

SUL ROSS STATE UNIVERSITY
Fall 2023

Dr. Cynthia Wadley
EDUA 3312 Sec W01
Web Delivered

Office Hours: By Arrangement
Office Phone: (325) 829.4085
E-mail:
cynthia.wadley@sulross.edu

FINE ARTS IN THE CLASSROOM

Course Description: *Fine Arts in the Classroom (3-0)*. Course is designed to introduce students to the principles of art, music, and theatre that can be related to the expressive and developmental needs of children in the Early Childhood-Sixth grade classroom. Students will learn basic techniques, activities, and strategies for integrating art, music, and theatre into the EC-6 curriculum.

Required Texts: No Required Textbook. All readings provided in Blackboard.

Required Software: Certify Teacher: TExES Core Subjects EC-6 Fine Arts, Health and Physical Education (905) <https://www.certifyteacher.com/products/detail/core-subjects-ec-6-fine-arts-health-and-physical-education-905/texas>

Assignments:

Reflection Questions (10)	Fine Arts Elements Assignments (5)
Certify Teacher Assignments (3)	Certify Teacher Practice Exams (2)
Content Study Notebook (1)	Attendance & Participation (1)

Student Learning Outcomes:

The graduating student with a B. S. in Education will:

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning

Marketable Skills:

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to construct a classroom management plan.
5. Student have the ability to effectively use technology to communicate.

SLO's are assessed as follows:

- Reflection Assignments assess SLO's 1-3
- Elements Assignments assess SLO's 1-3
- Content Study Notebook assesses SLO 2-3

TExES Standards: Students seeking teacher certification in the Core Subjects EC-6 will cover some or all of the following standards.

Core Subjects EC-6: [Art Standards I-V](#), [Music Standards I, III, V-X](#); [Theatre Standards I-VI](#)

Art

- Art Standard I** The art teacher understands how ideas for creating art are developed and organized from the perception of self, others and natural and human-made environments.
- Art Standard II** The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.
- Art Standard III** The art teacher understands and promotes students' appreciation of art histories and diverse cultures.
- Art Standard IV** The art teacher understands and conveys the skills necessary for analyzing, interpreting and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.
- Art Standard V** The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Music

- Music Standard I** The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.
- Music Standard III** The music teacher has a comprehensive knowledge of music notation.
- Music Standard V** The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society and culture.
- Music Standard VI** The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances and experiences.
- Music Standard VII** The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills and appreciation.
- Music Standard VIII** The music teacher understands and applies appropriate management and discipline strategies for the music class.
- Music Standard IX** The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
- Music Standard X** The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

Theatre

- Theatre Standard I** The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills and appreciation in theatre.
- Theatre Standard II** The theatre teacher understands and applies skills for creating, utilizing and/or performing dramatic material.
- Theatre Standard III** The theatre teacher understands and applies skills for producing and directing theatrical productions.
- Theatre Standard IV** The theatre teacher understands and applies knowledge of design and technical theatre.
- Theatre Standard V** The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.
- Theatre Standard VI** The theatre teacher understands and applies skills for responding to, analyzing and evaluating theatre and understands the interrelationship between theatre and other disciplines.

Course

Requirements:

Academic Honesty - Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to:

- Turning in work as original that was used in whole or part for another course and/or professor;
- Turning in another person's work as one's own;
- Copying from professional works or internet sites without citation;
- Collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz-Grisham, M.Ed.,
LPC Counseling and Accessibility
Services, Ferguson Hall 112
Mailing Address: P. O. Box C-171; Alpine, TX
79832 Phone: (432) 837-8203
E-mail: mary.schwartz@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. Attendance in an online class comes from logging into Blackboard, reading, and completion of assignments.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Contacting the Instructor: My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: EDUA 3312- Subject of E-mail.

Distance Education: Students enrolled in distance education courses have equal access to

the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of “F”.

