Catalog Description: A study of the creative process, its development and measurement with an emphasis on higher level thinking skills. The course will examine the theories of multiple intelligence and brain hemisphericity. The course is to be completed within a two-week mini-term with forty contact hours.

Course Description and Rationale

This course will use a seminar format with research and reading assignments for every class session. The course will examine the theory of multiple intelligences, the theory of left/right brain hemisphericity, and the use of schematic processing and metacognition as teaching strategies. The course of studies will also include Classroom Management, Depth of Knowledge, Differentiated Instruction, Understanding by Design, and Response to Interventions. Students will be expected to use ideas from these theories to design learning activities and units to help children develop critical thinking and creative work. The content of the session will be open-minded and will deal with current issues and interest of class members. The thrust of the course will deal with the position that all children are creative, intelligent, and capable of learning but need to be challenged by creative teachers.

Course Goals and Objectives

After completing the requirements of this course the student will:

1. Develop a personal definition of creativity and intelligence; (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)
2. Explain and discuss the theory of multiple intelligences; (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)
3. Explain and discuss the theory of left/right brain hemisphericity; (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)
4. Discuss the pros and cons concerning the teaching of creativity; (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)
5. Explain schema theory and how it impacts educational practices; (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)
6. Explain the use of metacognition in the classroom; (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)
7. Develop lessons that encourage creativity and the use of various intelligences, and (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)
8. Identify and discuss current issues regarding creativity in the classroom. (INTASC #1, 2, 3, 4, 5, 6, 7, 8, 9, & 10)

Course Requirements

The student is expected to:

1. Attend and participate in all class sessions;
2. Read the text and all assigned readings;
3. Research and bring to class journal articles and reading (written and oral - 6 articles)
4. Present orally information about topics and persons who are influential in the area;
5. Contrast traditional and creative approaches to teaching specific lessons;
6. Compile a unit on a selected topic that incorporates multiple intelligences, creativity, and accounts for learning styles; (This unit should reflect the seven intelligences.)
7. Take and pass the scheduled examinations.

Grading Criteria
Attendance and participation 25%
Articles 25%
Group projects 25%
Examinations/portfolio 25%

A = 93 - 100
B = 83 - 92
C = 70 - 82

ATTENDANCE: Attendance counts! Many of the points you can accumulate are based on in-class activities. If you are well, come to class. If you get sick or have a family emergency and need to miss a class, call or email me about what you should do to make up the absence. A pattern of unexcused absences will result in a lowering of the final course grade, as will a failure to call about make-ups. The William Carey catalog states that no one may receive credit for a course in which 25% of classes are missed.

ACADEMIC INTEGRITY: William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which includes personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey’s academic standards and Christian commitment. If such an incident occurs, students, faculty and/or staff are obligated to initiate appropriate action. Depending on the seriousness of the offense, sanctions could include failure of the assignment and/or failure of the course and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Red Book.

AMERICANS WITH DISABILITIES ACT: Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Jerry Bracey at 228.702.1802.

Disaster Plan Statement:
In event of closure or cancellations due to natural disaster or other emergency cause, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at http://elearning.wmcarey.edu. For up-to-minute alerts regarding emergency situations, sign up to receive notification through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

Note* This syllabus is subject to revision due to students needs, time constraints, or other unforeseen circumstances that may arise.
Meeting One

I. Introduction/Syllabus
II. Human Intelligence Hunt
III. Construct name plate
IV. Assign Groups
V. Confetti Activity
   a. List characteristics of effective and non effective teachers.
   b. List different methods of instruction.
   c. List different learning styles.
VI. Read Chapters 1, 2, & 3 of Armstrong’s text.
   a. Write a summary of content for Chapter 1: Foundation of MI Theory
      i. What is Multiple Intelligences?
      ii. How would you compare MI to Learning Styles?
      iii. What are the key points to the MI theory?
   b. In Chapter 2, take the MI inventory to determine your type
      i. Discuss the results, then use Google Blog or create a podcast using Podomatic to:
         - Write a reflection of “How your developed and undeveloped intelligences affect what you put into or keep out of your work.”
         - Write a reflection of “What kinds of methods or materials you avoid because they involve your undeveloped intelligences?”
         - Write a reflection of “What sorts of things are you especially good at doing?”
   c. Write a summary of Chapter 3
      i. Select one experiment and discuss the effectiveness. Choose one form of documentation: audio, video, or photographs.
II. Develop a profile of your Multiple Intelligences (Use a graphic organizer.)
III. Assign: Meeting Two’s activities.
IV. Research and summarize articles and readings related to Multiple Intelligence to be presented the class. Use Diigo.com bookmark as a starting point.

