Wayne State University  
College of Education  
Course Syllabus

Division: College of Education  
Program: Art Education  
Course: AED 5050 Integrating the Arts in the Elementary Classroom  
Section: 002  
CRN: 25011  
Credit(s): 3 credits  
Term Year: Winter 2014  
Course Location: Community Arts Bldg. rm. #158/ Music weeks=Old Main, 1319  
Time: Monday: 5:00 to 8:45 p.m.

Instructors:  
Diana Baldensperger, B.F.A, M.A., Ed.D. (ABD) ep4010@wayne.edu  
Nancy Florkowski, B.A., M.A., M.E.D., M.A. dj3587@wayne.edu  
Sean Penderel, B.M., M.M., PhD. sean.penderel@gmail.com  
Judith Sheldon, B.A., M.A. cu9627@wayne.edu

Office Hours: See individual instructor as office hours will vary.  
Emergency Numbers: Weather/snow cancellations: 313.577.5345  
Security: 313.577.2222

Course Description

“Integrating the Arts in the Elementary Classroom” is an introductory course which demonstrates how to integrate the Visual Arts, Music, Dance, and Theater, into the teaching, learning, and curriculum of the elementary classroom.

This course will study how integrating the Arts in the elementary classroom could deepen instruction by bringing problem solving skills, higher order thinking processes, media, performance, and production into the daily curriculum of the elementary classroom. Content for this course will be explored through lecture, collaborative learning, experiential activities, and reflective evaluation. In addition to studying the process of arts integration in the classroom, students will engage in curriculum development planning so that the practical reality of the process and connection between each content area in the elementary curriculum can be experienced and learned.

Course Outcomes

The goal of this course is to explore on an introductory level the integration of the arts with the teaching and learning of core academic areas in the elementary classroom. This is accomplished by demonstrating that the arts teach unique thinking processes which can be an invaluable, irreplaceable, and integral part of elementary education.

General concepts to be covered in this course include:

- Learners will conduct a systematic study of the all the arts (visual art, music, drama, and dance) as vehicles to cross the boundaries of core subjects with arts processes and concepts (1)
- Learners will research applications of the cognitive, kinesthetic, and affective components of the arts in learning (1, 4)
- Learners will develop lesson planning with appropriate adaptations of the arts with traditional core curriculum (1, 2)
- Learners will participate in group projects integrating all of the arts with a specific academic subject (1, 2)
- Learners will participate in experiential exercises designed to demonstrate the ways the arts can organize and express human experience. (3, 4, 5)
- Learners will discuss divergent points of view to learn the value of various approaches and experiences to add greater depth to the education of the elementary-aged child (4, 5, 7)
Course Outcomes Continued

- Learners will study contemporary practices that are currently successful with inspiring children to learn through all the arts. (1, 4, 5, 7)
- Learners will discuss ways of bringing outside resources into the elementary classroom. (9, 10)
- Learners will learn how to use basic evaluation methods to document their successes. (8)
- Learners will learn to distinguish between how the arts can be used to create meaningful learning and how they have been used to merely copy an idea, or imitate the expressive work of others. (1, 4, 7)  
  *(MI – WAYNE – COE Standards)*

Course Reading Materials

- **Handouts**—supplied by each instructor and available for download on blackboard

Course Materials

- **Note Taking Materials** — *student responsibility*
- **Lap-tops, Tablets, or Phones with Internet Access** — Optional Student Responsibility
- **Additional Materials and Supplies necessary for the teaching of your 4 lesson plans** — *student responsibility*.

Reference Bibliography


Wachowiak, Frank, *Emphasis Art, A Qualitative Art Program for Elementary and Middle Schools*. 8th edition, Allyn and Bacon, 2006 Print  
ISBN-10 0-205-43962-4  
ISBN-13 9-780-20543-9621

⚠️ Course Assignments

Due to the nature of this course, its pace and the multiple instructors, expectations are as follows:

- Complete attendance and participation is required
- Strong communication—student to student and student to instructor is essential
- Presentation of 4 lesson plans, one per discipline is required.
- **Notice**: There is no mid-term or final exam in this course. Grades are based wholly upon participation in class, evident knowledge of assigned readings, completed class assignments and design and presentation of 4 lesson plans
Assignment Submission
Please see the course calendar for information specific to each discipline. Each Instructor has their own policy and requirement for the submission of assignments, projects, and lesson plans. It is your responsibility to become familiar with these.