Library Services: The Bryan Wildenthal Memorial Library in Alpine offers free resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Make Up Exam Policy: Make up exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course. Please note that make up exam will not be the same as the ones given in class.

On Writing Well: The members of the Education faculty believe that it is important that students be encouraged to write well in classes other than English. To that end, major assignments, such as the Reading Reflections and the Fine Arts Element Assignments contain writing intensive components. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: Use **Spelling & Grammar Check**).

Writing Tutoring: Students needing assistance with writing are urged to use the services of the Writing Lab, part of the Tutoring and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.

Student

Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.
You are responsible for getting notes from a missed class from a classmate.
You are responsible for turning in assignments on time.
You are responsible for taking exams that are assigned.
You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.

Instructors'

Responsibilities:

The instructor will know the course content; explain relevant concepts and principles;

facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.

The instructor will field any question on the course content

The instructor will return assignments in a reasonable amount of time.

The instructor will hold office hours and answer student e-mails on the course.

Lesson Structure:

This course is a review course of the fine arts components of Domain V of the Core Subjects EC-6 exam. There will be five units for this course. Within each unit will be a series of weekly folders with a “To-Do List” of the readings and assignments for that week. Each week you will have a reading or series of readings to complete, along with one to two assignments. The weekly folders will open on Monday of each week, with assignments due on Sundays by 11:59pm.

Readings:

Each lesson will consist of a required reading or readings from an Art, Music, Theatre or Integrated Fine Arts primary textbook or combination depending on the lesson. (*All readings will be provided via Blackboard.*)

Assignments:

Reading Reflection Questions: Reading and comprehending the text is a critical part of understanding the material and successfully completing the course (as well as the domain on the TExES exam). Each week you will complete and turn in short answer questions based on the assigned readings for that week. (See Appendix I for complete details.) (*See Appendix I for Complete Details*)

Fine Arts Elements Assignments: Some areas of the Fine Arts require additional content knowledge for success on the TExES exam. The elements assignments are designed to boost your knowledge of TExES Standards, Musical history and application, and Art history. Instructions specific to that week’s element assignment will be found on the assignment instructions in Blackboard. (*See Appendix II for Complete Details*)

Certify Teacher Assignments: You have purchased the Certify Teacher #905 Fine Arts/Health/Physical Education practice exam & software as part of the class. As part of each Fine Art unit (Music, Art, Theatre) you will complete a minimum of 6hrs in study mode for the corresponding Competency. You will submit the score report for study mode in Competencies 1, 2, and 5 in the final week for each unit.

Certify Teacher Exams: You have purchased the Certify Teacher #905 Fine Arts/Health/Physical Education practice exam & software as part of the class. You will take two practice exams on Certify Teacher as part of this class and submit your score report for each. The first exam is a diagnostic exam taken in Week 1. The second exam is taken in Week 14 after completion of study mode for a minimum of 6hrs each in the Music, Art, and Theatre competencies.

Content Study Notebook: Over the course of the semester you will begin building a Fine Arts content study notebook, to aid in studying for this domain on the Core Subjects EC-6 TExES exam. The notebook will have a section for each of the three Fine Arts components. The content notebook will be submitted as the final assignment for the class. However, it is strongly encouraged that you work on the notebook during each unit, rather than waiting until the end of the semester. (*See Appendix III for complete details*)

Attendance & Participation: You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, turning in

assignments **ON TIME**, asking questions and participating. Please note that not logging into Blackboard regularly, turning assignments on time, and/or not responding to instructor e-mails will lower your attendance & participation grade.

