Rutgers, The State University of New Jersey

Art Across the Curriculum
05:300:304
Summer 2019
M, T, W, Th
GSE Room 30/25A/TBD

<table>
<thead>
<tr>
<th>Instructor: Carolyn Q. Hickey</th>
<th>Email: <a href="mailto:carolyn.hickey@gse.rutgers.edu">carolyn.hickey@gse.rutgers.edu</a></th>
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<tbody>
<tr>
<td>Phone Number: 908.625.1685</td>
<td>Location: GSE 30/25A/TBD</td>
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<tr>
<td>Office Hours:</td>
<td>Prerequisites or other limitations:</td>
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<tr>
<td>By appointment only</td>
<td>None</td>
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<tr>
<td>Mode of Instruction:</td>
<td>Permission required:</td>
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<tr>
<td>___ Lecture</td>
<td>X No</td>
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<td>X Seminar</td>
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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):
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 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): Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

1. Content and Pedagogical Knowledge
2. Instructional Practice

**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, how to evaluate and assess these activities, and how to begin infusing general education topics (e.g., science, math, ELA) with arts-based 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, 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 stimulate arts processes and lead arts activities, how to talk about these activities with children, and how to how to evaluate and assess these activities.

**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/](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**

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<th>Score Range</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>86-89</td>
<td>B+</td>
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<tr>
<td>83-85</td>
<td>B</td>
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<tr>
<td>78-82</td>
<td>C+</td>
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<tr>
<td>73-77</td>
<td>C</td>
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<td>68-72</td>
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<tr>
<td>60-67</td>
<td>D</td>
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<td>Below 60</td>
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**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/](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](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](https://www.libraries.rutgers.edu/avoid_plagiarism) with a multimedia presentation on plagiarism available at: [http://library.camden.rutgers.edu/EducationalModule/Plagiarism/](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 Canvas for corrections or updates to the syllabus. Any changes will be
clearly noted in course announcement or through Canvas email.

**Web site:** Registered students will have access to our Canvas site through their Rutgers Canvas portal at: Canvas.rutgers.edu. If you cannot access the site, please bring this to my attention as soon as possible.

**Attendance Policy:** Attendance and timeliness are mandatory. Only excused absences and/or lateness will be accepted. Excused means any type of unforeseen, documented, and verifiable emergency (e.g., sickness, severe NJTransit delay, car accident, death in the family, extreme weather conditions, an oil leak in your apartment complex). A habit of unexcused absences and/or lateness will result in a final grade reduction.

**Technology Policy:** I once had a very detailed and lengthy technology policy, but it really only came to this: **Please refrain from checking your phone, tablet, or laptop for text messages and social media updates.**

**Required texts:**

- Readings are provided on the Canvas course site, in the Files tab, based on class due date.

**Course Requirements**

**Class participation (15 Points):** 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. You’re also responsible for documenting your learning throughout the semester – by taking photographs and logging your thoughts. I will take note of participation in every class. Students using technology in inappropriate ways will lose points for participation.

**Collective Storybook (25 points):** This activity will provide students with the opportunity to explore art and creativity in a new way—by collectively creating a children’s book in a group. Each group will be given a Barebook (blank book), where each member will essentially build on each other’s storyline. (Please note that you will not plan the storyline ahead of time). Each member will write 3 pages of narrative (keep it simple—this is a children’s book) on the left hand side, while creating some type of artistic representation on the right hand side (e.g., illustration). Use an art form that is comfortable for you when illustrating—crayons, pencils, markers (watercolors, if you’re up for the challenge). If you want, you can also “illustrate” a little differently (collages, 3-D art, etc.). The point of this activity isn’t for you to have some type of publishable book, but for you to experience art in a guided form. In other words, **do not be afraid to have fun with this activity. We will present each book on the last day of class.** Individual due dates for collective storybook:

1. Member 1: 6/3
2. Member 2: 6/6
3. Member 3: 6/10
4. Member 4: 6/17
5. Member 5: 6/20
Plan and Lead One Visual Thinking Strategy (10 points): Students will choose an image that aligns with the content of a lesson and then lead a small group in a Visual Thinking Strategy activity. We will discuss VTS activities more in-depth on the first day of class. Due dates for this will vary.

