



**Theatre 305.001: Integrated Arts for Elementary Teachers**

**Cross listed with ART 305.001 and MUS 305.001**

**CRN: 21333**

**Instructor: Christine Van Pay**

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**Office Hours: by appointment or email**

**I. COURSE INFORMATION**

**Required Textbook:**

*Creating Meaning Through Literature and the Arts*, 5th Edition, by Claudia E. Cornett  
ISBN: 978-0133783742

**Course Description:** This course is designed to introduce student teachers to various theatre, visual art, and artistic principles in order to create a more engaged and connected classroom utilizing key arts-integrated elements for 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 decision making

**Course Ethics and Attendance:** *(Note that attendance alone does not constitute participation.)*

Promptness, attendance, and “attentiveness” are valued in this class. Please behave accordingly and do not disrupt the class with excessive talk or the use of cell phones or other devices. A willingness to give theatre and its many forms a chance is most appreciated. It is assumed that students will work cooperatively with one another, and all work that is not “original” will be properly credited. See the TAMUC Student’s Guide Handbook for more information on plagiarism. This is a serious offense that can result in separation from the university. EVEN if not specifically noted on instructions or prompts for each assignment, plagiarism policies will be strictly enforced.

## II. TECHNOLOGY REQUIREMENTS:

**WORKING EMAIL REQUIREMENT:** It is a course expectation that you have a working email address that you check *daily*. If you have not already acquired an email address through the university or otherwise, please make arrangements to do so. There WILL be times that I need to contact you with important information, and email is often the quickest way to do so.

**WRITTEN WORK:** Unfortunately, papers/projects do occasionally get lost. Please, for your sanity, save your work on a thumb drive, etc. Do not depend on your paper staying on the hard drive of any university computer, as it will be deleted, altered, or worse – turned in by someone else as their work! **Be aware that it is a course expectation that you keep copies of your assignments until you receive your final grade for the semester.**

### **TIMELINESS OF ASSIGNMENTS:**

All work will be completed and uploaded on time. Late work will be accepted at the instructor's discretion. Excuses for late work will **only** be accepted with verifiable documented proof from a reputable source. (Example: In an emergency room for multiple days.) **Problems with Internet service providers, computers, or not backing up one's work will not be considered acceptable.** Become familiar with alternatives such as the public library, Internet cafés, or friends.

## III. COMMUNICATION AND SUPPORT:

### **Contacting Me:**

I am here to help! If something is occurring that is presenting you with difficulties in this class, let me know. I cannot help you if I don't know what is going on. The easiest and most reliable way to contact me is via email. Please **do not** leave a message for me in the main department office. If you will be communicating with me via email, always write in clear and complete sentences, using proper grammar and punctuation. Also, SIGN YOUR NAME, otherwise, sometimes, I don't know who it is from. If you plan on having a job someday that may utilize email, just think of it as practice. **That said, I rarely answer emails on the weekends. Give yourself enough time to get an answer!**

### **\*Student Resources: Department of Theatre:**

Performing Arts Center (PAC 101)

Phone: (903) 886-5346 (Main Office) <http://www.tamuc.edu/mmct/default.asp>

### **\*Communications Skills Center:**

Hall of Languages (103)

<http://www.tamuc.edu/litlang/CSC/index.htm>

**\*TAMUC Counseling Center:**

Student Services Building (204)

Phone: 903-886-5145

**IV. COURSE AND UNIVERSITY PROCEDURES/POLICIES:**

**Course Specific Procedures:**

**Attendance Policy:**

You may accumulate one absence before any penalty occurs. There are no additional absences allowed without penalty. Plan accordingly. There is no such thing as an “excused” absence. Of course, if you have a prolonged illness or injury, or if a family emergency arises, speak with your instructor ASAP. **Grades will be dropped in letter grade increments for every class absence beyond one.** That said, school absences will be excused on a case-by-case basis but you **MUST** email me and let me know. Do **NOT** rely on your classmates to tell me you are at a track meet, football game, etc. I **MUST** hear from **YOU**.

**Late Arrivals:**

To further foster a high level of commitment – and because the work we will be doing this semester will involve intense focus – the class will adopt the following late entry policy. Students must be on time for every class. Entering a class late or leaving early is disruptive to the flow of the class and indicative of a less than disciplined/committed student. Please be on time out of consideration to your learning process and the processes of others. If you arrive within the five minute grace period, please do so discretely in order to avoid disrupting the class activities/discussions. Habitually showing up late to class will result in a grade reduction, as well. Also, you are expected to stay until you are dismissed from class.

**Cell Phones and Laptops:**

Please turn **OFF** all cell phones upon entering the classroom. Please do not check messages or engage in text messaging during class. This is disruptive to the flow of the course and just plain rude. You **CAN** live without your phone for an hour. Further, you are welcome to take class notes on a laptop or other electronic device. However, these devices should only be used for taking notes over the current discussions/activities – and you must type very quietly and turn off all sound so as not to disturb other class members (or me!). If I suspect that laptops are being used for other purposes, I will ban them from the classroom. Also, please remove headphones or Air Pods before class begins. If I see them in your ears, I will assume you are not listening and mark you absent.

### **Incompletes:**

Under normal circumstances, an Incomplete (I or X) will NOT be given for a final grade in this course. Per University policy, students who because of circumstances beyond their control are unable to attend classes will, upon approval of their instructor, receive a mark of X (incomplete) in all courses in which they were maintaining passing grades at the time of the request for an incomplete.

### **V. University Specific Procedures:**

#### **Academic Dishonesty:**

This course adheres strictly to the college's guidelines for Academic Dishonesty printed in the Student's Guide Handbook. Plagiarism, cheating, or otherwise representing another's work or ideas as your own without proper attribution will not be tolerated. All work must be new and created for this class during this semester by you. It is your responsibility to ensure that you understand the definition of Academic Dishonesty at Texas A&M - Commerce. If such an instance occurs, the student will receive an automatic zero for the work in question, and I will immediately report the incident to the Head of the Department. (You should be aware that this could result in dismissal from school without credit for the semester).

#### **Students with a Disability:**

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

***\*Note: Please be aware that under no circumstances can I implement any disability accommodations without official documentation from the Office of Student Disability Resources and Services at Texas A&M University – Commerce.***

#### **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).

**NON DISCRIMINATION NOTICE:** Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Campus Concealed Carry Statement 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 the Carrying Concealed Handguns On Campus document 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.

## **VI. COURSE REQUIREMENTS:**

### **Instructional / Methods / Activities Assessments:**

**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.**

First Assignment Paper: Brownie Points

Chapter Readings: 300 points @ 60 points each (Chapters 1, 2, 8, 9, 10)

Lesson Plan: 50 points

School Board Letter: 50 points

Group Performance/Script: 100 points

Performance Review/Attendance: 100 points

Total: 600 points

### **Assignments Explained:**

**\*First Assignment Paper:** This is your introduction to the course. Write a ½ page, MLA formatted (1-inch margins, 12-point Times New Roman font, double-spaced) paper telling me about yourself. Have you done theatre before? If so, what have you done? Have you seen any shows? If so, what have you seen? Why are you taking this course? What are your college plans? Major, etc.? On the second half of the page, insert a picture of yourself. Any possible points for this assignment will not be added until the end of the semester. **I will not accept PDFs or Google Docs—Word documents only!**

**\*Performance Review:** Students are required to attend and watch **ONE** live performance over the course of the sub-section and respond in a written review

(2 typed, double-spaced pages (minimum) with 1-inch margins, and 12-point Times New Roman font) analyzing different elements of the production and their relevance for children. You must see either a show with children performing or a show for children. How did the production utilize what we have discussed in class? Genre? Aristotle's Hierarchy? What space are you in? What is the theme of the show? What is its message to children? Is the production effective? Give a brief, one-paragraph summary of the show. Use the Plot Structure Diagram to help you!

All students must take a picture with an actor when appropriate. With some theatre, you will not be able to get a picture with the actor, so you will need to get a picture of yourself inside the auditorium with the stage behind you, and insert the picture into the last page of the paper. Do not submit pictures separately! **These must be submitted as Word documents. I will not accept PDF or Google Docs.** This paper is worth **100 points**. Papers without a picture will not receive higher than a C average.

**\*Group Project/Performance/Script:** Students will work in small groups to create a 10-minute play focusing on a current event. The issue must be controversial, current, and relevant. The play should consist of movement, dialogue, and be equal in its division of parts/lines. A good rule of thumb is a minute per page. How would we as instructors use theatre to help children deal with this issue? You must use all six elements of Aristotle's Hierarchy, including music and spectacle. Each student will also turn in a one-paragraph review of their group—who did what? Did everyone participate? Who did or did not help? Who went above and beyond? Be honest!

**\*Chapter Readings:** Students will use Chapters 1, 2, 8, 9, and 10 for this course. Students will read and summarize each chapter in his or her own words. What did you learn from this chapter? How can you use this chapter in your classroom? In addition to a one-page response for each chapter, create three discussion questions/topics.

**\*Lesson Plan:** Using information you read in Chapters 8 and 9, create a lesson plan integrating theatre elements and activities.

**\*School Board Letter:** Using a school district of your choice, imagine that the funding for the arts is in danger of being cut. Use information in Chapters 1 and 2 to write a letter to the school board emphasizing the importance of arts education and integration. Explain and defend!

**\*\* Your instructor reserves the right to make modifications to the content, schedule, and policies as necessary in order to promote the best education possible within prevailing conditions of the course/semester. \*\***

## COURSE OUTLINE / CALENDAR

*Tentative Schedule: (subject to change at the discretion of the instructor)*

### **SUB SECTION 1:**

January 14: Syllabus / The Basics / Assign Group Project (Homework: Chapters 1 and 2 and Improv Game)

January 21: Discuss Chapters 1 & 2 / Improv Game / Group Project (Homework: Chapters 8 and 9 and School Board Letter)

January 28: Discuss Chapters 8 & 9 / School Board Letter Due! / Group Project (Homework: Lesson Plan and Chapter 10)

February 4: \*Performance Review Due! / Lesson Plan Due! / Chapter 10/ Rehearsal

February 11: Group Performance!

### **SUB SECTION 2:**

February 18: Syllabus / The Basics / Assign Group Project (Homework: Chapters 1 and 2 and Improv Game)

February 25: Discuss Chapters 1 & 2 / Improv Game / Group Project (Homework: Chapters 8 and 9 and School Board Letter)

March 3: Discuss Chapters 8 & 9 / School Board Letter Due! / Group Project (Homework: Lesson Plan and Chapter 10)

March 10: \*Performance Review Due! / Lesson Plan Due! / Chapter 10/ Rehearsal

March 17: Spring Break!

March 24: Group Performance!

### **SUB SECTION 3:**

March 31: Syllabus / The Basics / Assign Group Project (Homework: Chapters 1 and 2 and Improv Game)

April 7: Discuss Chapters 1 & 2 / Improv Game / Group Project (Homework: Chapters 8 and 9 and School Board Letter)

April 14: Discuss Chapters 8 & 9 / School Board Letter Due! / Group Project (Homework: Lesson Plan and Chapter 10)

April 21: \*Performance Review Due! / Lesson Plan Due! / Chapter 10/ Rehearsal

April 28: Group Performance! (**May 5: Final Exam for all three sub sections!**)