

**Rutgers, The State University of New Jersey**

**05:300:304:01**

**Spring 2015**

**Fridays, 1:10-4:10**

**GSE Room 25A**

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Phone Number: <i>413-530-2205</i>	Location: <i>GSE 25A</i>
Office Hours: <i>Fridays, 12:00-1:00 and any other day by appointment</i>	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: <i>Ken Tufo, <a href="mailto:ken.tufo@gse.rutgers.edu">ken.tufo@gse.rutgers.edu</a>, 848-932-0743</i>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Description**

**Learning goals:**

**New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

**Standard One: Learning Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<sup>1</sup> <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

**ii. Essential Knowledge**

- 1) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning

**Standard Four: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**ii. Essential Knowledge**

- 1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
- 2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding
- 3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

**Standard Five: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**ii. Essential Knowledge**

- 2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, and global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
- 7) The teacher understands creative thinking processes and how to engage learners in producing original work;
- 8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

**Council for the Accreditation of Education Professionals (2013)<sup>2</sup>:**

**Standard 1:** Candidate Knowledge, Skills, and Professional Dispositions

- 1.1 Content and Pedagogical Knowledge
- 1.2 Instructional Practice
  - Learning Experiences
- 1.6 Learner and Learning
  - Learning Experiences

**Course catalog description:**

This course will focus on drama, movement, visual art, music, and creative writing, individually and together, as well as imagination and creativity. Students in this course will experience the processes of these arts themselves and create products/presentations using various forms. They will learn how to stimulate arts processes and lead arts

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<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

activities with young children, how to talk about these activities with children, and how to evaluate and assess these activities.

**Other description of course purposes, context, methods, etc.:**

This course introduces students to the relationship between creative and artistic activities and overall development and learning. Students will learn about and experience drama, movement, visual art, music and creative writing, individually and together, as well as the ways these activities stimulate and support imagination and creativity. Students in the course will experience the processes of these arts themselves and create products/presentations using various art forms. They will learn how to stimulate arts processes and lead arts activities with young children, how to talk about these activities with children, and how to evaluate and assess these activities. Students will observe young children as they participate in arts activities.

**Required texts:**

- Edwards, Linda. *The Creative Arts: A Process Approach for Teachers and Children*. 5<sup>th</sup> Edition. Merrill/Prentice Hall Publishers, 2009.
- Paley, Vivian. *The Girl with the Brown Crayon*. The University of Chicago Press, 1998.
- Other readings will be posted on the Sakai site for this course

**Grading policy:**

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment.
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of 300:304 should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>
- On lateness – If you need an extension of time on an assignment please contact Kait at least 24 hours before the due date.

**Letter Grade Equivalents**

90-100      A

86-90	B+
83-86	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

### **Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies. In addition, all students must follow the RU Code of Student Conduct which can be accessed at: <http://www.rci.rutgers.edu/~polcomp/judaff/docs/UCSC.pdf> and a multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>.

Related regulations may also be found in the Rutgers Graduate School of Education Catalog

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Sakai email.

**Web site:** Registered students will have access to our Sakai site through their Rutgers Sakai portal at: [Sakai.rutgers.edu](http://Sakai.rutgers.edu). If you cannot access the site, please bring this to Kait's attention as soon as possible.

### **Course Requirements**

**Attendance Policy** - If you must miss a class please make sure that you talk to a fellow student who can help you catch up on what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - ½ grade, 3 classes - 1 full grade, 4 classes - failing grade.

- 1) Class participation (20%): Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings and to participate in class activities. I will take note of participation in every class. Students using technology in inappropriate ways will lose points for participation.  
A word of caution—on many weeks we will be doing art activities in class. **I recommend that you wear clothes that are comfortable to move around in and that you do not mind getting dirty. You may keep a smock in the classroom for use each week.**
- 2) Journaling (20%) Reflection is an integral part of learning that will help you discover the complex processes underlying your own learning and help you prepare to facilitate the

learning of others. In your online entries you will share your thoughts about the readings and class experiences. This is a space where you can raise questions, concerns, or problems that you encounter in addition to sharing your discoveries and reactions. Journal entries will be posted on our class Sakai site. You are responsible for posting entries during the assigned weeks by 3 p.m. on Thursday before class *and* commenting on the posts of two other people for that week before our class meets on Friday.