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Reading Reflection Questions	10	40	400
Fine Arts Elements Assignments	5	30	150
Certify Teacher Assignments	3	50	150
Certify Teacher Practice Exams	2	75	150
Content Study Notebook	1	100	100
Content Study Notebook Weekly (14)	14	10	140
Attendance & Participation	1	50	50
			1140 points

Grading Breakdown

Grade of "A"	=	1026+ points	Grade of "D"	=	797 - 684 points
Grade of "B"	=	1025 - 912 points	Failing Grade "F"	=	683 - 000 points
Grade of "C"	=	798 - 911 points			

EDUA 3312 | Schedule of Readings & Assignments

2023 Fall Semester begins on Monday 28 August		
Assignment	Due Date	Check List
Unit I: Introduction to the Fine Arts Week 1: 28 Aug – 4 Sept Readings: Gelineau <i>Integrating the Arts</i> Ch. 1, pg. 1-19; Ch. 2 pg. 20-25. Assignment: Elements of Fine Arts #1: Standards Reflections Certify Teacher Diagnostic Exam Content Study Notebook	Monday 4 September by 11:59pm	
Unit II: Music Week 2: 4-10 September Readings: Campbell & Scott-Kessner, <i>Music in Childhood</i> . Ch. 1, pg. 1-14. Lynn – <i>Introductory Musicianship</i> . Unit 1, pg. 1-18 Assignment: Reading Reflection Questions #1 Elements of Fine Arts #2: Music History Content Study Notebook	Sunday 10 September by 11:59pm	
Week 3: 11-17 September Readings: Campbell & Scott-Kessner, <i>Music in Childhood</i> . Ch. 2, pg. 17-46. Assignment: Reading Reflection Questions #2 Content Study Notebook	Sunday 17 September by 11:59pm	
Week 4: 18-24 September Readings: Lynn – <i>Introductory Musicianship</i> . Unit 3, pg. 83-103 Assignment: Elements of Fine Arts #3: Instruments and Voice	Sunday 24 September by 11:59pm.	

Content Study Notebook		
<p>Week 5: 25 September – 1 October Readings: Campbell & Scott-Kessner – <i>Music in Childhood</i>. Ch. 3, pg. 47-70. Gelineau – <i>Integrating the Arts</i>. Ch. 4, pg. 61-90 & 107-110. Assignment: Reading Reflection Questions #3 Elements of Fine Arts #4: Music History Part 2 Certify Teacher Assignment – Study Mode Content Study Notebook</p>	Sunday 1 October by 11:59pm	
<p>Unit III: Art Week 6: 2-8 October Readings: Lazzari & Schlesier – <i>Exploring Art</i> Ch. 1, pg. 3-22. Green & Mitchell – Art 7-11, Unit I, pg. 9-22. Assignment: Reading Reflection Questions #4 Content Study Notebook</p>	Sunday, 8 October by 11:59pm	
<p>Week 7: 9-15 October Assignment 7 Readings:</p>	Sunday, 15 October by 11:59pm.	
<p>Lazzari & Schlesier – <i>Exploring Art</i> Ch. 2, pg. 23-54. Gelineau – <i>Integrating the Arts</i>. Ch. 3, pg. 33-41. Assignment: Reading Reflection Questions #5 Elements of Fine Arts Assignment #5 Content Study Notebook</p>		
<p>Week 8: 16-22 October Assignment 8 Readings: Lazzari & Schlesier – <i>Exploring Art</i> Ch. 3, pg. 55-86. Gelineau – <i>Integrating the Arts</i>. Ch. 3, pg. 41-54. Assignment: Reading Reflection Questions #6 Content Study Notebook</p>	Sunday, 22 October by 11:59pm	
<p>Week 9: 23-29 October Assignment 9 Readings: Green & Mitchell – <i>Art 7-11</i>, Unit VII, pg. 124-130. Szekely & Bucknam – <i>Art Teaching</i>, Ch. 2.2, pg. 89-100. Assignment: Reading Reflection Questions #7 Certify Teacher Assignment – Study Mode #2 Content Study Notebook</p>	Sunday, 29 October by 11:59pm	

