



**Theatre 305.01B: Integrated Arts for Elementary Teachers (online)**

**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 or after 5pm. 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:**

As this is an online course, I will not take attendance. However, it is the student's responsibility to turn assignments in by the posted due dates. Again, I will only accept late work on a case-by-case basis, with explicit permission from me. As COVID-19 continues, I will allow a certain amount of leeway, but students must contact me and stay in contact as best as is possible.

###### **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: Brownie Points

Chapter Response Papers: 300 points @ 100 points each (Chapters 1/2, 8/9, 10/11)

Online Teaching Activities: 100 points @ 50 points each

Children's Play Script: 100 points

Online Discussions: 100 points

Total: 600 points

### **Assignments Explained:**

**\*First Assignment:** This is your introduction to the course. Write a ½ page, MLA formatted 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, Pages, or Google Docs—Word documents only!**

**\*Children's Play Script:** Students will create a 10-minute children's play focusing on a current event. The issue must be controversial, current, and relevant (i.e. coronavirus, bullying, immigration, LGBTQ community members, etc.). The play should include movement and age-appropriate dialogue. A good rule of thumb is a minute per page. There is a script format example in D2L.

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. Use the Plot Structure Diagram to help you as you create your story. You may use any type of character, from people to animals to concepts. You have creative control, but keep in mind these should appeal to **elementary-school-aged children!**

**\*Chapter Readings:** Students will use Chapters 1, 2, 8, 9, 10, and 11 for this course. Students will read and summarize each chapter *in his or her own words, focusing on response over summary*, using MLA format. This will culminate in three response papers. What did you learn from this chapter? How can you use this chapter in **your** classroom/subject? What specific activities or information will you adapt? How? In addition to a two-page response for each chapter, create three discussion questions for each chapter. These are not test questions; they need to stimulate discussion at the college level. Please use in-text citations if you quote passages from the text. These responses should utilize college-level writing and analysis, including proper spelling and grammar. **(You may use first person, but do not use 2<sup>nd</sup> person. Students will receive an automatic 10-point deduction for using 2<sup>nd</sup> person.)**

Paper #1: Chapters 1 and 2 (identify and discuss the six discussed educational theories) (six discussion questions)

Paper #2: Chapters 8 and 9: (identify and discuss the ten pillars; how will you implement the energizers, pantomime, and verbal improvisation activities in your classrooms, how will you implement ideas for different subjects?) (six discussion questions)

Paper #3: Chapters 10 and 11: (identify and discuss the ten pillars; how can you implement the suggested activities?) (six discussion questions)

**\*Teaching Activities:** Students will have two live teaching demonstrations within each subsection. For the first, students will choose an activity from Chapter 9's warm-ups section (pages 348-351), plan ahead with any props or notes they may need, and teach it to the class on the corresponding week via a YouTube video. For the second, students will choose an activity from Chapter 11's warm-ups section (pages 434-443), plan ahead with any props or notes they may need, and teach it to the class on the corresponding week via a YouTube video. Students will be graded on effort, planning, clarity, and enthusiasm for the work. **Students must post their links in the corresponding discussion shells for credit.** In addition, students will submit lesson plans for Chapters 9 and 11, utilizing different activities than those chosen for in-class presentation, due on the corresponding weeks.

**Lesson Plans:** Using information you read in Chapters 9 and 11, create lesson plans integrating theatre elements and **activities**. **Use the TEKS;** other than that, you may use whatever format works for you, use whatever subject you would be teaching while integrating theatre (and/or dance), and show me how you would incorporate what we're doing in class. Each lesson plan must incorporate at least 3 (cited) activities from the text (so, three activities from chapter 9 for your first lesson plan, and then, choose three activities from chapter 11 for your second one.) Students must include in-text citations from the text. These must be submitted in the corresponding D2L drop boxes on the corresponding weeks.

**\*Discussion Posts:** Throughout the semester, students will participate in online discussions. These discussions should include college-level writing and analysis. **Each student must respond to at least four classmates per discussion.** Each post and reply must be at least 100 words and contribute to the overall discussion.

***\*\*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 12: Homework: Chapters 1 and 2, Discussion #1, Theatre PowerPoint, Explore D2L and read Syllabus

January 19: **Paper #1, Discussion #1 due by midnight**

Homework: Chapters 8 and 9, Discussion #2, and First teaching activity

January 26: **Paper #2, Chapter 9 activities/lesson plans, Discussion #2 due by midnight**

Homework: Chapter 10/11, Discussion #3, and Second teaching activity

February 2: **Paper #3, Chapter 10/11 activities/lesson plans, Discussion #3 due by midnight**

Homework: Children's Play Script, Discussion #4

February 9: **Children's Play Script and Discussion #4 due by midnight**

#### **SUB SECTION 2:**

February 16: Homework: Chapters 1 and 2, Discussion #1, Theatre PowerPoint, Explore D2L and read Syllabus

February 23: **Paper #1, Discussion #1 due by midnight**

Homework: Chapters 8 and 9, Discussion #2, and First teaching activity

March 2: **Paper #2, Chapter 9 activities/lesson plans, Discussion #2 due by midnight**

Homework: Chapter 10/11, Discussion #3, and Second teaching activity

March 9: **Paper #3, Chapter 10/11 activities/lesson plans, Discussion #3 due by midnight**

Homework: Children's Play Script, Discussion #4

March 16: **Children's Play Script and Discussion #4 due by midnight**

#### **SUB SECTION 3:**

March 23: Homework: Chapters 1 and 2, Discussion #1, Theatre PowerPoint, Explore D2L and read Syllabus

March 30: **Paper #1, Discussion #1 due by midnight**

Homework: Chapters 8 and 9, Discussion #2, and First teaching activity

April 6: **Paper #2, Chapter 9 activities/lesson plans, Discussion #2 due by midnight**

Homework: Chapter 10/11, Discussion #3, and Second teaching activity

April 13: **Paper #3, Chapter 10/11 activities/lesson plans, Discussion #3 due by midnight**

Homework: Children's Play Script, Discussion #4

April 20: **Children's Play Script and Discussion #4 due by midnight**

April 27: Final Exams! (Online)