

Rutgers, The State University of New Jersey

05:300:304:01
Spring 2016
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, ken.tufo@gse.rutgers.edu, 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)¹:

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.

¹ <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)²:

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

² 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:

- 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. 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) **Weekly Journaling (30%)** 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. *Your weekly entries you will share your thoughts about the readings and how they influence your reflections on your 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. These will be one page in a word document or pdf format and will be submitted to Sakai each Monday at 5 pm.

- 3) Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (30%): In groups of three you will prepare an art experience for the class. 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. Your lesson must include an open-ended exploration (which you will facilitate and document your peers' work), an additional art lesson. You will create a display of your peers' work and facilitate a discussion. After you teach, *each student* in the group will write a 2-3 page reflection on the activity (with photos), including what you think went well (and why), what could be improved, and how this activity might be adapted to be done with young children. This will be submitted digitally. More information will be handed out in class.
- 4) Portfolio of Creative Activities with Children and Post-Activity Reflection (20%): Each student will plan and implement two art activities with an individual child or a group of young children (8 years old or younger) over the course of the semester.

A. The digital portfolio you submit will include:

- 1) 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. (One page)
 - 2) Each of the (2) 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.
 - 3) A final discussion where you look across the activities and your experiences to 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.
- B. Digital or Poster Presentation. On the last day of class you will present a digital or poster presentation of your activities and experiences to the class.

Summary of Requirements

- Class participation (20%)
- Journaling (30%)
- Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (30%)
- Portfolio and Presentation of Creative Activities with Children (20%)

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1: 1/22/16	Introductions and overview of course <ul style="list-style-type: none"> • Mandalas 	
2: 1/29/16	Theory and Color Planning creative and playful environments & the role of play in development How to Ask Questions that Encourage Thinking	Readings: <ul style="list-style-type: none"> • Laughran, Talking About Art • Eisner, The Misunderstood Role of the Arts in Human Development. • <i>Colors</i> (pp. 26-30) • <i>Your image of the child</i>
3: 2/5/16	Lines	Readings: <ul style="list-style-type: none"> • <i>Teacher & Learner</i> (pp. 147-172) • <i>Magic in everyday things and Marks & lines</i> (pp. 11-17) • Kellogg compiled by Topal & Wright
4: 2/12/16	Beautiful Stuff	Readings: <ul style="list-style-type: none"> • <i>Documenting the documenter</i> (pp. 94-115) • <i>Sharing interests & passions and Other matters</i> (pp. 102-121) • <i>Materials</i> Curtis & Carter
5: 2/19/16	Drawing for Learning	Readings: <ul style="list-style-type: none"> • <i>Image making</i> (pp. 41-52) • <i>Children's comments on group learning</i> (pp. 322-329) • <i>Documentation: Both mirror and light</i> Oken-Wright
6: 2/26/16	Watercolor	Readings: <ul style="list-style-type: none"> • <i>Pedagogy of listening</i> (pp. 233-246) • <i>Shapes & forms</i> (pp. 18-25) • <i>Textures</i> (pp. 31-32) • <i>Unscripted learning</i> ch. 1 & 2
7: 3/4/16	Tempera Paint	Readings: <ul style="list-style-type: none"> • <i>Paintings</i> (pp. 53-65) • <i>Patterns</i> (pp. 33-36) • <i>Guiding strategies</i> (pp. 365-

		378) <ul style="list-style-type: none"> • <i>What do children learn when they paint?</i>
8: 3/11/16	Pastels/Oil Pastels	Readings: <ul style="list-style-type: none"> • <i>Curiosity to understand</i> (pp. 158-212)
3/18/16	Spring Break! (no class)	
9: 3/25/16	Cut Paper	Readings: <ul style="list-style-type: none"> • <i>To be part of something</i> (pp. 312-321) • <i>Portfolios</i> (pp. 304-311) <p>**Guidelines for online classes will be handed out**</p>
10: 4/1/16	ONLINE CLASS	Readings: <ul style="list-style-type: none"> • <i>Digital media</i> (pp. 343-356) • <i>The girl with the brown crayon</i> (preface – page 50)
11: 4/8/16	ONLINE CLASS	Readings: <ul style="list-style-type: none"> • <i>The girl with the brown crayon</i> (finish book) • <i>At the crossroads: Pedagogical documentation & social justice</i> by Ann Pelo
12: 4/15/16	Music with Andrew	Readings: TBD
13: 4/22/16	Natural Materials	Readings: <ul style="list-style-type: none"> • <i>Chapter on Learning Curtis & Carter</i>
14: 4/29/16	Portfolio Presentations	