



**ED223 Course Syllabus (Summer 2021, 3 Credits)**  
***Music, Art, and Physical Education -- Online***  
**School of Education and Behavioral Sciences**  
**[Chaminade University Honolulu](https://www.chaminade.edu/)**  
**3140 Waialae Avenue - Honolulu, HI 96816**

**Instructor:** Scott Wylie  
**Email:** [scott.wylie@chaminade.edu](mailto:scott.wylie@chaminade.edu)

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

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).

### **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.

### **Course Overview:**

In this course you will explore the role of art, music, and physical education in the elementary classroom. You will learn how teachers incorporate art, music, and physical education into their curriculum and use these tools to teach for social justice.

### **Marianist Values:**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace.” This course addresses that characteristic by looking at the ways in which art and music can highlight the diversity present in your classroom. We will also explore how the lack of physical education in elementary classrooms is a social injustice that disproportionately impacts students from lower socioeconomic backgrounds. By the end of this course,

you will develop lessons that address service, justice, and peace in the elementary classroom.

### **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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

### **WASC Core Competencies:**

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

### **Program Learning Outcomes (PLOs):**

Upon completion of the undergraduate B.S. program in Elementary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

### Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. 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. Develop and deliver lesson plans suited for the elementary classroom that demonstrate the use of music, art, and movement (creative and/or coordinated).
3. 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
Marianist Values	2	2	4
WASC Core Competencies	1, 2	1, 2	1, 2, 4
Program Learning Outcomes	2	2	5

### Required Texts:

*Responsive Classroom for Music, Art, PE, and Other Special Areas* by Center for Responsive Schools, Inc. 2016. ISBN: 978-1-892989-84-0

### Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

### Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for

the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

**Assessment:**

This course is utilizing a Flex model, meaning the only due dates you have are 1) your Course Completion Schedule, which is due by 11:59pm on the Sunday, January 11; and 2) all other assignments must be submitted by 11:59 pm on Sunday, September 12. The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want, meaning you can complete the course in as little as six weeks, or up to the full 10 week accelerated online term.

Note: I have provided suggested due dates in Canvas, but you are not required to stick with these dates. You won't lose any points for turning in an assignment after the due date listed in Canvas, as long as all assignments are submitted by September 12.

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:

- Assignments 80%
- Communities of Practice 10%
- Unit Plan Concept 10%

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A 100-90%	B 89-80%	C 79-70%	D 69-60%	F 59-0%
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**Grade of Incomplete:**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

### University Policies

**Disability Access:**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

**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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to

complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy:**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

**Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

































































The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

































































## Activities Schedule

































































☰	▼	Module 1 - Opening Routines	✓	+	⋮
☰	📄	☑️ Opening Routines: Overview and To Do List (0:15)	✓		⋮
☰	📄	✍️ Assignment: Student Introduction & Course Plan (2:30) 10 pts	✓		⋮
☰	📄	🚀 Presentation: Starting Off Strong (0:30)	✓		⋮
☰	📄	📖 Read: Where I'm From - Inviting Students' Lives into the Classroom (1:00)	✓		⋮
☰	📄	✍️ Assignment: Write a "Where I'm From" Poem (2:00) 10 pts	✓		⋮
☰	📄	📖 Read: Poetry Proves to be Positive in the Primary Grades (1:00)	✓		⋮
☰	📄	✍️ Assignment: Poetry Reading Response (1:30) 10 pts	✓		⋮
☰	📄	📖 Read: Responsive Classroom, Introduction and Chapter 1 (2:00)	✓		⋮
☰	📄	✍️ Assignment: Responsive Classroom, Introduction and Chapter 1 Reading Response (2:00) 10 pts	✓		⋮
☰	📄	✍️ Assignment: Participate in the Communities of Practice (Module 1) (2:00) 10 pts	✓		⋮
☰	📄	👤 Opening Routines: Wrap-up and Looking Ahead (0:15)	✓		⋮


























































Module 2 - Social Justice Education		✓	+	⋮
⋮	📄 ✓ Social Justice Education: Overview and To Do List (0:15)	✓		⋮
⋮	📄 🚀 Presentation: Social Justice Education (1:30)	✓		⋮
⋮	📄 📖 Read: Five Essential Components for Social Justice Education (1:30)	✓		⋮
⋮	📄 ✍️ Assignment: Social Justice Reading Response (2:00) 10 pts	✓		⋮
⋮	📄 📖 Read: Excerpts from "Characteristics of Marianist Universities" (1:30)	✓		⋮
⋮	📄 ✍️ Assignment: Characteristics of Marianist Universities Reading Response (2:00) 10 pts	✓		⋮
⋮	📄 📖 Read: Responsive Classroom, Chapter 2 (2:00)	✓		⋮
⋮	📄 ✍️ Assignment: Responsive Classroom, Chapter 2 Reading Response (2:00) 10 pts	✓		⋮
⋮	📄 ✍️ Assignment: Participate in the Communities of Practice (Module 2) (2:00) 10 pts	✓		⋮
⋮	📄 👤 Social Justice Education: Wrap-up and Looking Ahead (0:15)	✓		⋮

