



Course Syllabus

<b>COURSE NUMBER:</b> COMM 5640	<b>COURSE TITLE:</b> Communication through the Arts	<b>TERM</b> SU 07
<b>SITE:</b> WEBG	<b>INSTRUCTOR CONTACT INFORMATION:</b> Lori Diefenbacher 314-961-2660 #8054	<b>CREDIT HOURS:</b> 3

**1. COURSE DESCRIPTION:** This course brings students in contact with many of the leading themes, styles, and media of artistic communication. Students explore the roles of Visual Arts, Music, Creative Drama, and Movement in fostering the physical, emotional, social, and cognitive well-being of individuals in school communities

**2. LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Participants will: <ul style="list-style-type: none"> <li>Learn and be able to apply principles of outdoor education, music, movement, and visual arts in classrooms.</li> </ul>	Goal 1: importance of media and arts in communication process Goal 2: refine written, oral, visual communication skills and develop sound instructional and assessment strategies for teaching these skills Goal 3: appreciate the need for diversity in life and in the school curriculum Goal 4: encourage creativity, inquiry, and leadership in the schools and community	SOE Goals: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 SOE Dispositions: 1, 2, 3 MoSTEP 1.1 Health & PE Competencies: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 MoSTEP 1.1 Fine Arts Competencies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 MoSTEP Standards: 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 9.1, 9.3, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.5, 11.6
<ul style="list-style-type: none"> <li>Gain confidence as</li> </ul>	Goals 1, 2, 3, 4	

creators of art, music and physical activities		
<ul style="list-style-type: none"> <li>Learn strategies to integrate principles of wellness, health, and safety into core curricula using artistic media.</li> </ul>	Goals 1, 2, 3, 4	
<ul style="list-style-type: none"> <li>Increase awareness of the art world</li> </ul>	Goals 1, 2, 3, 4	
<ul style="list-style-type: none"> <li>Reflect on current practice and future applications of teaching using the arts</li> </ul>	Goals 1, 2, 3, 4	

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

#### Session 1: ARTS & OUTDOOR EDUCATION GAMES

- Introductions and goals for the course.
- Principles of Outdoor and Environmental Education
- Creating a safe environment for artistic expression.
- Responses to nature through artistic media

**Assignment:** Create an activities plan integrating core curricular, environmental or outdoor education, and artistic components. Include a short, physical game or activity that supplements the learning. Due Session 2.

#### Session 2: MUSIC AND HEALTH

- Exploration of music and physical & emotional health.
- Techniques of music and song integration

**Assignment:** Read handouts provided by instructor. Music lesson. Due: Session 3.

#### Session 3: VISUAL ARTS AND HEALTH

- Students as artistic critics and philosophers of art. (What is art?)
- Making mandalas to heal and express
- Environmental elements of composition, space, and perspective
- The Metaphor of Balance

**Assignment:** Write a two-page response paper to select article. Due: Session 4. Research some information or current events about the importance of physical and mental balance and write a two-page paper (12-point font) discussing the issue. Due: Session 5.

#### Session 4: WELLNESS IN THE CORE CURRICULUM

- The “marketing” of wellness to P-12 students: Media Literacy Connections
- Integrating principles of nutrition, safety, physical fitness into core curricula.

- The role of art in promoting health and healing (art therapy, occupational therapy and art production, arts and stress-reduction).
- Issues of drug abuse and sexuality

**Assignment:** Continue working on research. Due: Session 5.

**Session 5: MOVEMENT: PHYSICAL ART**

- Share research
- Basic movement vocabulary
- Integration of classical and ethnic music in core curricula
- Exploration of physical balance (Calder and the Circus)

**Assignment:** Unit plan: two lessons. Due: Session 7.

**Session 6: DANCE:**

- Survey of American folk dances and international ethnic dances
- Kinetic art.

