standards and identifies strategies for teaching students with diverse needs, such as English Language Learners. **(Art Department Goal: Visual Literacy)**
3. Understand the development of creativity and the sources of ideas for art-making and expand their creative thinking skills. **(Art Department Goal: Arts Appreciation)**

**Course Requirements.** See separate assignment sheets for requirements and grading rubrics.

- **Class Participation**
  - 20% of final grade
- **Four Studio projects: Paper Creature, Painting, 3D Construction, Handmade Book**
  - 40% of final grade (10% per project)
- **One lesson plan**
  - You may work alone or with a partner
  - 10% of final grade (draft of lesson)
    - Email your draft to the professor
  - 30% of final grade (final copy of lesson)
    - Upload your final lesson plan to Blackboard. Go to “Discussion Board” from the menu bar on the left.

### **Class Participation**

#### **94-100%**

- fully engages in class discussions; asks relevant questions, responds to fellow students’ comments, etc.
- always submits well-prepared graded and un-graded assignments on time
- completes all readings
- always takes notes during class
- understands the syllabus; records appointments into your calendar or daily planner; very organized
- on time for class; no absences; does not leave early, or leave the room during class

#### **80-86%**

- some initiative in class discussions, but has room for improvement
- usually submits most assignments on time; work shows some seriousness, but needs to show more initiative; work needs to be more fully developed; there is room for improvement; student needs to take more time to prepare
- needs to complete assigned readings more carefully
- sometimes takes notes during class
- reads and understands the syllabus; records appointments into your calendar or daily planner; somewhat organized
- late for class once or twice; one or two absences; does not leave early or leave the room during class

#### **70-76%**

- inconsistently takes initiative in adding to the conversation in class, and has much more room for improvement
- inconsistently takes notes during class
- evidence that the student is not reading the syllabus, not paying attention to schedule, deadlines, events, etc.
- submits assignments late, or they lack focus, or effort at revisions; ungraded assignments not turned in
- little evidence that the student completed assigned readings
- sometimes appears interested in the class, but mostly distracted or “zoned out”
- often late for class, frequently absent

#### **60-64%**

- says little or nothing in or outside of class; unprofessional attitude; falls asleep ☹
- submits assignments incomplete, late, or never; they lack seriousness; no evidence that the student is completing readings; work appears to be prepared at the last minute, sloppy
- does not respond to constructive feedback from the instructor or other students
- not prepared for class; obviously hasn’t read the syllabus; doesn’t take notes during class
- often late for class, frequently absent

## Attendance

The Art Department established this department-wide attendance policy to apply to students in all art classes. For classes that meet once a week: After the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade. An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services. Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence. Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

### Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead, contact a fellow student in the class.

### Standard numeric grading scale

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	74-76
C -	70-73
D +	67-69
D	64-66
D -	60-63
F	below 60

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

## Course outline and schedule

Thursdays, 8:00am-11:00am

Date	Topic	Due
Jan 17	Introductions Review syllabus & Blackboard Paper Transformations	
Jan 24	Paper creatures & Critique Group discussion of readings Review Lesson Plan Format (You may work alone or with a partner on your Lesson Plan)	- <i>Creating Pennsylvania's future through the arts and education</i> -Fisher, <i>What's the Big Idea? How to develop arts-related lessons</i> -Sandell, Seeing a bigger picture: The visual arts -Bring in written ideas for your lesson plan & a related "Big Idea"
Jan 31	Begin painting assignment Group discussion of readings Review Lesson Plan Format	-Completed story about your creature to share with a partner (story will not be graded) -Hutton, <i>Three Tiers of Vocabulary and Education</i> -PA ELL Proficiency Standards, Glossary, p.101-102
Feb 7	Critique of paintings Group discussion of readings Review Lesson Plan Format	-Garcia, Helping Young Hispanic Learners -Furniss, Practical considerations for teaching artists with Autism -Vize, Making art activities work for students with special needs
Feb 14	Begin 3-D Construction Peer Review Workshop of your lesson	-McCollister, S. (2002). Developing criteria rubrics in the art classroom.  Due: -Bring in one paper copy of your <b>complete</b> draft of your lesson -Email your draft to the professor
Feb 21	Complete 3-D Construction & Critique	Bring any final questions you have about your lesson
Feb 28	Bookmaking Workshop	Due: Upload your final lesson plan to Blackboard. Go to "Discussion Board" from the menu bar on the left.
FREE Saturday April 13 1-3pm	Hands-on Workshop: "Teaching Art to Children with Disabilities and other Diverse Needs"  Facilitated by Heather Fountain, Ph.D. Associate Professor of Art Education, Kutztown University  Please RSVP to Dr. Baxter if you would like to attend	

**Syllabus is subject to change**

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

**Learning Services Office**

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

**Academic Honesty**

Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian College Student Handbook 2011-2012 found online at: <http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

**Plagiarism**

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

**Attention Education Majors:** All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

### Resources for teaching English language learners

English Language Learners in Pennsylvania Schools: Legal Issues and Advocacy Opportunities

<http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

Eubanks, P. (2002). [Students who don't speak English](#). *Art Education*, 55(2), 40-45.

Goldenberg, Claude. "Teaching English Language Learners What the Research Does—and Does Not—Say," *American Educator*,

Summer, 2008. <http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners. *Art Education* 60(6), 33-39.

NPR Radio Program: Educating Latinos: An NPR Special Report: A Five-Part Series on a Crisis in Education

[http://www.npr.org/programs/atc/features/2002/nov/educating\\_latinos/series.html](http://www.npr.org/programs/atc/features/2002/nov/educating_latinos/series.html)

WhelanAriza, E. (2010). Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student, 2/E. NY: Allyn & Bacon.

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association .

Teachers of English to Speakers of Other Languages, TESOL

<http://www.tesol.org/>

National Association for Bilingual Education, NABE.

<http://www.nabe.org/>

WIDA World-Class Instructional Design and Assessment

<http://www.wida.us/>

PA Language Proficiency Standards for English Language Learners PreK---12 (ELPS) and PA academic standards.

[http://www.portal.state.pa.us/portal/server.pt/community/measurements\\_standards\\_policies/7531/elps\\_for\\_ells/509513](http://www.portal.state.pa.us/portal/server.pt/community/measurements_standards_policies/7531/elps_for_ells/509513)

2012 Accommodations for ELLS on PSSA

[http://www.portal.state.pa.us/portal/server.pt/community/testing\\_accommodations\\_\\_\\_security/7448](http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations___security/7448)

TESOL English Language Proficiency Standards PreK-12

<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>

<http://www.manythings.org/>

A wonderful comprehensive bilingual site for families and educators of students who are ELLs. This site is filled with useful information, strategies, activities, and resources for ALL teachers of students who are ELLs

<http://www.colorincolorado.org/>

Center for Research on Education, Diversity, and Excellence (CREDE) <http://crede.berkeley.edu>

National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA) □ online library; useful links to national, regional, and state educational resources and databases; lesson plans, and practical classroom information

[www.ncela.gwu.edu](http://www.ncela.gwu.edu)

Stephan Krashen's Webpage [www.sdkrashen.com/SL\\_Acquisition\\_and\\_Learning/index.html](http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

Jim Cummins' Webpage [www.iteachilearn.com/cummins/bicscalp.html](http://www.iteachilearn.com/cummins/bicscalp.html)

Activities for students who are ELLs (many different languages too!) <http://a4esl.org/>

Great articles and ideas for teaching children who are ELLs <http://www.readingrockets.org/article/c61/>