 ▾ Module 3 - Physical Education as a Social Justice Issue <span style="float: right;">    </span>	
   Physical Education as a Social Justice Issue: Overview and To Do List (0:15) <span style="float: right;">   </span>	
   Presentation: Physical Education as a Social Justice Issue (1:30) <span style="float: right;">   </span>	
   Read: Physical Education is a Right (1:00) <span style="float: right;">   </span>	
   Read: DOE Wants Hawaii's Kids To Be Healthier, More Active During School Hours (0:30) <span style="float: right;">   </span>	
   Read: Healthy Schools Hawaii (1:00) <span style="float: right;">   </span>	
   Assignment: Physical Education Reading Response (1:30) <small>10 pts</small> <span style="float: right;">   </span>	
   Read: Sesame Street - Healthy Habits for Life (Section 1 - Get Moving!) (1:30) <span style="float: right;">   </span>	
   Assignment: Kindergarten PE Lesson (1:30) <small>Sep 12   10 pts</small> <span style="float: right;">   </span>	
   Read: Responsive Classroom, Chapter 3 (2:00) <span style="float: right;">   </span>	
   Assignment: Responsive Classroom, Chapter 3 Reading Response (2:00) <small>Sep 12   10 pts</small> <span style="float: right;">   </span>	
   Assignment: Participate in the Communities of Practice (Module 3) (2:00) <small>Sep 12   10 pts</small> <span style="float: right;">   </span>	
   Physical Education as a Social Justice Issue: Wrap-up and Looking Ahead (0:15) <span style="float: right;">   </span>	

 <span>▼ Module 4 - Hidden Curriculum</span> <span style="float: right;">    </span>	
   <span>Hidden Curriculum: Overview and To Do List (0:15)</span> <span style="float: right;">   </span>	
   <span>Read: Excerpt from Instructional Strategies for Middle and High School (1:00)</span> <span style="float: right;">   </span>	
   <span>Assignment: Instructional Strategies Reading Response (1:00)</span> <small>Sep 12   10 pts</small> <span style="float: right;">   </span>	
   <span>Presentation: The Hidden Curriculum of Gender Roles in Disney Films (1:30)</span> <span style="float: right;">   </span>	
   <span>Read: 'Your name is too difficult!' What a school's hidden curriculum is telling students (0:30)</span> <span style="float: right;">   </span>	
   <span>Assignment: Hidden Curriculum Reading Response (1:30)</span> <small>Sep 12   10 pts</small> <span style="float: right;">   </span>	
   <span>Assignment: Hidden Curriculum Research Project (3:00)</span> <small>Sep 12   20 pts</small> <span style="float: right;">   </span>	
   <span>Read: Responsive Classroom, Chapter 4 (2:00)</span> <span style="float: right;">   </span>	
   <span>Read: You Are Where You Sit (0:30)</span> <span style="float: right;">   </span>	
   <span>Assignment: Responsive Classroom, Chapter 4 Reading Response (1:30)</span> <small>Sep 12   10 pts</small> <span style="float: right;">   </span>	
   <span>Assignment: Participate in the Communities of Practice (Module 4) (2:00)</span> <small>Sep 12   10 pts</small> <span style="float: right;">   </span>	
   <span>Hidden Curriculum: Wrap-up and Looking Ahead (0:15)</span> <span style="float: right;">   </span>	






















































 ▾ Module 5 - "Reading" Works of Art <span style="float: right;">    </span>	
   <b>"Reading" Works of Art: Overview and To Do List (0:15)</b>	 
   <b>Presentation: "Reading" Works of Art (1:30)</b>	 
   <b>Read: New Evidence of the Benefits of Arts Education (0:30)</b>	 
   <b>Read: Practicing Social Justice Through Arts Education (0:30)</b>	 
   <b>Assignment: Arts Education Reading Response (1:30)</b> <small>Sep 12   10 pts</small>	 
   <b>Assignment: "Reading" Works of Art (2:00)</b> <small>Sep 12   10 pts</small>	 
   <b>Read: Let Your Motto Be Resistance: African American Portraits (1:30)</b>	 
   <b>Assignment: Let Your Motto Be Resistance Reading Response (1:30)</b> <small>Sep 12   10 pts</small>	 
   <b>Read: Responsive Classroom, Chapter 5 (2:00)</b>	 
   <b>Assignment: Responsive Classroom, Chapter 5 Reading Response (1:30)</b> <small>Sep 12   10 pts</small>	 
   <b>Assignment: Participate in the Communities of Practice (Module 5) (2:00)</b> <small>Sep 12   10 pts</small>	 
   <b>"Reading" Works of Art: Wrap-up and Looking Ahead (0:15)</b>	 
