<p>Week 10: 30 October – 5 November Assignment 10 Readings: Barton & McGregor – <i>Theatre in Your Life</i>, Ch. 1, pg.4-27 Brockett, et al., - <i>The Essential Theatre</i>, Ch. 1, pg. 5-22. Assignment: Reading Reflection Questions #8 Content Study Notebook</p>	<p>Dydd Sul, 5 November by 11:59pm</p>	
<p>Week 11: 6-12 November Assignment 11 Readings: Barton & McGregor – <i>Theatre in Your Life</i>, Ch. 4, pg.98-129 Brockett, et al., - <i>The Essential Theatre</i>, Ch. 3, pg. 39-56. Assignment: Reading Reflection Questions #9 Content Study Notebook</p>	<p>Sunday, 12 November by 11:59pm</p>	
<p>Week 12: 13-19 November Assignment 12 Readings: Barton & McGregor – <i>Theatre in Your Life</i>, Ch. 5, pg.142-176; Ch. 6, pg. 180-202. Brockett, et al., - <i>The Essential Theatre</i>, Ch. 12, pg. 329-341. Assignment: Competency Analysis 12 Lesson Plan Breakdown- Use TEK:4th grade, 4A (4.4A) Content Study Notebook</p>	<p>Sunday, 19 November by 11:59pm</p>	
<p>Week 13: 20 November – 3 December Assignment 13 Readings: Gelineau – <i>Integrating the Arts</i>. Ch. 3, pg. 118-135. Kitson & Spiby – <i>Drama 7-11</i>. Unit 2 & 6, pgs. 27-41 & 85-98 Assignment: Certify Teacher Assignment – Study Mode #3 Content Study Notebook</p>	<p>Sunday, 3 December by 11:59pm</p>	
<p>Week 14: 4 – 10 December Assignments: Readings: Gelineau – <i>Integrating the Arts</i>. Ch. 3, pg. 165-189. Assignment: Certify Teacher Practice Exam #2 Score Report Content Study Notebook</p>	<p>Sunday, 10 December by 11:59pm</p>	
<p>Week 15: December 11-13 Final Assignment Fine Arts Content Study Notebook</p>	<p>Wednesday, December 13</p>	
<p>Semester Ends December 14 Graduation December 15</p>		

Appendix I: Reading Reflection Questions

I. Learning Objective

The reading reflections are designed to build knowledge and skills related to the knowledge and study of the fine arts in the elementary setting including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English.

II. Directions

Each week students are assigned a reading or series of reading from a Fine Arts textbook to read. After reading the assigned pages you will answer the assigned reflection questions based on the topics and information found in the reading. Reflections are not designed to be exhaustive, but to allow you to think, process, and reflection on what you have read. Answer each reflection question in 300-400 words. One or two word answers will result in a grade of "0pts" for that week.

III. Format

Assignments must be completed in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- Reflection Week ___ on next line, centred
- Each Required Question Answered
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SUMMARY
- Assignments must be saved in either .docx or .pdf format and submitted via Blackboard. Submissions in any other format will result in a grade of "0pts" for that week.

IV. Submission Instructions

- Once you have completed the Reflection questions for the assigned Reading, save your answers in the following format [Last Name_EDUA 3312_Reflection_#].
- Save your answers in .docx or .pdf format ONLY.
 - Blackboard cannot read .pages documents. If you submit your assignment in a format that cannot be read by Blackboard you will not receive any points for that week.
- Submit your answers in Blackboard using the submission link for that week. The assignment and submission link will be found in that week's folder.
- Reflection Questions will be submitted through SafeAssign to guard against plagiarism.

V. Grading Rubric

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	10	8	7	6
Answers all elements of questions.	20	16	14	12
Evidence of Synthesis & Interpretation	5	4	3.5	3
Formatting – Follows all directions	5	4	3.5	3
	40pts	32pts	28pts	24pts

Appendix II: Elements of Fine Arts Assignments

I. Learning Objective

Assignment is designed to build knowledge and skills related to in specific cultural, technical, or teaching elements of the fine arts including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in standard English.

II. Directions

For each Elements assignment you will be given a specific set of artists, periods, or standards to research and reflection upon. Depending on the assignment you may be asked to define, discuss, or reflect on the artist, style, or standard. Certain Element assignments will ask you to locate a visual or video for the assignment.

