

Course Syllabus

Course Information

ED 3345.501 (MW 5:30-6:45)
C&I Art, Music, Physical Dev. EC-6
Spring 2009
CBW 1.206

Professor Contact Information

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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students taking teacher certification courses are expected to show above average skills in the following areas:

- Critical reading, writing, and thinking skills
- Basic to mid-level computer skills
- Time-management skills
- Effective study skills
- Effective communication skills
- Ability to reason and make sound judgments

Please contact the Teacher Development Center for questions concerning certification requirements.

Course Description

This course is designed to help pre-service teachers meaningfully integrate literature, art, drama, dance, music, and physical education throughout the curriculum by providing a basic knowledge of the arts, clear reasons for integration, and specific how-to arts integration principles. Students will learn how to teach with, about, in, and through the arts while learning alternative approaches to the traditional role of classroom teachers.

Student Learning Objectives/Outcomes

The student will demonstrate an understanding of the historical and theoretical perspectives of arts integration by engaging in cooperative learning activities that focus on the Multiple Intelligences, Piaget, Maslow, Vygotsky, and Erickson, utilizing higher order thinking skills (Bloom's Taxonomy), and effectively implementing the Integration principles along with the SCAMPER technique.

The student will develop a concept of teaching with the arts, about the arts, in the arts, and through the arts by planning and teaching arts integrated lessons, utilizing the TEKS as it relates to appropriate grade levels and content, effectively reflecting on teaching experiences, designing an arts-based classroom, demonstrating a professional attitude at all times, and successfully passing an objective test that models questions from the TExES exam.

The student will acquire a working knowledge of developmentally appropriate physical development activities and musical concepts appropriate for EC-4 students by writing, singing, and playing an original children's song, planning and teaching a grade-appropriate physical development activity, and clearly defining appropriate modifications that can be made for students who are physically challenged.

Required Textbooks and Materials

Koster, J.B. (2009). *Growing Artists: Teaching the Arts to Young Children, 4th ed.*: Thomson
Basic Art supplies: markers, scissors, tape, glue, construction paper, pen/pencils. (Brought to every class)

Required Software

All course assignments should be submitted as Microsoft Word documents.

New Email Policy

Only emails that are signed with your name, class, and section number will be answered. Put the course and section number in the subject line of your email to ensure that it gets through and will be opened. Please address the recipient respectfully and use correct grammar and spelling. Email correspondence should be appropriate and should not contain requests for handouts, notes, grades, etc. to be sent or faxed to you, and should NEVER be a request to treat your coursework and grade differently than what is outlined in the syllabus. Additionally, you should not request

special favors or expect special consideration be given to you that is not afforded to other students in the class. Emails containing such content will not be answered. Inappropriate emails will be forwarded to the Department Chair.

Supplemental Readings and Internet Sites:

This semester, you will be completing supplementary course assignments utilizing the WebCT course management system. All students will be required to have a UTD net ID in order to log onto the system. You can access WebCT via Galaxy on UTD's home page.

Physical Education Texas Essential Knowledge and Skills (TEKS):

<http://www.tea.state.tx.us/rules/tac/chapter116/index.html>

*Copy of at least one grade level should be in portfolio

Fine Arts Texas Essential Knowledge and Skills (TEKS):

<http://www.tea.state.tx.us/rules/tac/chapter117/index.html>

*Copy of at least one grade level should be in portfolio

Health Texas Essential Knowledge and Skills (TEKS):

<http://www.tea.state.tx.us/rules/tac/chapter115/index.html>

TEExES Test Frameworks

www.sbec.state.tx.us/

Professional Development and Appraisal System Manual (PDAS)

www.tea.state.tx.us/PDAS

Suggested Course Materials

Nath, J. L. & Ramsey, J. (2004). *Preparing for the Texas PreK-4 teacher certification: A guide to the comprehensive TExES content areas exam*. Boston: Pearson.

Assignments & Academic Calendar

- A. Artist Study: (15 pts.)** Become an expert on an artist by researching the following: biographical information such as birth, death, marriage, children, friends, etc., who or what most influenced the artist, time period in which the artist lived, country or countries where the artist lived, style in which the artist worked or school of art to which the artist belonged, influence the artist had on the world of art (for what the artist is known), other artists of that period, medium(s) the artist used, a particular work of art the artist did (the most famous or controversial, a color copy of the work should be included with your paper), and art criticism about the artist and his or her work. Your 6-page research paper should be presented in APA format. Page 1 (Title Page), Page 2 (Abstract), Pages 3-5 (Body), Page 6 (References). A total of 3 references should be used, in which only 1 can

be an internet source. Upon completion, your paper should be submitted through WebCT. Each student will be assigned an artist in which to research.

