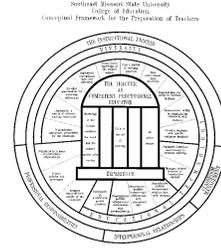


COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education
Course: Language and Literacy Learning in an
Arts-Rich Classroom

Course No. EL643
New: SP 2000



“The Teacher As Competent Professional Educator”

- I. **Catalog Description:** An in-depth study of the influences of the arts on the language and literacy learning in an elementary classroom. (3)
- II. **Prerequisite:** Completion of an undergraduate degree.
- III. **Objectives of the Course:**
 - A. The student will analyze the role of the interrelationship of the arts, family and society in a diverse learning environment and literacy development.
 - B. The student will examine arts aspects that are imbedded in language learning.
 - C. The student will synthesize the effects of arts values and language models when developing and organizing curricula.
 - D. The student will examine elements essential for structuring the arts-rich classroom environment for language and literacy development.
 - E. The student will be able to evaluate the major principles influencing language and literacy acquisition and the influence the arts play on this development.
 - F. The student will analyze and evaluate criteria for selecting arts themes for language and literacy development.
 - G. The student will examine elements required for the structuring of language and literacy learning in an arts-rich environment such as cooperative learning, cultural differences, and developing structured learning centers.
 - H. The student will analyze current research and technology in the arts, then synthesize material into the most effective instructional program for utilizing the arts in the classroom.
 - I. The student will examine current methods of assessing and evaluating language and literacy in an arts-rich classroom.

IV. Expectations of Students:

- A. The learner will complete all oral assignments and actively participate in class activities, projects and discussions.
- B. The learner is expected to come to class prepared and be an active critical listener to classroom discussion and activities.
- C. The learner will accomplish thoughtful, critical analysis of the assigned reading and research material.
- D. The learner will complete all written research assignments and take all written examinations.
- E. The learner will use advanced ability in research and reading comprehension to analyze, synthesize and evaluate literature on the arts to prepare a complete thematic teaching unit including evaluative and assessment methods.

V. Course Content or Outline (Hours):

- A. Foundation for language and literacy in an arts-rich classroom (6)
 - 1. Role of the interrelationship of the arts, family and society in learning
 - 2. Arts aspects imbedded in language and literature acquisition
- B. Preparation to teach in an arts-rich classroom (6)
 - 1. Guidelines for developing curriculum themes and topics
 - 2. Structuring the arts-rich classroom environment for language and literacy learning
- C. Facilitation of language and emergent literacy (6)
 - 1. Utilizing arts-rich language
 - 2. Strategies that encourage literacy acquisition
- D. Development of language and literacy through literature based art themes (10)
 - 1. The arts and cultural influences that affect reading comprehension
 - 2. The essential focus of the arts and literature in the language and literacy program
- E. Construction of an arts-rich classroom environment for language and literacy learning (10)
 - 1. Creating classroom extensions of arts in the communities
 - 2. Structuring interaction through cooperative learning groups
 - 3. Developing structured learning centers

- F. Examination of current research and technology in the arts regarding instructional programs for integrating the arts (4)
- G. Assessment and evaluation of language and literacy in an arts-rich classroom (3)

VI. Textbook(s) and/or Other Required Materials or Equipment:

- A. Cornett, C. E. (1999) *The arts as meaning makers: Integrating literature and the arts throughout the curriculum*. New Jersey: Prentice-Hall.
- B. Instructional materials such as library resources, internet, state and federal publications and instructor-made material will be used.

VII. Basis for Student Evaluation: Evaluation will be based upon the knowledge demonstrated on tests, plus the quality of work on assigned projects and papers.

