


**Dixie State University  
Department of Education  
Syllabus**

**Course Title:** Fine Arts in Elementary Education  
**Meeting Days /Time & Place:** Thu 10-11:40 NIB 144  
**Instructor:** Nancy Hauck, Ph.D.  
**Email Address:** [hauck@dixie.edu](mailto:hauck@dixie.edu)  
**Office Phone:** 435-652-7844  
**Office Location:** NIB 103

**Course Number:** ELED 4200  
**Course Credit Hours:** 2 credits  
**CRN:** 43196  
**Semester/Year:** Fall 2014  
**Office Hours:** As Posted

**DSU Department of Education Program Standards:**

 <p>Department of Education</p> <p><b>DESERT Model</b> D-Diversity E-Effective Pedagogy S-Subject Matter E-Environment R-Reflection T-Teaching Dispositions</p>	<p style="text-align: center;"><b>Mission Statement</b></p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p><b>D.E.S.E.R.T. Model – Program Outcomes</b></p> <p><b>Teacher Candidates:</b></p> <p><b>D-Diversity (DM1)</b> Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p><b>E-Effective Pedagogy (DM2)</b> Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p><b>S-Subject Matter (DM3)</b> Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p><b>E-Environment (DM4)</b> Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p><b>R-Reflective (DM5)</b> Seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p><b>T-Teaching Dispositions (DM6)</b> Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student’s educational needs.</p>	

Teacher Accreditation Education Council (TEAC) <http://www.teac.org/accreditation/goals/index.asp>  
Utah Effective Teaching Standards [http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS\\_Full\\_Document-9-4-11.aspx](http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS_Full_Document-9-4-11.aspx)  
Council for the Accreditation of Educator Preparation (CAEP) <http://www.caep.org/standards.html>  
Interstate Teacher Assessment and Support Consortium (InTASC)  
[http://www.ccsso.org/Resources/Publications/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_A\\_Resource\\_for\\_State\\_Dialogue\\_%28April\\_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html)

### **Course Description:**

For Elementary Education majors, this course explores ways in which the fine arts can be used as a vehicle for instruction and learning. Integrating the fine arts into the curriculum is the focus of the course. The use of literary arts, visual arts, drama, dance, and music are key ways in which content may be taught. This class prepares teachers to apply the state core curriculum in elementary settings, and to use fine arts as an instructional tool to enhance learning.

### **Course Objectives and Outcomes:**

By the end of this course students should be able to:

- A. Explain the importance of fine arts integration as part of the elementary school curriculum.
- B. Demonstrate an understanding of the philosophy, research, theories and developmental stages that support arts integration.
- C. Use Utah State core curriculum standards to plan instruction and integration of fine arts in the classroom curriculum.
- D. Demonstrate fine arts literacy in literary arts, visual arts, drama, dance, and music.
- E. Design and present an elementary-level fine arts integrated culminating art project.
- F. Demonstrate appropriate management and materials handling techniques for fine arts activities.
- G. Describe, organize, and use arts SEED strategies in literary arts, visual arts, drama, dance, and music.

### **Course Prerequisites:**

Admittance to the DSC Elementary Education Program is the prerequisite requirements for this course.

### **Course Materials/Textbooks:**

Cornett, Claudia E. (2011). *Creating Meaning Through Literature and the Arts, Fourth Edition*. Upper Saddle River, NJ: Pearson.

### **Grading Scale:**

A = 95%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-94%	B- = 80%-83%	C- = 70%-73%	D- = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = Below 60%

### **Fall 2014 Important Semester Calendar Dates:**

Aug 25	Classwork Starts	Oct 20	Last Day to Drop Individual Class
Aug 28	Last Day to Waitlist	Oct 27	Spring and Summer 2014 class schedules available online
Aug 29	Last Day to Add Without Signature		
Sep 1	Labor Day	Nov 3	Bachelor's degree Graduation Deadline - Spring 2014
Sep 4	Drop/Audit Fee Begins (\$10 per class)	Nov 11	Career Day
Sep 4	Residency Application Deadline	Nov 14	Last Day for Complete Withdrawal
Sep 9	\$50 Late Registration/Payment Fee	Nov 17	Spring Registration open to Seniors (90+ credits)
Sep 15	Pell Grant Census	Nov 18	Spring Registration open to Juniors (60+ credits)
Sep 15	Last Day for Refund		
Sep 15	Last Day to drop without receiving a "W" grade	Nov 19	Spring Registration open to Sophomores (30+ credits)
Sep 17	Courses dropped for non-payment	Nov 20	Spring Registration Open to All Students
Sep 19	Last Day to Add/Audit	Nov 26-28	Thanksgiving Break
Oct 1	Associate's degree Graduation Deadline - Fall 2014	Dec 12	Classwork Ends
Oct 15	Mid-Term Grades Due	Dec 15-19	Final Exams
Oct 16-17	Semester Break		

**Date & Time of Final Exam:**

Thursday, December 18<sup>th</sup> at 10:20am-12:20pm

**Academic Honesty:**

As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

**Disability Statement:**

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North Plaza Building. Visit or call 652-7516 to schedule an appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Contact information: Phone:(435) 652-7516, Email: [drc@dixie.edu](mailto:drc@dixie.edu), Office Hours: Monday - Friday 8:00 am to 5:00 pm Website: <http://www.dixie.edu/drcenter/>

