

Course Syllabus
INDC 4385 Essential Elements Fine Arts
Spring 2014
School of Education
Houston Baptist University

COURSE DESCRIPTION

An overview of instructional practices and resources for implementing and integrating the fine arts within the context of the EC-6 classroom. A broad spectrum of technology application is explored including the use of word processing, software evaluation, Internet use, multimedia, and telecommunications. Technology is used for communication, management, teaching, and learning. Software is reviewed and evaluated.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course explores EC-6 fine arts, PE and Health content and methodology. It includes development of knowledge, skills and dispositions identified in the art, music, theatre, PE and Health Texas Essential Knowledge and Skills (TEKS) as well as ways to integrate into learning in other content areas. The State Board of Educator Certification standards for instruction in the fine arts will also be addressed.

DATE AND TIME OF COURSE

This course will meet on Thursdays from 1400-1515 Tuesday and Thursday on the dates provided on the schedule

ROOM NUMBER

Brown 269

INSTRUCTOR INFORMATION

Name: Richard K. Fiese, PhD
E-mail: rfiese@hbu.edu
Office Phone: 281.649.3228
Office Location: Brown 268
Office Hours:

LEARNING RESOURCES

There is no textbook for this course.

RELATION TO THE MISSION STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course will give students the skills, expertise and confidence they need to increase the application of pedagogical strategies, materials, and the use of technology. This integrated use should help them as they strive for professional excellence, while also providing their students with critical 21st Century Skills.

The learning experiences in the courses throughout the School of Education support the Ten Pillars, especially, Pillar I (Build on the Classics), Pillar III (Embrace the Challenge of Christian Graduate Education), Pillar V (Increase our Cultural Impact through our faculty), Pillar VI (Renew our Campus, Renew our Community), and Pillar IX (Cultivate a Strong Global Focus).

RELATION TO COLLEGE GOALS AND PURPOSES

The mission of the School of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- The courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- Essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- And understanding of their Christian mission and calling to influence individuals and the larger society.
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In relation to the stated goals and purposes of the School of Education and Behavioral Sciences, this course will enable students to gain wisdom and knowledge in the area of teaching and learning in the fine arts and develop resources to assist in the integration of the fine arts in the elementary classroom setting

COURSE GOALS AND OBJECTIVES

Goals. This will be a survey course that provides participants with an overview of the TEKS and SBEC standards as well as pedagogy in the disciplines of Art, Music, PE and Health for those seeking certification in the area of Early Childhood through Grade 6. Participants will focus on creating student-centered rich lessons or units to be used in their classroom or teaching environment. Technology used in this course will include media, the Internet, word processing, database, spreadsheet, Inspiration, and presentation software.

Objectives. In addition to the items noted above, the students should gain a better understanding of the importance and complexity of integrating these disciplines into a variety of content areas. Following completion of this course, students should be able to apply this knowledge in the classroom, as both a teacher and leader on campus. Students will become functioning professionals who will actively participate in the integration and assessment efforts of their profession, including being critical consumers of assessment information. Generally, the following objectives (based on the IDEA Student Reactions to Instruction Survey) are emphasized:

1. gaining factual knowledge (terminology, classifications, etc. for TExES),

2. learning fundamental principles, generalizations, or theories; and,
3. learning to apply course material (to improve thinking, problem solving, and decisions).

Course Knowledge and Skills. By fulfilling all course requirements, at the conclusion of this course, the student will be able to:

Objectives. Upon completion of this course, students should be able to:

1. Investigate and model the pedagogy of teaching Music to elementary EC-grade 6 students.
2. Investigate and model the pedagogy of teaching Art to elementary EC-grade 6 students.
3. Investigate and model the pedagogy of teaching PE to elementary EC-grade 6 students.
4. Investigate and model the pedagogy of teaching Health to elementary EC-grade 6 students.
5. Create a unit of instruction that focuses on one area of the TEKS in the discipline of Art connecting it to another subject area.
6. Create a unit of instruction that focuses on one area of the TEKS in the discipline of Music connecting it to another subject area..
7. Create a unit of instruction that focuses on one area of the TEKS in the discipline of PE connecting it to another subject area..
8. Create a unit of instruction that focuses on one area of the TEKS in the discipline of Health connecting it to another subject area..
9. Create a live-binder resource document that includes videos, interactive games, lesson plans, videos etc. At least 10 of each listed in each of the 4 disciplines tagging each in a subject area and the arts/PE/Health.