Lesson Plans-Course Projects
Are defined as the creation, presentation and teaching of a basic lesson plan that integrates Michigan’s Common Core State Standards and Visual, Performing, and Applied Arts Standards for the elementary curriculum.

Students will be responsible for:
1. Listing and initial on the first day of each rotation, the course “Integration Contract”; a form that lists each student’s lesson plan specifics (discipline, core, age, CCSS). This document will be passed on from instructor to instructor-giving evidence that each student in the course of these workshops experience all elementary cores and 4 different grade levels.
2. Completion of 4 lesson plans (one per discipline) according to project rubric.
3. The presenting and teaching of each of the 4 lesson plans to the class on the last day of each instructor’s rotation.
4. Submit Lessons, Projects, Assignments to instructor as per each instructor’s requirements

⚠️ Class Policies – Presentations
- Students will formally present all project/lesson plans to the class.
- Students will submit a hard-copy of their project and any accompanying documents, materials... complete and inclusive on presentation days to the instructor, prior to presentation.
- Students will attend all formal presentations and act as participant, observer and evaluator to their peers as each student presents their project/lesson plans on each participation day.
- Students will actively participate in student to student class critique; questioning, offering constructive criticism and feedback after each student’s presentation.
- Students will complete self-reflection and evaluative piece for each of their lesson plans/projects.

Failures to fulfill any of these course obligations may result in significant loss of course points, drop in grade, incomplete grade or failure of course. If you miss any of the presentations for an excused reason (illness, death in the family, etc.) you will be allowed to turn in your written project without penalty, following receipt of documentation pertaining to your excused absence. Since this is a segmented course, with wholly different content areas, your presentation must be made on the day of finals to your specific content instructor.
*Graduate Level Students see instructors at first class session for additional course requirements.

⚠️ Attendance
Attendance is your personal and professional responsibility both in this course, as well as, all others. You are expected to attend all class sessions and participate in all discussions/projects. This is a survey of four distinct disciplines and the methods used to teach them. Each segment is extremely important for your comprehension and application as a teacher. Because of the condensed format of this course, it is not possible to make up class discussions and in-class work time.

Attendance Continued
1. To verify your attendance in class, you will be asked to sign a daily attendance sheet at the beginning of each class.
2. The class will “vote” on the need for and the length of a given class break. *Failure to return “on time” after a break will be treated as a tardy or absence (stated below).*
3. Students who arrive *after start of class* (or after break) will be marked tardy.
4. Tardies result in a 5pt (Total of 10 for the Class) reduction for your Attendance Grade.
5. Three tardies to class = one absence.
6. Arrivals after 1 hour *without* documentation will be considered an unexcused absence.
7. Unexcused Absences result in 0 points (out of 10) for that day’s Class on your Attendance Grade.
8. An absence may be excused if there is a medical reason, family emergency or extenuating circumstances beyond the student’s control. *Students seeking an excused absence must bring documentation to the instructor.*
9. **Three excused absences, or more, will result in a course grade of “Incomplete”. To earn a grade and complete the course, you may be required to attend a portion of the subsequent semester course.**
10. **Please Note:** Three Unexcused Absences, Or More, Will Result In Failure Of This Course.

**Plagiarism**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. **Students caught plagiarizing information from other sources will receive a failing grade in the course.** University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Misconduct Policy**

Please review the Student Code of Conduct. Any student, who is disrespectful to classmates or the instructor in any manner, may be asked to leave the class. Two such incidents will result in automatic failure of the course, with charges for Academic Misconduct filed with the Provost’s office.

Jim Brown, Ph.D.
Coordinator of Visual Arts Education
College of Education

**Class Schedule**

See course calendar.

⚠️ **Grading**

*Students are completely responsible for knowing all information regarding grading.*

Each instructor has an individual policy for the acceptance of late work. Due to the experiential nature of the course, you should contact your instructor as soon as possible if you have concerns with regard to the submission of late work.

**Factors for determining your final grade are:**

- Complete attendance and interactive participation in all class sessions
- Achieve course objectives
- Observable initiative and effort in activities
- Presentation of 4 lesson plans, one per discipline
- Submission of required written work as per each instructor’s policy.
Grading System
Each section is worth 200 points. Each instructor will divide up these 200 points into assignments, projects, lesson plan, and attendance to meet the needs for that specific section. While each section is worth the same amount of points, how those points are achieved are specific to that section.