- B. Arts-Based Lesson: (20 pts.)** In groups of 3, you will be required to develop an arts-based lesson plan that integrates language arts, math, science, or social studies with at least one of the elements of art: line, color, space, form, texture, or shape. Your lesson plan should follow the format in your textbook on page 434. You will be required to share the “art” part of your lesson in class. During the presentation, your group should be prepared to give a short overview of the lesson (**please do not read the lesson plan to us**) and lead the class in completing an art activity. Your group will be responsible for providing the supplies needed to complete the activity. A completed lesson plan should be turned in to the instructor AND posted to the Discussion Board on WebCT. **(Microsoft Word Documents only please)**
- C. Making Music: (15 pts.)** You will be required to complete one of the following musical assignments: (Use Ch. 10 as a guide)
- Make a musical instrument and engage the class in a rhythm activity. Write a one-page narrative which includes the directions used to make the instrument and the procedures for teaching the activity.
 - Teach a song to the class. Demonstrate by singing the song to the class first, provide copies of the words to the song, and engage the class in singing the song together.
 - Share an interactive, music-based children’s book with the class. Read the book (or most of it) to the class while engaging the class in an interactive activity. Write a one-page narrative which includes the bibliographic citation of the book and procedures for using the book with children.
- D. Physical Development Activity: (25 pts.)** You will be required to plan and teach an activity that focuses on promoting physical development and motor skills. This can be in the form of games, exercises, rhythmic activities, or sports. You will work in groups to complete this activity. Each group will be responsible for submitting a rubric to the instructor for grading prior to teaching the activity to the class. Please plan to conduct your activity outside. (afternoon class only) Please include in your rubric the type of physical development or motor skill that is being utilized (TEKS) during your presentation and types of modifications that will be made for students who are physically challenged. A great website that has tons of games and activities is <http://www.pcentral.com>.
- E. Classroom Floor Plan Design: (15pts.)** You will be required to design your ideal arts-based classroom using a type of drawing software. Your classroom should include but is not limited to: groups of desks, art displays, music, books, hands-on art centers, and plants. Your textbook provides ideas on how to create an aesthetic classroom environment. Make sure that all parts of your classroom design are labeled and include color. You will also be required to provide a ½ page, single-spaced written rationale for your design. Please include in your rationale the name of the drawing software used to complete this assignment. Upon completion, please submit this assignment through WebCT. **All files must be saved using the required software, otherwise the assignment will be returned to you and a penalty will be assessed!**

F. Portfolio: (30 pts.) You will be required to maintain a notebook that will contain the results of all your efforts in this class and other courses you have taken towards your certification. Your portfolio will contain sections that should be clearly marked with dividers which identify the (8) teacher appraisal domains adopted by the Texas Education Agency referred to as the Professional Development and Appraisal System. The 8 domains are listed below.

Domain I: Active, successful student participation in the learning process

Domain II: Learner-centered instruction

Domain III: Evaluation and feedback on student progress

Domain IV: Management of student discipline, instructional strategies, time, and materials

Domain V: Professional communication

Domain VI: Professional development

Domain VII: Compliance with policies, operating procedures, and requirements

Domain VIII: Improvement of academic performance of all students on the campus

I will be evaluating each assignment as it is submitted; however, I want to examine your growth on a broader scale at the end of the course to ensure that you reflect upon your own growth in this class. Each student will be required to participate in a portfolio conference at the end of the semester. We will discuss portfolios in detail throughout the semester. This assignment will help prepare you for standards-based assessment requirements, proficiency exams, and teacher certification. Following are specific items which should be included in your portfolio:

- Significant papers and projects from your professional teacher certification courses
- Samples of effective writing
- Awards, certificates
- Letters of recommendation
- Sample lesson plans/units
- Current resume
- Autobiography
- Philosophy of teaching
- Photos of actual teaching experiences
- Successful TExES test results
- Evidence of staff development

G. Exams & Quizzes: (120 pts.) You will be required to take 2 multiple-choice exams and 4 online quizzes. The due dates for the quizzes are posted on the class schedule. The quizzes will be posted on WebCT and will be based upon assigned readings, class discussions, and lecture. There will be no make-ups for the quizzes, so make sure that you complete them in a timely manner. Students are required to take the exam and quizzes on the date specified in the course schedule.

