Instructor Information:

Dr. Lauren Burrow
Pronouns: she/her/hers
Email: burrowle@d2l.sfasu.edu
Office: ZOOM*
Office Phone: use Remind *
Office hours: Fridays 9am - 200pm; and by appointment
Credits: 3 c.h.

Course Time & Location:
- weekly asynchronous work in d2L
- Tuesdays 930 – 1045am: synchronous Live Lesson on Zoom*

*Remind.com and Zoom access is exclusive to this course section, see d2L for permission codes

Prerequisites: to be determined based on placement of course within degree sequence

I. Course Description:
ELED 3350 is a comprehensive course that encompasses theory and practice of art education for children; study of materials, literature, and developmental concepts appropriate for musical maturation for children; and practice and study of developmental concepts appropriate for theatre appreciation and application with children.

Note: This course was developed with a focus on the integration of visual art, music, and theatre content related to EC-6 grade levels in a general education classroom setting.

Time Requirements and Credit Hours/Course Fees:
ELED 3350 “Arts Education for the Elementary Education Major” (3 credits/no course fee)

The ELED 3350 course contains content requiring students to weekly engage independently in arts module information and researching additional information for assignments prior to class meetings. In addition to reading and researching course material, students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read/skills completed. Each weekly module contains multiple assignments that require student submission for individual evaluation. Students are expected to produce creative works throughout the course to demonstrate exploration of and experimentation with the fine arts (visual arts, music, movement, and theatre). Students are expected to share some of their assignments for peer feedback and/or as a contribution to social constructivist learning. For every credit hour the student should expect two hours of class work outside of weekly class meetings (approximately 7.5 total hours per week).

II. Intended Learning Outcomes/Goals/Objectives:
This course is aligned with the College of Education vision, “The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary
programs that are recognized at state, national, and international levels” and the mission of the College of Education (COE), which is to prepare, competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. We are committed to the following core values:

- **Academic excellence** through critical, reflective, and creative thinking
- **Life-long learning**
- **Collaboration** and shared decision-making
- **Openness** to new ideas, to culturally diverse people, and to innovation and change
- **Integrity**, responsibility, diligence, and ethical behavior, and
- **Service** that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards. The Student Learning Outcomes include Commissioner Standards (TS), TEA content standards for Music, Art, and Theatre, and Technology standards.

ELED 3350 is an arts-based course that focuses mainly on art, music, and theatre integrated instruction and is one of the first education courses taken.

**Program Learning Outcomes & Student Learning Outcomes:**

**PLO 1** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1).

- **SLO 1.1** Students will demonstrate their understanding of course concepts by developing curriculum projects associated with themes, concepts, and ideas explored during the course
  - **SLO 1.1.1 Assessment** --- Art Knowledge Quiz (**TEA, Art** 1.3k, 1.4k, 1.3s, 2.1k; **InTASC** 4j, 4k, 4l, 4n)
  - **SLO 1.1.2 Assessment** --- Music Elements/Education Quizzes (**TEA, Music** 1.1k, 1.2k, 2.1k, 2.2k, 1.1s, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 4.1k, 5.1k, 5.2k, 5.3k, 6.1k, 7.1k, 7.2k, 7.3k, 7.4k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.13k, 8.1k, 9.1k, 9.2k, 9.3k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.1s, 10.2s, 10.3s, 10.4s; **InTASC** 4j, 4k, 4l, 4n)
  - **SLO 1.1.3 Assessment** --- Music in My Hemisphere (**TEA, Music** 1.2s, 1.3s, 1.4s, 1.6s, 1.8s, 1.9s, 3.1k, 3.2k, 3.3s, 3.5s, 3.6s, 4.1k, 5.1k, 5.2k, 5.3k, 6.1k, 7.1k, 7.2k, 7.3k, 7.4k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.13k, 8.1k, 9.1k, 9.2k, 9.3k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.1s, 10.2s, 10.3s, 10.4s; **InTASC** 4j, 4k, 4l, 4n)
  - **SLO 1.1.4 Assessment** --- Music Then and Now (**TEA, Music** 1.2k, 1.3k, 1.4s, 1.5s, 1.6s, 1.8s, 1.9s, 3.1k, 3.2k, 3.3s, 3.5s, 3.6s, 4.1k, 5.1k, 5.2k, 5.3k, 6.1k, 7.1k, 7.2k, 7.3k, 7.4k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k, 7.13k, 8.1k, 9.1k, 9.2k, 9.3k, 10.1k, 10.2k, 10.3k, 10.4k, 10.5k, 10.1s, 10.2s, 10.3s, 10.4s; **InTASC** 4j, 4k, 4l, 4n)