**Session 7:** Begin synthesis project.

**Session 8: SYNTHESIS.** Final project, conclusions.

**4. RESOURCES:**

Selected handouts.

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Assessments	Links to Course Outcomes	Percentage of Grade
Class participation (in discussions and projects)	All outcomes	25%
Response papers/art projects	<ul style="list-style-type: none"> <li>• Gain confidence as creators of art, music and physical activities</li> </ul>	20%
Unit, Lesson, and Activity plans	<ul style="list-style-type: none"> <li>• Learn and be able to apply principles of outdoor education, music, movement, and visual arts in classrooms</li> <li>• Learn strategies to integrate principles of wellness, health, and safety into core curricula using artistic media.</li> <li>• Gain confidence as creators of art and physical activities</li> </ul>	30%

Paper: Importance of balance	<ul style="list-style-type: none"> <li>Learn strategies to integrate principles of wellness, health, and safety into core curricula using artistic media.</li> </ul>	10%
Final Synthesis Project	<ul style="list-style-type: none"> <li>Reflect on current practice and future applications of teaching using the arts</li> <li>Increase awareness of the local art world</li> </ul>	15%

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

## 1. 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:

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

## 2. ACCESSIBILITY/ACCOMODATIONS POLICY:

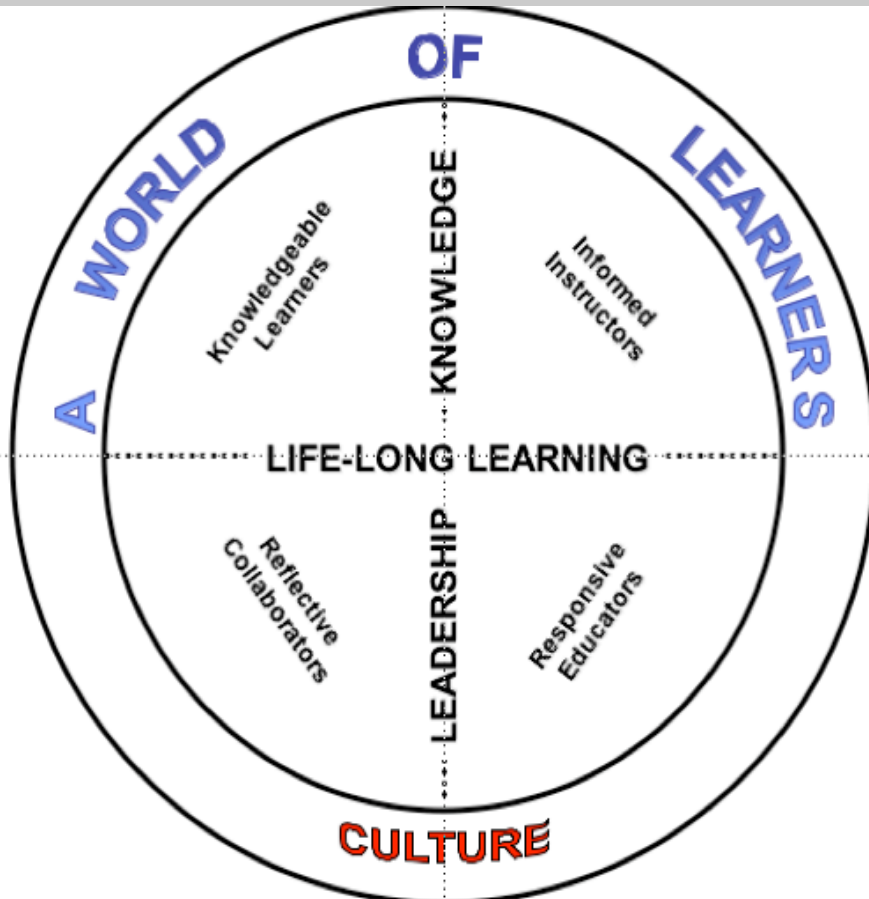
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence