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## **THE 305 Integrated Arts for Elementary Teachers**

COURSE SYLLABUS: Spring 2022

### **INSTRUCTOR INFORMATION**

Instructor: Micah McBay  
Office Location: Online  
Office Hours: Available online  
Office Phone: 903-276-8639  
University Email Address: micah.mcbay@tamuc.edu  
Preferred Form of Communication: email  
Communication Response Time: within 24 hours

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

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** (Should be measurable; observable; use action verbs)

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

*The syllabus/schedule are subject to change.*

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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

Attendance and participation = 25%

Seeing a theatrical production (at the university or in the metroplex) = 5%

Book Presentation = 25%

Group Project = 25%

Lesson Plans=20%

Your final grade for the course will be split evenly between the three subsections and the final exam:

Theatre = 25%

Music = 25%

Art = 25%

Final Exam = 25%

Assessments

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

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<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

It is important that instructors and students maintain open and ongoing communication. Since I am not on campus, please feel free to email me anytime with any questions you may have. If you are having trouble with any assignment, please don't hesitate to ask for help. Also, you may seek research assistance at the library.

### **Course Specific Procedures**

- Wear comfortable clothing that does not restrict movement.
- Other than water, no food or beverages may be brought into the classroom.
- Silence phones and other noise making devices during class, and turn them OFF during the quiz and performances.

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## **Audience Etiquette**

- When you see a play at the University Playhouse or other theaters: Be polite to the staff, their job is difficult enough.
- Don't put your feet on the seats.
- Turn phones and other noise making devices OFF. (An incoming call or text can deafen a person wearing a headset backstage. Texting during a performance will result in you being asked to leave the theatre.)
- After the performance, the House Manager will sign your program or ticket stub. Write your full name and campus-wide ID on the program or ticket stub and bring it to class to turn in to me.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

## **Students with Disabilities-- 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **Nondiscrimination 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.

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## **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.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **COURSE OUTLINE / CALENDAR**

Jan. 18 – Feb. 15 Music w/Darla Meek

Feb. 22 – Mar. 29 Visual Arts w/Jane Cornish Smith

April 5 – May 3 Theatre w/Micah McBay

April 5	Syllabus Info, Discuss Chapter 8, Why Drama?, Group Assignments
April 12	Discuss Chapter 9, Improv, Book Assignment
April 19	Discuss Chapter 10, Work through Group Assignments
April 26	Discuss Chapter 11, Group Performances
May 3	Review for Final Exam, Book Presentations

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## **Lesson Plans**

**Each student will submit three lesson plans for this section of the course. One is connected to the book assignment, one is connected to the group project, and the final plan is at the student's discretion. For the final plan, the student may select any subject appropriate to elementary students (this could be math, social studies, literature, etc.) and develop a lesson that integrates dramatic elements.**

## **Book Assignment**

**Each student will select an appropriate book for an elementary classroom grade (K-5) and develop a lesson around the book that integrates the elements of drama. The lesson plan should include elements of drama and how the teacher will integrate those elements into the lesson. You may also include other elements not related to drama for use in the lesson.**

**Each student will read a portion (or all if time allows) of their chosen book using elements of dramatic presentation discussed in class.**

## **Group Project**

**Work in groups of three to five people to collaboratively develop short (8-10 minute) scripts for performance in class. Elements of art and music must be included. Select one of the following prompts as a starting point for your script development.**

- **Adapt a classic folk tale or fairy tale for performance by modernizing language and ideas. Use dramatic rather than narrative writing style.**
- **Create your own story centered on a problem or challenge faced by elementary students and/or their families.**
- **Create your own story in which a teacher learns important lessons from his or her elementary students.**

***(Bonus Points: Incorporate the use of any or all of the following: masks, puppets, song & dance)***

**Limit cast size to three to five people. Use the following steps to develop your performances:**

- **Group discussion and brainstorming**
- **Improvisation**
- **Drafting the script**
- **Rehearsal and revision**
- **Performance**

**While some class time will be used for preparation, this project will require work outside class.**

**Turn in one copy of the final draft of the script, typed in standard play**

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**manuscript format (See example). On the cover page, list the names of all group members, followed by an estimate of the percentage of work done by each member, on which all members agree. EXAMPLE: Joe Bob Jones—30% Candy Floss—40% Rachel Ratchet—30%**

**Performance dates are the last day, or two (depending on the number of projects) of the sub-section. Cumulative points will be given for:**

- **Manuscript style: up to 20 team points**
- **Performance: up to 20 team points**
- **Six elements of Drama\*: up to 20 team points**
- **Collaboration: up to 20 team points**
- **Originality up to 20 team points**

**\*Plot, character, thought, diction, music, spectacle**

### **Dramatic Manuscript Format**

**Some people feel the need of a little practice before they attempt original creative writing. If you are one of those folks, try one or more of the Optional Practice items on page 3 of this sample.**