VIII. Knowledge Base:

- A. The Arts
 1. Altieri, J. L. (1995). Pictorial/oral and written responses of first grade students: Can aesthetic growth be measured? *Reading Horizons*, 35(4), 273-286.
 2. Anderson, T. (Mar./Apr. 1995). Rediscovering the connection between the arts: Introduction to the symposium on interdisciplinary arts education. *Arts Education Policy Review*, 10-12.
 3. Boyer, E. (1995). *The basic school: A community for learning*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
 4. Brandt, R. (Dec./Jan. 1987/88). On assessment in the arts: a conversation with Howard Gardner. *Educational Leadership*, 30-34.
 5. Epstein, T. (March 1994). Sometimes a shining moment: High-school students' representations of history through the arts. *Social Education*, 136-141.
 6. Fowler, C. (Nov. 1994). Strong arts, strong schools. *Educational Leadership*, 4-9.
 7. Greene, A. (1995). Schools, communities, and the arts: a research compendium. Morrison Institute for Public Policy School of Public Affairs, Arizona State University and National Endowment for the Arts.
 8. Hanna, J. L. (Apr. 1992). Connections: arts, academics and productive citizens. *Kappan*, 601-607.
 9. Olshansky, B. (Sept. 1995) Picture this: An arts-based literacy program. *Educational Leadership*, 44-47.

B. Integration of the Arts

1. Aaron, J. (May 1994). Integrating music with core subjects. *Music Educators Journal*, 33-36.
2. Alejandro, A. (Jan. 1994). Like happy dreams – integrating visual arts, writing, and reading. *Language Arts*, 12-21; 71.
3. Amdur, D. (May 1993). Arts and cultural context: A curriculum integrating discipline-based art education with other humanities subjects at the secondary level. *Art Education*, 12-19.
4. Anderson, W., and Lawrence, J. (1991). *Integrating music into the classroom*, 2nd ed. Belmont, CA: Wadsworth.
5. Beane, J. (Apr. 1995). Curriculum integration and the disciplines of knowledge. *Kappan*, 616.22.
6. Burnaford, G. (July 1994). The challenge of integrated curricula. *Music Educators Journal*, 44-47.
7. Dunn, P. (Mar./Apr. 1995). Integrating the arts: Renaissance and Reformation in arts education. *Arts Education Policy Review*, 32-37.
8. Gardner, H., and Boix-Mansilla, V. (Feb. 1994). Teaching for understanding – within and across the disciplines. *Educational Leadership*, 14-18.
9. Irwin, R., and Reynolds, J. K. (Mar./Apr. 1995). Integration as a strategy for teaching the arts as disciplines. *Arts Education Policy Review*, 13-19.
10. Katz, S., and Thomas, J. (1992). *Teaching creatively by the working word: Language, music, and movement*. Englewood Cliffs, NJ: Prentice Hall.
11. Ross, E. (1994). *Using children's literature across the curriculum*. Bloomington, IN: Phi Delta Kappa.
12. Scheinfield, D., and Steele, T. (Jan. 1995). Expressive education: Arts-integrated learning and the role of the artist in transforming the curriculum. *New Arts Examiner*, 22-27.
13. Silva, C., and Delgado-Larocco, E. L. (Oct. 1993). Facilitating learning through interconnections: A concept approach to core literature units. *Language Arts*, 70, 469-474.
14. Slay, J., and Pendergast, S. (May 1993). Infusing the arts across the curriculum: A South Carolina school lifts students' self-esteem through arts study. *School Administrator*, 32-35.

C. Videography

1. *The arts of learning* (1993)(video, 46 minutes). Santa Monica, CA: Getty Center for Education in the Arts.
2. *Art's place* (1994). Princeton, NY: Films for the Humanities, Inc. Series of children's video on art.
3. *The arts: Tools for teaching* (1994) (video). Washington, D. C.: John F. Kennedy Center for the Performing Arts.
4. *Creativity: A way of learning* (video, 11 minutes). NEA Distribution Center, Academic Building, Saw Mill Road, West Haven, CT. 06516. Explores how to encourage creativity.

5. *Picture thoughts* (1994) (video). Columbia, MD: Hamilton Associates.
Teaching in and through the arts (1995)(video, 25 minutes). Santa Monica, CA: Getty Center for Education in the Arts. Classroom examples, elementary through high school.