New Course Proposal

1. Catalog description
   a) Course number ELE 5810
   b) Title Integrated Curriculum in the Elementary Classroom I
   c) Meeting times and credit 3-0-3
   d) Terms to be offered F, S, SU (Rotational)
   e) Short title Integrated Curriculum
   f) Course description This course provides a research base and opportunity to apply learning theory for integration of subject matter in the elementary school with a focus on Fine Arts, Language Arts, and Social Studies.
   g) Prerequisites Admittance to Graduate School and Phase I of the Elementary Masters or permission of the Department Chair.
   h) Initial term of offering: Fall 2007

2. Student Learning Objectives of the Course and Evaluation
   a) List the student learning objectives:
      • Increase awareness of the how curriculum can be integrated to meet the learning preferences and needs of children and increase both learning in cognitive and affective domains; and psychomotor domains;
      • Read, evaluate, and respond to research and best practice articles in professional journals to explore the benefits of integration; and subject all professionals to the American Alliance of Theatre and Education; National Association for Schools of Theater; National Association of Schools of Theatre; National Association of Art Educators; Music Educators National Conference; National Council for the Social Studies; National Council of Teachers of English; International Reading Association; American Alliance for Health, Physical Education, and Recreation, and Dance; and others.
      • Demonstrate and experience the integration of the Fine Arts, Language Arts, and Social Studies themes in creating meaningful learning experiences for differentiating instruction for all learners
      • Engage in a web inquiry using a theme approach based on essential questions;
      • Participate in a Literature Circle that examines a book on American Education written from a minority point of view.
      • Work in teams to create and write a creative interdisciplinary unit of instruction with a research rationale using a theme that will include information and skills enhanced through the integration of subject areas around an essential question/big idea, using the fine arts, language arts, and the social studies.
   b) Assessment and Evaluation
      Students will be assessed on in-class assignments, a 7-10 page research paper, a group constructed thematic unit, a web inquiry, participation in a literature circle project, and both written and oral research article reviews, and reflective journals.
c) For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives. N/A.
- Describe how the integrity of student work will be assured. N/A.
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction. N/A.

d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. N/A.

e) If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A.

3. Outline of the Course

a) Meetings: Three hours per week for 15 sessions, evenings or weekend format with equivalent contact hours

SESSION 1
Introduction to the Course
Sharing of information of distinct professional organizations and their stated goals; Discussion of practice in schools; Discussion of diversity in classrooms and how to differentiate instruction. Discussion of the brain and learning theory. Discussion of theme teaching;

Formation of 3-5 groups of 3-5 students into literature Circles for the purpose of reading, discussing, and reporting to the group. Each circle will read a book on an American education issue written from the point of view of a minority. Topics for the literature selections could include school segregation, school integration, the Civil Rights Movement as it relates to schools, diversity in the classroom, etc. Students will write a book review, and present information to the class in a PowerPoint presentation. A reference list of books will be provided.

SESSION 2
Overview of Research on integration and interconnection of ideas. Thinking “out of the box” for curriculum changes.

Present awareness of professional goals of the American Alliance of Theatre and Education; National Association for Schools of Theater; National Association of Art Educators; National Association of Schools of Theatre; Music Educators National Conference; National Council for the Social Studies; National Council of Teachers of English; International Reading Association; and others. Discuss how these goals can be addressed in an integrated approach.

SESSIONS 3, 4
Create curricula strands; Looking at the big ideas/themes; asking essential question. Explore examples of ways to integrate; Use graphic organizers in planning; Themes in art, music, drama, movement, language, and social
studies; Sharing research about curricula construction in an integrated classroom; Discussion of time for planning for theme and integrated teaching; Writing – Selection of topic about curriculum integration (7-10 page paper).

SESSION 5
Technology Tools and Integration
Discussion and demonstration of web inquires.
Discussion on how these contribute to creating an integrated curriculum.
Discussion of how teachers can utilize the construction of web sites to enhance interdisciplinary learning.

SESSION 6
Literature Circle PowerPoint presentations from Literature Circle Project assigned in Session 1.

SESSIONS 7, 8
Students will team to create interdisciplinary curriculum units using the fine arts, language arts, and the social studies in a creative endeavor, with vision for effective schools.
Discussion and modeling of ways of thinking about themes including use of technology tools for webbing, creating Venn diagrams, etc.

Possible topics: The integration of the fine arts, language arts, and Social studies examined through the NCSS strands of “culture…; people, places and environments; individual development and identity; power, authority, and governance…; global connections; civic ideals and practices;” How the fine arts reflect the social and linguistic patterns of society, etc.

Presentation of Web inquiries.
Activities around themes based on essential questions.

SESSIONS 9, 10
Research papers due with PowerPoint presentations of highlights of the paper.
Presentation to include an interactive module to highlight how subject matter is integrated in the teaching module.

SESSIONS 11, 12
Further exploration of the role of language arts in an integrated setting.
Discussion of English Language Learners and the integration of curriculum
Further discussion of differentiating instruction through curriculum integration.

SESSION 13
Exemplary Models and the effect on P-5/6 learning.

SESSIONS 14, 15
Presentation of team Integrated Units and Final Evaluation

b) For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above. N/A.
4. **Rationale**
   a) Purpose and need: Current research indicates that individuals learn holistically. The course provides a research base for and experience in connecting/integrating conceptual knowledge and how to present it for elementary children and their learning environments. It provides for exploration and vision of creative curriculum construction that meets and exceeds standards, providing motivation for teachers and students to create an enhanced learning environment.

   b) Justification of the level of the course and of course prerequisites: This course will serve as the introduction to integration of curriculum and lay foundations for the Interdisciplinary Course II.

   c) Similarity to existing courses: None

   d) Impact on program: This course will provide an opportunity for a candidate seeking to be a master teacher to explore, discover, and review research effective integration of curriculum in the elementary classroom.

5. **Implementation**
   a) Faculty members to whom course may be assigned: Graduate faculty with experience in Pre-K through Sixth grade, and/or subject matter specialists in one of the Fine Arts, Language Arts, and/or Social Studies.

   b) Specification of any additional costs to students: none


   Articles from professional journals.

6. **Community College Transfer:** NA

7. Date approved by the department or school 4-29-2005

8. Date approved by the college curriculum committee 9-26-2005

9. Date approved by CAA ________ CGS __________

* A **technology-aware** course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A **technology-enhanced** course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A **technology-delivered** course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. In **writing-intensive courses**,
several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).