



Course Syllabus

COURSE NUMBER: COMM 5340.03	COURSE TITLE: Language Arts Seminar: Creative Expression	TERM: FALL II 2005
SITE: Webster Groves Campus	INSTRUCTOR CONTACT INFORMATION: Dr. Carol Hoyt 618-346-6628 crhoyt@webster.edu	CREDIT HOURS: 3 Credit Hours

1. **COURSE DESCRIPTION:** (insert course description here)

2. **LEARNING OUTCOMES:** (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards).

Course Outcomes	Program Outcomes Addressed	SOE Goals and Dispositions Addressed
2.1 Students will understand the potential of the arts to promote creative thinking, problem solving and integrated learning.	Communication Arts 1, 2, 4	Goals 1.1, 1.2, 1.4 Dispositions 1.2, 1.3, 1.4
2.2 Students will gain confidence in their innate talents and creativity by exploring a variety of forms of artistic expression.	Communication Arts 1, 4	Goal 1.2 Dispositions 1.1, 1.2, 1.3, 1.4
2.3 Students will deepen their appreciation for the art forms explored in the course.	Communication Arts 1	Goals 1.1, 1.2, 1.4
2.4 Students will discover ways to use these art forms in interdisciplinary ways with	Communication Arts 2, 3	Goals 1.3, 1.4, 2.1, 2.3, 2.4, 4.3

children and young people in classroom settings.		
2.5 Students will use the power of the arts to extend and enrich existing curriculum through the creation of an interdisciplinary unit.	Communication Arts 2, 3, 4	Goals 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3 Dispositions: 2.1, 2.3, 3.1, 3.4

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

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.

SESSION ONE: October 27: Creativity, Imagination, the Arts, and Problem Solving

- ◆ Overview of course
- ◆ The rigor of imagination
- ◆ Considering supports and constraints to creative activity
- ◆ The arts and cognition
- ◆ Personal Creativity Profiles
- ◆ Integrated Arts Activity: Poetry, Music, Visual Art

Assignment for Session Two:

- ✓ Complete Creativity Profile
- ✓ Read: Handout Packet #1: Complete "Response to Reading" #1

SESSION TWO: November 3: Holidays in the Curriculum: Nixing Paper Plate Indians and Hand-print turkeys

- ◆ Discussion of Handout Packet #1
- ◆ Debrief Creativity Profiles
- ◆ Issues surrounding "holidays and heroes" curricula
- ◆ Thanksgiving: History, myth, cultural misunderstanding
- ◆ Description of "Role of the Arts in" Report
- ◆ School as a Museum
- ◆ Description of Take Home Assignment

Assignment for Session Three:

- ✓ Read Handout Packet #2 Complete "Response to Reading" #2
- ✓ Begin work on ""Role of Arts in..." Project

SESSION THREE: November 10: Process-based and Product-Based Theatre

- ◆ Discussion of Handout Packet #2
- ◆ Improvisation and Theatre Games
- ◆ Creative Drama
- ◆ Playwrights and the Writing Process
- ◆ Formal Scene Work

Assignment for Session Four:

- ✓ Read Handout Packet #3 (Picture This: How Pictures Work by Molly Bang....copies will be provided by the instructor). Complete "Response to Reading" #3

- ✓ Work on formal scene work assignment
- ✓ Continue work on ""Role of Arts in..." Project

SESSION FOUR: November 17: Quilting in the Classroom

- ◆ Performance of formal scene work
- ◆ Discussion of How Pictures Work
- ◆ Quilting in the Classroom
- ◆ Fabric Arts
- ◆ Featured Artist: Faith Ringold
- ◆ Turn in Creativity Profile

Assignment for Session Five:

- ✓ Work on Take Home assignment
- ✓ Continue work on ""Role of Arts in..." Project

SESSION FIVE: November 24: Thanksgiving NO CLASS

Assignment for Session Six:

- ✓ Finalize Take Home assignment
- ✓ Read Handout Packet #4: Complete "Response to Reading" #4
- ✓ Continue work on ""Role of Arts in..." Project

SESSION SIX: December 1: Puppetry

- ◆ Take-home assignment reports
- ◆ Discussion of Handout Packet #3
- ◆ Introduction to Puppetry
- ◆ Shadow Puppets and Asian Theatre

Assignment for Session Seven:

- ✓ Reading Assignment. Complete "Response to Reading" #5
- ✓ Continue work on ""Role of Arts in..." Project

SESSION SEVEN December 8: Topic TBA (based on students' interests and needs)

- ◆ Share "Role of the Arts in..." Projects

Assignment for Session Eight:

- ✓ Please be ready to present your final project to the class.

