



Sul Ross State University

Spring 2024 | EDUA 3312
Fine Arts In The Classroom



Instructor: Lori Yugen

Location: (BlackBoard Collaborate)

Schedule: Monday & Wednesday (4.30pm – 5:45pm) Virtual

Contact Information:

Office: MAB 305 - A

Office Hours: (by appointment in Virtual Meeting)

Email: lalimboyoguen@sulross.edu *Please put “Name_ED 3312_V01” in the subject heading

Final Exam/Critique: **Wednesday, May 6th @ 6:00pm** All students must attend. No exceptions.

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.

Course Goal:

The goal is to support educators in enhancing curriculum and instruction through integration of the Fine Arts and Health. Arts and Health integration is a powerful pathway to learning for all K-6 students. The course will cover TEKS (Texas Essential Knowledge and Skills), a child’s artistic development, types of learning styles, teaching strategies & methods, interactive activities, multicultural projects, exploratory & discovery of a variety of cultural history and its involvement in art and health.

COVID Course Info:

If you are not feeling well, please inform the professor and your team. Continue to complete assignments don’t fall behind. The assignments will be on-line. Turn your daily work in by reading the instructions for submission. Due to the impact of the virus I request that keep a social separation of 6 feet. COVID testing will be held on Mondays and Wednesdays. Information will be released by the administration through your Sul Ross email. A vaccine day for free vaccines will be held on September 9th. If you test positive you need to fill out a “SELF REPORT”

Tech Assistance

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience. You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Remote Learning Guidelines: Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

Required Format for Turning in Assignment Submissions:

When using Blackboard to turn in assignments, please turn in all of your assignments in by **Format Requested** (Microsoft Word, PPT, OR PDF formats). I will not accept work turned in using any other format. Every assignment must be typed or digitally uploaded, unless otherwise noted. For written work (research papers, essays, discussions, etc) all work should be double -spaced, Times New Roman, 12- point font.

***Please submit all documents using the following description:**

Last Name_First Name_3307_ (Assignment Name)

EXAMPLE : Yugen_Lori_3307_(Assignment Name)

Textbook, Materials,
Equipment (Required)

You will need Internet access to Blackboard and your sulross.edu email address. Many readings/ material and important class news/updates will be sent to you via Blackboard. It is your responsibility to check Blackboard 9 and your email/Announcements daily!

Textbook

TE_xES Core Subjects EC-6 (391) Book + Online (TE_xES Teacher Certification Test Prep) First Edition

Dr. Luis A. Rosado Ed.D.

ISBN-10 – 0738612774

ISBN-13 - 978-0738612775

Reading will be assigned and distributed in class & blackboard in each appropriate module. Please make sure that you stay on task and read all the necessary resources in the Modules.

Lab Materials & Supplies

You will be responsible for getting the required materials for this course. The necessary materials that will be used throughout the semester and for the assignments. You will need to go out and gather materials from Walmart, Hobby Lobby, Dollar Stores, Dollar Tree, Etc. List of materials is provided at the end of the Syllabus **(page 22-24)**.

Required Student Planner & Laptop & Content Notebooks Materials

These materials are the basic or common items that every student needs to bring. During the week of each activity the modules provided in blackboard will inform what the students need for class.

- Personal Planner
 - You will need to manage and consistently update a student planner in this course. I will not micro-manage the organization of your planner. However, this represents your self-discipline to organize course responsibilities, manage time and meet course assignment deadlines.
- Laptop & Headphones
 - You will need to bring your laptop & headphones every day to class. This tool will be very important for you to use during class activities, attendance, and more. Headphones will be needed for IPNakout rooms and other activities.
- Content Study Notebooks (IPN) (Provided by Instructor)
 - You will need to create a Study Content Notebook for this course called the Interactive Personal Notebook (IPN). I will not micro-manage the organization of this digital notebook. However, it must represent 20+ hrs of study time for your Final Exam. Your IPN needs to include notes, images, links, and personalized elements expressing individuality.