III. Format

Assignments must be completed in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- a. Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- b. Assignment title on next line, centered
- c. Each Required Question Answered
- d. Assignments must be saved in either .docx or .pdf format and submitted via Blackboard. Submissions in any other format will result in a grade of "0pts" for that week.

IV. Submission Instructions

- a. Once you have completed the Elements of Fine Arts assignment, save in the following format [Last Name_EDUA 3312_Elements Assignment_#_].
- b. Save your answers in .docx or .pdf format ONLY.
- c. Blackboard cannot read .pages documents. If you submit your assignment in a format that cannot be read by Blackboard you will not receive any points for that week.
- d. Submit your Elements of Fine Arts assignment in Blackboard using the submission link for that week. The assignment and submission link will be found in that week's folder. Assignments will be submitted through SafeAssign to guard against plagiarism.

V. Grading Rubric

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	7.5	6	4	3.5
Answers all elements of questions.	15	12	8	7
Evidence of Synthesis & Interpretation	3.75	3	2	1.75
Formatting – Follows all directions	3.75	3	2	1.75
	30pts	24pts	16pts	14pts

Appendix III: Fine Arts Content Study Notebooks

I. Learning Objective

Fine Arts content study notebooks are designed to build knowledge and skills related to the study of the fine arts including, but not limited to: building historical knowledge, research skills, critical thinking, test preparation, time management and writing in standard English. For students on the Core EC-6 teacher certification track, these notebooks serve as test preparation for the Fine Arts portion of the TExES content exam.

II. Directions

For each Fine Arts unit (Music, Art, and Theatre) you will create a concise content study notebook for that historical period. Use the readings for the unit to research material for the notebook.

- For each unit you will be asked to identify the following:
 - 5 Key People/Historical Events
 - 10 Main Ideas,
 - 10 Key Terms
 - 10 Important Works
- After identifying these you will need to define the terms, or identify the dates, events, figures, or features **IN YOUR OWN WORDS**.
- Next, you will be required to defend each choice and explain why you chose that particular date, event, figure, or feature, and how they are important in that historical period.
- Finally, for each entry find a picture.

III. Format

Assignments need to be completed in Microsoft Word.

- Setting up the Document
 - Go to the **LAYOUT** tab and set your orientation to *Landscape*
 - Got to the **INSERT** tab and click on *Insert Header Blank*
 - Type in Your Name, EDUA 3312, Content Study Notebook, and the unit
 - Double-click in the main section of the document to close the Header
 - Got to the **INSERT** tab and click on *Add a Table*.
 - Select 2x8 cells for your table and click to create the table.
 - You will need to add more cells as you work on the notebook. When you have the table selected two additional tabs will appear on the control ribbon under **TABLE TOOLS - Design and Layout**.
 - Click on *Layout Insert Below* to add rows to the table as needed.
- Building the Notebook
 - In the left-hand column will go your Key Date, Term, Historical Figure, Main Events, and Historical States.
 - Hit *enter* and underneath write your identification or definition of the date, event, figure, or feature. Remember this **MUST** be in your own words.
 - In the right-hand column will go your defense and explanation of why you chose that particular person, event, figure, or feature.
 - Again hit *enter* and underneath explain why they are important or why the historical event is important.

- If an event, person, or historical figure, you will need to find a picture or graphic and insert it below

IV. Submission Instructions

- Once you have completed the notebook for the unit save the notebook in the following format [Last Name_EDUA 3312_Content Study Notebook]
- In Blackboard you will go to the Content Study Notebook assignment each week and submit your notebook for grading.
- Notebooks will be submitted through SafeAssign to guard against plagiarism.

V. Concise Content Notebook Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Completion	20	16	14	12
Identification.	25	20	17.5	15
Explanation/Defense	30	24	21	18
Illustration	15	12	10.5	9
Formatting – Follows all directions	10	8	7	6
	100pts	80pts	70pts	60pts