ECED 5359
Asset & Art-based Teaching in Diverse Education Contexts, Birth to Age 8
Summer 2026 Syllabus

University of Texas at El Paso
College of Education, Department of Teacher Education

Instructor	Dr. Song An	**Email:** saan@utep.edu
Office Phone	915-747-7616	
Office Hours	College of Education (Education Building 201 & 808) Monday 10:00 am– 12:15 pm Wednesday 10:00 am– 12:15 pm (Other time by appointment)	
Class Time	Online Learning throughout the semester	
This syllabus is subject to change as needed. Any changes to the syllabus will be announced in class.		

Course Description: This course explores Asset-based and Arts-based pedagogy for teaching young children, Birth to Age 8. It focuses on the role of children's inherent and inherited (family/cultural) capacities and strengths in designing effective and impactful currculum, and the major theories, research and approaches that emphasize the importance of nurturing children's unique talents and creative processes in early school settings. The course provides an in-depth analysis of: 1) the relationship of artistic engagement and artistic behaviors to all domains of early development and 2) how the Arts (visual arts, music, theater and movement/dance) can be used to design culturally sustaining, student-centered, multimodal, interdisciplinary early learning experiences.

Course Format Information: This course will be conducted ***fully online*** [there are no in-person/campus-based class meetings]. This is a fast-paced, intense 7-week course that covers the content typically taught in a 15-week semester. It runs on a Monday to Sunday schedule; course work throughout the week are due at specific days/times, however, you are NOT required to be online at any specific time. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend 3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week devoted to this course. Please read the syllabus and information in the course site VERY carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. If at any time you do not understand what to do or when to do it, you should contact Dr. Song An immediately (saan@utep.edu).

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS **Students will be able to:**	**Measurements (means of assessment for student learning outcomes listed in first column):**
1. Discuss the main tenants of Asset-based Teaching and its application in Early Childhood Education	Weekly Discussions, Critical Reflections
2. Analyze the critical impact of socio-cultural interactions/relationships and Funds of Knowledge on people's identity development, creative processes and artistic behaviors	Participation, Weekly Discussions, Critical Reflections
3. Describe the role of creative processes and creativity development in early schooling, as well as the teacher's role in nurturing children's unique talents	Weekly Discussions, Critical Reflections
4. Compare and contrast major approaches to Arts-based teaching, in terms of their: theoretical/philosophical focus, teaching methods, design of child-teacher/ peer-to-peer interactions and use of environmental/educational/artistic materials	Participation, Weekly Discussions, Critical Reflections; Process-Product Case Study
5. Critically examine the impact of engagement with the Arts (visual arts, music, theater and movement/dance) on children's multimodal expressions of self, as well as their cognitive, social/emotional, language/early literacy and physical development	Participation, Weekly Discussions, Critical Reflections; Process-Product Case Study
6. Apply knowledge of Asset-based and Arts-based teaching practice to the design of appropriate Early Childhood learning activities for culturally and linguistically diverse learners	Weekly Discussions, Critical Reflections; Everyday WOW! Project

Readings:
There is no textbook to purchase for this course.

eReadings/Viewings:
Instead of a textbook, selected readings and video/audio files for the course are provided in Blackboard via our course site, either as an attached PDF which can be downloaded or through a clickable Internet link. You are allowed access to *one* copy of any PDFs within the courses site--per copyright law, they are not intended for further mass distribution. Readings/video/auto files that are assigned by linking to the Internet are also subject to copyright law but these links may be shared as they are open to the public.

Additional Recommended Resources:
(These are NOT required but you may want to use them to further your knowledge and support the completion of your coursework).

- NAEYC position Statement on Developmentally Appropriate Practice and related documents https://www.naeyc.org/resources/topics/dap/position-statement
- Global guide to the education and care of young children from the Association for Childhood Education International: https://www.acei.org/global-guidelines-1

Copyright:
Our online course site is copyrighted and is the property of UTEP and ECED faculty. Content from the course site, in part or whole, may *not* be shared or distributed without direct written permission. For questions or issues related to this, please contact Dr. Song An at saan@utep.edu.

UTEP Learning Resources:
(UTEP provides a variety of student services and support, including the resources below.)

UTEP Library: You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: http://uwc.utep.edu

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 [making plans to cheat with another], 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 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (http://www.utsystem.edu/bor/rules) with system

and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with Dr. Song An [email saan@.utep.edu to set up a Zoom meeting].