SCHOOL OF EDUCATION REQUIREMENTS---TE_xES STANDARDS

- The list above of student knowledge and skills acquired through the learning experiences in this course supports the TEA Standards for Pedagogy and Professional Responsibilities and Standards.
- A matrix at the end of this document indicates the PPR topics addressed.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

TOPICAL OUTLINE

The following topics will be explored throughout the course:

- I. Current Trends and Issues in teaching the Arts/PE/Health
- II. Resources for Art/Music/PE/Health.
- III. The pedagogy of teaching elective areas

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING/LEARNING STRATEGIES

This course will be taught from a constructivist perspective utilizing hands-on experiences to enable the participants to develop the ability to create meaningful student-centered, technology-rich learning experiences for their own students. Strategies will include reading, lecture, demonstrations, small group activities, media, and presentations.

ASSESSMENT OF LEARNING

Course requirement

Live Binder page for Art Resources – 5 videos, 5 lesson plans, 10 Internet resources 15%
 Create a unit plan for teaching content in Art and also include a discipline. 15%
 Live Binder page for Music Resources – 5 videos, 5 lesson plans, 10 Internet resources 15%
 Create a unit plan for teaching content in Music and also include a discipline. 15%
 Live Binder page for PE/Health Resources – 5 videos, 5 lesson plans, 10 Internet resources. 15%
 Create a unit plan for teaching content in PE/Health and also include a discipline. 15%
 Discussions and Class Participation 10%

It is the student's individual responsibility to be aware of his/her current grade standing in the class and to confer with the professor regarding any assessment concerns/questions during designated office hours.

As part of the overall grade for indicated assignments/projects/papers/presentations, as an undergraduate and graduate student in this class, you are required to upload your effort **to your electronic portfolio following the specific directions for that task.
 (http://stuweb.hbu.edu/faculty/dwilson/Student_Professional_Portfolios/index.htm)

**Detailed descriptions/rubrics regarding every assessment are provided towards the end of this syllabus for graduate students.*

EDUC 5375 Course Outline

Week of Class	Topic	Homework
Class 1 1/21	Overview of the Course. Learning theory as relates to fine arts instruction	Downloading a copy of the TEKS for the fine arts disciplines and the SBEC standards for these sane disciplines.
Class 2 1/23		
Class 3 1/28	Begin to build your LiveBinder resources on including Music in the Classroom	Live Binder page for Music Resources – 5 videos, 5 lesson plans, 10 internet resources
Class 4 1/30		
Class 5 2/4	Comprehending the TEKS in Music	Videos and Readings
Class 6 2/6		
Class 7 2/11	Lesson Planning including Music Instruction in the Classroom	
Class 8 2/13	Development of materials no class meeting	
Class 9 2/18	Lesson Planning including Music Instruction in the Classroom	Create a unit plan for teaching a theme in PE/Health and also include a discipline.
Class 10 2/20		
Class 11 2/25	Lesson Planning including Music Instruction in the Classroom	
Class 12 2/27		
Class 13 3/4	Lesson Planning including Music Instruction in the Classroom	
Class 14 3/6		
Class 15 3/18	Comprehending the TEKS in ART	Videos and Readings
Class 16 3/20		

Class 17 3/25	Begin to Build your LiveBinder for Art	Live Binder page for Art Resources – 5 videos, 5 lesson plans, 10 internet resources
Class 18 3/27		
Class 19 4/1	Lesson Planning Including Art in the Classroom	Create a unit plan for teaching a theme in Art and also include a discipline.
Class 20 4/3		
Class 21 4/10	Lesson Planning Including Art in the Classroom	
Class 22		
Class 23	Lesson Planning Including Art in the Classroom	
Class 24		
Class 25	Comprehending the TEKS in PE/Health	Videos and Readings
Class 26		
Class 27	Begin to build our LiveBinder for PE/Health	Live Binder page for PE/Health Resources – 5 videos, 5 lesson plans, 10 internet resources
Class 28		
Class 29	Lesson Planning Including PE/Health in the Classroom	Create a unit plan for teaching a theme in PE/Health and also include a discipline.
Class 30		

Final Exam

CLASS POLICIES

Absence and Tardy Policies

Regular attendance in class is important for student success. In the on-line classroom environment, attendance is documented through classroom participation (see class participation) and follows the same policy set forth by HBU. Professors may apply additional attendance policies as appropriate to individual courses, so make sure you read your class syllabi. Likewise, the college or school may also apply additional attendance requirements as necessary. If a waiver is provided, the student is responsible for any work missed and should be aware that it is in some cases not possible to make up missed assignments. Please see the catalog currently in use for the university's policy on classroom absences as a result of student representation of the university (e.g., athletics, chorale, and mock trial activities).

Academic Honesty

Please refer to the current catalog for the university's policy and procedures regarding academic honesty. Note that the university utilizes "Turn-It-In" and other programs to investigate possible plagiarism activities. All major papers for this course will be submitted to the plagiarism prevention software, **Turnitin.com** on or before a paper's due date. No paper will be graded without meeting this requirement beforehand. **Turnitin.com** can be accessed through Blackboard from the portal.

