



**AMERICAN UNIVERSITY OF SHARJAH
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF ENGLISH**

**ELT 694 - Arts in English Language Teaching (3-0-3)
Spring 2011**

Instructor: Dr. Maher Bahloul	Academic Year: 2010-2011
Office Location: LAN 252	Semester: Spring 11
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Email Address: mbahloul@aus.edu	Class Periods: Wednesdays 5:00 p.m.-7:50

Office Hours: 12:00 p.m.-13:30 p.m. SUT & by appointment

Course Description

This course investigates areas in Arts relevant to ESL teachers. Students examine key concepts and definitions in arts education with a special focus on Teaching English Through the Arts. The course involves students in exploring various arts forms in ELT.

Prerequisite

Admission to the program

Course Textbooks:

Deasy, Richard J. (2002) *Critical links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.

Burnaford, G., Brown, S., Doherty, J. & McLaughlin, J. (2007) *Arts Integration: Frameworks, Research & Practice*. Washington, DC: Arts Education Partnership

Other Required Materials

- **Arts Education Websites and links:** The following links give you access to the arts education community you have just joined. You are encouraged to browse through them and share with your classmates any information you deem salient.
- <http://artsedge.kennedy-center.org/teach/standards>
- <http://www.vermontartscouncil.org>
- <http://www.okaplus.ucok.edu/edu/>
- <http://www.nasaa-arts.org>
- <http://www.menc.org>
- <http://www.lea.co.nz/citest/resources/references.asp>
- <http://www.kennedy-center.org/education/ceta/>
- <http://www.capeweb.org>
- <http://www.fordfound.org/publications>
- <http://www.msartsalliance.com>
- <http://www.ade.state.az.us/standards/arts>
- http://www.mpsaz.org/arts/perf_arts/performing_arts.htm
- <http://artswork.asu.edu/arts/teachers/standards>
- <http://www.arts.uci.edu/ucartsbridge>
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Course Objectives

This course is designed to help students:

- Extend their knowledge of Arts Education relevant to the English language teacher
- Use insights from Arts in teaching language skills
- Develop Arts Education skills
- Identify suitable performing and visual arts activities to promote and assess language learning

Student Learning Outcomes

<i>Outcomes</i>	<i>Assessment method</i>
1. Use insights from music and calligraphy to improve the teaching of speaking and spelling	presentations, assignments, mid-term and final projects
2. Use insights from drama to improve the teaching of reading and vocabulary	presentations, assignments, mid-term and final projects
3. Use insights from filmmaking to improve the teaching of grammar and writing	presentations, assignments, and final projects
4. Use visual arts to increase learners' motivation	presentations, and final projects
5. Comprehend the usefulness and salience of arts education	written and oral assignments, mid-term and final projects
6. Identify arts activities for special language learning tasks	assignments, and final projects
7. Understand the relationship between arts	assignments, and final

education and language teaching	projects
8. Distinguish between learning in the arts and through the arts	presentations, and assignments
9. Understand the planning, implementation, and assessment processes in arts integration	assignments, and final projects
10. Frame arts integration in the larger context of curriculum integration, problem-based learning, and the multiple intelligences	assignments, and final projects

Course Assessment

Assignments: (30%) The class is discussion-oriented which is dependent on your reading of the materials before the class in which they are to be covered. Assigned readings must be summarized and submitted through i-learn.

Mid-Term: (20%) The mid-term is a comprehensive exam which includes all material seen and discussed since the first week.

Project: (30%) a) An Arts-based activity must be designed, performed, filmed and submitted. The activity is accompanied by a detailed report which describes and reflects on the successes and challenges encountered.

Project presentation (20 minutes) (5%) You are expected to present the outcome of your project in class. I expect you to make effective use of visual aids.

Final 15%: A combination of questions reflecting on arts in education issues and their applicability to teaching.

Contribution of Course to Meeting Professional Component

General education: % Major Requirements: %

Relationship of Course to Program Outcomes

This course contributes in a significant way to the accomplishment of the following program outcomes:

- Take initiative in developing appropriate teaching materials
- Understand the basic models explaining language learning
- Recognize the pedagogical potential of available technologies and develop curricula relying on these technologies

Class Format

- This course will be conducted using class lectures. Students are expected to read the assigned amount of reading before class.
- Class time will focus on explanation and discussion.
- Each student is expected to give oral presentations related to the assigned

readings

- Students are also expected to brief other classmates on the focus of their Learning Through Arts projects.

Attendance

- You are expected to attend classes regularly and be an active participant in it. Failure to do so will result in lowering your grade.
- Attendance will be taken at the beginning of each class meeting and you are expected to be in class on time.
- If you are absent twice, you will receive a warning. If you are absent three times, you will receive a failing grade for the course.
- Coming late at the beginning of class or returning late after a short break will not be tolerated and may result in lowering your grade.
- In the event that you miss a class you remain responsible for the material covered in that class (including assignments, announcements, handouts, etc.) and for preparation for the following class.

