SU ED 219

Summary of Connections between readings and viewings of videos Module 1

This week’s resources were carefully selected to provide you with an overall understanding of what the Alabama State Department of Education defines as the arts, the different ways arts can be taught in schools, how the structure of schools can inadvertently stifle a child’s creativity, and how including the arts in schools best supports children’s learning academically, physically, and social-emotionally.

Briefly summarize (1-2 pages) what you have learned from this week’s readings and multi-media resources as it relates to the aforementioned ideas. Be specific and include examples.

Specifically, respond to the following:

* How does the Alabama State Department of Education define the arts? (Hint: this info is in the course of study pages you have read)
* What are the different ways the course text discusses that the arts can be taught in schools? How is this illustrated/shown in this modules readings, videos, etc.?
* How might the structure of schools inadvertently stifle a child’s creativity?
* How does the inclusion of the arts support children’s learning academically, physically, and social-emotionally?

Use this document to complete your assignment. Leave the prompt on the document. Do NOT delete it from your submission. Also, self-evaluate your writing using the attached rubric and submit the completed self-evaluation with your work to the appropriate Turnitin link.

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|  | Innovating | Applying | Emerging | Unacceptable |
| Content Development | Demonstrates an exemplary understanding of course material in ways that demonstrate connections made between the sources as well as personal life | Demonstrates a thorough understanding of course material in ways that demonstrate connections made between the sources as well as personal life | Demonstrates an inconsistent understanding of course material in ways that demonstrate connections made between the sources as well as personal life | Minimal evidence of understanding of course materials or evidence of connections made between the sources and/or real life |
| Sources and Evidence | Writing is supported with specific examples from the readings and media viewings and personal life | Writing is supported with examples from the readings and media viewings and personal life, but some of the examples may be general or not specifically connected | Writing is supported with inconsistent use of examples from the readings and media viewings and personal life; the majority of the examples are general or vague | Writing is not supported with specific examples from the reading or media viewings or personal life; is a restatement of the information without evidence of synthesis |
| Control of Syntax and Mechanics | Uses clear language that skillfully communicates meaning to readers and is essentially error free. | Uses clear language that conveys meaning to readers, although writing may include a few errors. | Uses language that generally conveys meaning to readers, although writing may include some errors. | Uses language that minimally conveys meaning to readers, since writing includes many errors. |
| Originality of Work | Writing is the student’s original work; Paraphrasing is used and sources and evidence are referenced appropriately; Quotations are not used OR are used sparingly. | Writing is the student’s original work; Paraphrasing is used and sources and evidence are mostly referenced appropriately; Quotations are minimal. | Writing is the student’s original work; Work reflects some paraphrasing that is referenced appropriately, but the writing over relies on the use of direct quotes. | Writing is not the student’s original work; Paraphrasing is not used appropriately and sources and evidence are not referenced appropriately; Direct quotations make up the majority of the writing with little evidence of synthesis of ideas |