Meeting Two

I. Read Chapters 4, 5, 6, 7, & 8
   a. Chapter 4
      i. Develop a way to introduce Multiple Intelligences to show the 8 Intelligences with a visual and/or audio presentation.
      ii. Create a wall display about MI. You may include posters and famous people.
   b. Chapter 5
      i. Present key materials and methods of instruction. Include: How to Create MI Lesson Plans
      ii. Show instructional methods using Multimedia.
   c. Chapter 6
      i. Discuss teaching strategies.
      ii. Select 4 strategies to demonstrate. Storybird.com, brainstorming, recordings, journal writing, publishing (blogs or podcast).
   d. Chapter 7
i. Discuss activity centers
ii. Select 4 intelligences and develop a doable activity for each.

e. Chapter 8
   i. Discuss classroom management: Gaining students attention, transitions, class rules, forming groups, and managing individual behaviors
   ii. Demonstrate nonverbal ways of getting students’ attention using 4 of the intelligences.

II. Assign: Meeting Three’s activities.
III. Research and summarize articles and readings related to Learning Styles to be presented to the class.
IV. Questions for discussion:
   a. Are the results of the learning styles inventories what you expected?
   b. What have you learned about your learning styles?
   c. Which mode do you think is your preferred?
   d. Discuss your opinions on what constitutes a learning style.
   e. What would be an ideal teaching style to maximize students' learning? Or, does it depend on the circumstances?

Meeting Three

I. Brain Games
II. Explain and discuss the theory of MI
III. Read Chapters 9, 10, 11, 12, & 13
   a. Chapter 9
      i. Discuss the problems of implementing the MI theory.
      ii. What elements can be included in staff development to improve chances of success?
   b. Chapter 10
      i. Choose an educational outcome and develop an MI sensitive assessment to measure it.
   c. Chapter 11
      i. Identify some difficulties a special need student might have and develop strategies to meet those needs.
   d. Chapter 12
      i. Discuss Christopherian encounters and list examples.
   e. Chapter 13
      i. Discuss some other educational applications of MI theory.
      ii. How might these applications best be developed?

IV. Research and summarize articles and readings related to the theory of left/right brain hemisphericity to be presented to the class.

Meeting Four

I. Activities
II. Discuss the pros and cons concerning the teaching of creativity
III. Discuss current issues regarding creativity.
IV. Develop a personal definition of creativity and intelligence.
V. Develop lessons that encourage creativity and the use of various intelligences.
   a. Divide into groups
   b. Develop one activity to be presented.
VI. Research and summarized articles and readings related to current issues regarding creativity in the classroom.

Meeting Five

I. Brain Teaser Puzzles
II. Group Presentations
III. Summary Chapter 14 Discuss the ways in which your school is already tapping existential intelligence in its courses and programs.
IV. Explain and discuss the theory of left/right brain hemisphericity.
V. Compile a unit on a selected topic that incorporates multiple intelligences, creativity, and learning styles.
VI. Research and summarize articles and readings related to Schema Theory to be presented to the class.

Meeting Six

I. Present units
II. “The True Story of the Three Little-Pigs.”
III. Discuss the use of metacognition in the classroom.
IV. Discuss Constructivism and Critical Thinking.
V. Contrast traditional and creative approaches to teaching specific lessons.
VI. Research and summarize articles and readings related to metacognition and critical thinking to be presented to the class.

Meeting Seven

Final Exam: Directions: Discuss each question completely. Responses should be in-depth and provide supporting details for your position. Each answer needs to be 1 to 2 pages in length.
I. Discuss: (2 out of the 4)
   a. The theory of multiple intelligences;
   b. The theory of Left/Right Brain Hemisphericity;
   c. Schema Theory and its impact on educational practices; and
   d. The use of Metacognition and Critical Thinking.
II. Probably the most important and the most difficult job of an instructor is to provide for the individual differences of the students. With this in mind discuss how the information obtained in this class will affect your classroom.

