



Course Call Number: ACM 464
Course Title: Education and Outreach for Arts and Cultural Management
Term & Year: SS18
Instructor: Dionne O'Dell
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Office Hours: M 11:00AM -12:00PM TU 1:00-2:00PM
COURSE INFORMATION
Course Location and Time 104 Giltner Hall, Tuesday/Thursday 10:20-11:40 AM
Description and Prerequisites ACM 464 explores arts programming that engages and educates children in K-12 setting as well as community. Professional programs will be studied as models for designing arts education initiatives, and various teaching methods and strategies will be investigated in a practical learning environment.
Textbooks and Required Materials Sousa, David A., and Pilecki, Tom: From Stem to Steam Other reading materials will be provided via D2L or in class
Technology Requirements Internet Connection
COURSE OUTCOME & OBJECTIVES Articulate and provide examples of arts based activities that engage children and community Lead ensemble building exercises Demonstrate skills necessary to facilitate process drama and arts based activities Create and lead a dramatic engagement activity based on children's literature Create and lead an arts based lesson plan linked thematically to K-12 curriculum Collaborate to develop an integrated content design unit Devise a community engagement plan Understand the importance of reflection and methods of program evaluation
CLASS SCHEDULE <i>Note: this schedule is subject to change at the discretion of the instructor.</i>



Michigan State University College of Arts and Letters
Arts and Cultural Management Program

Week	Date	Topics	Assignments
1	1/9	Inventory, Expectations & Syllabus	Read from STEM TO STEAM Intro
	1/11	Overview: State of the Art Discuss STS Intro • In Focus Assignments Distributed	Read from STS Chapter 1 Reflection Journal
2	1/16	Discuss STS Chapter 1 Techniques for Classroom Engagement: <i>Ensemble Building</i>	Read from STS Chapter 2 & 3 Continuing: Reflection Journal, In Focus Presentation, Process Drama Exercise
	1/18	In Focus #1 & #2 Discuss STS Chapter 2 Techniques for Classroom Engagement: <i>Process Drama</i>	
3	1/23	In Focus #3 Discuss STS Chapter 3 Techniques for Classroom Engagement: <i>Facilitation, Teacher in Role</i>	Read from STS Chapter 4 & 5 Continuing: Reflection Journal, In Focus Presentation, Process Drama Exercise
	1/25	In Focus #4 Discuss STS Chapter 4 Techniques for Classroom Engagement: <i>Questioning, Hot Seating</i>	
4	1/30	Process Drama Group 1 Discuss STS Chapter 5 Residency Models: <i>Aesthetic Education & Maxine Greene</i>	Read from STS Chapter 6 & 7 Continuing: Reflection Journal, In Focus Presentation, Process Drama Exercise
	2/1	Process Drama Group 2 Discuss STS Chapter 6 Residency Models: <i>Thematic Integration</i>	
5	2/6	Process Drama Group 3 In Focus #5 & #6 Discuss STS Chapter 7 MI State Standards	Read from STS Chapter 8 & 9 Continuing: Reflection Journal, In Focus Presentation
	2/8	Process Drama Group 4 In Focus #7 & #8 Discuss STS Chapter 8 Content Area Literacy	
6	2/13	In Focus #9 Discuss STS Chapter 9 Lesson Plan Design	Continuing: Reflection Journal, In Focus Presentation
	2/15	In Focus #10 Assessment Strategies	
7	2/20	In Focus #11 MI 3 rd Grade Social Studies Standards	Continuing: Reflection Journal, In Focus Presentation



	2/22	In Focus #12 & In Focus #13 Social Studies Brainstorm	
8	2/27	In Focus #14 & #15 Creation of Lessons	Continuing: Reflection Journal, In Focus Presentation
	3/1	In Focus #16 & #17 Creation of Lessons	Create EL Lesson Plan
9	3/6	MSU Spring Break	
	3/8	MSU Spring Break	
10	3/13	Lesson Plan Finalization and Prep EL Lesson Plans DUE	Continuing: Reflection Journal
	3/15	EL School	
11	3/20	EL School	Continuing: Reflection Journal
	3/22	EL School	
12	3/27	EL School	Continuing: Reflection Journal
	3/29	EL School	
13	4/3	Reflection & Topics Group 1 & 2	Continuing: Reflection Journal
	4/5	Evaluation & Topics Group 3 & 4	Work on Integrated Content Outline
14	4/10	Guest Speaker & Topics Group 5	Continuing: Reflection Journal
	4/12	Integrated Content Design Overview	Work on Integrated Content Outline
15	4/17	Integrated Content Design	Continuing: Reflection Journal
	4/19	Integrated Content Design	Work on Integrated Content Outline
16	4/24	Integrated Content Design	Final Reflection Journal DUE
	4/26	Final Review, ICD Project DUE	

Expected hours of preparation or work per week: You should expect to spend a minimum of 10 hours in reading, writing, research and other academic tasks per week.

