

**ECED 5359—CRN: 35841**  
**Asset & Art-based Teaching in Diverse Education Contexts, Birth to Age 8**  
**Summer 2022 Syllabus**

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

<b>Instructor</b>	Dr. Song An	<b>Email:</b> saan@utep.edu
<b>Office Phone</b>	915-747-7616	
<b>Office Hours</b>	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)	
<b>Class Time</b>	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 curriculum, 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.

**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/audio 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 the Teacher Education Department Co-Chair, Dr. Song An at [saan@utep.edu](mailto: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





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!

**Student Learning Outcomes:**

<b>COURSE SPECIFIC STANDARDS</b> <b>Students will be able to:</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column):</b>
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

**Evaluation & Coursework Requirements of Students:**

Coursework Requirements

Participation	270 Points _____
Weekly Discussions	300 Points _____
Critical Reflections	300 Points _____
Everyday WOW! Project	130 Points _____
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Total	1000 Points _____

How Grades are Determined

<b>Grade</b>	<b>Earned Points</b>
A	900 -1000
B	800- 890
C	700- 790
D	600- 690
F	Below 600

General Criteria for Grading Assignments:

<b>Does not meet expectations (Loss of many points)</b>	<b>Meets expectations (Loss of few points)</b>	<b>Exceeds expectations (Loss of no points)</b>
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 grammatical and spelling 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 grammatical and spelling 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 grammatical and spelling 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.







### Class Schedule

Please note that the schedule below is subject to change.

WEEK	DATES	TOPICS	COURSEWORK DUE
Week 1	July 4 thru July 10	Asset-Based Teaching	<b>Share Your Talent</b> -(due @ 11:45pm MT, Fri) <b>Discussion #1</b> -(due @ 11:45pm MT, Fri) <b>Critical Reflection #1</b> - (due @ 11:45pm MT, Fri) <b>All feedback to classmate postings for week #1</b> - (due @ 11:45pm MT, Sun)
Week 2	July 11 thru July 17	Creative and Divergent Thinking	<b>Discussion #2</b> -(due @ 11:45pm MT, Wed) <b>Critical Reflection #2</b> - (due @ 11:45pm MT, Fri) <b>All feedback to classmate postings for week #2</b> - (due @ 11:45pm MT, Sun)
Week 3	July 18 thru July 24	Art is Communication	<b>Discussion #3</b> -(due @ 11:45pm MT, Wed) <b>Critical Reflection #3</b> - (due @ 11:45pm MT, Fri) <b>All feedback to classmate postings for week #3</b> - (due @ 11:45pm MT, Sun)
Week 4	July 25 thru July 31	Environmental Influences and Artistic Expression	<b>Self-Portrait</b> - -(due @ 11:45pm MT, Fri) <b>Discussion #4</b> -(due @ 11:45pm MT, Wed) <b>Critical Reflection #4</b> - (due @ 11:45pm MT, Fri) <b>All feedback to classmate postings for week #4</b> - (due @ 11:45pm MT, Sun)
Week 5	August 1 thru August 7	Approaches to Art-based Teaching	<b>Original Song</b> - (due @ 11:45pm MT, Fri) <b>Discussion #5</b> -(due @ 11:45pm MT, Wed) <b>Critical Reflection #5</b> - (due @ 11:45pm MT, Fri) <b>All feedback to classmate postings for week #5</b> - (due @ 11:45pm MT, Sun)
Week 6	August 8 thru August 14	Curriculum in and Through the Arts	<b>Discussion #6</b> -(due @ 11:45pm MT, Wed) <b>Critical Reflection #6</b> - (due @ 11:45pm MT, Fri) <b>All feedback to classmate postings for week #6</b> - (due @ 11:45pm MT, Sun)
Week 7	August 15 thru August 21	Everyday WOW! Final Paper	<b>Final Paper</b> - (due@ 11:45pm, Sunday, August 23) Note: Final Papers will <u>NOT</u> be accepted after the due date.