



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Integrating Art, Music, & Physical Education
Methods

COURSE NUMBER:

EDE 3223

COURSE DESCRIPTION (with prerequisites):

This course provides students with critical understanding of art, music, and physical education. Emphasis is placed on the effective integrative lesson planning and modeling techniques to art, music, and physical education in elementary schools. This course requires a minimum grade of "C". Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. **Requires 10 hours practicum experience. (5 in music/art setting and 5 in PE setting).** 3 semester hours credit.

NAME(S) OF INSTRUCTORS:

Sarieta M. Russ, Ed.S.
(850)557-2777
russs@chipola.edu

EFFECTIVE ACADEMIC YEAR:

Not Currently Offered

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Suggested:

1. Hackett, Patricia and Lindeman,Carolynn A. (2007). *The Musical Classroom*. (7th Ed.). New Jersey: Pearson.
2. Sayre, Nancy E. and Gallagher, Jere D. (2001). *The Young Child and the Environment*. Maine: Allyn & Bacon.

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the "How to Use the Chipola Databases" on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Information Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EDE 3223	NGSS Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			K-6 Art, Music, PE	Professional Education	
Demonstrate an understanding of creativity based on recent research and strategies to support its development.	Selected benchmarks of PE, MU, and VA dependent of student selected grade level	E-1, E-2, E-3, E-5 1.1, 1.3, 2.5, 3.6, 4.4	12.1-12.6, 13.1-13.4, 14.1-14.4, 15.1-15.2, 16.1-16.2	10.2, 10.3, 12.1, 12.4	Task CC8M, MA 2, Exam
Demonstrate an understanding of the content of the visual arts, music, movement/dance, and drama for elementary children	MU1.1 to MU68.C.1.4 PE.K.C.I.I to PE.6.R.2.3 and VA.K.C.1.1 to VA.68.S.3.5	E-1 5.4	12.3, 12.6, 13.1, 14.1	10.2, 10.3	MA 1, MA 5, MA 6, Task CC8N
Demonstrate the understanding of and ability to select specific goals, skills, and strategies to incorporate visual arts, music, movement, and drama within the elementary classroom curriculum.	MU.1.1 to MU68.C.1.3	E-1, E-2, E-3, E-4 1.1, 1.3, 2.5, 3.6, 4.4	12.1-12.6, 13.1-13.2, 14.1, 16.1, 17.1-17.4, 18.1-18.5, 20.1-20.3	10.2, 10.3	MA 3, MA 6, CC8M
Demonstrate the ability to plan creative experiences in visual arts, drama, music, and dance/movement that link the K-6 curriculum and the individual needs, interest, and abilities of the children.	Selected benchmarks of PE, MU, and VA dependent of student selected grade level	E-1, E-2, E-3, E-4, E-5, E-6 1.1, 1.3, 2.5, 2.6, 3.1, 3.6, 4.4	12.1-12.6, 13.1-13.4, 14.1-14.4, 15.1-15.2, 16.1-16.2	10.2, 10.3, 11.2, 12.1, 12.4	Task CC8K, Task CC8M, MA 4, Exam
Demonstrate the ability to create an integrated curriculum, which involves teaching the creative arts within the content subjects.	Selected benchmarks of VA. dependent of student selected grade level	E-1, E-2, E-3 2.5, 2.6, 3.1	12.5, 12.6, 13.3, 14.3, 15.2, 16.2	10.2, 10.3	Task CC8K, Exam
Demonstrate the ability to assess children's progress and needs and use this information in planning creative experiences.	Selected benchmarks of PE dependent of student selected grade level	E-1, E-2, E-3, E-4 1.1, 2.2, 2.5	17.1-17.4, 18.1-18.5, 19.1-19.4, 20.1-20.3	10.2, 11.2, 12.4	Task CC8L, MA3
Demonstrate the ability to use	Selected	E-1, E-2, E-	12.1-12.6,	12.1, 12.4	MA 5,

technology to support the development of the creative arts.	benchmarks of VA, MU, and PE dependent of student selected grade level	3 1.1, 1.3, 2.5, 3.6, 4.4	13.2-13.3, 14.1-14.4, 15.1-15.2, 16.1-16.2		Task CC8M
**Assessment Codes					
T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition		

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all Assigned material before class.
3. Study in-class notes and online (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K-6 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

A. Exams

Exams will be 15 % of the student's final grade.