- 3) Arts observation (5%) Each of you will visit an early childhood classroom to observe and document how art is used in the classroom on both a formal and informal level. After the one hour observation, you will write up a brief summary of what you saw based on questions (posted on our Sakai site). Students who are currently placed in a classroom will observe within their placement, and those that are not currently in a classroom will find an observation time at Rutgers Livingston Day Care Center.
- 4) Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (20%): In groups of three you will prepare an art lesson/experience for the class of at least 45 minutes. The group will hand in a complete lesson plan *one week prior to the activity*, I will give feedback on the plan, and the following week the group will lead the activity with the class. At the completion of the activity *each student* in the group will write a 2-3 page reflection on the activity, including what went well (and why), what could be improved, and how this activity might be adapted to be done with young children.
- 5) Portfolio of Creative Activities with Children and Post-Activity Reflection (35%): Each student will plan and implement three art activities (at least one of which must be a performance art activity) with an individual child or a group of young children (8 years old or younger) over the course of the semester. The final portfolio will include:
  - a) An introduction to the portfolio including the setting for the activities, the ages of the children, and your rationale for choosing these activities. This section should make some reference to readings or class discussions.
  - b) Each of the three activities should include: a) a lesson plan, b) documentation of the activity (through photos, artifacts, video), and c) a 1 page reflection on what went well (and why), what could be improved (and why), and how you might use this activity in the future.
  - c) A final discussion where you look across the three activities and discuss what you have learned or discovered about doing creative activities with children and about the role these activities play in learning and development. This section should also include reference to readings and/or class discussions.
  - d) On the last day of class you will create a poster presentation of your 3 activities to present to the class.

#### Summary of Requirements

- Class participation (20%)
- Journaling (20%)
- Arts observation (5%)
- Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (20%)

- Portfolio of Creative Activities with Children and Post-Activity Reflection (35%)

### Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1: January 23, 2015	Introductions and overview of course • Mandalas	
2: January 30, 2015	Planning creative and playful environments & the role of play in development	<b>Reading:</b> Edwards: Chapters 1, 2, 5 Loomis, Lewis, & Blumenthal, 2007 Laughran, Talking About Art How to Ask Questions that Encourage Thinking Eisner, The Misunderstood Role of the Arts in Human Development.  <b>Journal Entry</b>
3: February 6, 2015	<i>THEATER AND DRAMA</i> <b>Pre-performance visit</b>	<b>Readings:</b> 1. Furman, L. 2000. In Support of Drama in Early Childhood Education, Again. <i>Early Childhood Education Journal</i> 27 (3): 173-178. 2. Friedman, S. 2010. Theater, live music, and dance: Conversations about young audiences. <i>Young Children</i> 65 (2): 36-41.  <b>Journal Entry</b>
<b>THURSDAY</b> <b>February 12,</b> <b>2015</b>	<b>WHIPPING MAN</b> <b>PERFORMANCE</b>	
4: February 13, 2015	<b>Post-performance visit</b> Storytelling & Literacy?  Add drawing here? Or following week?	<b>Reading:</b> Collins, <i>Storytelling Skills or How stories teach what tellers learn</i> Richards, <i>The Story is Just the Start</i> Fredericks, <i>Developing Literacy Skills Through Storytelling</i> Paley, Preface through page 50

5: February 20, 2015	Literature and artistic expression	<b>Reading:</b> Paley, <i>The Girl with the Brown Crayon (finish)</i> <b>Journal Entry</b>
6: February 27, 2015	NO in-person class.	
7: March 6, 2015	<b>MUSIC WITH ANDREW</b>	<b>Readings:</b> Edwards: Chapter 4  <u>And ONE of the following to be assigned in class:</u> 1. Pica, R. (2009). <i>Learning by Leaps and Bounds. Make a little music. Young Children, 64 (6): 74-75</i> <a href="http://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf">http://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf</a> 2. Geist, K., & E.A. Geist. 2008. Do re mi, 1-2-3: That's how easy math can be-Using music to support emergent mathematics. <i>Young Children 63 (2): 20-25</i> 3. Smith, K. 2002 Dancing in the Forest: Narrative Writing through Dance. <i>Young Children</i> . March 2002.  <b>Journal Entry</b>
8: March 13, 2015	Painting	<b>Reading:</b> Edwards: Chapter 7 Kellogg compiled by Topal & Wright What do children learn when they paint?  <b>Journal Entry</b>
March 20, 2015	Spring Break!	
9:	<b>Using the arts to teach science to</b>	<b>TBD</b>

March 27, 2015	<b>children</b> <i>Guest lecturer Day 1</i>	
10: April 3, 2015	<b>Using the arts to teach science to children</b> <i>Guest lecturer Day 2</i>	<b>TBD</b>
11: April 10, 2015	<b>Improvisation</b> <i>Guest in-class lecturer, day may move to later in the semester if she has a conflict.</i>	<b>Reading:</b> Lobman, C. <i>Unscripted Learning</i> , Chapter 1 and 2 Curtis & Carter, Chapter on Learning
12: April 17, 2015	<b>The Power of Paper</b>	<b>Readings:</b> <b>TBD</b>
13: April 24, 2015	<b>Photography &amp; Filmmaking</b>	<b>Readings</b> D'Addesio, Grob, Furman, Hayes, & David, 2005. <i>Add reading from photo book.</i>  <i>Journal Entry</i>
14: May 1, 2015	<b>Portfolio Presentations</b>	