- H. Professionalism: (10 pts.)** You are expected to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, interacting appropriately with instructor and other students, exhibiting self-control, using mature judgment, being reliable and responsible, maintaining personal and professional integrity, and consistently demonstrating professionalism during class and on assignments. At the end of the semester, the instructor will assign a professionalism score to each student. Attendance penalties could affect your professionalism score.
- I. Final Reflection: (10 pts.)** You will be required to write a detailed reflection of your learning during this course. Include in your discussion an evaluation of the text, class discussions and experiences, assignments, and discoveries you made during this course. Please respond to the following questions: Which experiences in this class had the greatest impact on your learning? How did the course contribute to changes in your thinking? How did incorporating PDAS and TExES standards within this course assist you in your professional development and learning experiences as a preservice teacher? In addition, provide your rationale for the grade you believe you earned in this class. Please include issues of professionalism, attitude, effort, participation, attendance, work ethics, etc.
- J. Attendance: DO NOT MISS CLASS!** Attendance at all class meetings is required and is essential to your success in this class. Many class objectives are met during active participation in class, therefore your attendance is vital to your learning and success in this class. Failure to attend class will impact your grade. If you must be absent, you are expected to contact a class member to obtain notes and announcements. This is your responsibility! Your absence is not an excuse for being unaware of information presented in class, including changes in due dates and class requirements. Frequent tardiness and leaving early will also negatively impact your grade.

Any student missing more than 4 classes will have their final grade lowered by 1 letter grade for each absence. Absences are defined as missing a class meeting for any reason, or failure to turn in completed online assignments. Tardies are defined as arriving to class 15 min. or more after class begins. Students who maintain a perfect attendance record along with no tardies will be honored with a class award at the end of the semester.

Course Outline For Art, Music, & Physical Development (Section 501): Spring 2009

(The instructor reserves the right to make changes as needed)

Date	Topic/Assignments	Date	Topic/Assignments
Jan. 12	Introductions, Syllabus, Course Requirements	Jan. 14	Ch. 1: The Arts and Young Children
Jan. 19	MLK Holiday	Jan. 21	Ch. 1 Application
Jan. 26	Ch. 2: Nurturing Creativity	Jan. 28	Group Art Lesson Ch. 2 Application
Feb. 2	Online Assessment #1	Feb. 4	Ch. 3: Artistic Development Artist Study due
Feb. 9	Group Art Lesson Ch 3 Application	Feb. 11	Ch. 4: Awakening the Senses
Feb. 16	Group Art Lesson Ch. 4 Application	Feb. 18	Ch. 9: Creating Visual Art
Feb. 23	Group Art Lesson Ch. 9 Application	Feb. 25	Ch. 8: Integrating the Arts into the Curriculum Classroom Design due
Mar. 2	Online Assessment #2	Mar. 4	Ch. 8 Application
Mar. 9	Ch. 10: Making Music	Mar. 11	Exam 1
Mar. 16	Spring Break	Mar. 18	Spring Break
Mar. 23	Ch. 10 Application	Mar. 25	Ch. 11: Moving Creatively Music Assignment due
Mar. 30	Ch. 11 Application Music Assignment due	Apr. 1	Online Assessment #3
Apr. 6	Ch. 5: Coming Together Through the Arts	Apr. 8	Ch. 5 Application
Apr. 13	Ch. 6: Creating a Place for the Arts	Apr. 15	Ch. 6 Application
Apr. 20	Ch. 7: Introducing the	Apr. 22	Ch. 7 Application

	World's Arts		
Apr. 27	Ch. 12: Nurturing the Imagination	Apr. 29	P.E. Day
May 4	Last Class Day, Portfolio Conferences, Final Reflections due	May 6	
May 13	Final Exam: 5:00		

Grading Policy

Evaluation Methods & Grading Considerations:

Grades will be assigned on the following basis:

Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	Below 60%

Total Points Possible: 255

Course & Instructor Policies

Unprofessional Behavior:

- Examples of unprofessional behaviors in class include: reading non-course materials or completing assignments for another course during instructional time, repeated and interruptive talking during class time, responding in a negative manner to instructor or classmates, failure to exhibit collaboration and cooperation with classmates or instructor, responding in a hostile manner to suggestions for improvement of assignments or classroom performance, checking email and engaging in non-class activity on laptops, and talking on cell phones during class. (No laptops allowed in class)

- Any display of unprofessional behavior during class can result in 50 pts. being deducted from your total points earned.

Written assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a deduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.
- All assignments are to be turned in to the instructor on the due date. Since most assignments will require you to submit via WebCT, you will have until 12 midnight of the same day to submit. No assignments will be accepted after the due date. Technology problems are NOT acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, WebCT, etc.
- No assignments or parts of assignments will be accepted via email. ALL assignments should be submitted through WebCT, unless the instructor has indicated that the assignment should be brought to class.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part I, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating*

Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.