



Theatre 305-001
COURSE SYLLABUS: Fall, 2019

Instructor: Jim Tyler Anderson
Office Location: PAC 126
Office Hours: 2:00-4:00, M-R, or by appointment
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Integrated Arts for Classroom Teachers

Textbook(s) Required: Required Text: **Creating Meaning Through Literature and the Arts 5th Edition**, by, Claudia E. Cornett ISBN: 9780137048328

Course Description:

This course is designed to introduce students to various theatre, visual art and musical experiences in the elementary classroom.

Student Learning Outcomes:

1. Learning fundamental principles, generalizations, or theories
2. Developing creative capacities
3. Learning to apply course material (to improve thinking, problem solving and decisions)

COURSE REQUIREMENTS

Since the course is meant to aid future teachers in using the arts as teaching tools, we focus on drama activities which not only satisfy the requirements for the Texas Educational Knowledge and Skills (TEKs,) but also facilitate connections of knowledge to other educational areas. There will be two-three lectures, a quiz, a research project and a group project.

The grade for this sub-section will be determined by an average of scores on the following:

Attendance and participation

*Seeing a University Playhouse production

Group project

Quiz over Chapter 1,2,8 and 9 in the text, plus lecture material

***NOTE: There are no alternative assignments. Please don't ask. When you attend a performance be polite to staff and other patrons. Arrive at least ten minutes prior to curtain time. There is no late seating. When asked, turn devices OFF. Sit in the seats properly, and don't climb over seats to get to another row of seating. Do not bring food or liquids into the theatre. In the event of any rude, or disruptive behavior, you will be asked to leave the theatre and no credit will be given.**

IMPORTANT: You will receive a program when you attend a performance. You must get the program signed by the HOUSE MANAGER. He or she will introduce themselves before the performance. Put your name and CWID on the program, and turn it in to my mailbox in PAC 101 during business hours.

Grading

- A** 90%-100% (exceptional quality work)
- B** 80%-89% (above average quality work)
- C** 70%-79% (average quality work)
- D** 60%-69% (below average quality work)
- F** 0%-59% (fails to meet expectations in quality of work)

COMMUNICATION AND SUPPORT

It is important that instructors and students maintain an open and on-going communication. Please feel free to drop by my office any time during my office hours, contact me to make an appointment, or call my office, or contact me by e-mail. If you are having trouble with any assignment don't hesitate to ask for help.

Also, you may seek research assistance at Gee Library:

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Wear comfortable clothing that does not restrict movement.
Other than water, no food or beverages may be brought into the classrooms or performance spaces.
Silence phones and other devices during class and turn them off during the quiz and performances.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

<u>Professor</u>	<u>Office</u>	<u>Classroom</u>	<u>E-mail</u>
Marilyn Thompson	Art Rm. 215	Art 206	Marilyn.Thompson@TAMUC.edu
Jim Anderson	PAC Rm. 103	PAC 126	Jim.Anderson@TAMUC.edu
Darla Meek	Music Rm. 222	Music 211	Darla.Meek@TAMUC.edu

Campus Concealed Carry:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Educational Theories at a Glance

Source: Chapters One and Two of Creating Meaning Through Literature and the Arts, 2nd Ed. by Claudia E. Cornet.

Hierarchy of Needs Theory- Abraham Maslow: A humanistic theory of human motivation. It states that “survival needs,” such as air, water, food warmth, shelter, etc. must be met before the highest human need, “self actualization” can be addressed.

Stages of Cognitive Development- Jean Piaget: Piaget’s theory posits that children develop in predictable stages of cognitive ability, and that each stage is necessary for the development of the brain in order to address the challenges of the next level of cognitive development.

Zone of Proximal Development- Lev Vygotsky: Vygotsky’s ZPD theory is often compared with Piaget’s Stages of Cognitive Development. The ZPD theory states that as children reach each level of achievement, teachers, and other mentors serve as “scaffolds” which support the child’s learning, and provide materials to help the child attain the next higher level. (Vygotsky was a particular influence on the world-famous early childhood educational approach of Reggio Emilia. –JTA)

Childhood and Society- Erik Erikson: Erikson, who studied art in Germany before going to Vienna to study Psychology with Freud developed the theory that children develop through a predictable series of cognitive crises.

Brain Research- Various Studies: Concepts, such as the “sad brain” theory, the “brain pruning theory,” and the “horizontal kittens” experiment demonstrate that unused connections in the normal brain will be

“pruned,” or, re-assigned. Experiments have shown that this theory has practical applications in education, particularly in music and language development

Multiple Intelligence Theory- Howard Gardner posits that humans possess “multiple intelligences,” including: linguistic, logical/mathematic, musical, kinesthetic, spatial, interpersonal, intrapersonal, naturalistic and existential intelligences.* This theory is still being assessed and is still in development, as new intelligences are identified, they will be added to the list.

* Existential intelligence was added by Dr. Gardner subsequent to the publication of the 4th edition of Creating Meaning Through Literature and the Arts (Cornet, Merrill Prentice Hall, 2003, New Jersey, Ohio)