SESSION EIGHT: December 15: Final Projects

- ◆ Share Final Projects

4. RESOURCES:

Required Text(s): No text-book

Handouts will be provided by the instructor.

5. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Class Participation (Including Take-home assignment)	2.1 Students will understand the potential of the arts to promote creative thinking, problem solving and integrated learning 2.2 Students will gain confidence in their innate talents and creativity by exploring a variety of forms of artistic expression. 2.3 Students will deepen their appreciation for the art forms explored in the course. 2.4 Students will discover ways to use these art forms in interdisciplinary ways with children and young people in classroom settings	20%
Creativity Profile	2.1 Students will understand the potential of the arts to promote creative thinking, problem solving and integrated learning.	20%
Responses to Readings	2.1 Students will understand the potential of the arts to promote creative thinking, problem solving and integrated learning. 2.3 Students will deepen their appreciation for the art forms explored in the course. 2.4 Students will discover ways to use these art forms in interdisciplinary ways with children and young people in classroom settings	10%
Role of Arts in... Project	2.1 Students will understand the potential of the arts to promote creative thinking, problem solving and integrated learning.	20%

	<p>2.3 Students will deepen their appreciation for the art forms explored in the course.</p> <p>2.4 Students will discover ways to use these art forms in interdisciplinary ways with children and young people in classroom settings</p> <p>2.4 Students will discover ways to use these art forms in interdisciplinary ways with children and young people in classroom settings.</p>	
Final Project	<p>2.4 Students will discover ways to use these art forms in interdisciplinary ways with children and young people in classroom settings</p> <p>2.5 Students will use the power of the arts to enrich existing curriculum through the creation of an interdisciplinary unit.</p>	30%

Class Participation:

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.

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

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 I will accommodate your needs. You may wish to bring a paint shirt or apron with you on evenings when we will work with artistic media.

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 how students gather, organize, and present information about heroes and holidays. More details will be provided on the second night of class.

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.

Responses to Reading

Each time you are assigned a section of reading, you will turn in a brief reading response (1-2 pages) including the following elements:

- Summary of “big ideas”: What do you see as the “big ideas” of the reading?
- Connections: What “text to self”, “text to text”, or “text to world” connections do you make as a result of the reading?
- Critique: How do you feel about the reading? Do you agree? Disagree? Does the reading leave you with unanswered questions?

“Role of Arts in...”Project

For this project you are asked to investigate the role of the arts and creativity in learning theory and/or learning environments. You might investigate:

“The role of the arts in my school..”

“The role of the arts in the theories of Howard Gardner”

“The role of the arts in museum education”

“The role of the arts in the Reggio-Emelia approach to learning and schooling”

...or any other relevant topic.

You will base your research on 3-8 external sources (articles, books, websites, personal interviews, films, etc...)

You will present your findings in a short (3-5 DS) paper and in a short (no more than 10 minute) presentation to the class.

You are expected to honor all principles of academic honesty. Please see details below.

Final Project

You are asked to create a final project that integrates concepts and techniques explored in the class into 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.

- ◆ Be developmentally appropriate for the targeted grade level.
- ◆ 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 detailed discussion of learning activities including teacher roles and student roles.
 - An estimated timeline for the unit.
 - Materials and resources needed to complete learning activities, including bibliographic information
 - A description of adaptations designed to meet a variety of learning styles/preferences/needs..
 - A description of formative and summative assessment activities with a clear link to stated objectives.
- ◆ Should be word-processed and provide enough detail that another teacher could easily use the plan.

A 10-15 minute presentation to the class during which you will share the highlights of your project.

During the oral presentation you should distribute a **one-page abstract** summarizing your project for each class member.

6. GRADING SCALE :

93-100%= A

81-92%=B

70-80%=C

Note: THE FINAL PROJECT MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.

