



Course Number: ED 223-01-1
Course Title: Music, Art, and Physical Education
Division Name: [Education](#)

Term: Spring 2018

Dates: 01/15/2019-05/02/2019

Class Times: Tues/Thurs 1:00PM-2:20PM

Class Location: Brogan 101

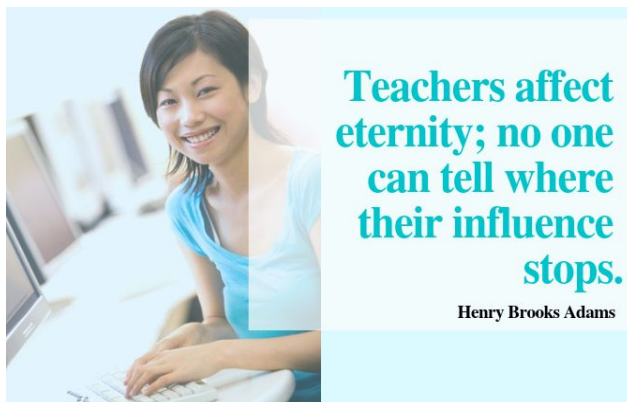
Instructor Name: Mary Therese Hattori, EdD

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Office Location: Hale Hoaloha 202

Office Hours: Tues/Thurs 11:45AM-12:45PM or by appointment



General Information

Required Text: There are no required texts for you to purchase. I will provide articles in PDF or links to online material through the course website: <https://chaminade.instructure.com/courses/8671>

University Course Catalog Description: This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included. Includes a field-based service learning component.

Mission Statement: The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Essential Questions to Be Explored in this Course:

1. What is the role of art, music, and physical education in the elementary classroom?
2. How do teachers incorporate art, music, and physical education into their curriculum?
3. How do we use art, music, and physical education to teach for social justice?

Marianist and Native Hawaiian Values: Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

WASC Core Competencies: We seek to address the following areas of competence set by our accrediting body, Western Association of Schools and Colleges Senior College and University Commission: Written Communication; Oral Communication; Quantitative reasoning; Critical Thinking; and Information Literacy.

Program Learning Outcomes:

1. Content Knowledge (Knowledge of subject matter)
2. Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
3. Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
4. Educational Technology (Knowledge of and application of appropriate technology for student learning)
5. Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
6. Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
7. Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
8. Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

Course Learning Outcomes:

1. Students will explore, discuss, and experience strategies that allow for basic artistic, creative, and innovative skills to be used in the classroom in the forms of music, art, and movement.
2. Students will be able to develop and deliver lesson plans suited for the elementary classroom that demonstrate the use of music, art, and movement (creative and/or coordinated).
3. Students will be able to demonstrate strategies to support literacy development across the content areas with art, music, and movement, in order to provide an academic equilibrium that is inclusive of all cultures, peoples, and places.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Essential Questions	1	2	3
Marianist Values	2	2	2, 4
WASC Core Competencies	1, 2	1, 2	1, 2, 4
Program Learning Outcomes	2, 7	2, 7	2, 6, 8

Service Learning: This course includes a field-based service learning project. Research has shown that an effective way to increase engagement with learning is through experiential and active learning strategies that take place in the community (Whitley & Walsh, 2014). To keep this assignment simple yet meaningful, you will be asked to spend 5-10 hours in the community providing service to others in relation to the arts or physical education. Options will be provided to you in the third week of the semester.



University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). Plagiarism includes, but is not limited to:
 - Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
 - Copying of someone else's exam or paper.
 - Allowing someone to turn in your work as his or her own.
 - Not providing adequate references for cited work.
 - Copying and pasting large quotes or passages without properly citing them.
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at 808-735-4845 or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access: The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Course Policies

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences

- a. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor.

Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

- b. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).
2. **Unexcused Absences.** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division, when unexcused absences total more than 10% of the number of classes, there will be a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn. For Undergraduate Day Courses T/Th (30 classes) this means that more than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
3. Any student who stops attending without officially withdrawing may receive a failing grade.

Course Website: The website is essential to your success as a student and through modeling from your professor, you will learn effective uses of educational technologies that you can implement when you are a teacher. We will use the site to distribute course readings, for assignments and discussions, and for a number of other activities. The course URL is: <https://chaminade.instructure.com/courses/8671>

Readings: Readings will be assigned each week to frame our discussion in class. It is vital that you complete the readings before class.

Collegiality & Professionalism: We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class and **refrain from use during class**. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Course Communication: Email is the best way to reach me with questions about course assignments or policies. Barring technical issues, and with the exception of holidays and Sundays, I will respond to emails within 24 hours. Send email to marytherese.hattori@chaminade.edu or email me through Canvas: https://chaminade.instructure.com/conversations#filter=type=inbox&course=course_8671

Division of Education Incomplete Policy: At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an "I" grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an "I" that is submitted without an alternative grade is "F.") The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. The deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade. This deadline date may not be extended.