  <b>Module 6 - Using Music in the Classroom</b>   	
   <b>Using Music in the Classroom: Overview and To Do List (0:15)</b>  	
   <b>Presentation: Using Music in the Classroom (1:30)</b>  	
   <b>Read: Active Listening Guide: Helping Your Students Engage with Music (1:30)</b>  	
   <b>Assignment: Music Listening Journal (2:00)</b> Sep 12   10 pts  	
   <b>Read: Individual Music Listening as an Option for Free-Choice Time (1:30)</b>  	
   <b>Assignment: Music Listening Reading Response (2:00)</b> Sep 12   10 pts  	
   <b>Read: Responsive Classroom, Chapter 6 (2:00)</b>  	
   <b>Assignment: Responsive Classroom, Chapter 6 Reading Response (2:00)</b> Sep 12   10 pts  	
   <b>Assignment: Participate in the Communities of Practice (Module 6) (2:00)</b> Sep 12   10 pts  	
   <b>Using Music in the Classroom: Wrap-up and Looking Ahead (0:15)</b>  	

Module 7 - Incorporating Poetry in the Elementary Classroom



- Incorporating Poetry in the Elementary Classroom: Overview and To Do List (0:15)
- Presentation: Incorporating Poetry in the Elementary Classroom (1:30)
- Read: Celebrating Skin Tone (1:00)
- Assignment: Write a "Celebrating Skin Tone" Poem (1:00)  
Sep 12 | 10 pts
- Read: Teaching the 'I am' Poem (1:00)
- Assignment: Write am "I am" Poem (1:00)  
Sep 12 | 10 pts
- Read: Name Poem (1:00)
- Assignment: Write a "Name" Poem (1:00)  
Sep 12 | 10 pts
- Assignment: Poetry Reflection (1:30)  
Sep 12 | 10 pts
- Read: Responsive Classroom, Chapter 7 (2:00)
- Assignment: Responsive Classroom, Chapter 7 Reading Response (1:30)  
Sep 12 | 10 pts
- Assignment: Participate in the Communities of Practice (Module 7) (2:00)  
Sep 12 | 10 pts
- Incorporating Poetry in the Elementary Classroom: Wrap-up and Looking Ahead (0:15)

 ▼ Module 8 - Art in the Local Community <span style="float: right;">    </span>	
  <input checked="" type="checkbox"/> Art in the Local Community: Overview and To Do List (0:15)	 
   Presentation: Art and Theater in the Local Community (1:30)	 
   Assignment: Honolulu Museum of Art (2:00) <small>Sep 12   10 pts</small>	 
   Assignment: Honolulu Theatre for Youth (2:00) <small>Sep 12   10 pts</small>	 
   Read: Responsive Classroom, Chapter 8 (2:00)	 
   Assignment: Responsive Classroom, Chapter 8 Reading Response (1:30) <small>Sep 12   10 pts</small>	 
   Read: Responsive Classroom, Chapter 9 (2:00)	 
   Assignment: Responsive Classroom, Chapter 9 Reading Response (1:30) <small>Sep 12   10 pts</small>	 
   Assignment: Participate in the Communities of Practice (Module 8) (2:00) <small>Sep 12   10 pts</small>	 
   Art in the Local Community: Wrap-up and Looking Ahead (0:15)	 

 ▼ Module 9 - Course Reflection and Unit Concept Project <span style="float: right;">    </span>	
  <input checked="" type="checkbox"/> O&P Reflection and Unit Concept Project: Overview and To Do List (0:15)	 
   Presentation: Course Reflection and Unit Concept Project (0:15)	 
   Assignment: Lesson Concept Project (11:00) <small>Sep 12   60 pts</small>	 
   Assignment: Participate in the Communities of Practice (Module 9) (2:00) <small>Sep 12   10 pts</small>	 
   Assignment: Course Reflection (1:15) <small>Sep 12   10 pts</small>	 
   Course Wrap Up (0:15)	