Integrated Art Lesson Plan, In-Class Activity, Post-Lesson Reflection (25%): In small groups of 4 or 5 students, you will create an integrated lesson plan that will be implemented during the final two days of class (June 19 or June 20). Each group will submit a rough draft version of the lesson plan on June 13.

- This art experience should include the integration of academic content with artistic content and should be directly tied to a specific standard for your chosen grade level, within a content area and to a specific standard for the arts.
- 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. After the completion of the activity part of the lesson, you will create a display of their work (if appropriate) and facilitate a discussion with the class.

The final version of the lesson plan via Canvas Assignments with photos due on June 28th.

Course Reflection: Reflecting on Pedagogical and Subject Area Learning (25 points):

The course reflection will consist of three parts.

- The first part is an overall course reflection where you will submit a 500-750 word reflection on your experiences in class and how your thoughts on teaching art have changed throughout the semester. (Topics to consider: comfort with art/creativity in your life, comfort in your instruction, integrating art into gen. ed. curricula, the use of materials, student-centered instruction, exploring your creativity, exploring your students’ creativity, etc.).

- The second part is a 300-500 word reflection of your lesson plan. This reflection should include references to the literature on integration with accurate APA formatting.
  - how this was (or was not) an example of a high quality arts integration,
  - how the academic content was integrated with the art making,
  - what you think went well (and why),
  - what could be improved (and why).

- The third part will consist of artifacts you’ve collected throughout the course, which should document your learning through pictures. Artifacts can include artwork, formal notes, informal thoughts, discussion slides, and anything else that captures your learning experiences throughout each class. The course reflection is due June 27 on Canvas.

Summary of Requirements:

- Class participation (15 points)
- Collective Storybook (25 points)
- Leading Visual Thinking Strategy (10 points)
• Peer Teaching Art Lesson: Plan, Teaching, and Reflection (25 points)
• Final Course Reflection: Reflecting on Pedagogical and Subject Area Learning (25 points)

Schedule of Events

• 5/28: Introductions and overview of course; Assign course groups; Collective storybook; Lesson planning 101
  o Homework for 5/29
    ▪ Read: Silverstein & Layne "What is Arts Integration?"
    ▪ Read: "How Integrating Arts into Other Subjects Makes Learning Come Alive"

• 5/29: Talking about art; Asking good questions, Integrated curriculum, Lesson planning 102
  o Homework for 5/30
    ▪ Read: Henriksen & Mishra "We Teach Who We Are..." pp. 16-26 [Stop at - Integrating These Three Themes]
    ▪ Read: “Talking about Art”

• 5/30: Reflecting; Documenting VS Display; Exploring Arts
  o Homework for 6/3
    ▪ Read: Cappello & Walker "Visual Thinking Strategies: Teachers' Reflections"
    ▪ OR
    ▪ Read: "Visual Thinking Strategies: Understanding the Basics"

• 6/3: Lines
  o Due: Member 1 Collective Storybook
  o Homework for 6/4
    ▪ Read: “Discovering Colors”

• 6/4: Paint
  o Due: Member 5 VTS

• 6/5: Architecture (Music, if raining): Wear comfortable walking shoes

• 6/6: Music (Rain date for Architecture)
  o Due: Member 2 Collective Storybook
  o Due: Member 4 VTS

• 6/10: Theatre
  o Due: Member 3 Collective Storybook

• 6/11: Fiber
  o Due: Member 2 VTS

• 6/12: Working on lesson plan with fellow group members: NO F2F MEETING

• 6/13: Working on lesson plan with fellow group members: NO F2F MEETING
  o Due: Rough draft of lesson plan

• 6/17: Workshop lesson plans, feedback from peers
  o Due: Member 4 Collective Storybook
  o Due: Member 3 VTS

• 6/18: Developmentally Appropriate Practice

• 6/19: Peer teaching
  o Due: Member 1 VTS
• 6/20: Peer teaching & sharing collective storybooks
  ○ Due: Member 5 Collective Storybook

Additional due dates:

• 6/27: Final course reflection
• 6/28: Final lesson plan (with pictures)
• Varied dates: Leading a VTS

A word of caution—on some days 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.