There will be a midterm and final exam. The exams will receive equal weight.

B. Major Assignments (MA)

Major assignments will be 30% of the student's final grade.

1. **Reflective Paper** - Based on clinical experiences and field logs, a reflective paper will be written of the school's art, music and physical education program. The paper will be a 2-3 page paper. The student will detail their evaluation of each of these curriculum areas.
2. **Research Paper** - After researching, reading articles, and interviewing, the student will write a 3-5 page paper giving a summary/reflection of how art and music interrelate. A minimum of 2 articles should be read. Documentation of which articles were read should be listed in the paper.
3. **Progress Paper** - After assessing children's needs in physical education, student will write a 2-3 page paper evaluating the physical education lesson they taught. The paper needs to address how the physical education need was decided upon, how the lesson was implemented, and the outcomes. Attached to paper will be a copy of the lesson plan.
4. **Portfolio** - At the end of the field experience, the student will submit his/her portfolio organized and divided into sections. Directions for the portfolio development will be given out separately as a handout.

5. **Musical Scale** – The teacher candidate will complete classroom instruction focusing upon musical scales, notes, times, symbols, and other related information. The teacher candidate will have experiences in the keyboard lab. A musical selection will be given to each teacher candidate to perform. The teacher candidate will demonstrate acquired knowledge by correctly identifying/demonstrating notes and times.
6. **Instructional Strategies in Music** - The teacher candidate will be instructed in the area of musical rhythms. Teacher candidates will become knowledgeable in the use of elementary musical instruments and Lummi sticks. The teacher candidate will demonstrate flexibility in adapting to accommodate alternative instructional strategies to develop concepts and principles in musical rhythms.

C. Attendance and Participation

Attendance and participation will be 5% of the student's final grade.

1. Students are expected to attend every class. Class will begin at the scheduled time. Students are expected to be prepared to begin work at this time. Students will be counted tardy if they arrive late or if they leave early. The following requirements will be upheld:
 - a. Three late arrivals and/or early departures are equivalent to one absence. An unexcused absence equals as a zero.
 - b. A tardy of more than 15 minutes will be recorded as an absence.
 - c. More than three unexcused absences will equal failure in the class.
 - d. Absences will be excused for medical purposes, deaths in the family, but will need the proper documentation turned into the instructor.
2. Students are expected to complete reading assignments prior to each class so they can actively participate in class discussions and group activities.
3. Work is to be handed in at the beginning of class – on the assigned due dates. A penalty will be assigned to work handed in after this time.
4. All written assignments will be judged on the accuracy of the content, comprehensiveness, typography and design, correct usage of grammar, correct capitalization, spelling, punctuation, clarity of thought, and logical order/sequence. Moreover, students are expected to adhere to specified formats; use various sentence patterns and structure; make use of transitional words and expressions, and maintain appropriate focus.
5. Any time a student speaks in front of the class, all presentations will be judged on correct punctuation and enunciation, projection, effective use of gestures, meaningful use of visual, attention getting procedures, maintenance of audience interest, correct use of grammar and language, and degree of presenter enthusiasm and interest in the topic.
6. Student conversations in class must be confined to specific course readings and relevant examples.
7. The class will follow the course syllabus as closely as possible. Changes may be made to allow for observations and other visits. Regular attendance in class will assure getting all pertinent information.
8. Please finish eating and drinking before coming to class.
9. Please remember to turn off your cell phones.

D. Tasks will be 50% of the student's final grade.

Methods of Instruction:

Lecture

Class discussions and/or interactions
Large and/or small groups projects, activities, discussions
Read/report on professional education and subject matter articles
Oral presentations
Clinical experiences and reflective papers
Field journals and discussions about them
Portfolios
Videotaping of student teaching a lesson with feedback from instructor and students

See your Instructor First Day Handout for individual instructor assignment schedule.