



**ED223 - Music, Art, and Physical Education**  
**Summer 2020**  
**3 Credits**  
**Online**

**Instructor:** Scott Wylie  
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**Office Hours:** [By Appointment](#)  
**Office Location:** N/A

**Required Texts:**

There are no required texts for you to purchase. I will provide articles each week in PDF format on the course Canvas page.

**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.

**Essential Questions / Course Overview:**

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

**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.

**Marianist Values:**

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

**WASC Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

**Program Learning Outcomes (PLOs):**

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 (CLOs):**

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

## Course Requirements:

### Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

### Assignments

Students will complete a number of assignments based on the assigned readings and develop assessment instruments incorporating the strategies discussed in class. The specifics of these assignments are outlined on the following pages.

### 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.

### Course Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

## Grading:

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; *late assignments will earn a maximum of 50% credit and will negatively impact your grade in the course.*

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

Art, Music, Physical Education Activities (10 points x 6 assignments)	60 Points
Reflection and Response Discussions (20 points x 9 assignments)	180 Points
Unit / Lesson Concept	60 Points
Total:	300 Points

Letter grades are defined as follows:

A	B	C	D	F
(300-270 points)	(269-240 points)	(239-210 points)	(209-180 points)	(179-0 points)

## Course Policies:

You will participate in online discussions each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that you have completed the reading and they are not simple summarization

exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check in frequently for updates.

Your initial response to each prompt is due by 11:59pm every Thursday. The initial responses should be a minimum of 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors.

You are also required to post a response to one of your classmates by 11:59pm every Sunday. You are encouraged to make multiple responses and engage in critical conversation around these texts, however only one response post is required each week. Responses should be a minimum of 250 words and must advance the conversation (e.g. ask a question, challenge a viewpoint, build on an argument).

Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.

#### IMPORTANT NOTE ON LATE DISCUSSION POSTS:

The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.*

#### **Attendance:**

The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

### **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).
- **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.

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.

**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 following:

- Chaminade Counseling Center: 808-735-4845
- 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.

**Activities Schedule**  
*(Readings for each week posted on Canvas)*

<b>Week</b>	<b>Assigned Readings</b>
<b>1</b>	Topic: Poetry in the Elementary Classroom  Assignments: "Where I'm From" Poems Poetry Discussion & Response
<b>2</b>	Topic: Social Justice Education  Assignments: Social Justice Education Discussion & Response
<b>3</b>	Topic: Physical Education as a Social Justice Issue  Assignments: Physical Education Discussion and Response Kindergarten PE Lesson
<b>4</b>	Topic: Hidden Curriculum  Assignments: Hidden Curriculum Discussion & Response
<b>5</b>	Topic: "Reading" Works of Art  Assignment: Elementary Art Analysis Discussion & Response
<b>6</b>	Topic: Re-visioning Art in Popular Culture  Assignment: Re-visioning a Disney Film
<b>7</b>	Topic: Music Listening Journals  Assignments: Elementary Music Discussion & Response Music Listening Journal
<b>8</b>	Topic: UNICEF Kid Power  Assignments: Kid Power Discussion & Response
<b>9</b>	Topic: Portrait Poems  Assignments: Portrait Poems Discussion & Response Writing Portrait Poems

<b>10</b>	<p>Topic: Course Reflections</p> <p>Assignments: Course Reflection &amp; Response</p>
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