

COURSE TITLE: **ARTS WITH THE BRAIN IN MIND**
 ERIC JENSEN

NO OF CREDITS:	2 QUARTER CREDITS	WA CLOCK HRS:	20
	[Semester Cr Equivalent: 1.33]	OREGON PDUs	20
		CEUs	2.0

INSTRUCTOR: **MARY ANN JOHNSON, M.ED ADM.**
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COMPLETION DATE: 3 months from your registration date.

LEARNING ENVIRONMENT: This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

COURSE DESCRIPTION:

Here is a book to add insights and confirm your suspicion that the arts can be a wonderful avenue to teach all sorts of subjects better. While this book has bedrock value for arts educators, it can also provide richness to the teacher of any subject area who suspects there are more ways to enjoy learning than the artless classroom provides.

Everyone has the need for more of the creative, expressive and divergent ways to think, express ourselves, and explore reflection and expression outside of non-linguistic modes. And this book will make you want to start making connections with artful teaching strategies for both brain development and basic differentiation of learning styles. It can lead you to enjoy your students who may have wonderful moments to share and learn when they have new avenues to use in your classroom.

Eric Jensen is one of the most readable, enthusiastic and brilliant writers for educators. If you started with *Teaching with the Brain in Mind*, you would find this book opens a new avenue for your own study of brain-based instructional strategies, with a lot of angles to make your classroom a powerful and vital center for artful teaching.

Additional cost for required textbook is approximately \$19-\$23 depending on purchase source.

LEARNING OUTCOMES:

Upon completion of this course, participants will:

1. Understand how the arts are a brain developer.
2. Understand why the arts constitute a major discipline.
3. Have the evidence for the value of music to increase learning as well as social and emotional skills.
4. Understand the contribution of visual arts and kinesthetic arts to our thinking skills, our inclusion strategies, and our motivation and self-discipline.
5. Have acquired the best way to handle assessment of the arts.

COURSE REQUIREMENTS:

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 20 Washington State Clock Hours, 20 Oregon PDUs or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalent on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIALS AND REQUIREMENTS:

1. Read the book, and complete the written responses as you go.
(This book is estimated to take 6 clock hours to read.)
2. For the remaining 14 clock hours, complete the written responses to each of the 5 chapters.

REQUIRED TEXTBOOK:

Arts with the Brain in Mind, written by Eric Jensen, 2001. This 139 page, 8" x 10" book (Stock # 101011; ISBN 0-87120-514-9) is available from ASCD for \$18.95 (ASCD member) and \$22.95 (nonmember). It is also available at Amazon.com.

ORDER INFORMATION:

To order a copy, call ASCD at 1-800-933-2723 (in Virginia 1-703-578-9600) and press 2 for the Service Center. Or buy the book from ASCD's Online Store at www.ascd.org

BIBLIOGRAPHY AVAILABLE ONLINE:

For additional reading you may consider accessing an annotated Master Bibliography relative to this course that enhances any teacher's toolbox. The Bibliography can be downloaded as a PDF from the same course description page as the syllabus on www.hol.edu.

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.

- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

From Chapter 1: “The Arts as a Major Discipline”

- Briefly introduce yourself and tell why you have chosen this book.
- What other benefits are there besides the possibility that arts may develop the brain? Have you personally experienced any of these benefits for yourself or your students? How important are these benefits?

Assignment #2:

From Chapter 1:

EITHER:

Give the seven criteria Jensen used to define major disciplines, and how do the arts stand up to these criteria?

OR:

Do you agree or disagree with Jensen’s criteria for what makes a subject worthy of being called a “major discipline”? What is the value in being “elected” or “confirmed” as a “major discipline” versus simply being called important or valuable?

Assignment #3:

From Chapter 1: Jensen argues that we should cut the volume of content required in most primary or elementary schools by half to make room for the arts, as well as other, more “brain developing” areas like emotional intelligence. Do you agree or disagree? Why?

Assignment #4:

From Chapter 2: “Musical Arts”

EITHER:

How might music have been useful for human survival?

OR:

What are several interesting highlights you found in the analysis of the section on human Developmental Periods of music acquisition?

Assignment #5:

From Chapter 2:

EITHER:

What did Jensen have to say about the “Mozart Effect”?

OR:

Of all the music studies that show improvement in cognition, which ones have sold you the most on the value of music? What kinds of music are strong in that category? Could you or have you used that in your classroom?

Assignment #6:

From Chapter 2: In what ways could music affect emotional intelligence? What do the studies in the book say is the specific benefit?

Assignment #7:

From Chapter 2:

EITHER:

In “Practical Suggestions” on page 27, what were some suggestions for good background music?

OR:

In what way might music influence our stress level? How do you use music to raise your own stress (get you motivated) or lower it (to calm you down)? What kinds of music might be useful for a classroom of students who were too excited or too quiet?

Assignment #8:

From Chapter 3: “Visual Arts”

Look at the “Practical Suggestions” through this chapter and comment on one or two that really felt practical and interesting to you.

Assignment #9:

From Chapter 3: Many teachers have found the benefit of employing visual tools like color, for instance in highlighting while taking notes, as ways to help students notice and remember key ideas. Research on the cognitive benefits of using color for focus and organization have found this strategy to be very effective. Think of a time you have used colorful sorting or highlighting (or could have used them) and reflect on the value this strategy has had for helping your students learn and/or remember important content.