In accordance with FERPA, and to best protect the students' privacy, no personal identification (e.g., name, social security number, H number) should be uploaded with the text of student papers. However, Turnitin will ask for the student's name and e-mail address when setting up a personal account. This identifying information will be used by the professor to evaluate the student's paper and cannot be viewed by other faculty or students. To further increase confidentiality, the student may choose to use a pseudonym (false name) when setting up his or her personal Turnitin account.

If a pseudonym is used for Turnitin, the student must provide this identifier next to his/her typed name on the paper copy which is submitted to the professor. Five (5) points will be deducted if the professor is unable to easily match the paper copy to the Turnitin submission of the student's paper.

In an effort to protect our students and the University, Houston Baptist University has contracted with an identity verification company. Each student will be expected to confirm his/her identity at the beginning of each online course and several times during the course. The questions asked during this process come from public databases and typically are not a challenge for the student in question. A student who does not successfully verify will be expected to undergo additional investigation. The University reserves the right to request additional verification on any student at any time during the course.

Children in Classroom

In almost all instances, children are not allowed in the classroom nor are they allowed to be on campus unattended. Class sessions are for enrolled students only unless other arrangements are approved by the instructor in advance. The attendance of children present during synchronous on-line instruction can be a distraction to the learning of other students in the course.

Classroom Behavior Expectations

The classroom environment is to be conducive to learning and is under the authority of the instructor. In order to assure that all students have the opportunity to gain from the time spent in class, students are expected to demonstrate civil behavior in the classroom, use proper netiquette, and show appropriate respect for the instructor and other students in on-line discussions and forums. Inappropriate behavior toward the instructor, may result in a directive to the offending student withdrawal from course. .

Early Alert

As an instructor, I am committed to your success, not only in this class, but in all aspects of HBU life. To ensure that every student takes full advantage of the educational and learning opportunities, HBU has implemented an *Academic Early Alert Referral System (EARS)*. If I think you would benefit from some of these special programs or services available to you, I will make the appropriate referral. You, in turn, will be expected to take advantage of the help offered to you.

Email Policy

All university and class email communication will be sent to your HBU email account through the university Learning Management System. You are responsible for checking this frequently. If you choose, you may reroute your HBU email to another email address. Your email correspondence should be in a professional format with correct spelling, capitalization, and grammar.

Grievance Procedures

The Academic Grievance Policy may be found in the catalog currently in use, in the Academic section of the HBU Forms section of the HBU Portal, and on the Registrar's page on the HBU Website.

Incomplete Grades

Only the dean of the college or school may grant incompletes and only to students who have a major documented emergency in the last few days of a semester. Students with excessive absences or lack of participation in on-line activities, which may result in failing the course, will not be allowed to take the final exam nor be eligible to receive an incomplete.

Late Work

Due to the substantial number of assessment submissions in this course, late work will **NOT be accepted**. If you fail to submit an assignment on or before the assigned due date, be sure to meet all subsequent assignment submission deadlines.

Learning Disabilities/Academic Accommodations

Houston Baptist University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Any student who needs learning accommodations should inform the professor immediately at the beginning of the semester that he/she will be requesting accommodations. In order to request and establish academic accommodations, the student should contact the Coordinator for Learning Disability Services at 504@hbu.edu to schedule an appointment to discuss and request academic accommodation services. Academic Accommodations must be applied for and written each semester. If academic accommodations are approved, a Letter of Accommodations will then be sent to the professor(s). Please refer to the website, www.hbu.edu/504 for all accommodation policies and procedures.

HBU is committed to providing instruction to participants who have disabilities in the online environment. If you have a disability that makes it difficult to successfully complete the activities in this course, please contact training@learninghouse.com to discuss appropriate accommodations.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Richard K. Fiese, PhD

January 2014

Instructor's Signature

Date

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations)	
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2	Students participate in TEKS trends discussions.
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	Focusing on developing creativity.
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	Specifically we spend instructional time on motivation , creativity, learning theory
I I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	Students read about learning theory as especially pertinent to instruction in the arts and learn how to create lessons that exemplify it.
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/	Students create Lesson Plans and learn about the development of TEKS across multiple grade levels through the unit plans.
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/	Students create Lesson Plans and learn about the development of TEKS across multiple grade levels through the unit plans.
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	Students read about TAKS responsibilities and we talk about it in class discussions.
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	Through readings and practice, students select from various resources to plan for units including interdisciplinary instruction.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories and methods appropriate for teaching formative assessment to diagnose learning needs and other types of classroom assessment.	Students create a rubric for one authentic assessment piece.
II, IV	11. Classroom Management	Programs will select from a variety of theories and methods appropriate for teaching classroom management.	Readings and class discussions are focused on the fine arts classroom
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/bilingual/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual ELPS 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T 1. Learner characteristics and development 2. Instructional strategies 3. Socio-cultural influences 4. Identifying GT C. Special Education 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline	Fine arts and PE are areas that all students can be included in and excel in. We will focus on inclusion activities for all special populations.
III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	Not addressed in this course.

I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp	SBEC Tech . Stds. for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Through the materials, experiences, projects and assessment pieces, students explore terms, concepts and way to apply all 5 technology standards.
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	Mostly class time is spent finding ways to integrate teach fine arts and PE strategies. Each week a new strategy is addressed.
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	A variety of tools are addressed and students find multiple resources to teach a variety of concepts including their Internet Live Binder and 10 Interactive games tools.
IV	17. Certification Test Preparation (6 clock hours required)	Testing study guides, standards, frameworks, competencies www.texas.ets.org	Examine and analyze the TEKS ,

Blackboard and Syllabus Acknowledgement Statement
EDUC 5381 Essential Elements of Art, Music, PE and Health
Spring 2014

This page must be signed and turned in during the first week of school.

By signing this **Syllabus Acknowledgement Statement**, I affirm that I have read and understand the contents of the syllabus for this course. This includes:

- Course requirements
- Grading procedures
- The tentative schedule for topics and reading assignment
- Due dates for assignments and projects
- Required procedures including:
 - Attendance
 - Late work
 - Academic integrity
 - Make-up tests
 - Cell phones
 - Computers in the classroom
 - Formal standard English
 - Learning Disabilities

I understand that the syllabus including the course outline and schedule is subject to change at the discretion of the professor.

I understand that at any time during the course, I may request clarification of any of its contents, if I need it.

I also acknowledge that I have been informed about how to find required materials and resources on Blackboard.

Name (Printed or typed) _____ H#: _____

Signature _____

Date _____

Rubrics

Live Binder Assignment used for Art

Elements	10 Pts	7 points	5 points	0 Points
Videos (these can help to teach a concept or set up a lesson)	All videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. There are great annotations for each video.	Most videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. There are some annotations for each video.	At least half of the videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. No annotations	No videos of quality.
Lesson Plan (These are lesson plans you could use to teach a concept)	There are 5 lesson plans linked and annotated uses are described.	There are 5 lesson plans linked.	There are at least 3 lesson plans linked.	No lesson plans linked.
Internet Resources (these can be links things you can use to teach concepts)	There are 10 websites that can be used by the teacher or student to help them with the content with annotations.	There are 10 websites included but not much content references or annotations.	There are at least 5 websites included that could be used by the teacher or student.	No Internet Resources included.

Live Binder Assignment used for Music

Elements	10 Pts	7 points	5 points	0 Points
Videos (these can help to teach a concept or set up a lesson)	All videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. There are great annotations for each video.	Most videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. There are some annotations for each video.	At least half of the videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. No annotations	No videos of quality.
Lesson Plan (These are lesson plans you could use to teach a concept)	There are 5 lesson plans linked and annotated uses are described.	There are 5 lesson plans linked.	There are at least 3 lesson plans linked.	No lesson plans linked.

Internet Resources (these can be links things you can use to teach concepts)	There are 10 websites that can be used by the teacher or student to help them with the content with annotations.	There are 10 websites included but not much content references or annotations.	There are at least 5 websites included that could be used by the teacher or student.	No Internet Resources included.
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Live Binder Assignment used for PE/Health

Elements	10 Pts	7 points	5 points	0 Points
Videos (these can help to teach a concept or set up a lesson)	All videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. There are great annotations for each video.	Most videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. There are some annotations for each video.	At least half of the videos are quality videos that teachers can use to introduce or teach a lesson in the subject area. No annotations	No videos of quality.
Lesson Plan (These are lesson plans you could use to teach a concept)	There are 5 lesson plans linked and annotated uses are described.	There are 5 lesson plans linked.	There are at least 3 lesson plans linked.	No lesson plans linked.
Internet Resources (these can be links things you can use to teach concepts)	There are 10 websites that can be used by the teacher or student to help them with the content with annotations.	There are 10 websites included but not much content references or annotations.	There are at least 5 websites included that could be used by the teacher or student.	No Internet Resources included.

Unit Plan for one week of instruction with one content area (minimum) and Art

Grade Level, Length of Time (5 Points)

Objectives for Art and at least one content area (10 Points)

TEKS for Art and at least one content area (10 Points)

Daily Lesson Plan for 5 days (15 points for each day)

Day 1 - 5

- Anticipatory Set
- Objectives
- Instructional Procedures
- Assessment (formative and/or summative)