Each discussion is worth 50 points for a total of 100 points.
Internet Resources Multiple Intelligences

1. Theory of multiple intelligences - Wikipedia, the free encyclopedia
   en.wikipedia.org/wiki/Theory_of_multiple_intelligence The theory of multiple intelligences was proposed by Howard Gardner in 1983 as a model of intelligence that differentiates intelligence into various specific ...

2. Howard Gardner, multiple intelligences and education

3. Gardner's Multiple Intelligences www.tecweb.org/styles/gardner.html Multiple Intelligences. Howard Gardner of Harvard has identified seven distinct intelligences. This theory has emerged from recent cognitive research and ...

4. Multiple Intelligences -- Assessment
   www.literacyworks.org/MI/assessment/finityourstrengths.html This form can help you determine which intelligences are strongest for you. If you're a teacher or tutor, you can also use it to find out which intelligences your ...

5. Concept to Classroom: Tapping into multiple intelligences
   ...www.thirteen.org/edonline/concept2class/mi/index.html Welcome to Tapping into Multiple Intelligences. Hopefully, you'll tap into a few of your own intelligences to learn about this important theory. Start here in the ...

6. Education World: Multiple Intelligences: A Theory for Everyone
   www.educationworld.com/a_curr/curr054.shtml Howard Gardner's theory of multiple intelligences helps educators think differently about IQ, and about being smart. Included: ideas for addressing multiple ...Images for multiple intelligences

7. Learning Styles take your test www.ldpride.net/learningstyles.MI.htm Information about learning styles and Multiple Intelligence (MI) is helpful for everyone especially for people with learning disabilities and Attention Deficit ...

8. Multiple Intelligences psychology.about.com/od/educationalpsychology/.../multiple-intell.h... Psychologist Howard Gardner suggests that people possess multiple intelligences rather than one single mental ability. This theory includes musical, ...

9. Howard Gardner's Multiple Intelligences Theory - PBS
   www.pbs.org/wnet/gerff/education/ed_mi_overview.html Dr. Howard Gardner, a psychologist and professor of neuroscience from Harvard University, developed the theory of Multiple Intelligences (MI) in 1983.

10. Multiple Intelligences - YouTube www.youtube.com/watch?v=2FucqOpIfV The theory of multiple intelligences was proposed by Howard Gardner in 1983. He defined the concept of ...

11. Multiple Intelligences Test and Learning Styles Information
    www.mypersonality.info/multiple-intelligences/ Take the multiple intelligences test to discover what your top strengths are.

12. www.edutopia.org/multiple-intelligences-learning-styles-quiz Want to know your learning style? Take the quiz. There are 24 questions, and it will take less than five minutes to complete. Try not to think too hard -- just go with it...

13. Multiple Intelligence Lesson Plan. www4.uwsp.edu/education/lwilson/lessons/MI/miindex.htm The lesson plans in this section have been developed using or based on, those intelligences described in the work of Howard Gardner.

14. Multiple Intelligences | Discovery Education discovereducation.com/...lesson-plans/multiple-intelligences.cfm Students will learn about Howard Gardner's multiple intelligence theory & explore how it could be useful in schools & society.
15. Multiple Intelligences Lesson Plans  www.towson.edu/~wizer/501/milp.html This web site and lesson plans were created by students of ISTC 301/501 to demonstrate the use of technology in teaching to Gardner's Multiple Intelligences.

16. Multiple Intelligences Chart - TeacherVision.com www.teachervision.fen.com/intelligence/teaching-methods/2204.html Here is a list of activities that speak to each intelligence. ... TeacherVision - Lesson Plans, Printables and more · Free Trial Member ... Multiple Intelligences Chart ...

17. Multiple Intelligences: What are you good at? | TeachingEnglish www.teachingenglish.org.uk/lesson-plans/multiple-intelligences-what...

18. MULTIPLE INTELLIGENCE DOMAINS. Planning a lesson? Select a domain to learn more about its implications for instruction! Introduction · Intelligence ... esl.about.com/od/multipleintelligences/

19. Lesson plans focusing on using multiple intelligences in ESL ...Multiple Intelligences in the ESL Classroom An overview of multiple ...Multiple Intelligence Activities Multiple intelligence activities can ...mi_strategies www.igs.net/~cmorris/mi_lesson_plans.html Intelligences Lesson Plans by Clifford Morris and Branton Shearer | Home. Overview. Many of the following lesson plans / strategies ...