Grading Scale
This course will utilize the Wayne State University grading scale:

<table>
<thead>
<tr>
<th>Undergraduate Grades</th>
<th>Graduate Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100% = A</td>
<td>93-100% = A</td>
</tr>
<tr>
<td>90-92% = A-</td>
<td>80-82% = B-</td>
</tr>
<tr>
<td>87-89% = B+</td>
<td>77-79% = C+</td>
</tr>
<tr>
<td>83-86% = B</td>
<td>73-76% = C</td>
</tr>
<tr>
<td>Below 60% = Failure of Course</td>
<td>Below 73% = Failure of Course</td>
</tr>
</tbody>
</table>

A. Consistently excellent work, creative participation in group projects, active demonstration a high level of understanding through critical judgment and effort.; excellent class participation and no absences.
B. Consistently good work, semester long progress demonstrating above average understanding and good critical judgment, regular class participation and effort.
C. Some consistency, basic understanding of concepts and processes, average class participation, attendance marginal.
D. Poor or incomplete work, no appreciable progress, marginal understanding, unacceptable class participation, and significant absences.
E. Poor, incomplete, missing work; lack of understanding or attempt to understand, poor effort, unacceptable class participation, extreme number of absences.

General Note on Grading
The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plus and minuses are recorded and distinguish distinct grade point averages.

Withdrawal Policy
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade
Withdrawal Policy Continued

- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

- The deadline to withdraw from a course has been moved forward. It has been changed from the end of the 14th (and last) week of classes to the end of the 10th week of the semester. Therefore the course withdrawal deadline for this course for Winter 2014 will be Sunday, March 23, 2014.

Student Disability Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adams Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Student Disability Services News

Effective Fall semester 2010, Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu. Thank you for your cooperation.

Jane DePriester-Morandini
Interim Director
Student Disability Services
1600 Undergraduate Library
313.577.1851

Religious Observance Policy

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
APPENDIX A
CLASS POLICY PER FINE ARTS INSTRUCTOR

Music Rotation
The music segment of AED 5050 will focus on the use of music to make the general academic content of the standard elementary classroom both more meaningful and memorable. As a group we will experiment with the use of music for breathing unique life into reading, math, science, history, and other subjects.

Assignment Submission
- You may turn in assignments electronically (email), DUE by Midnight the day after your presentation
- Your submitted Assignments MUST include your reflection.
- **Penalty = Each day late will be a full grade reduction.**

Music Presentations
- **Presentation Time (Music):** You will receive 8 minutes to present, more information given in class.
- **Materials:** You must furnish copies of the ACTIVITY section of your lesson plan for the entire class.

Graduate Students
You are required to turn in a 2-3 page paper as the other 50% of the grade for your Music Lesson. The paper must focus on a philosophical justification for the use of the arts in the general elementary classroom. A draft of the paper is due at the time of your presentation (send electronically). The Final Copy is due 1 week after the final class of the music section (Feb. 4th, midnight).

Visual Arts Rotation
Please be sure to have all required supplies readily available for each visual arts meeting session (this is essential for receiving all points for participation – do not rely on your fellow classmates, preparation is key to success as an educator!)

Visual Arts Presentations
- **Lesson Plans** will be submitted in hard copy on day of presentation. Without this hard-copy, the student will not be allowed to present their lesson to the class.
- An electronic copy of the lesson plan and a separate full page reflection paper (submitted using format provided in blackboard) is **required to receive a grade higher than 60%.**
- Reflection is due to the instructor’s e-mail within 24 hrs. of presentation.
- **Each Day Late copies will receive a full grade reduction.**

Graduate Students will extend their lesson plan to include either an introductory lesson or a follow up lesson to be determined in the first session, and submitted with their lesson plan presentation.

Dance Rotation
Because the body-media of dance is at the very edge of language, your participation requires complete and integrated mental, physical and emotional engagement. Embodied improvisation, intuition, and spontaneous expression are deeply creative classroom tools that are learned only through direct and total physical presence.

- **Hard copy lesson plans only.**
- Self reflection will be done at the end of the class and submitted at that time.

Graduate Students will enlarge their original lesson plan, to be determined in the first session, and submitted with their lesson plan presentation.

Drama Rotation
In weeks one and two, students will participate in graded activities that are a part of their total grade. If you miss either of these two classes with or without an excuse, your final grade will go down. All cases are treated individually.

- Hard copy lesson plans only; due in week #3 class. Official WSU lesson plan format only.
- Self reflection will be done at the end of the class in week #3 and submitted at that time.
- Graduate students will submit a hard copy 1-2 page paper on a drama topic from the list offered in week #1.