**PLO 2** Candidates know, understand, and demonstrate a high level of competence in their content in the areas of English language arts, mathematics, science, and social studies (ACEI 2; AMLE 2)

- **SLO 2.1** Students will create artworks that explore appropriate elementary classroom art methods
  - **SLO 2.1.1 Assessment** --- Art Portfolio Journal (**TEA, ART** 1.1k, 1.2k, 1.3k, 1.5k, 1.6k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.7s, 1.8s, 1.9s, 1.10s; **InTASC** 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
- **SLO 2.2** Students will create an integrated music learning experience
  - **SLO 2.2.1 Assessment** --- ECH Group Music Experience (**TEA, Music** 1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; **InTASC** 1d, 1e, 1f, 1g, 1j, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3o, 3p)
- **SLO 2.3** Students will learn about theatre from experts in the field
  - **SLO 2.3.1 Assessment** --- Theatre Visit Reflections (**TEA, Theatre** 2.8k, 3.5k, 4.2k, 4.3k, 4.4k, 4.5k, 4.9k, 4.10k, 4.11k, 4.12k, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s, 5.1k, 5.1s, 6.6k, 6.10s; **InTASC** 3q, 3r, 9a, 9b, 9c, 9d, 9f)
PLO 3 Candidates use their knowledge of students, learning, curriculum, environment, diversity, communication, and community to plan and implement collaborative engaging, thought provoking, inquiry-based instruction to meet the needs of all learners (ACEI 3)

- SLO 3.1 Students will design diverse lessons to meet the needs of all learners
  - SLO 3.1.1 Assessment --- Art and Activism Integrated Curriculum Lesson Plan (TEA, Art 1.1k, 1.2k, 1.6k, 1.1s, 1.3s, 1.6s, 1.9s; InTASC 1c, 1g, 1k, 10l, 10m, 10p, 10q)
  - SLO 3.1.2 Assessment --- Music and Classroom Culture Playbook (TEA, Music 4.1s, 8.1s, 9.1s, 9.2s, 9.3s, 9.4s; InTASC 1g, 2j, 2k)

PLO 4 Candidates know understand and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of all children (ACEI 4).

- SLO 4.1 Students will learn to conceive and create age-appropriate lessons
  - SLO 4.1.1 Assessment --- Elementary Music Activity Plan (TEA, Music 1.7s, 6.1s, 6.2s, 6.3s, 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s, 7.9s, 7.10s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s, 7.16s; InTASC 1a, 1b, 2a, 2b, 7a, 7c)
  - SLO 4.1.2 Assessment ---- “Play-in-a-Day” Final Exam (TEA, Theatre 1.3s, 1.4s, 1.5s, 1.7s, 1.11s, 2.2k, 2.11k, 2.12k, 2.2s, 2.3s, 2.5s, 2.7s, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.7s, 3.8s, 4.1k, 4.12s, 6.5k, 6.6s, 6.7s; InTASC 1f, 2a, 2c, 2j, 2l, 2m, 2n, 5b, 5h, 5j, 5o, 5r, 5s, 6j, 6k, 7e, 7j, 7n, 7o, 8a, 8b, 8m, 8n)

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all children (ACEI 5).

- SLO 5.1
  - SLO 5.1.1 Assessment --- Art and Activism Case Study and Analysis (TEA, ART 1.9s, 1.10s; InTASC 4q, 9e, 9m, 10p)
  - SLO 5.1.2 Assessment --- Theatre Resource File and Field Trip Proposal (TEA, Theatre 1.1k, 1.12k, 1.6s, 1.14s, 2.4k, 6.6k; InTASC 2f, 5c, 5p, 7k, 7m, 9d)