- Should identify the title, author, page number/ webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

To be determined by the instructor based on the severity of the offence.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

8. ACCESSIBILITY/ACCOMODATIONS POLICY:

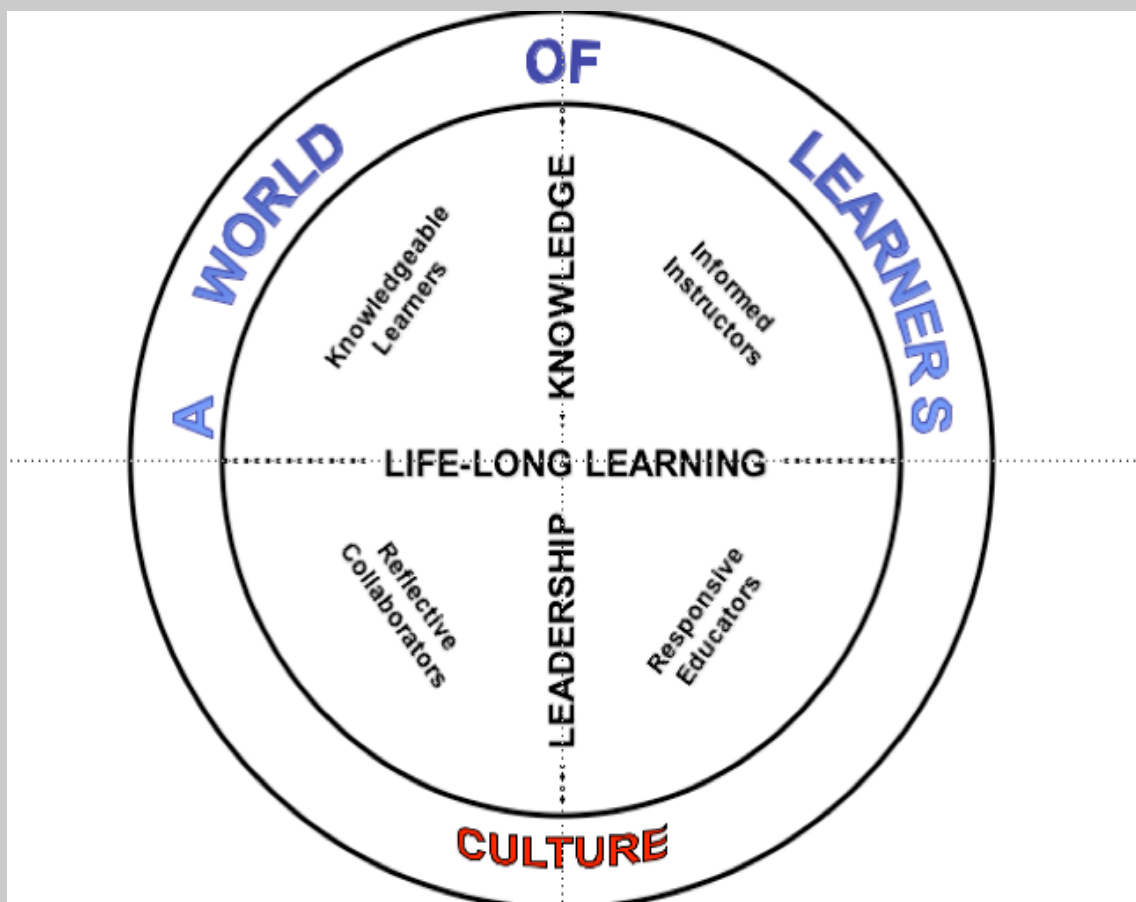
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY
SCHOOL OF EDUCATION

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - a. Understands and respects that s (he) may be different from others
 - b. Embraces an openness to change (adaptability, flexibility)
 - c. Exhibits curiosity
 - d. Engages in reflection
 2. Understands and Respects Others
 - a. Understands, respects, and responds appropriately to diversity in a variety of settings
 - b. Exhibits empathy
 - c. Commits to fairness and honesty
 - d. Listens respectfully to other points of view
 3. Understands and Respects Professional Communities
 - a. Commits to professional behavior in university and school cultures
 - b. Practices informed decision-making in university and school cultures
 - c. Communicates and collaborates in university and school cultures
 - d. Accepts academic rigor (willingness to work/ high expectations)
 - e. Affects change with courage and confidence
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Communication Arts Program Goals

1. To understand the role of language, media and arts in the communication process.
2. To develop sound instructional methods and assessment strategies for teaching written, oral, and visual communication skills and to create curriculum based on solid understanding of research and best practices in content areas such as literature, reading, and media literacy.
3. To appreciate the role of diversity in living, learning, and developing school curriculum.
4. To encourage creativity, inquiry, and leadership