20. Multiple Intelligence Lesson Plans: A Sample Plan for Writing ... www.creative-writing-ideas-and-activities.com/multiple-intelligence-

21. Multiple intelligence lesson plans are the perfect vehicles for engaging reluctant writers. By encountering concepts in a variety of ways, kids are inspired to be ...

22. Overview of learning styles  www.learning-styles-online.com/overview/ Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. 

23. Learning Styles Online.com - including a free inventory www.learning-styles-online.com Home page for learning-styles-online.com - a website that provides free information on learning styles, as well as a test to help you discover yours 

24. Learning styles - Wikipedia, the free encyclopedia en.wikipedia.org/wiki/Learning_styles Learning styles are various approaches or ways of learning. They involve educating methods, particular to an individual, that are presumed to allow that ...

25. Three Different Learning Styles people.usd.edu/~bwjames/tut/learning-style/ There are three basic types of learning styles. The three most common are visual, auditory, and kinesthetic. To learn, we depend on our senses to process the ...What's Your Style - Three Different Styles - Understanding and identifying 

26. Images for learning style

27. Learning Styles - LD Pride Online www.ldpride.net/learningstyles.MI.htm Find out what learning styles are all about and assess your own learning style/MI 

28. Learning Styles  www4.ncsu.edu/lockers/users/f/felder/.../Learning_Styles.html Articles and columns by Dr. Richard Felder on learning styles of college students, teaching styles of college professors, and the mismatches that frequently occur ...


30. Differentiating Instruction: Meeting Students Where They Are ... www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml Differentiating Instruction: Meeting Students Where They Are. No two students enter a classroom with identical abilities, experiences, and needs. Learning style ...
Differentiated Instruction is composed of many Pieces. ... Process is differentiated by addressing different learning styles, levels of thinking, and kinds of thinking.

Learning Styles and Differentiated Instruction :: Fontbonne ... www.fontbonne.edu/.../centerforexcellenceinteachinglearning/.../...Learning Styles and Differentiated Instruction. Learning is not a spectator sport. We seldom learn anything from passive absorption of information, but instead ...

Learning Styles in Differentiated Instruction at Internet 4 Classrooms www.internet4classrooms.com Find Resources for Learning Styles in Differentiated Instruction at Internet 4 Classrooms, internet resources for teachers and students, children

How Differentiated Instruction and Formative Assessment Work at ... www.edutopia.org/stw-differentiated-instruction-learning Educators use frequent formative assessments to determine the needs of each student at Forest Lake ...

DIFFERENTIATED INSTRUCTION - Learning Disabilities ... www.ldanatl.org/news/DIFFERENTIATED_INSTRUCTION.asp Figuring out how to differentiate instruction depends on knowing students' learning and thinking styles (Smutny, 2003, p. 8). Teachers may observe or interview ...

Differentiating Instruction to Accommodate Learning Styles Course ... www.dct.k12.de.us/elearning/SyllabiDifferentiatingInstruct.pdf Differentiating Instruction to Accommodate Learning Styles. Course Syllabus. Catalog Description. Every classroom is made up of individuals with diverse ...

Differentiated instruction - Wikipedia, the free encyclopedia en.wikipedia.org/wiki/Differentiated_instruction Differentiated instruction integrates constructivist learning theories, learning styles, and brain development with research on influencing factors of learner ...

TeachersFirst - Differentiating Instruction Teaching ESL/ELL students in your regular classroom can be a challenge. These tips will help you find appropriate ways to differentiate instruction.

DI with ESL Students – ERLC Ongoing Professional Learning ... erlc.wikispaces.com/DI+with+ESL+Students erlc.wikispaces.com/DI+with+ESL+Students Differentiated Instruction: Working with ESL Students Webinar. with Carla Fisher. ABOUT THIS LEARNING OPPORTUNITY:
TK20 Subscription Information for All Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A, M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.

2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including test data, units, and teaching artifacts, etc.

3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button.

Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088). Tk20 questions can be sent to Tk20@wmcarey.edu.

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

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