Guide to Online Etiquette:
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.*

Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site. Our course site is a place to engage in social learning; it is meant to be a safe space for all. 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/shared between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of outside 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 (or religious holiday reasons), 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. 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 saan@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. *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.
I will have virtual office hours via email appointment. You can email me for a quick response or email me to set up a phone consultation at any time. My email is saan@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. You can expect a response from me with 24hours (usually sooner) for any email communication you send.

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, Skype, or in person). 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!

Responsible Artificial Intelligence (AI) Usage:

Responsible use of AI means using AI in ways that foster the achievement of student learning outcomes. In the educational context, Generative AI should be used to advance what students should know, be able to do, and the attitudes they should develop as a result of course learning experiences. While generative AI tools can offer inspiration and new possibilities, they *should not* be utilized as unacknowledged substitutes for content created by students. It is already a violation of UTEP's Standards of Academic Integrity for students to represent work that they did not create as their own, and work generated by an AI tool that is not credited to that tool or in line with instructor approved course directions falls under this policy. It is important to note use of generative AI ***does not*** replace student judgement and critical thinking; as a result, even when properly disclosed as AI generated, students are held responsible for the accuracy of all content within their submitted coursework.

In this course, ***Students may use generative AI tools in designated coursework only.*** For specific assignments where it is explicitly written in the directions, you are invited to use AI tools to help prepare for assignment (e.g., to help with brainstorming, finding high quality resources to answer questions, find materials to use, etc.). For these identified assignments, you are also welcomed to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix grammar/improve readability). When submitting this work, you ***must*** clearly identify any writing, text, illustrations or media generated by AI. Any parts of assignments generated by AI should appear in a different colored font, and the relationship between those sections and your contributions should be discussed in a footnote or appendix (depending on assignment directions) that accompanies the course work submission. You ***may not*** turn in an entire assignment that is AI generated. And, you ***must*** properly cite when using generative AI in *any stage* of coursework development, even

if only to generate ideas, rather than usable text or illustrations. How to cite: GEN AI tool(version). Date of query (year/month/day). "Text of your query" URL

However, it is only where permission is granted in the assignment directions that you may use generative AI tools. This means that if the directions do not explicitly say you can use generative AI in the creation of your course work, then you may not use it. In this course, generative AI use will be restricted to specific assignments where its role is clearly defined and aligns with the course's learning outcomes; these assignments will be clearly marked. Unauthorized use of generative AI outside of stated course directions will be considered an act of scholastic dishonesty and is subject to consequences per UTEP's standards of academic integrity.

Evaluation & Coursework Requirements of Students:

Coursework Requirements		How Grades are Determined	
Participation	270 Points_____	**Grade**	**Earned Points**
Weekly Discussions	300 Points _____	A	900 -1000
Critical Reflections	300 Points _____	B	800- 890
Everyday WOW! Project	130 Points_____	C	700- 790
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Total	1000 Points_____	F	Below 600

General Criteria for Grading Assignments:

Does not meet expectations (Loss of many points)	**Meets expectations (Loss of few points)**	**Exceeds expectations (Loss of no points)**
The information provided is not organized and detailed or conclusions drawn from the information is not supported or accurate. The assignment is incomplete/does not include all required sections according to the directions. All written portions include repeated logical, pedagogical and technical errors; no or improper citations.	The information provided is somewhat organized and detailed and conclusions drawn from the information is somewhat supported and accurate. The assignment is mostly complete/ includes most required sections according to the directions. All written portions include few or no logical, pedagogical and technical errors; proper citations with few errors.	The information provided is organized and detailed and conclusions drawn from the information are supported and accurate. The assignment is complete/includes all required sections according to the directions. All written portions include no logical, pedagogical and technical errors; proper citations with no errors.

Individual grading rubrics are found in the directions for each coursework task, which are located in our online course site.

This course runs on a weekly schedule, Monday through Sunday. Detailed instructions for all of the coursework tasks to be completed each week of the semester are arranged by class session (i.e. each class session covers one week of the semester). The class sessions for each week are labeled by week number and start date in the main left-hand navigation in our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required reading (from the textbook and via embedded links to download/access articles/videos), a summary of what tasks are due (and when) that week and detailed directions and related links for completing and posting your coursework that is due for that class session (i.e. during that week).