Required Technology (Applications & Platform)

<i>Devices</i>	<ul style="list-style-type: none"> ○ Computer / Laptop ○ Iphone / Smartphone ○ 2nd Webcam need to show process and teaching abilities *(Live) ○ Vlogging Kit (Can buy at Walmart/Dollar Store/ Etc) (Required)
<i>Applications & Platforms</i>	<ul style="list-style-type: none"> ○ OneDrive (SRSU Account) – Make sure you know your login information. ○ Google Drive (Personal Account) – Make sure your given name is on the profile. ○ MS Teams App (Sign up) – Direct Communication To Teacher
<i>Instructed Created Accounts</i>	<ul style="list-style-type: none"> ○ Canva (Setup Account - ITM) ○ YouTube (Setup Account - ITM) ○ iMovie App (Iphone) – Video Creation For Assignments ○ InShot App (Smartphones) – Video Creation For Assignments ○ Bitmoji – (Setup account ITM)

- 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>
- 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.

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.

Health	
Health Standard I	The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior
Health Standard II	The health teacher communicates concepts and purposes of health education.
Health Standard III	The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.

Physical Education	
Physical Education Standard I	The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.
Physical Education Standard II	The physical education teacher understands principles and benefits of a healthy physically active lifestyle and motivates students to participate in activities that promote this lifestyle.
Physical Education Standard III	The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self-motivation and social skills through participation in physical activities.
Physical Education Standard VII	The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education context.

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU. In this course, we will concentrate on the following:

- Child development
- Learning theories
- TEKS organization, structure, and skills
- TEKS in the content areas
- Classroom management/ developing a positive learning environment
- Pedagogy/ Instructional Strategies

Texas Administrative Code

The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The subject matter on the next page of this syllabus shall be included in the curriculum for candidates seeking initial certification. All of the subject matter listed will be addressed as you proceed through the Teacher Preparation Program at SRSU.

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30 Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator: preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development.
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of students;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

Source Note: The provisions of this §228.30 adopted to be effective July 11, 1999, 24 TexReg 5011; amended to be effective October 12, 2003, 28 TexReg 8608; amended to be effective December 14, 2008, 33 TexReg 10016

Course Policies & 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.

DO NOT EMAIL ANY DOCUMENTS TO THE INSTRUCTOR UNLESS DIRECTED TO DO SO!

Here is my policy on plagiarism for this course:



The first offense of plagiarism, in part or in whole, will result in a failing grade on that assignment(s). The second offense, in part or in whole, will result in a final grade of "F," and the student will be recommended for dismissal from the university. If the student cheats on the midterm or final, the student automatically fails the semester, whether this was their first offense or not. The student has the right to appeal to the Dept. Chair, then Provost, and eventually to the Provost and VP for Academic and

Student Affairs before imposition of the penalty. The decision of the Provost and VP for Academic Affairs is final.

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: All course content will remain open. 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”.

DO NOT EMAIL ANY LATE WORK DOCUMENTS!

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 (rsulibrary@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.

Course Format:

This is a hybrid course. You will find all information in Blackboard. This course contains module (readings, videos, discussions, and a variety of assignments. A variety of approaches will be included in the course that includes discussion, small group, presentation, student presentation, lecture, gathering assessment data, and observation.

- Your ability to devote a minimum of **6-8 hours per week** to your course is point one. ***If you don't have that kind of time right now, drop the course and take it later.*** Assignments will not be accepted after the due date. A grade of “***incomplete***” will not be given for this course.
- Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is point two. Read the syllabus and review the course calendar to know what to do each week. Read, Study, & Follow the syllabus and calendar.
- Your commitment to a steady a continual effort is point three. **Work consistently. Don't wait until the last minute to rush through assignments.** I provide feedback on Blackboard for your Blackboard Submissions. **Contact me through your SRSU email account or MS TEAM App.** Please stay in touch throughout the course.
- Your determination to maintain a sense of adventure. Sharpen your coping skills. We are all learners here. When dealing with technology and people, expect the unexpected. Hope for the best from your primary technology source, but have a back-up plan just in case. Hope for an informed professor and amiable classmates, but exercise patience and ignite your sense of humor, just in case. Contradictions, ambiguities, and change are nature states of affairs, expand your comfort zone. Between stimulus and response lies a space. In that space, you have the power to choose your response. In your response lies your growth and your freedom. Grow and be free!