ASSIGNMENT & ASSESSMENTS

Assessment	Weight
IN FOCUS Company Presentation	50 points
Process Drama Exercise	50 points
Ensemble Building Exercise	25 points
Formal Lesson Plans	100 points
Leading Lesson	100 points
Attendance & Participation	300 (10 points/day)
Written Reflections (15)	150 points
Integrated Content Design Project	200 points



Topics Presentation	25 points
Total	1000 points

Assignments are due when noted on the syllabus and projects or materials must be turned in at the ***start of class on that due date***. **Assignments will NOT be accepted after the due date without advance instructor approval.**

INSTRUCTOR POLICIES

Class Participation

I expect you to attend every class. You are responsible for completing all of the required assignments. I expect all students to participate in class discussions, contributing ideas and perspectives on topics. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.

You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones to check your email or surf the internet, update your social networking sites, or play games. You may not eat or drinking during class, make offensive remarks, read newspapers or magazines, sleep or engage in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence. Your demeanor in class should be no less than the professional standards of conduct expected in the setting of a cultural arts organization.

Attendance Policy

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- **General University Attendance Policy**- This policy states in part: "No person is allowed to attend a class unless officially enrolled on a credit or non-credit basis with the appropriate fees paid...It is the responsibility of the instructor to define the policy for attendance at the beginning of the course."
- Attendance is mandatory. Students are allowed one absence before their grades will be affected. After the first absence the grade will be reduced with each occurrence.
- A medical emergency *may* change this policy based on the individual's situation.
- Absences from class require 24 hours' notice to instructor when possible, except in the case of emergency.

Late Work/Make-Up Work Policy



Late work is not accepted apart from proof of an acceptable mitigating circumstance: serious illness requiring hospitalization or other medical attention, death of a family member (parent, spouse, child, sibling, grandparent), or other circumstance if approved by the instructor.

Extra Credit Policy

Extra credit is not available except in extraordinary circumstances and only by advance permission of the instructor.

Grading

Grades will represent the following levels of achievement:

- 925 – 1000 points = 4.0
- 875 – 924 points = 3.5
- 825 – 874 points = 3.0
- 775 – 824 points = 2.5
- 725 – 774 points = 2.0
- 675 – 724 points = 1.5
- 600 – 674 points = 1.0
- 000 – 599 points = 0.0

UNIVERSITY & DEPARTMENT POLICIES

Teaching and Learning: Student Responsibilities

1. **Academic Honesty:** Article 2.3.3 of the [Academic Freedom Report](#) states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, **The College of Arts and Letters** adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*; the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in **ACM 464 – Education and Outreach for Arts and Cultural Management**. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>)



2. **Accommodations for Students with Disabilities** (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to the instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.
3. **Drops and Adds:** The last day to add this course is the end of the first week of classes. The last day to withdrawal from the University for Spring 2018 with full refund is **2/2/18**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course. The last day to withdrawal from the University for Spring 2018 with no grade reported is **2/28/18**.
4. **Commercialized Lecture Notes:** Commercialization of lecture notes and university-provided course materials is not permitted in this course.**
5. **Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.
6. **Grief Absence:** Students seeking a grief absence must complete a Grief Absence Request Form found at <https://reg.msu.edu/> under the "Student Services – Grief Absence Request Form" or at StuInfo, <https://stuinfo.msu.edu/>, under "Academics – Enrollment Information and Services – Grief Absence Request Form. Graduate students accessing this form will be prompted to see their major professors and notify their course instructors. Students must supply information on the nature of the loss, the date they became aware, and the expected period of absence. They must also supply supporting documentation. The absence must be approved by the office of the dean of the student's college prior to the student leaving campus. The instructor will work with the student to arrange for completion of the work missed during the absence.
7. **Internet:** Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.
8. **Disruptive Behavior:** Article 2.3.5 of the [Academic Freedom Report](#) (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the [AFR](#) states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall...interfere with the functions and services of the University (for example, but not limited to, classes...) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

**Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.



Integrity of Scholarship and Grades

This policy is located in the Academic Programs catalog

<https://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=112#s534>

STUDENT RESOURCES

Library Services

The MSU Libraries offer many ways to receive research help. See <http://www.lib.msu.edu/>

Center for Writing

The Writing Center offers student writing support for both undergraduate and graduate students, featuring online and in-person resources. See [h http://writing.msu.edu/](http://writing.msu.edu/)

Discussion Guidelines

1. Comments should address the idea under discussion, not the person who proposed the idea.
2. Every evaluative statement should be accompanied by a rationale.
“_____ [specific aspect] was _____ [good/bad/other value judgment] because _____ [rationale or criterion].”
3. Use disciplinary-specific vocabulary whenever possible.
4. If commenting on a fellow student’s paper or presentation, lead with a positive statement before offering a negative criticism. “I liked ___ because ___, but I don’t think that your _____ was as successful because _____.”

Discussion is among the most important activities in any class, so your attention should remain undivided. Absolutely, positively no electronic devices may be used during class. Electronics must be powered off, unless you have a unique personal reason for which you have received prior approval by the instructor.

Web Links

Will be discussed through **In Focus**

Bibliography or Recommended Readings

Schramm, Susan L.: Transforming the Curriculum

Manzo, Anthony V., and Manzo, Ula: Content Area Literacy, Interactive Teaching for Active Learning