The following is a summary overview of the required coursework for the entire semester and related points possible. For *detailed instructions*, you should access the weekly class sessions in our online course site.

Participation (150 points total)

Since we do not actually meet in person, participation in this course occurs through online postings and interactions in our course site. Your active participation in this course will be measured two ways, by your: (1) video shares and (2) multiple feedback to various classmate postings throughout the semester.

- *Multiple Feedback to Classmates' postings (120 points total through two types of response tasks, repeated throughout the semester)*

For the weeks that required "Feedback to Classmates' Postings" are assigned (see detailed directions outlined in the individual weekly class sessions in our online course site), you will offer:

- Feedback to TWO classmates' Discussion Postings: (5 points for EACH feedback x 2 responses = 10 points per class session x 6 class sessions= 60 points total)
- Feedback to TWO classmates' Critical Reflections: (5 points for EACH feedback x 2 responses = 10 points per class session x 6 class sessions= 60 points total)

Note: you DO NOT have to give feedback to the same student for each type of response (Discussion and Critical Reflection) in any given class session. DO NOT provide feedback to the same classmate every week. Instead, you should always try to respond to a classmate who does not already have feedback and/or who you have not provided feedback before.

Weekly Discussion (50 points each discussion)

Each week, there will be assigned readings/videos to watch related to our session discussion topic, along with three related questions for you to think about and share your thoughts. You should respond to ALL questions in your discussion posting. The total length of your responses should be at least **400 words** (you will include the total word count at the end; the number of words for each answer does not have to be equal). Your responses to Weekly Discussion Questions are due by **11:45 pm on Thursdays**.

Critical Reflections (50 points each reflection)

Throughout the course, we will be taking a look at specific aspects of the field of Early Childhood Education and their implications for pedagogy with young children. Each week, you will have assigned readings/viewings related to a topic/the topic of the week. You will then compose a critical reflection that shares your thoughts and insights related to your exploration, to demonstrate that you have critically analyzed the readings/viewings as to how they apply (or not) to your beliefs as an Early Childhood Master Teacher. Critical Reflections should be at least **500 words** total (you will include the word count at the end). Reflections are due by **11:45pm on Sundays**.

Everyday WOW! Paper (130 Points total)

Your Final Paper is due by **11:45pm MT on Sunday, August 18.**

Note: Although Week 7 is wholly reserved for you to work on your Final Paper, the scope of this assignment is such that you should begin thinking about and working on it *by no later than* week 5 of this course.

Class Schedule

Please note that the schedule below is subject to change.

WEEK	TOPICS	COURSEWORK DUE
Week 1	Asset-Based Teaching	**Share Your Talent** -(due @ 11:45pm MT, Thursday) **Discussion #1**-(due @ 11:45pm MT, Thursday) **Critical Reflection #1** - (due @ 11:45pm MT, Sunday) **All feedback to classmate postings for week #1** - (due @ 11:45pm MT, Sun)
Week 2	Creative and Divergent Thinking	**Discussion #2**-(due @ 11:45pm MT, Thursday) **Critical Reflection #2** - (due @ 11:45pm MT, Sunday) **All feedback to classmate postings for week #2** - (due @ 11:45pm MT, Sun)
Week 3	Art is Communication	**Discussion #3**-(due @ 11:45pm MT, Thursday) **Critical Reflection #3** - (due @ 11:45pm MT, Sunday) **All feedback to classmate postings for week #3**- (due @ 11:45pm MT, Sun)
Week 4	Environmental Influences and Artistic Expression	**Discussion #4**-(due @ 11:45pm MT, Thursday) **Critical Reflection #4** - (due @ 11:45pm MT, Sunday) **All feedback to classmate postings for week #4** - (due @ 11:45pm MT, Sun)
Week 5	Approaches to Art-based Teaching	**Discussion #5**-(due @ 11:45pm MT, Thursday) **Critical Reflection #5** - (due @ 11:45pm MT, Sunday) **All feedback to classmate postings for week #5**- (due @ 11:45pm MT, Sun)
Week 6	Curriculum Through the Arts	**Discussion #6**-(due @ 11:45pm MT, Thursday) **Critical Reflection #6** - (due @ 11:45pm MT, Sunday) **All feedback to classmate postings for week #6** - (due @ 11:45pm MT, Sun)
Week 7	Everyday WOW! Final Paper	**Final Paper** - (due@ 11:45pm, Friday, July 3)