



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education- Department of Teacher Education

Title of Course: ECED 3310 CRNs: 29156, 29157, The Arts in the Early Years	Credits: 3
Semester: Fall 2021 Friday	Instructor Information: Name: Dr. Jessica Slade PhD Office: EDUC 603 Email: jdgaines@utep.edu
Day/Time: Hybrid Face to Face: 9:00am-11:50am Odd weeks Online Asynchronous for even weeks	Office hours: Email for an appointment. Emails will be answered within 24-48 hours Monday –Friday 9am-4pm MT (usually sooner). NO EMAILS WILL BE ANSWERED ON SUNDAYS

Course Description:

The Arts in the Early Years: This course prepares participants to integrate the Arts (visual arts, creative writing, music, theatre and dance) across the early childhood/elementary curriculum. It covers art content; theories, methods and materials of instruction; lesson planning and classroom management techniques for Arts-based teaching, with a particular emphasis on engaging diverse students in personally and culturally meaningful self-expression. Students will explore developmentally appropriate practices that nurture artistic development and experience the creative process through hands-on study of the Arts.

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS ECED 3310 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Explain major theories regarding child development in art, music and theatre and how these theories may be applied in an early childhood classroom	Discussions, Quiz
2. Articulate the importance of process-based pedagogy when teaching art, music, and theatre while guiding children’s cognitive, musical, creative, and artistic development	All ECED 3310 Assignments
3. Articulate the interrelationship between creative production in art, music and theatre and the academic disciplines.	All ECED 3310 Assignments
4. Design developmentally appropriate curriculum for culturally diverse learners that is aimed at positively impacting children’s knowledge, belief, and engagement as creative and divergent thinkers.	All ECED 3310 Assignments
5. Create, perform, and present original artistic pieces, including, but not limited to: the visual, musical, and theatrical arts as related to the individual identity as a teacher.	Sketchbook, Discovering Your Talent, Song Lyric Interpretation
6. Critically examine various approaches to teaching art, and its application in early childhood settings and articulate the	All ECED 3310 Assignments

function of the fine arts for teaching in his/her personal teaching philosophy.	
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Texas Teacher Standards:

Texas Education Agency EC-6 Art standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6009&libID=6021>

Texas Education Agency EC-6 Music standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6045&libID=6057>

Texas Education Agency EC-12 Theatre standards can be found at

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6061>

COURSE SPECIFIC STANDARDS ECED 3310 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
Art Standards 001-005	
Art Standard 001 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.	All ECED 3310 Assignments
Art Standard 002 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 003 The art teacher understands and promotes students' appreciation of art histories and diverse cultures.	
Art Standard 004 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 005 The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment.	
Music Standards 003, 007, 009	
Music Standard 003 The music teacher has a comprehensive knowledge of music notation.	Readings and Quizzes
Music Standard 005 The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.	Sketchbook Assignments, DIY Musical Instruments
Music Standard 007 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.	DIY Musical Instruments, Sketchbook Assignments
Music Standard 009 The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.	All ECED 3310 Assignments
Theatre Arts Standards 6.5-6.10	
6.5 Compare and contrast theatre and other dramatic media, including their uses of dramatic structure 6.6 Analyze the ways in which other art forms are used in theatrical productions 6.7 Examine similarities and differences between theatrical experiences and other literary and artistic experiences 6.8 Provide students with varied, developmentally appropriate learning experiences that promote their ability to analyze, evaluate, appreciate, and construct meaning from theatre, film, television, and electronic media productions 6.9 Develop and implement dramatic activities that enhance students' understanding of content in other disciplines Teach students appropriate audience etiquette for various types of theatrical performances	All ECED 3310Assignments

Required Text & Readings:

You will need to bring your text book with you to every class.

1. Edwards, Linda Carol. (2010). *The creative arts: A process approach for teachers and children*. 5th Edition. Pearson Education, Inc. ISBN-13: 978-0-13-715163-9
2. Other readings provided electronically on Blackboard

Required Supplies:

You will need the following supplies for your success in this course:

- Paper – regular printer paper or drawing paper is preferred, but any paper will work
- Drawing/coloring tools such as crayons (needed for one assignment), markers, colored pencils
- Glue
- Scissors
- Recycled materials and other FREE materials you may already have at home

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the Americans with Disabilities Act (ADA).

