

ECSE 3214-01: Exploratory Curriculum for PreK-5 Classrooms, Fall 2018

Instructor Information

Instructor: Mrs. Jennifer Heidorn
Class Meeting Time & Location: Wednesday,
2:00-3:40pm, Education Center #200
Office Location: Coliseum 2042
Telephone (cell): 770-722-0862 (text messages
preferred)

Telephone (office): 678-839-6182
Office Hours: Tuesday, 9-11am & 1-2pm,
Wednesday, 11-2pm, Thursday, 9-11am
Online Hours: Tuesday 1-2pm
UWG email: jheidorn@westga.edu

Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

[Course Den D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Education, Leadership, and Health. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), Society for Health and Physical Educators (SHAPE America), the National Sexuality Education Standards (NSES), and the Common Core Georgia Performance Standards (CCGPS) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

Credit Hours: 2

Prerequisites: Admission into Teacher Education

Co-requisites: None

Texts, Readings, and Instructional Resources

Required Text(s): None

Suggested Text(s)

Anspaugh, D. J., & Ezell, G. (2012). *Teaching today's health*. (10th ed.). San Francisco, CA: Pearson/Benjamin Cummings.

Baldwin, P., & Fleming, K. (2003). *Teaching literacy through drama: Creative approaches*. New York, NY: Routledge/Falmer.

Blecher, S., & Jaffee, K. (2007). *Weaving in the arts*. Portsmouth, NH: Heinemann.

Bloomfield, A. (2000). *Teaching integrated arts in the primary school: Dance, drama, music, and the visual arts*. UK: David Fulton Publishers.

Bruess, C. E., & Greenberg, J. S. (2013). *Sexuality education: Theory and practice*. (6th ed.). Sudbury, MA: Jones and Bartlett.

Cornett, C. E. (2010). *Creating meaning through literature and the arts: An integration resource for classroom teachers* (4th edition). Columbus, OH: Prentice Hall.

Eisner, Elliott W., (2002). *The Arts and the Creation of Mind*. Harrisonburg, VA: R.R. Donnelly & Sons.

Gilbert, G. G., & Sawyer, R. G. (2009). *Health education: Creating strategies for school and community health* (3rd ed.). Sudbury, MA: Jones and Bartlett.

Goldberg, M. (2005). *Integrating the arts: An approach to teaching and learning in multicultural and multilingual settings*. (3rd ed.). New York, NY: Allyn & Bacon.

Graham, G., Holt/Hale, S., & Parker, M. (2012). *Children moving*. (9th ed.). Upper Saddle River, NJ: McGraw-Hill.

Jensen, E. (2000). *Learning with the body in mind*. Thousand Oaks, CA: Corwin Press.

Kovar., S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2012). *Elementary classroom teachers as movement educators* (4th ed.). New York, NY: McGraw-Hill.

Lengel, T., & Kuczala, M. (2010). *The kinesthetic classroom: Teaching and learning through movement*.

Thousand Oaks, CA: Corwin Press.

Mayesky, M. (2009). *Creative activities for young children*. (9th ed.). Albany, NY: Delmar.

Meeks, L., & Heit, P. (2012). *Totally awesome strategies for teaching health* (8th ed.). New York, NY: McGraw-Hill.

Merriam, M., & Rubin, J. (2012). *Creative approaches to elementary education*. Portsmouth, NH: Heinemann.

Nelson, G. D. (2006). *Breaking the learning barrier for underachieving students*. Thousand Oaks, CA: Corwin Press.

Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting physical activity & health in the classroom*. San Francisco, CA: Pearson/Benjamin Cummings.

Rink, J. E., Hall, T. J., & Williams, L. H. (2010). *Schoolwide physical activity: A comprehensive guide to designing and conducting programs*. Champaign, IL: Human Kinetics.

Schirmacher, R. (2008). *Art and creative development for young children*. (6th ed.). Albany, NY: Delmar.

Schneider, J. J., Crumpler, T. P. & Rogers, T. (2006). *Process drama and multiple literacies: Addressing social, cultural, and ethical issues*. Portsmouth, NH: Heinemann.

Telljohann, S. K., Symons, C. W., & Pateman, B. (2011). *Health education: Elementary and middle school applications* (7th ed.). New York, NY: McGraw-Hill.

Tibbett, T. (2004). *Listen to learn: Using American music to teach language arts and social studies*. San Francisco, CA: Jossey-Bass.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

This class will use various methods of instruction including but not limited to, cooperative learning, peer review, direct instruction, discussion, inquiry based learning, and peer teaching.

