

WEBSTER UNIVERSITY

COURSE SYLLABUS

COMM 5340.01: Language Arts Seminar Instructor: Dr. Carol Hoyt

CREATIVE EXPRESSION

TERM: FA II, 04

1. COURSE DESCRIPTION: (Student focus, rationale, scope, prerequisites).

Participants explore a variety of art forms, including mime, mask, visual arts, improvisation, creative drama, movement, music, storytelling, writing, and poetry. Several art forms are blended for multimedia presentations.

2. LEARNING OUTCOMES: (Goals, objectives, course outcomes, etc.)

The objectives of this course are to help students:

- Understand the potential of the arts to promote creative thinking, problem solving and integrated learning.
- Gain confidence in their innate talents and creativity by exploring a variety of forms of artistic expression.
- Deepen their appreciation for the art forms explored in the course.
- Discover ways to use these art forms in interdisciplinary ways with children and young people in classroom settings.
- Use the power of the arts to enrich existing curriculum.

NOTE: The exercises presented in the class are experiential, exploratory, playful, and improvisational. While no previous experience with artistic media is necessary, participants are encouraged to be open and willing to discover personal talents, develop skills, and build confidence in their ability to use these arts in the classroom.

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS, ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, AND EXAMS

SESSION ONE: October 28: Improvisation and Dramatic Play

- Overview of course
- The rigor of imagination
- Considering supports and constraints to creative activity
- The arts and cognition
- Theatre games

Assignment for Session Two:

- ✓ Complete Creativity Profile
- ✓ Start individualized reading assignment. :Arts in Education Profile

SESSION TWO: November 4: Formalized Theatre Production

- Playwriting
- Sets and Scripts
- Formal Scene Work
- Turn in Creativity Profile

Assignment for Session Three:

- ✓ Practice Formal Scene Work
- ✓ Continue individualized reading assignment. :Arts in Education Profile

SESSION THREE: November 11: Puppetry in the Classroom

- Introduction to Puppetry Project
- Folktales and Basic Scripting
- Initial Puppet Design

Assignment for Session Four:

- ✓ Continue individualized reading assignment. :Arts in Education Profile

SESSION FOUR: November 18: Music-Making in the classroom

- Perform Scene-Work
- Music and Rhythm in the Classroom
- "Opera From Scratch"
- Continue Work on Puppets

Assignment for Session Five:

- ✓ Work on Take Home assignment
- ✓ Continue individualized reading assignment.: Arts in Education Profile

SESSION FIVE: November 25: Thanksgiving NO CLASS

COMPLETE TAKE HOME ASSIGNMENT LINKED TO CULTURAL RESOURCES IN THE ST. LOUIS AREA

Assignment for Session Six:.

- ✓ Work on Take Home Assignment
- ✓ Finalize Arts in Education Profile

- ✓ Complete Individualized reading assignment: Arts in Education Profile

SESSION SIX: December 2: Puppetry Continued

- Present Arts in Education Profile
- Rehearse Puppet Plays
- Finalize Scene Work
- Perform Puppet Plays

Assignment for Session Seven:

- ✓ Read Picture This: How Pictures Work by Molly Bang. (copies will be provided by the instructor).
- ✓ Prepare to Present Take-Home Assignment: Artistic Resources in the St. Louis Area

SESSION SEVEN December 9: Poetry and Collage

- Present Results of Take-Home Assignment
- Poetry Workshop
- Poetry slams
- Applying visual literacy: Blending text and visual images through collage.

Assignment for December 16: Please be ready to present your final project to the class.

SESSION EIGHT: December 18: Final Projects Celebration

4. RESOURCES:

Required Text:

There is no required text for this course.

Students will select a text to read and summarize for the class. The instructor will provide additional resources.

5. EVALUATION: Note: Additional requirements for all assignments will be provided by the instructor.

a). Attendance/Promptness: Because this course is highly participatory, attendance is essential. If you are forced to miss a class because of an emergency or illness, you will need to work with the instructor to develop an additional project that approximates the content/experiences missed. A continual pattern of tardiness will negatively impact your final grade.

b). Preparedness: Please bring requested materials to class and complete all readings.

c). Participation: Please come prepared to participate. Dress comfortably for movement, painting, sitting on the floor etc... If movement activities are difficult for you, please let the instructor know and we will accommodate your needs. You may wish to bring a paint shirt or apron with you.

d). Creativity Profile: You will be asked to create a short (2-4 pages DS) paper discussing your sense of personal creativity. You may consider the factors that support and inhibit your sense of creativity. You may also discuss the ways in which you believe schools support and inhibit the creativity of learners. This may be a place to set individual goals for the course.

e). "Arts in Education Profile" For this project you are asked to investigate a major theorist/theory in the area of imagination, arts integration, and learning. Your research should allow you to understand the basic tenants of the work as well as the real or potential impact of their ideas on educational settings/systems. You will present your findings in a short (4-6 DS) paper and in a short (no more than 10 minute) presentation to the class. Potential theorists/theories to investigate:

- Howard Gardner
- Harold Broudy
- Maxine Greene
- Dorothy Heathcote
- Viola Spolin
- Kieran Egan
- Helene Rosenberg.
- The Reggio-Emelia approach
- Art Therapy
- Improvisation
- School as a Museum

The instructor will work with you to identify resources that will support your specific interests.

f) Take-Home Assignment: Instead of rescheduling the class that will be missed due to the Thanksgiving holiday, you will be required to complete a Take-Home assignment linked to the exploration of Artistic Resources for Educators in the St. Louis region. More details will be provided on the first night of class.

g). Final Project: You are asked to create a final project that integrates one, or more, of the techniques explored in the class to existing, or developing, curricula in your classroom. Presentation of the project will take two forms:

◆ A typewritten description of your project with enough detail that another teacher could easily use the plan. (10-15 pp DS) The integrated unit should:

- Integrate content from at least three artistic disciplines (among the visual and performing arts and content from at least two core content areas (social science, language arts, science and math)
- Describe sufficient activities for a minimum of ten consecutive sessions (or their equivalent) for the final unit project.
- Demonstrate a link to relevant national, state standards, or program standards for all content areas addressed.
- Include a detailed description of teacher roles, student roles, activities, materials, resources, and assessment strategies.
- Be developmentally appropriate for the targeted grade level.
- Describe adaptations that meet varying student needs.

Each unit plan should be word-processed and provide enough detail that another teacher could easily use the plan.

The plan should be organized under the following headings:

- A description of the Grade/ Age Level to be served.
 - Curriculum Objectives and their link to national, state, or program standards.
 - A description of teacher roles and student roles.
 - A detailed discussion of learning activities.
 - An estimated timeline for the unit.
 - Materials needed to complete learning activities, including bibliographic information
 - A description of adaptations designed to meet a variety of learning styles/ preferences/ needs..
 - Formative and summative assessment activities with a clear link to stated objectives.
- ◆ A 10-15 minute presentation to the class in which you will share the highlights of your project. . During the oral presentation you should distribute a one-page abstract describing your project to each class member.

<u>Assignments</u>	<u>Percentage of Final Grade</u>
Preparedness:	20%
Creativity Profile:	10%
Arts and Education Profile	30%
Final Project:	40%

6. Return of Final Projects:

Final projects/papers will returned to students in the following manner:

Students should provide a self addressed stamped manila envelope to the instructor so that the project can be returned.

NOTE: Papers will not be available for pick-up in the M.A.T. .Office

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