Assignment #10:

From Chapter 3: How do the visual arts contribute to motivation and self-discipline?

Assignment #11:

From Chapter 3:

EITHER:

In what ways are the visual arts being taught in your curriculum? Is there room in the curriculum for it? How broadly do you define visual arts—are mind maps a form of visual arts?

OR:

If you had to choose between integrating visual arts and offering it as a separate “subject,” which would you choose and why?

Assignment #12:

From Chapter 4: “Kinesthetic Arts”

What is a good argument for including highly complex and novel movements to activate the brain at any developmental stage? Why is implicit learning more powerful than explicit text-based learning?

Assignment #13:

From Chapter 4:

EITHER:

Based on this chapter, are you more or less sold on the value of physical activity, such as recess, for students? Should PE become mandatory?

OR:

Play is touted as being highly important. What is it about play that makes it so valuable to the human learner? Do you incorporate any play or playful elements in your teaching? (Check “Practical Suggestions” for ideas.)

Assignment #14:

From Chapter 4: What does the author mean by “settling time”? Describe the information you found about the amount of classroom time and recess time provided for the youngest Japanese children.

Assignment #15:

From Chapter 4: Does your experience about the value of light, especially daylight, square with the information about the effect of light on student productivity? Have you ever tried to enhance the light for yourself and your students?

Assignment #16:

From Chapter 5: “Arts and Assessment”

State some of the reasons it is difficult, and possibly, even harmful, to assess the arts in traditional, standards-based ways? What does Jensen propose as a better way to approach assessment in the arts? How do you feel about this issue after reading this chapter?

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Courses taken for the credit option require additional creative work be done beyond that completed for the Clock hour/PDU/CEU level. The extra work should show additional related reading or some learning application project beyond the reading and writing required for the clock hour option.

Work for the credit level must meet professional standards of quality. The assignment(s) chosen are expected to have substance and length appropriate to an additional investment of 10-20 hours of work.

Assignment # 17:

For 400 Level – Complete Part A only

For 500 Level – Complete part A and Part B

Part A: (400 and 500 Level)

Choose *one* (1) of the following assignments and post responses.

(1) Create at least one lesson plan that you could use based on an idea you learned from the book used for this course. Describe the idea or essential question(s) you are employing, the grade level and subject for which the lesson is intended, specifics for introducing the lesson, steps of the content, student work requested, and expectation for gauging effectiveness.

OR

(2) Reflect on the results of use of a strategy from this book, either one you have tried or hope to try. Start by describing the strategy you employed (or hope to employ) and analyze the outcomes (real or possible) with specifics.

OR

(3) Analyze what reservations you think a teacher, administrator, parent and/or student might have about using a strategy or issue advocated in this book. Describe why you think there is a reservation(s). Create a response which acknowledges the reservation and presents information you have found in this book or in additional reading you have done on this subject. (If you also have reservations, describe both sides of the issue.)

Part B: (500 Level ONLY)

Choose *one* (1) of the following assignments and post responses. (This is IN ADDITION TO the 400 level assignments above)

(1) Create a presentation that could be given for a group of colleagues, based on your reading. It can be in the form of a Power Point, or a "lesson plan." The presentation should include a copy of any handout(s) you will use. (If you ask for feedback, follow the "Peer Response as Part of Assignment Response" directions in Choice #3.)

OR

(2) Compare and contrast the material in this book with information you find in another book or online research of articles. For online research, quote any important URL, write a summary of information you found, and then compare/contrast with information in the book for this course.

OR

(3) Do first hand interviews, including peer responses, of teachers/administrators in the district or parent(s), student(s), or some other appropriate individual(s), and determine things like policy issues, personal points of view, other important sources of information, and what does or doesn't work currently in the area involved. Each interview event or individual response is rated as equivalent to three-four hours of your work. How to do **peer or interview response(s)**: -- use the following format:

- a) Describe your interview questionnaire or topic you are presenting for peer review, and then
- b) Post peer or interview response(s) to that assignment in the same response box. Use the following format.

PEER RESPONSE or INTERVIEW RESPONSE

Respondent(s) Name:

Relationship to you:

Date of response:

Comments of respondent (or summary of group response):

OR

(4) Create an annotated bibliography of five or more books or articles related to the subject of your course. The annotation should include Title, Author, Publisher (or URL), length of the book or article and your review of information contained. Add your opinion of the value or your criticism of the contents of each book or article, and rate the importance of the material in contrast to the subject of your course.

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QTR CREDIT (cont'd)

C. INTEGRATION PAPER

**Assignment #18: Integration Paper
(Required for 400 and 500 Level Credit)**

Complete the requirements for university quarter credit by submitting a final Integration paper (2-3 pages). A heading is required; please use the following format.

Your Name:

Date:

Course Name:

Course Number:

of Credits:

Level: (400 or 500)

Advisor Name:

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?

4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Mary Ann Johnson, M.Ed Adm. has worked with students of all levels, from alternative high school to gifted classes. She has also been a junior high vice principal and is now working with teachers for continuing education in classes, distance learning and building leadership groups.