### III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

This course is set-up on a weekly schedule that includes asynchronous resources for students to read/watch/do on their own in d2L + a synchronous Live Lesson taught by the professor via Zoom each Tuesday. To aid students in managing their time in a condensed 7-week course model, the entire course will NOT be opened at the beginning of the semester; there is no "work ahead" possibilities. **Course modules will open weekly on Monday mornings and coursework for the week should be completed by that Saturday (unless otherwise noted).**

Students are expected to work through the weekly coursework in a chronological timeline. While a recommended work schedule will be presented to students in d2L, students are not required to adhere to the professor’s recommended work schedule and can manage their own weekly work pacing (assignments are still due at the end of each week). **It is recommended that students prepare to work approximately 7.5 hours weekly or 1.5 hours daily (M-F) on coursework.**
All course assignments have been thoughtfully designed as opportunities for students to practice arts-related skills and/or document arts-related content knowledge applicable to elementary school curriculum. Each assignment will be explained in d2L when they are released.

ASSIGNMENT CATEGORIES with brief descriptions:
There is NO LiveText assignment for this course.

- **DOCUMENTATION OF ASYNCHRONOUS LEARNING in d2L**
  - **Welcome Survey and Syllabus Quiz**
    a quick check-in to confirm students are ready to enter the learning space and to introduce yourself to your professor (required to continue in course; not counted in final grade)
  - **Dropbox and Discussion Board Assignments**
    multiple assignments designed to give students the opportunity to demonstrate fine arts-based knowledge and/or apply fine arts-based skills; some assignments might be shared in a small group space in order to contribute to socially constructed learning. Assignments could include:
    - *Vocabulary Exploration and TEKS Reflections*
      multiple assignments designed to introduce students to common fine arts vocabulary and TEKS
    - *Fine Arts-focused Application Assignments*
      try-it-out assignments that give students the opportunity to apply fine arts-focused learning as small projects
    - *Mini-research and Short Essays*
      individual research and short summaries on a variety of arts-related topics (not more than one page!)
  - **Field Trip**
    summary documentation of visual art museums, music concerts, theatre/dance performances attendance (virtual or in-person)
    **a recommended list of FREE events will be provided by the professor; other events must be pre-approved**
  - responses to peer's SHOWCASE assignments
  - **A Final Creative “Something”**
  - **Check-Out Survey**
    a quick check-out to reflect on semester learning, to offer feedback about course preferences, and to say farewell to your professor (optional; not counted in final grade)

- **Art SHOWCASE (+ peer responses)**
  students will have approximately two weeks to work on the creation of work samples that are part of this DOING project. Over the two-week work schedule, students will receive instructions and guidance for each of the work samples; students will often have choice about which work samples they want to try out. Students will showcase their collection of work samples as a portfolio for peers to view and respond to (using a professor-supplied template for comments). The final portfolio could be used by students as work examples in their future classrooms. This showcase emphasizes exploration, experimentation, and enjoyment over "exactness" --- creativity does NOT necessarily require professional artistic abilities ;-) 

- **Music SHOWCASE (+ peer responses)**
  students will have approximately two weeks to work on the creation of work samples that are part of this DOING project. Over the two-week work schedule, students will receive
instructions and guidance for each of the work samples; students may have the option to work with peers to complete some of these assignments. Students will showcase their collection of work samples as a portfolio for peers to listen and respond to (using a professor-supplied template for comments). The final portfolio could be used by students as work examples in their future classrooms. This showcase emphasizes exploration, experimentation, and enjoyment over "exactness" --- creativity does NOT necessarily require professional musical abilities ;-) 

- **Live Lesson Attendance and Engagement** (or Annotated Viewing on own)

  Weekly professor-taught Live Lessons will occur weekly via Zoom (see calendar for days and time). Students will earn attendance credit for this course by actively engaging in Live Lesson (LL) activities and discussions by completing activities during the LL (those students who cannot / do not attend the LL or cannot / do not fully participate in LL activities can watch the LL recordings and complete Annotated Viewing assignments by the end of the week, as confirmation of LL viewing).

**Live Lessons and Recorded Instruction via ZOOM:**

"This class will utilize the Zoom web-conferencing tool for virtual class meetings. All SFA faculty, students, and staff can access and use Zoom by via [sfasu.zoom.us](sfasu.zoom.us). Students are required to have a webcam in order to participate (cell phones access is available with the Zoom mobile app). Zoom links will be provided [insert means of link distribution here]. Important note: Zoom auto transcribes all recorded sessions. Transcriptioning is entirely automated, often includes errors, and thus should not be considered a wholly accurate record of the session. Should errors exist in a Zoom session transcript, please contact me immediately."  