**There are differences between dramatic writing and other kinds of creative writing. Most novels and stories we read are written in a narrative style, with a narrative voice. They are often told in the past tense and the narrative voice has partial or total omniscience. In other words, the narrative voice sees all, knows all, and tells all— all about the characters, their thoughts and feelings, and the context of their actions. The following is an example of narrative writing:**

**The rain lashed at the windows of Harrowby Hall, driven by the wind that howled across the moor like a lost soul. The sorrowful sound gave voice to the anguish in the heart of Roxanne, as she re-read for the thousandth time the letter delivered at tea time by Rodney's man servant, Morgan. The lights dimmed momentarily as a peal of thunder shook the window panes.**

**Rodney, Rodney, she thought, staring at his framed photograph, Why must I love you so, when you care little more for me than for your Beagle, Samson.**

**A knock at the door echoed hollowly through Harrowby Hall, dragging Roxanne from her reverie. Who could it be? Rodney was on the train to London, wasn't he? Had Morgan told him of the tears in her eyes as she read the letter? Had he stayed at the manor house of his aunt, the Baroness of Thistlewhistle after all?**

**A blush crept up her alabaster neck as she grasped the handle of the ancient oak door. A barking pierced the sound of the wailing wind. Could that be... Yes, it was Samson. She would know his bark anywhere. That must mean... Drawing on all her reserves of**



**courage, Roxanne opened the door to find Rodney and Samson dripping and miserable on the doorstep.**

**“Rodney, you cad...”**

**“I couldn’t do it, Roxy! London wouldn’t be the same without you.” “But the letter...”**

**“Morgan told me... No, Samson! Get down!” “I do believe he’s trying to tell us**

**something!”**

**Notice that the thoughts of Roxanne are revealed by the narrative voice. The reader is allowed to know what she is thinking as she goes through the actions of reading a letter, looking at a photograph, and answering a knock at the door. In dramatic writing, thoughts and emotions must be depicted by the actor or be revealed in expository dialogue.**

**NOTE: Some plays and sketches employ a narrator character, but a good rule of thumb is: “Show it. Don’t tell it.”**

***The same scene, written dramatically, might go like this:***

**SCENE: Harrowby Hall, an English Manor House on the moor. TIME: A stormy night.**

**AT RISE: ROXANNE paces as she reads a crumpled letter. SFX: RAIN, WIND, THUNDER. LIGHTS DIM briefly**

**ROXANNE**

**(Looking at a framed photograph)**

**Rodney, Rodney... You care little more for me than for your beagle, Samson!  
(She is startled by a knock at the door. She fans herself with the letter. A dog BARKS,  
OFF)**

**ROXANNE**

**(Smiles to herself, sighs, opens the door)**

**Rodney, you cad... I thought you were on the train to London!**

**RODNEY**

**I say, could we come inside, we’re dripping and miserable.**

**ROXANNE**

**But the letter...**

**RODNEY**

**Morgan told me of the look on your face as you read it... I couldn’t do it, Roxy! London wouldn’t be the same without you... I’ve decided to stay with Auntie for a while.**

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**ROXANNE**  
**The Baroness of Thistlewhistle?**

**RODNEY**  
**Yes...**  
**(The dog jumps up against RODNEY)**  
**No, Samson! Get down!**

**ROXANNE**  
**I do believe he's trying to tell us something!**

**NOTE:** Parenthetical stage directions begin three tabs from the right margin. "SCENE" is followed by a description of the location. "TIME" lets the reader know the time of day, and in some cases, the historical period. "AT RISE" is followed by a description of the actions seen by the audience as the curtain rises or lights come up. Character names, LIGHTING cues, and SOUND EFFECTS (SFX) are typed in all caps. "OFF" lets the reader know that a SFX or line of dialogue occurs off stage.

### **Optional Rehearsal**

- **Watch a few minutes of a movie, sitcom, or soap opera. Take notes on the action and dialogue. Write the scene in narrative style using past tense and an omniscient narrative voice.**
- **Trade narrative scenes with a partner. Reinterpret the narrative scenes using dramatic writing style in present tense, and without a narrative voice.**
- **Select a brief passage of published narrative fiction by your favorite author. Rewrite the passage using dramatic writing style.**

### **Evaluation of Collaborative Script Development**

#### **Team Members:**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

***Originality (up to 20 team points)***

***Manuscript Style (up to 20 team points): Spacing; page layout; page numbers.***

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***Performance (up to 20 team points): staging, eye contact; posture; movement; gestures; characterization.***

***Individual performance comments:***

***Six elements (up to 20 team points): Plot, character, thought, diction, music, spectacle.***

***Collaboration (up to 20 team points): Shared responsibilities; division of labor; individual strengths used.***

***General Notes:***

***Team Score:***