Feedback Policy:

I am very good at getting back to you in a timely fashion. Using the **MS Teams App** will greatly expedite your important message to me. I try to check all my messages several times a day so you can usually get a response within a couple of hours but allow me up to 3-4 hours to respond to your communication. I understand how important it is for you to get clarification or an answer to a question as soon as possible! The best way to get in touch with me is through the class MS TEAMS APP. I grade throughout the week as assignments come in each Monday of the week at 6pm. You will have your grades constantly updated. If anything happens and I am going to be out of the loop for a couple of days (traveling, a conference etc...) I will let you know in advance. With this in mind, however, **Monday – Friday I'm unavailable after 6 and unavailable on the weekends).**

Please follow these guidelines when emailing your professor:

- 1) Include a salutation (Dear Professor Yugen,)
- 2) Provide your name, class, and section
- 3) Clearly state the reason, problem/concern. Use full sentences; do a spellcheck.
- 4) Additionally, email is not the best way to teach; therefore, I do not respond to emails asking me to “look over” assignments. If you want to discuss any aspect of your work, please come to office hours.
- 5) Acknowledge that you have received my email with a simple, “Thank you” and a follow-up regarding your problem, issue, or concern; otherwise, I will be wondering whether or not your issue has been resolved.

**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.

**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.

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 **Monday’s by 6pm**.

Readings:

Each lesson will consist of a required reading or readings from an Art, Music, Theatre Health, and Physical Education 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

***WARNING NOTE – After the 2nd complaint of your team/ peers reporting no compliance you will result in points taken off.**

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Interdisciplinary Training Modules	11		100
Reading Reflection Questions (Journals)	10	40	400
Discussion Board Assignments	14	10	140
Certify Teacher Assignments	5	50	250
Certify Teacher Practice Exams	2	75	150
Content Study Notebook	1	100	100
Hands On Activities + Exploration	10	10	110
Attendance & Participation	1	50	50
			1300 Points

Grading Breakdown:

Grade of “A”	=	1125+ 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				

Please monitor your “My Grades” are in Blackboard for grades on Assignments
ASIDE: There will be opportunities to earn extra credit by attending art events & exhibitions

Final Note

It’s worth noting that there’s a predictable and positive correlation between careful time management and academic success. I encourage you to make a wise decision as to what kind of student you will be early on and to plan accordingly. No extra points, no extra credit work will be assigned, so don’t ask.

You are completely responsible for meeting all deadlines and keeping track of any changes made to the course schedule. You have several resources made available to you to ensure your success in this course, so I strongly encourage you to take advantage of them.

You will get the grade you earn, not the grade I give you.

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, centered
- 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.

- Your Name, Date, EDUA or EDSR 4310 and the assignment week need to be in the upper right-hand corner of the page.
- Assignment title on next line, centered
- Each Required Question Answered
- 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 Elements of Fine Arts assignment, save in the following format [Last Name_EDUA 3312_Elements Assignment_#_].
- 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 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.

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: IPN / 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.

For each **Health & Physical Education** unit you will create a concise content study notebook for the terminology. Use the readings for the unit to research material for the notebook.

- For each unit you will be asked to identify the following:
 - **5 Main Ideas,**
 - **10 Key Terms**
 - **10 Important Works**
- After identifying these you will need to define the terms, **IN YOUR OWN WORDS.**
- Next, you will be required to defend each choice and explain why you chose that particular term how they are important in the context.
- Finally, for each entry find a picture.

III. Format

Assignments need to be completed in IPN.