(statement from SFA CTL, 2020)

**Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses (adapted from University of Denver by CTL)**

At Stephen F. Austin State University, we value and strive to protect the intellectual property of our faculty. We also value and strive to safeguard the privacy of all our students. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from a course without the express written permission of the faculty of record. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of your peers and professor(s). Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under the Federal Educational Rights and Privacy Act (FERPA).

Students who violate this policy may be reported to the Office of Community Standards and subject to both legal sanctions for violations of copyright law and disciplinary action.

**You must have a browser that supports D2L at SFA. All necessary software information is available from SFAOnline.** This course is completely web-based on D2L. This course may be accessed through MySFA or directly at [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/)

If you encounter issues with D2L, please contact the Office of Instructional Technology (OIT) at 936-468-1919.
IV. Evaluation and Assessments (Grading):

This course uses a holistic grading system comprised of earned grades in 3 main assignment categories (see below).

- **A** = 100 – 90%
- **B** = 89 – 80%
- **C** = 79 – 70%
- **F** < 70%

The grading system for this course is designed to minimize the potential pressure of a condensed learning timeline and allow students to work towards the grade they want/need to earn based on performance criteria. The grading system allows students the space to focus on experimenting with, exploring, and (hopefully) enjoying the arts as a creative experience rather than a strictly accuracy-emphasized activity (*in other words, I want y'all to focus on the creative process of creating products you are proud of rather than worrying about losing points for trying something new -- engage and do the work and you’ll do GREAT in this course! :-)*).

Decide what grade you are going to work towards earning this semester and use the grading system below to keep in mind what YOU will need to do in order to earn that grade.

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>To earn an &quot;A&quot; in this assignment category</th>
<th>To earn a &quot;B&quot;</th>
<th>To earn a &quot;C&quot;</th>
<th>To earn an &quot;F&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Lesson attendance and engagement (or completion of Annotated Viewing assignment)</td>
<td>1 absence allowed</td>
<td>2 absences</td>
<td>3 absences</td>
<td>more than 3 absences</td>
</tr>
<tr>
<td>Documentation of Asynchronous Learning Assignments</td>
<td>To earn an &quot;A&quot; in this assignment category</td>
<td>To earn a &quot;B&quot;</td>
<td>To earn a &quot;C&quot;</td>
<td>To earn an &quot;F&quot;</td>
</tr>
<tr>
<td><strong>ALL</strong> assignments thoughtfully* completed and submitted on time</td>
<td>most assignments thoughtfully* completed and submitted on time</td>
<td>some assignments thoughtfully* completed and submitted on time</td>
<td>many assignments NOT thoughtfully* completed and submitted on time</td>
<td></td>
</tr>
<tr>
<td>up to 3 lates allowed** by October 01, 2021</td>
<td>4 - 5 lates**</td>
<td>6 - 7 lates**</td>
<td>more than 7 lates will NOT be accepted</td>
<td></td>
</tr>
<tr>
<td><strong>lates</strong> may require additional work as part of the make-up and will not receive professor feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Showcase Assignments</td>
<td>submitted on time AND score of 90% or better</td>
<td>submitted within 48 hours of deadline OR score of 89 - 80%</td>
<td>submitted after 48 hours of deadline (no later than October 01) OR score of 79 - 70%</td>
<td>not submitted OR score of below 70%</td>
</tr>
<tr>
<td>FINAL COURSE GRADE</td>
<td>How to earn a final &quot;A&quot;</td>
<td>How to earn a final &quot;B&quot;</td>
<td>How to earn a final &quot;C&quot;</td>
<td>How to earn a final &quot;F&quot;</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>A earned in all 3 assignment categories (see above)</td>
<td>B earned in all 3 assignment categories (see above)</td>
<td>C earned in all 3 assignment categories (see above)</td>
<td>F earned in all 3 assignment categories (see above)</td>
</tr>
<tr>
<td></td>
<td>(ALL assignments must be completed to earn an A in the course)</td>
<td>B earned in 1 category + A earned in other 2 categories</td>
<td>C earned in 1 category + B earned in other 2 categories</td>
<td>F earned in 2 assignment categories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B earned in 2 categories + A earned in final category</td>
<td>C earned in 2 categories + B earned in final category</td>
<td>F earned in 1 category and A NOT earned in final 2 categories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C earned in 1 category + A earned in other 2 categories</td>
<td>F earned in 1 category + A in other 2 categories</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C earned in 1 category + B earned in 1 category + A earned in final category</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*"Thoughtfulness" will be evaluated by the expertise of the professor; please note --- professor's evaluations will be individualized to the learner and their submitted work (meaning: comparison of evaluations earned by a peer's work is not applicable to your work). In order to model and promote "mastery learning," learners submitting work that does not meet quality standards (as determined by the professor) may be presented with opportunity for re-do by professor-determined deadline. The opportunity to re-do is at the sole discretion of the professor.