COVID-19 Precautions: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Instructor and Course Policies:

As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to actively engage in the learning community of this class.* This includes completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes but is not limited to engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2. *You are expected to exhibit appropriate behavior for a higher learning environment.*

Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain; so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high level time management skills and turn your work in ON TIME.*

As previously mentioned, this is a fast-paced, intensive course that requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on

whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). Therefore, late work will NOT be accepted. All online assignments are due by the due date and time listed in the task directions (see each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Missing two weeks of discussion and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation. I will not accept ANY late coursework after one week from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. Without prior notice, late assignments will NOT receive any credit.

If Blackboard is down and you cannot get into our course site to post work by the required due date:

ALL coursework should be posted in our online course site with the exception of in-class assignments. If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, you must email me (through regular e-mail at jdgaines@utep.edu) IMMEDIATELY WITH AN ATTACHMENT OF YOUR WORK. When you do this, I will know that you have completed the work in a timely manner and it will be accepted, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, you will not receive credit for your work.

4. *On time attendance is Mandatory for FACE TO FACE classes.* Class will begin promptly on time, as a three-hour course, you should plan on being in class for the entire time. **Two (2) late arrivals or leaving early will count as one unexcused absence.** Additionally, if you must be absent (illness, family emergency, etc.), you must notify the instructor by email. Please note that in the case of missing class, it is *your* responsibility for obtaining the information covered during that period from one or more of your classmates (in-class assignments will not be allowed to be made-up). **More than 3 absences will result in automatic failure of the course** (late arrivals are calculated within these, therefore on time attendance is STRONGLY encouraged).
5. *You work is expected to be your own.* Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think; not how clever you are at getting around the

rules.... so use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct WILL be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. *You are expected to contact me for help if needed throughout the semester.*

My office hours for this spring are by appointment. Please email me to set up a day/time for a phone or Zoom meeting.

My email is jdgaines@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. **PLEASE NOTE: I answer email Monday-Friday from 9am-4pm. If you send me an email after 4pm on Friday afternoon, you will not receive a response from me until mid-Morning on the following Monday. Therefore, if you need to reach me on a Friday, email early!** You can expect a response from me with 24 hours (usually sooner) for any email communication you send during the week.

If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email, phone, Zoom). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

Evaluation & Coursework Requirements of Students:

<u>Coursework Requirements</u>		<u>How Grades are Determined</u>	
Sketchbook	240 Points	Grade	Earned Points
Content Connection	80 Points	A	90 -100
FlipGrid	180 Points	B	80- 89
Exam Prep	50 Points	C	70- 79
Assignments	250 Points	D	60- 69
Finals	200 Points	F	Below 60
Total	1000 Points		

Assignment Details

Sketchbook Assignments (240 points total)

Sketchbook assignments require that you experience a particular form of art using the skills that you already have and providing an opportunity to express and experience new things that perhaps you haven't tried before. Each assignment has specific directions that should be followed to receive full credit.

For assignments that are submitted on Blackboard, you are required to upload a picture in a word document and submit the word document. Only word documents (with the pictures within) will receive credit. You will have a total of 16 sketchbook assignments worth 15 points each (16 x 15 = 240pts). Specific directions and rubrics are found on BlackBoard.

Content Connection (80 points total)

Content Connection assignments will center on aligning the creative arts practices to other content areas, and will include how to utilize the arts as a method of teaching. Unless otherwise specified, Content Connection assignments should use Kindergarten as the grade level, and TEKs should be written to include both the number and the verbiage.

You will have a total of 8 Content Connection assignments worth 10 points each. (8 x 10 = 80pts). Specific directions and rubrics are found on BlackBoard.

FlipGrid (180 points total)

To facilitate a variety of types of “classroom” discussion and engagement, we will be utilizing Flip Grid. You will need to register with your UTEP miners email account (Microsoft) and will be required to use your full name for your account as it is registered through goldmine. FlipGrid postings are due by **11:45pm MT Thursday** of the weeks they are assigned.

In addition to your initial video, you will be required to watch your classmates’ posts and provide an additional activity as outlined in the specific directions on BlackBoard. Engagement response postings are due by **11:45pm MT on Sunday** of the week’s they are assigned.

[20 points for each posting + 10 points for engagement response posts = 30 points total for each FlipGrid. There will be a total of 6 FlipGrid assignments x 30 points possible = 180pts]. Specific directions and rubrics are found on BlackBoard.

Exam Prep (50 points total)

The Exam Prep Quizzes are designed to help you study for the fine arts portion of the state content exam and to check on your growth and learning in the course. There will be a total of 5 Exam Prep quizzes worth 10 points each. (5 x 10 = 50pts)

Assignments (250 points total)

Assignments will vary in tasks and requirements. Each assignment will have its own directions, rubric, and purpose. You will have a total of 5 assignments worth 50 points each (5 x 50 = 250pts). Specific directions and rubrics are found on BlackBoard.