This course will be delivered approximately 6% online. This requires the online equivalent of 90 minutes of instruction (seat-time) and an additional 180 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Audio/video instruction	60 minutes
Online assignments	30 minutes
Total	90 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities

Purposeful movement lesson idea (math, science, social studies or ELA) (40 pts.)

(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

Assignment 6:

Fine Arts Lesson Concept

30 pts. (15% grade)

Fine arts lesson idea (math, science, social studies or ELA) (40 pts.)

(Project guidelines, instructions, forms and rubrics will be posted in a designated D2L Learning Module.)

Assignment 7:

Weekly In-Class Assignments/Application

130 pts. (25% pts)

Students will be required to implement weekly online content into authentic classroom applications. Assignments will need to be completed and submitted (online or face to face) by the end to the class period (4pm online) for evaluation. Daily rubrics will be given and students are encouraged to bring a laptop to class. Students absent from class will not have the option to make up daily work.

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tools	Submit via:	Due Date
Health Lesson	Course Objective 1-2, 4-5	30	Online Rubric	D2L (Discussion Link)	10/24
Energizer Activity	Course Objective 3&5	20	Online Rubric & Observation	D2L (Discussions Link)	9/5-12/5
Quick Writes	Course Objective 1-3 & 5	60	Subjective & Objective Assessment	Hard-copy (in class)	8/22-11/28
Live Binder or Equipment Project	Course Objective 4	50	Online Rubric	D2L Dropbox (Live Binder) Hard-copy (Equipment)	10/10 Equipment 12/5 Live Binder
Purposeful Movement Lesson	Course Objective 1,3 & 5	30	Online Rubric	D2L (Discussions Link)	12/5
Fine Arts Lesson	Course Objective 1&5	30	Online Rubric	D2L (Discussions Link)	10/31
In-Class Assignments	Course Objective 1,2, 4&5	130	Subjective Rubric	Hard-copy or D2L drop box	8/22, 8/29, 9/5, 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 11/7, 11/14, 11/28

Assignment Note:

Students are responsible for saving assignments submitted electronically as well as those returned hard copy. There will be no grade discrepancy discussion if the student cannot produce assignment artifacts. Assignments must also be appropriately submitted to the correct location (hard-copy, digital drop box, not emailed etc.), or points will be deducted at the instructor's discretion.

Grading

315 – 350 points

A = (90 – 100%)

280 – 314 points	B = (80 – 89%)
245 – 279 points`	C = (70 – 79%)
210 – 244 points	D = (60 – 69%)
0 – 209	F = (0 – 59%)

Course Policies

Attendance Policy

Only one absence is permitted. There are no excused absences except for a documented medical need which needs to be given immediately when returning to class. Additionally, **a maximum of 20 points are deducted from the final course average, per each subsequent absence after one. Tardiness and leaving early (without the instructor’s permission and discretion) will not be tolerated, and equates to a maximum of a 10 point deduction per instance.** *Cell phone use in class will imply a point deduction and will be reflected in their professional disposition evaluation and/or a professional conference documented in their file.* Arriving late or leaving early will also result in a point deduction from a student’s final grade and will not be permitted to make up in class materials (competency quizzes, assignments etc).

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor’s policies and the University’s policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Extra Credit

Extra credit will be offered and announced in class. However, extra credit will only be awarded after the course has been completed and all assignments have been submitted. Failure to submit any of the assignments will nullify the extra credit points.

Late Work

Classwork is expected to be turned in before or on the assignment’s due date. However, the instructor will allow written assignments to be **submitted up to 24 hours past the due date**. An assignment submitted within 12 hours (1 minute - 12 hours) past the due date will result in a 25% grade deduction. Assignments submitted within 24 hours (13 - 24 hours) past the due date will result in a 50% grade deduction. Late work will not be accepted after 24 hours past the due date.

In-class assignments **will not be accepted** late or can be made up under any circumstances.

Quick writes may only be made up due to a student/family medical emergency. Adequate documentation may be requested for the quiz extension.

Professional Conduct

Students are to follow professional expectations such as (but not limited to), arriving late, leaving early, using a cell phone in class, demeaning peers or instructors, non-participatory, or inappropriate language.

UWG Policies

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

I will return your question or inquiry within 24 hours on weekdays. You may contact me through Course Den, UWG email, or text message in an emergency. Should you contact me Saturday or Sunday, I will respond Monday morning before noon. I will also make every attempt to return major assignments within 7 days, but the amount of feedback required may extend that time.

Additional Support Information

Technical Support

Technical support for Course Den, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in Course Den under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **Course Den D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help (8 AM – 5 PM)**
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>

- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>