See section III. Course Assignments, Activities, Instructional Strategies, Use of Technology located above for detailed descriptions of the assignments and the point totals for each assignment.

**Work Policy:**

Students must complete and submit all assignments on time and come prepared to engage in all class discussions/activities (synchronous and asynchronous). ALL major assignments must be completed in order to earn an A in the course.

There is a 24-hour extension period for late work acceptance with no grade deduction (unless otherwise noted on specific assignments). Late work submitted after this period will be accepted at the professors’ discretion based on the student's pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction may result.

It is the responsibility of the student to communicate to the professors about extenuating circumstances / emergencies (preferably BEFORE assignment submission is due) to allow the professor an opportunity to
consider if a makeup option/late work can be accepted. Final decisions regarding grades will be at the professional
discretion of the professors.

**In order to record final grades on time, no make-up / late work will be accepted during the Final Week. All approved late work must be submitted by the last Saturday before the Final Week.**

**Graded Assignments:**
If there is a mathematical error with your grade, please let me know ASAP. The professor will NOT debate grades
with students; appointments to discuss the “learning” from an assignment may be made with the professor as early as
the next day after a graded assignment is posted, but should be requested no later than a week after the graded
assignment is posted.

**It is the responsibility of the student to communicate extenuating circumstances/emergencies in a timely
fashion. Final decisions regarding grades will be at the professional discretion of the professors.**

**Do you count off for Writing? Please present: “Make-A-Parent-Feel-Confident” Writing!**
As future teachers, you will be representing yourself as professional educators and as a significant representative
for a collective group of career professionals to your students, your students’ families, your co-workers, your
employers, and our national community! Additionally, you will be responsible for the foundational instruction of
young children! Therefore, correct spelling and grammar will be considered in grading requirements. It is
recommended that you have your written work reviewed by an outside source (the professor will not review
assignments prior to turn in for mechanical errors, but consulting with a peer/tutor is acceptable).

When you submit work to your Professor, make sure that it represents your best work! If there are 5 or more
grammar/mechanical errors in your final submission, you may be asked to review, correct, and resubmit. The
professor does NOT guarantee that work that must be resubmitted will be graded in time to apply feedback to
future assignments or to receive a final grade for the course! **So take the time, the first time!**

If your assignment’s content does not effectively reflect basic knowledge and understanding of key concepts in
early childhood education and/or other course content knowledge, **you may be required to schedule an outside
conference with the professor before receiving credit for the course and attendance at the AARC may be required
to continue on in the course.** The professor will be available to discuss the **expectation** of assignments prior to
turn in (appointments must be made at least 2 school days before the assignment is due).

**Accessibility to AARC Resources/Assistance:**
- **The OWL - Online Writing Lab is now inside D2L.** Students can see it as one of their classes in
  the **Select a course...** pull-down menu at the top of the page. Now the OWL is essentially a dropbox inside
  a course shell that works like any other dropbox. There are detailed instructions provided.
- **AARC Writing provides an overview of paper structure and identifies the type of grammar errors present.**
  AARC checks citations, but can't check for plagiarism and does not point out every error. Please allow for
  48 hours min.
- **AARC has Walk-In tables in the evenings and on Sunday, and now offers Weekly Appts. by paper.** Students can sign up to brainstorm, revise, and review their papers over a minimum of 3
  weeks at sfasu.edu/aarc.