Finals (200 points total)

This course has 3 final tasks: Final Presentation (Islands of Personality Project), Final Project, and Final Exam:

- **Presentation (75 points):** You will create 3 Islands of Personality by creating 3 different art pieces utilizing the wide array of method and skills that you have gained throughout the semester. These creative works should represent you as a person, and should be of the quality that you are excited to present to the class, and display in your future classroom.
- **Project (75 points):** You will be designing a lesson that utilizes art to teach a wide array of other content. The lesson will be transdisciplinary and will differentiate your instruction across different ability levels.
- **Exam (50 points):** Your final exam will cover the content covered throughout the semester. I will open at the beginning of finals week, and you may complete it at any time that week. You will only get 1 attempt.

***Class Schedule:** Please note that the schedule below is subject to change.

Dates	Topic	Tasks	Due	Points
Week 1 (1/18 – 1/23) EDUC 201	TBD	Read your syllabus and get familiar with the class	NA	NA

Week 2 (1/24 – 1/30) Online	Divergent and Convergent & Theory	Sketchbook: Incomplete Figure Drawing	Fri	15
		Content Connection: Fine Arts	Fri	10
		FlipGrid: Discovering your Talent	Thurs/Sun	30
Week 3 (1/31 – 2/6) EDUC 201	Beautiful Oops & Process vs Product	Sketchbook: Product	InClass	15
		Sketchbook: Process	InClass	15
		Content Connection: Process vs Product	InClass	10
Week 4 (2/7 – 2/13) Online	The Importance of Scribbles	Assignment: Process vs. Product	Fri	50
		Sketchbook: Scribbles	Fri	15
		FlipGrid: Misunderstanding Children’s Art	Thurs/Sun	30
		Exam Prep: Creativity	Sun	10
Week 5 (2/14 – 2/20) EDUC 201	Visual Literacy & Symbolism	Sketchbook: Symbols	InClass	15
		Sketchbook: Visual Literacy	InClass	15
		Content Connection: Literacy	InClass	10
Week 6 (2/21 – 2/27) Online	Visual Art	Assignment: Symbolism	Fri	50
		Sketchbook: Seasons	Fri	15
		FlipGrid: Visual Art	Thurs/Sun	30
		Exam Prep: Visual Art	Sun	10
Week 7 (2/28 – 3/6) EDUC 201	Hands-On and 3- D art	Sketchbook: 3-D Self-Portrait	InClass	15
		Sketchbook: Assessment	InClass	15
		Content Connection: Mathematics & Science	InClass	10
Week 8 (3/7 – 3/13) Online	Music & Movement	Assignment: Song Lyric Interpretation	Fri	50
		Sketchbook: Movement in Music	Fri	15
		FlipGrid: DIY Musical Instruments	Thurs/Sun	30
		Exam Prep: Music and Movement	Sun	10
3/14 – 3/20 SPRING BREAK!				
Week 10 (3/21 – 3/27) Online	Theater	Assignment: But I can’t sing...	Fri	50
		Sketchbook: Theater	Fri	15
		FlipGrid: Theater	Thurs/Sun	30
		Exam Prep: Theater	Sun	10
Week 11 (3/28 – 4/3) EDUC 201	Music, Movement & Theater	Sketchbook: Music	InClass	15
		Sketchbook: Theater	InClass	15
		Content Connection: Music	InClass	10
		Content Connection: Theater	InClass	10
Week 12 (4/4 – 4/10) Online	Diversity in Art Education	Assignment: Art & Culture	Fri	50
		Sketchbook: Historical Influences	Fri	15
		FlipGrid: Culture	Thurs/Sun	30
		Exam Prep: Social Studies in the Arts	Sun	10
Week 13 (4/11 – 4/17) EDUC 201	Curriculum design	Sketchbook: Who are your students?	InClass	15
		Sketchbook: What’s the activity?	InClass	15
		Content Connection: Differentiation	InClass	10
		Content Connection: Transdisciplinary Arts	InClass	10
Week 14 (4/18 – 4/24) Online	Project work	Work on your Final Presentation, Final Project, and Study for your Final Exam	NA	NA
Week 15 (4/25 – 5/1) EDUC 201	Islands of Personality Project	Final Presentation	InClass	75
Week 16 (5/2 – 5/8) Online	Lessons in Art	Final Project	Sun	75
Finals (5/9 – 5/13) Online	Final Exam	Final Exam	Fri	50