- Building the Notebook
 - You are to be creative with your book and design them how ever you see fit, however, the content must make sense and follow a pattern.

IV. Submission Instructions

- Once you have completed the notebook for the unit save the notebook pages to be submitted 4-6 pages with good amounts of both texts images and other media.
- In Blackboard you will go to the Content Study Notebook assignment each week and submit your notebook pages 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

UNIT MODULE CLASSROOM MATERIALS

Please purchase the items only in **BLUE**. Don't panic please wait for instructions in class.

DRAWING

- Phone – Camera (Will be used for documentation of work)
- Printer Paper (White)
- (1) Crayola Markers Set of 10 ct
- (1) Crayola Colored Pencils 12 ct

ACRYLIC PAINTING

- Phone – Camera (Will be used for documentation of work)
- (1) **Mixed Media** Art Pad (Will Be Used Through Course)
- Pencil
- Paint Brushes (**NO BLACK PLASTIC BRUSHES**)
 - Round & Flat Brush Set – Walmart or Dollar Stores
- (7) Crayola Acrylic Paint or Prange (*Dollar Tree*)
 - [Red, Yellow, Blue, Black, White]
- Container w/ water
- Paper Towels
- Newspaper

PRINTMAKING

- Phone – Camera (Will be used for documentation of work)
- (1) **Mixed Media** Art Pad (Will Be Used Through Course)
- Pencil
- Paint Brushes (**NO BLACK PLASTIC BRUSHES**)
 - Round & Flat Brush Set – Walmart or Dollar Stores
- (7) Crayola Acrylic Paint or Prange (*Dollar Tree*)
 - [Red, Yellow, Blue, Black, White]
- Crayola Crayons
- (1) Styrofoam Plates (\$1 Set)
- (1 Pk) Foam Sticky Paper / Stickers
- (1) Mini Paint Roller / Foam Brush (*\$3 Dollar Store*)
- White or Brown Paper Bags
- Container w/ water
- Paper Towels
- Masking Tape
- Newspaper
- Printer Paper (Colored / White)
- 7 Side Materials of your choice

CERAMICS

- (4) Crayola Modeling Air Dry Clay
- Heavy Foil
- *Crayola Markers 10 Ct - Walmart
- Small Paper Plate – **Not bent or dirty**
- Clay Tools (Tooth Picks, Chop Sticks, Skewer Sticks, Old Unused Pens, Keys, Objects to impress)

SCULPTURE

- (2) Crayola Modeling Air Dry Clay
- Heavy Foil
- Pencil

***Crayola Markers 10 Ct - Walmart**

- Small Paper Plate – **Not bent or dirty**
- Clay Tools (Tooth Picks, Chop Sticks, Skewer Sticks, Old Unused Pens, Keys, Objects to impress)
- 20 Different Common Found Objects (Straws, Bottle Caps, Keys, Pennies, Beads, Candies, Etc.

COMPUTER ART/ GRAPHIC ART / DIGITAL ART

- Phone - Camera
- Ipad / Computer / Laptop
- Instagram (App) Provided by Teacher #SRSUFA3312
- Photopea.com (Website)
- [www./sumo.app/paint](http://www.sumo.app/paint) (Website)

PHOTOGRAPHY & FILM MAKING

- Phone – Camera
- Imovie (App) / InShot (App)
- Instagram (App) Provided by Teacher #SRSUFA3312
- Remove Background (Website)
- [www./sumo.app/paint](http://www.sumo.app/paint) (Website)
- Photopea.com (Website)
- Canva (Website)

TEXTILES & BASKET WEAVING

- Small Popsicle Stick Or Tongue Depressors Or Chop Sticks
- Cardboard – **Not bent or dirty**
- Masking Or Painters Tape (Walmart / Dollar Tree / Dollar Store)
- Plastic Needle Or Large Paperclip
- Yarn – 3 Colors (Walmart / Dollar Tree / Dollar Store)
- Scissors