**Attendance Policy:**

This course will require engagement with lots of online resources and the completion of multiple "making"
projects. To assist with the skills application of this course, a weekly synchronous live lesson will be taught by the
professor via Zoom (see Calendar). It is expected that those students in attendance actively engage during the class meeting time; for those students who cannot attend (or for students who arrive 15 minutes late/leave 15 minutes early to the live lesson) viewing the class meeting recording made available AFTER the lesson is taught and completing activities along with it will earn "attendance credit." Those students who attend and actively engage in the live lesson will not need to watch the recording. Those students needing to attend class by viewing the recording will need to complete the viewing and associated activities by the weekly deadline.

The professor understands that life happens, that a global pandemic can be difficult in so many ways --- all students are allowed one absence with no grade penalty in the attendance category (assignments and content knowledge covered during the missed class time is still the student's responsibility and other assignment grades could be impacted).

Live Lesson attendance will be verified through Engagement activities completed in class (or through submission of the Annotated Viewing sheet associated with the class meeting recording).

Additionally, weekly asynchronous engagement with all d2l course materials is expected on a weekly basis. In order to earn on-time credit for assignments, weekly submission deadlines are expected.

Due to the condensed schedule of this course, please reach out to your professor as soon as attendance/work pacing issues arise!! 8-weeks does not give a lot of time to catch back up, but don't give up --- talk to your professor!

V. Tentative Course Outline/Calendar:

The tentative course calendar is provided here and as a separate page in the syllabus/timeline module in d2L; all necessary changes to the course syllabus will be modified on the d2L page. PLEASE NOTE: any changes to the original course schedule to better fit the needs of students, update course pacing, and/or accommodate for world events will be posted in writing on D2L; it is the student's responsibility to stay aware of the changes.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT TOPIC</th>
<th>LIVE LESSON on ZOOM TUESDAYS (930 - 1045am)</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week ONE opens Monday, August 23 | Syllabus and Timeline Intro videos from Dr. Burrow | August 24 | Submit by Saturday, Aug. 28:  
**Welcome Survey and Syllabus Quiz (course continuation cannot occur until completed; late work applies)**  
• Visual Arts-focused Discussion Boards  
• Visual Arts-focused Dropboxes |

**Specific Assignments will be discussed in weekly d2L Modules**  
cancelled assignments, and / or updated due dates will appear in d2L
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject(s)</th>
<th>Date</th>
<th>Due Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week TWO</td>
<td>VISUAL ART</td>
<td>Monday, Aug. 30</td>
<td>August 31</td>
<td>Submit by Saturday, Sept. 04:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Visual Arts-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Visual Arts-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Annotated Viewing if did not attend Live Lesson</td>
</tr>
<tr>
<td>Week THREE</td>
<td>VISUAL ART</td>
<td>Monday, Sept. 06</td>
<td>September 07</td>
<td>Submit by Saturday, Sept. 11:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• ART SHOWCASE due to Onedrive</td>
</tr>
<tr>
<td></td>
<td>MUSIC</td>
<td></td>
<td></td>
<td>• Visual Arts-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Visual Arts-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Music-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Music-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Annotated Viewing if did not attend Live Lesson</td>
</tr>
<tr>
<td>Week FOUR</td>
<td>MUSIC</td>
<td>Monday, Sept. 13</td>
<td>September 14</td>
<td>Submit by Saturday, Sept. 18:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• MUSIC SHOWCASE due to Onedrive</td>
</tr>
<tr>
<td></td>
<td>MOVEMENT</td>
<td></td>
<td></td>
<td>• Music-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td>DANCE</td>
<td></td>
<td></td>
<td>• Music-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Art Showcase PEER RESPONSES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Annotated Viewing if did not attend Live Lesson</td>
</tr>
<tr>
<td>Week FIVE</td>
<td>MUSIC</td>
<td>Monday, Sept. 20</td>
<td>September 21</td>
<td>Submit by Saturday, Sept. 25:</td>
</tr>
<tr>
<td></td>
<td>MOVEMENT</td>
<td></td>
<td></td>
<td>• Music-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td>DANCE</td>
<td></td>
<td></td>
<td>• Music-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Music Showcase PEER RESPONSES</td>
</tr>
<tr>
<td></td>
<td>THEATRE</td>
<td></td>
<td></td>
<td>• Movement/Dance-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Movement/Dance-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Annotated Viewing if did not attend Live Lesson</td>
</tr>
<tr>
<td>Week SIX</td>
<td>MOVEMENT</td>
<td>Monday, Sept. 27</td>
<td>September 28</td>
<td>Submit by Saturday, Oct. 02:</td>
</tr>
<tr>
<td></td>
<td>DANCE</td>
<td></td>
<td></td>
<td>• Movement/Dance-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td>THEATRE</td>
<td></td>
<td></td>
<td>• Movement/Dance-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Theatre-focused Discussion Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Theatre-focused Dropboxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Annotated Viewing if did not attend Live Lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LAST DAY TO SUBMIT approved Late Work is Saturday, Oct. 02</td>
</tr>
</tbody>
</table>
Week SEVEN (FINAL WEEK) opens Monday, Oct. 04

COURSE CLOSES Friday, October 08

THEATRE October 05

Submit by THURSDAY, Oct. 07:
- Field Trip
- Theatre-focused Discussion Boards
- Theatre-focused Dropboxes
- Annotated Viewing if did not attend Live Lesson
- Check-Out Survey

VI. Required Text and Other Required Materials:
1. There is no LiveText assignment required for this course.

2. This course utilizes OERs (Open Educational Resources) in order to offer up-to-date content knowledge while eliminating additional costs to students for access to necessary course content. All required readings, videos, links, etc. are located in the content modules of the course or provided in class. So, there is no textbook to purchase for this course! (Required)

3. Students may need access to a smart phone with the ability to download apps for the technology projects, a digital camera and basic video editing software, and/or registration for tech/arts-based websites.

4. Students may need access to basic art supplies (e.g., paper, crayons, makers, scissors, etc.) to complete some assignments.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the COE. Completing the end of course evaluation is expected. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the professor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the professor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Lecture Class Professionalism:
Candidates are expected to be professional at all times. Behaving unprofessionally will adversely affect the candidate’s grade.

Each teacher candidate is expected to:

- read course outline/syllabus and follow directions for assignments;
- complete ALL ASSIGNMENTS independently unless otherwise stated by the professor;
- complete ALL ASSIGNMENTS on or before the due date;
- **submit ALL WORK in order to complete this course**;
- participate intelligently in all class discussions;
- communicate professionally in verbal and written communication (including electronic communication);
- complete the end-of-course online evaluation;
- dress professionally and exhibit professional demeanor and attitude, and maintain confidentiality at all times;
- become familiar with the SFA Policies and Procedures Manual regarding cheating and plagiarism.

Please visit [http://www.sfasu.edu/ppolicies/academic_integrity.asp](http://www.sfasu.edu/ppolicies/academic_integrity.asp)

**Acceptable Student Behavior**

Classroom behavior should not interfere with the professor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The professor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Accommodation for Students with Disabilities (Policy 6.1/6.6):**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course professor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Dishonesty:**

Abiding by university policy 4.1 on academic integrity is a responsibility for all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty:**
**Academic dishonesty** includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. **Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

**Penalties for academic dishonesty** may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals:**
A student who wishes to appeal decision related to academic dishonesty should follow procedures outlined in the policy, Academic Appeals by Students (6.3).

**Withheld Grades Semester Grades (Policy 5.5):**
At the discretion of the professor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14). If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct (Policy 10.4):**
Classroom behavior should not interfere with the professor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The professor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the ICare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936 468 2703.

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.
To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
   - You enrolled or planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

COURSE REFERENCES:

PLEASE NOTE: While it is the intent of the professor for this syllabus to define expectations for student course performance and present the professor’s commitment to a high-quality learning experience, any and all of these syllabus policies are subject to review and revision by the professor due to extenuating circumstances/emergencies communicated to the professors by the student. The professor reserves the right to change this syllabus at any time to meet the emergent needs of teacher candidates, in response to unexpected events/schedule changes, to clarify course expectations, etc. and will notify teacher candidates of any changes, in writing, in d2L. It will be the responsibility of the students to stay aware of any changes made to the original syllabus.

Finally, the professor reserves the right to exercise her expertise in calculating a final course grade that best reflects each teacher candidate’s overall course performance, taking into account assignment submissions and overall professional demeanor.