**Campus Resources:**

<b>Tutoring/Writing Center</b>	<b>Health and Wellness Center</b>	<b>Testing Center</b>	<b>Computer Center</b>	<b>Library</b>
Tutoring services are provided for all registered DSC students and is available for all subjects. Located at the Jeffery R. Holland Centennial Commons Building. Room 431. <a href="http://www.dixie.edu/tutoring">www.dixie.edu/tutoring</a>	Location: Next to the campus at 34 North 600 East Hours: 8:00 AM to 5:00 PM Monday through Friday — closed Saturday and Sunday For appointments call 435-652-7756 <a href="http://www.dixie.edu/health/">http://www.dixie.edu/health/</a>	The hours are posted online at <a href="http://dixie.edu/testing">http://dixie.edu/testing</a> Location: North-East of North Plaza Bldg. Classroom Testing Center - Information / Main Line Phone: 435-652-7696 Email: <a href="mailto:testcenter@dixie.edu">testcenter@dixie.edu</a>	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State College Library at the Jeffrey R. Holland Centennial Commons can be accessed online at <a href="http://www.dixie.edu">www.dixie.edu</a> Contact education liaison, Ms. Linda Jones ( <a href="mailto:ljones@dixie.edu">ljones@dixie.edu</a> ) for assistance.

**D-MAIL:**

Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your Dmail account. You will be held responsible for information sent to your Dmail, so please check it often.

**Instructure Canvas:**

If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located in the Smith Computer Centers main computer lab. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

**Class Expectations:**

The design of this course makes it necessary for students to *fully* participate in classroom discussions, presentations and cooperative structures. Thus, attendance and participation are required for this course. Appropriate documentation will be required for missing class. All electronic devices need to be turned off during class unless otherwise directed. If you have special circumstances regarding this policy, please see me prior to class.

### **Disruptive Behavior:**

DSC disruptive behavior policy states, “Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.”

### **Policy on Late Assignments and Absences Related to College Functions:**

Assignments are due on specific dates. I am happy to grade and record assignments that are turned in early or on time. Late work is not accepted. Missed quizzes may not be made up. Assignments should reflect high levels of thinking, analysis, and application. Absences related to college functions will be excused if proper documentation is given well in advance.

### **Course Assignments & Assessments:**

**Class Quizzes:** Each class will be assessed by a quiz of the assigned reading. Quizzes must be completed in class as directed and may not be made up. (Meets Course Objectives A, B & D) **\*10 points @ = 120 points**

**Participation:** During most class sessions there will be a fine arts activity. Students must be on time and participate throughout the class to receive full participation points. These points are included in each week’s quiz and may not be made up. (Meets Course Objectives C & D)

**STEAM Arts Integrated Lesson:** Students will create a STEAM integrated lesson. Each lesson must meet Utah State core objectives by integrating STEM (science, technology, engineering and math) core standards with one fine arts core standard. Children’s literature will serve as the theme for the lesson. One SEED strategy from the textbook must be included in the lesson. Detailed information and examples of this assignment will be given in class. This will be a cooperative partner or team assignment with no more than four members. (Meets Course Objectives C, D, E, F, G) **\*50 points**

**Fine Arts SEED Strategy File:** The student will select 40 SEED strategies from the textbook to organize into a file. The strategies can be organized in a binder, card file, or electronic file. The file system must be adaptable and useful including space to add notes. A table of contents listing each SEED strategy must be included. A detailed description and examples of this assignment will be given in class. (Meets Course Objectives A, D & G) **\*40 points**

**Fine Arts Literacy Post-test:** The final assessment for the course is the fine arts literacy post-test. A pre-test will be given early in the semester to assess students’ background knowledge. The post-test will consist of the content and processes of the five fine arts areas. (Meets Course Objectives A, B, & D) **\*100 points**

**Total Points = 310**

**Class Schedule:**

<p><b>Session 1 – August 28</b></p> <p>Course Introduction Fine Arts Literacy Pre-test</p>	<p><b>Session 2 – September 4</b></p> <p>Text: Chapter 1 Arts Integrated Project Example</p>	<p><b>Session 3 – September 11</b></p> <p>Text: Chapter 2 Arts Integrated Project Planning Time</p>
<p><b>Session 4 – September 18</b></p> <p>Text: Chapter 3</p> <p><b>Due:</b> Arts Integrated Lesson</p>	<p><b>Session 5 – September 25</b></p> <p>Text: Chapter 4 Presentation: Literary Arts/Poetry</p>	<p><b>Session 6 – October 2</b></p> <p>Text: Chapter 5 Presentation: Literary Arts/Poetry</p>
<p><b>Session 7 – October 9</b></p> <p>Text: Chapter 6 Presentation: Visual Arts</p>	<p><b>Session 8 – October 23</b></p> <p>Text: Chapter 7 Presentation: Visual Arts</p>	<p><b>Session 9 – October 30</b></p> <p>Text: Chapter 8 Presentation: Drama/Storytelling</p>
<p><b>Session 10 – November 6</b></p> <p>Text: Chapter 9 Presentation: Drama/Storytelling</p>	<p><b>Session 11 – November 13</b></p> <p>Text: Chapter 10 Presentation: Dance</p>	<p><b>Session 12 – November 20</b></p> <p>Text: Chapter 11 Presentation: Dance</p>
<p><b>Session 13 – December 4</b></p> <p>Text: Chapter 12 Presentation: Music</p>	<p><b>Session 14 – December 11</b></p> <p>Text: Chapter 13 Presentation: Music Cohort Talent Show</p> <p><b>Due:</b> SEED Strategy File</p>	<p><b>Final Exam – December 18</b> <b>10:20 am-12:20 pm</b></p> <p>Fine Arts Literacy Post-Test</p>