Helpful Resources

- Purdue Online Writing Lab (OWL):
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
We will follow APA (American Psychological Association) style when formatting papers, citing sources, references and bibliographies.
- The Basics of APA Style: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- Helpdesk: (808) 735-4855
- Chaminade Counseling Center 808-735-4845
- Dean of Students: (808) 735-4852
- Campus Ministry: (808) 735-4774
- Campus Security: (808) 735-4792
- Switchboard: (808) 735-4711

Assessment

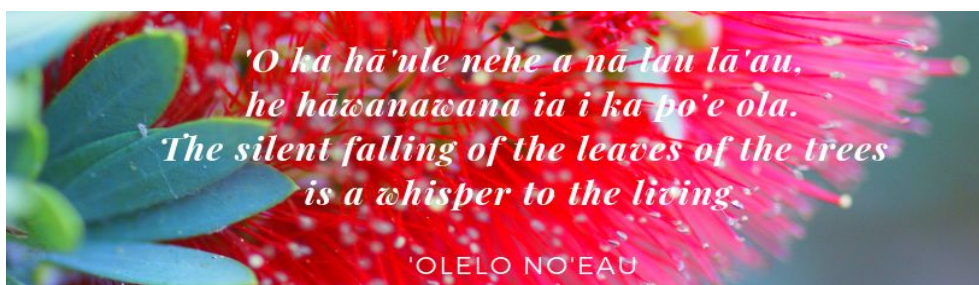
A variety of assessments will be used to promote learning and measure achievement of course outcomes. These include reflection essays, poetry, service learning, research papers, and presentations. This is a tentative list of assignments with point values and due dates. Refer to the course website for assignment descriptions and rubrics.

Assignment	Points	Due
Where I Am From poem and presentation	5	Thursday, January 24, 2019
Reflection: Dewey and Hawaiian Aesthetics	5	Thursday, January 31, 2019
Personal Metaphor essay and presentation	5	Thursday, February 7, 2019
Reflection: Arts Review*	5	Thursday, February 14, 2019
Paper: Research on the Arts and Social Change	10	Thursday, February 28, 2019
Reflection: Assessment	5	Thursday, March 14, 2019
Reflection: Service Learning Experiences	5	Thursday, April 4, 2019
Pecha Kucha Presentation on Service Learning	15	Thursday, April 11, 2019
Multimedia Presentation: Literacy	15	Tuesday, April 30, 2019
Research Paper: Literacy	20	Thursday, May 9, 2019
Service Learning	10	Thursday, May 9, 2019
TOTAL POINTS	100	

*event to review is on Feb 9; alternate event is on Mar 10 with review due on March 21st.

Grading Scale: Your final grade will be based on the total points earned. The grading scale is as follows:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F below 60



Changes to the Syllabus: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Activities Schedule

These are the primary topics and activities for the semester. Detailed lesson plans and course material will be provided in the Canvas course site: <https://chaminade.instructure.com/courses/8671>

Week	Dates	Topics
1	Jan 15 & 17	Introductions (course, website), Creative Thinking, the HA Framework A Culturally Sustaining Lesson Plan: Where I Am From
2	Jan 22 & 24	Culturally Sustaining Pedagogy & the State's Multilingualism Policy A Pacific Islands Perspective on Art, Music, and Physical Education Where I Am From Presentations
3	Jan 29 & 31	Service Learning, Teaching Truly: Indigenizing the Curriculum Reflection on Dewey and Hawaiian Aesthetics Due
4	Feb 5 & 7	The Arts and Social Change Personal Metaphor Presentations
5	Feb 12 & 14	The Arts and Social Change Reflection: Arts Review Due - Feb 9 Oceania on the Reel
6	Feb 19 & 21	Art and Spirituality Work on Research Paper
7	Feb 26 & 28	Assessment Research Paper on the Arts and Social Change Due
8	Mar 5 & 7	Assessment
9	Mar 12 & 14	Visual Embodied and Performative Pedagogy Assessment Reflection Due
10	Mar 19 & 21	The Art of Pecha Kucha, Literacy Alternate Reflection: Arts Review Due - March 10 Oceania on the Reel
11	Apr 2 & 4	Literacy, Pecha Kucha Prep Service Learning Reflection Due
12	Apr 9 & 11	Local Resources Class Presentations: Pecha Kucha
13	Apr 16 & 18	Work on Final Project; Individual check-in meetings with Professor
14	Apr 23 & 25	Work on Final Project; Individual check-in meetings with Professor
15	Apr 30, May 2	Final Project Presentations