

Rutgers, The State University of New Jersey

05:300:304:01

Spring 2017

Fridays, 1:10-4:10

GSE Room 025A

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Phone Number: <i>732-690-5768</i>	Location: <i>GSE 025A</i>
Office Hours: <i>Fridays, 12:00-1:00, by appointment</i>	Prerequisites or other limitations: <i>None</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 checked="" type="checkbox"/> No <input type="checkbox"/> Yes

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.

ii. Essential Knowledge

- 1) The teacher understands how learning occurs—how learners construct

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

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 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.:

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

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 in the “Resources” section of 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, organization, and conciseness of writing.
- 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 me at least 24 hours before the due date.

Letter Grade Equivalents

90-100	A
86-89	B+
83-85	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/academic-integrity-policy/> for a full explanation of policies. In addition, all students must follow the RU Code of Student Conduct, which can be accessed at: <https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2016/03/October2015UCSC.pdf>. Information regarding plagiarism can be found at https://www.libraries.rutgers.edu/avoid_plagiarism with a multimedia presentation on plagiarism available at: <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>.

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 my 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) **Class Web Postings (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. Each student is required to **initiate** a reflection in the “Forum” section of the class Sakai website **three times** during the semester. These postings should deal with issues, readings, or class discussions/activities that you feel strongly about. Reflections mean questions that were raised, assumptions that were challenged, and ideas for practice that you thought about. In addition, each student will **respond** to at least **two** postings initiated by other students. I will often respond as well. Please make sure your postings (whether something you initiated or a response to someone else) are up for everyone to read 24 hours prior to class, i.e. before 1:10 P.M. on Thursdays, as we may utilize these postings to further our class discussions.
- 3) **Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (30%)**: In small groups of 2 or 3 students, you will choose a designated topic and prepare an art experience for a specific class session. 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 (during which you will facilitate and document your peers' work) or an art lesson that builds on the exploration. 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.

- 4) **Arts Observation and Exploration Project (30%)**: Being able to observe children and their learning is a critical component of early childhood curriculum planning, enactment, and evaluation. In order to gain a deeper understanding of how young children experience the arts, this multi-part project will require each student to a) observe a child or group of children engaging in arts exploration; b) implement an arts activity with the same child or group of children; and c) share a digital or poster presentation of your activities and experiences with the class.

Part One (10 points): Due 2/24/17

Each student will observe a young child or group of young children (8 years old or younger) participating in an arts exploration or activity. This can be done with relatives, friends, or in a more formalized setting, such as an early childhood program or elementary school. I can try to help to find placements, if needed. During the observation, students are expected to take note of the type of activity; how the child/children engage in the experience; and what guidance or feedback is provided to the child/children, if applicable. A short post-observation reflection (1-2 pages) should connect the observation to the readings and/or class discussions, where appropriate, and should also include the setting, ages of the child/children, and details regarding the activity observed.

Part Two (10 points): Due 3/31/17

Each student will plan and execute an arts activity with the same child/children who were previously observed. This part of the project 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.

Part Three (10 points): Due 4/28/17

On the last day of class, you will present a digital or poster presentation of your activities and experiences to the class. This should include a final discussion where you look across both activities and experiences to discuss what you have learned or discovered about engaging young children in creative activities and about the role these activities play in learning and development. This section should also include reference to readings and/or class discussions.

Summary of Requirements

- Class participation (20 points)
- Web Postings (20 points)
- Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (30 points)
- Arts Observation and Exploration Project (30 points)

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1: 1/20/17	Introductions and overview of course	
2: 1/27/17	Learning Environments & Creativity, Part 1 <ul style="list-style-type: none"> • Planning creative and playful environments & the role of play in development 	Readings: <ul style="list-style-type: none"> • Developmentally Appropriate Practices (DAP) readings (starting with DAP position statement) • The Intentional Teacher, Chapter 1 • Sometimes a Smudge...
3: 2/3/17	Learning Environments & Creativity, Part 2 <ul style="list-style-type: none"> • Documentation and display • Observation 	Readings: <ul style="list-style-type: none"> • Jalongo & Isenberg • Promoting Creativity for Life • Creativity and Disabilities • Why do some teachers resist • Talking about their art
4: 2/10/17	Introduction to Visual Arts <ul style="list-style-type: none"> • Materials & methods • Set-up & clean-up • Open-ended vs. closed materials 	Readings: <ul style="list-style-type: none"> • The Intentional Teacher, Art • Kolbe, <i>Sharing interests & passions</i> and <i>Other matters</i> • Loomis and Lewis and Blumenthal • Loughran
5: 2/17/17	Drawing	Readings: <ul style="list-style-type: none"> • Kellogg by Topal & Wright • Kolbe, <i>Marks & lines</i> • How to Teach Drawing to Children • Kolbe, Tuning into children's drawings
6: 2/24/17	Painting <i>Project Part One Due</i>	Readings: <ul style="list-style-type: none"> • Lim, Magic of the Brush • Painting • Patterns • Watercolor Paints • What do children learn when they paint?

7: 3/3/17	Sculpture & Collage	Readings: <ul style="list-style-type: none"> • Painting with Scissors • Picture books • Sculpture • Using wood and glue • Art Play Stories
8: 3/10/17	Storytelling & Photography	Readings: <ul style="list-style-type: none"> • Collins, Storytelling • Fredericks, Developing Literacy • Richards, The story • DeMarie & Ethridge • Child's Eye View
3/17/17	Spring Break! (no class)	
9: 3/24/17	Dramatic Play & Theater	Readings: <ul style="list-style-type: none"> • Funeral of Froggy • Lobman & Clark • Story Drama • Unscripted Learning
10: 3/31/17	Creative Movement & Dance <i>Project Part Two Due</i>	Readings: <ul style="list-style-type: none"> • Dow, Dance • Smith, Dancing • Movement equipment
11: 4/7/17	Music Making	Readings: <ul style="list-style-type: none"> • Beyond Twinkle • Emergent composition • Music Play • Music play center checklist • Music standards • Patterns of Music
12: 4/14/17	STEAM & Sensory Natural & Found Materials	Readings: <ul style="list-style-type: none"> • STEM to STEAM • Art & Sensory
13: 4/21/17	Book Discussion	Readings: Paley, <i>The Girl with the Brown Crayon</i> , must be completed prior to this class
14: 4/28/17	Presentations & Wrap-Up <i>Project Part Three Due</i>	