Grades

A	95-100	4
A-	90-94	3.7
B+	86-89	3.3
B	83-85	3.0
B-	80-82	2.3
C+	76-79	2.3
C	73-75	2.0
C-	70-72	1.7
D	60-69	1.0
F	Below 60	0

Topics Covered and Schedule in Weeks

Tentative Class Schedule (topics and assignments)

Wk	Date	Textbook Chapter	Activities/Assessments
1	Feb 13-16		Introduction to the course Syllabus Review Video
2	Feb 20-24		Syllabus Review (continued) Presentation
3	Feb 27-Mar 3	2-16	<i>Read Deasy, Dance</i> Quiz#1
4	Mar 6-10	2-16	<i>Read Deasy, Dance (continued)</i>

		& 1-3	<p>Read Burnaford et al. Chapters One: One: Historical Context for Arts Integration. Two: Professional Associations, Standards and Arts Integration. Three: Definitions for Arts Integration.</p> <ul style="list-style-type: none"> • Arts Integration as Learning “through” and “With” the Arts • Arts Integration as a curricular connections Process • Arts Integration as collaborative engagement <p>Presentations: Sarah & Fatima & Sadaf</p>
5	Mar 13-17	20-58 & 4	<p>Read Deasy, Drama</p> <p>Read Burnaford et al. Chapter Four: Arts Integration and Higher Education.</p> <p>Quiz#2</p> <p>Presentations: Sarah & Fatima & Sadaf</p>
6	Mar 20-24	20-58 & 5	<p>Read Deasy, Drama (continued)</p> <p>Read Burnaford et al. Chapter Five: Theoretical Frameworks For Arts Integration</p> <p>Presentations: Sarah & Fatima & Sadaf</p>
7	Mar 27-31	64-98 & 6	<p>Read Deasy, Multi-Arts</p> <p>Read Burnaford et al. Chapter Six: Research in Arts Integration</p> <p>Quiz#3</p> <p>Presentations: Sarah & Fatima & Sadaf</p>
8	April 3-7		Review for Midterm Midterm
9	April 10-14		HAVE A NICE BREAK
10	April 17-21	64-98 & 7	<p>Read Deasy, Multi-Arts (continued)</p> <p>Read Burnaford et al. Chapter Seven: Methods and Practices</p> <p>Multiple Arts Integration Practices Drama Integration Practices Dance Integration Practices Visual Arts Integration Practices Music Integration Practices</p> <p>Presentations: Sarah & Fatima & Sadaf</p>
11	April 24-28	102-132 & 8	<p>Read Deasy, Music</p> <p>Read Burnaford et al. Chapter eight: conclusion “next steps for Research and Practice”</p> <p>Arts Integration...To Get to the Other Side</p> <p>Presentations: Sarah & Fatima & Sadaf</p> <p>Quiz#4</p>
12	May 1-5	102-132	<p>Read Deasy, Music (continued)</p> <p>Presentations: Sarah & Fatima & Sadaf</p>
13	May 8-12	138-145	<p>Read Deasy, Visual Arts</p> <p>Presentations: Sarah & Fatima & Sadaf</p> <p>Quiz#5</p>

14	May 15-19	138-145	<i>Read Deasy</i> , Visual Arts (continued) Presentations: Sarah & Fatima & Sadaf
15	May 29-June 2		Term Project Presentations (see Term Project & Presentation Guidelines)

APPENDIX

The following books are on reserve for your personal use at all times in the AUS library. The content of each source relates to some of the issues addressed in this course. You are encouraged to make use of these resources as much as you can.

Books On Reserve

Bloomfield, A., & Childs, J. (2000). *Teaching integrated arts in the primary school*. London: David Fulton.

Cornett, C. E. (2003). *Creating meaning through literature and the arts: An integration resource for classroom teachers* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Efland, A. D. (2002). *Art and cognition: Integrating the visual arts in the curriculum*. New York: Teachers College Press.

Fiske, E. (Ed.). (1999). *Champions of change: The impact of the arts on learning*. Washington, DC: The Arts Education Partnership and the President's Committee on the Arts and the Humanities.

Flood, J., Heath, S. B., & Lapp, D. (Eds.). (2005). *Handbook of research on teaching literacy through the communicative and visual arts*. Mahwah, NJ: Lawrence Erlbaum.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.

kelner, L. B., & Flynn, R. M. (2006). *A dramatic approach to reading comprehension: Strategies and activities for classroom teachers*. Portsmouth, NH: Heinemann.

Mantione, R., & Smead, S. (2003). *Weaving through words: Using the arts to teach reading comprehension strategies*. Newark, DE: International Reading Association.

Thompson, M. J. (2005). *The artful teaching and learning handbook: Student achievement through the arts*. Minneapolis, MN: The Perpich Center for Arts Education.