

FA 4000 Materials and Methods in Theatre

Fall Semester 2015

3 Credit Hours

Time – Monday and Wednesday, 1:25 PM-2:45 PM

Location – BU C 108 and Wasatch Elementary Drama Room 119

Pre-requisite – One of the following: ART 3015, DANC 3015, MUSC 3015, THEA 3015, AND ART 3540.

Instructor – *Penelope Marantz Caywood*

Email – *p.caywood@utah.edu*

Phone – *Office: 801-581-6098; Cell: 801-599-2084; Wasatch: #: 801- 578-8564 ext. 119*

Office Location & Hours – *West Institute Room 212 and Wasatch Elementary Room 119; Hours vary but can be easily scheduled.*

Course Description

This course assists elementary education majors with integrating the fine arts into the academic curriculum. It is a hands-on methods course designed to give confidence and direction in the planning of fine arts project experiences. Students will be required to design and implement interdisciplinary fine arts lessons in the public school classroom. The course builds on the foundations and knowledge gained from the core curriculum in ART 3015, DANC 3015, MUSC 3015, THEA 3015, AND ART 3540.

Teaching and Learning Methods

The bulk of our work will be in-class, participatory and experiential. The only way to learn is by doing. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent.

I believe that school should be fun, engaging, and inspiring. More than the transmission of information and knowledge, great teaching should spark a love of learning and develop skills for success in school and life. Arts integration can provide that spark.

- The arts develops invaluable skills for success in school and life.
- The arts are an effective teaching tool in all subjects, especially language arts and literacy development.

Teachers, especially in elementary schools, should use art integration techniques and strategies to teach classroom material in all school subjects. When integrating the arts into classroom content, teachers should have clear art goals and give them equal emphasis as the goals for the subject being taught.

In order for teachers to be more effective using the arts as a teaching tool, they need to acquire further knowledge and training in arts education. I am incredibly proud that the University of Utah provides high-quality arts courses that prepare teachers for effective methods of using drama as a teaching tool.

Course Objectives

In this course, students will:

- Engage in and lead a series of projects that integrate music, dance, art, and drama in the elementary classroom.
- Apply the National Arts Standards/Common Core for the arts and other core subjects taught in elementary grades.
- Lead activities to enhance the child's acquisition of these grade level expectations.
- Explain evidence-based, sound educational rationales for the integration of the arts into the elementary curriculum.
- Create developmentally appropriate materials for integrating arts in diverse educational settings.

Required Texts

Any required reading will be provided through CANVAS modules.

- CANVAS– repository for assignments, readings, blogs, assessments, email, and communications.*

* Please note that all communications (emails, gradebook, and announcements) will be processed through CANVAS. If you prefer to use a non-university email address, it is your responsibility to set the forwarding option on your university account. Check CANVAS frequently.

Grading Policy (Evaluation Methods & Criteria)

- **Participation 30%**
 - This includes attendance, actual class participation, logging into Canvas, etc.
- **Papers 50%**
- **In-class Forms 15%**
- **Quizzes 5%**
- **Grading Scale:**
94-100%=A; 90-93%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; <60%=E

Attendance and Punctuality Policy

Prompt, regular participation and maintenance of professional and personal values conducive to collegiality are important to your success in this class. Therefore, the participation rules are well defined. Consistent participation means that you

1. **Are on time, adequately prepared.**
2. **Have disabled your cell phone and placed it out of sight.**
3. **Are enrolled only in this class at this time, with no other time conflicts.**

Because this course is related to teacher licensing, according to policy, you are permitted one excused absence for verified health or personal emergencies. Any additional absence after one results in a lowering of your grade by increments and impacts your overall participation.

Accommodations Policy

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructors at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy.

I may provide scheduled accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (e.g., athletics, debate tournaments, etc.), and short-term family or medical-related emergencies. With the exception of medical or family emergencies the student must alert the instructor **prior to missing class**.

Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

"Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." (6-316)
Defining Plagiarism: "Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Policy 6-400, Student Code)

Resources

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

American Indian Resource Center

The mission of the American Indian Resource Center (AIRC) is to provide academic support, career counseling, mentoring, and program activities for the University of Utah's American Indian community and campus community as a whole. The AIRC provides an inclusive, supportive, and nurturing environment to assist American Indian students in their journey towards academic, professional, and personal success. In addition, the AIRC aims to provide academic and cultural programs that promote American Indian sovereignty, self-determination, history, arts, ontology, and epistemology.

<http://diversity.utah.edu/students/airc/airc-mission> (Links to an external site.)

ASUU Tutoring Center

The ASUU Tutoring Center provides individual tutoring (\$7 per hour) and group tutoring sessions (\$4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. <http://tutoringcenter.utah.edu> (Links to an external site.).

Career Services *(suggested)*

The University provides a variety of career services that you can access throughout your time at the University. 201 S. 1460 E, Room 350. <http://careers.utah.edu> (Links to an external site.), 801-581-6186.

Center for Ethnic Student Affairs *(suggested)*

The living mission of the Center for Ethnic Student Affairs (CESA) is to provide support to students of color at the University of Utah. While primarily serving the needs of African American, American Indian, Asian American, Latina-Latino, and Pacific Islander students, CESA promotes an environment of acceptance that honors all forms of diversity. The center is committed to providing programming that assists students in navigating cultural, economic, social, and institutional barriers in order to achieve academic excellence. <http://diversity.utah.edu/students/cesa> (Links to an external site.).

Center for Wellness & University Counseling Center

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu (Links to an external site.); 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu> (Links to an external site.), 801-581-6826.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support

you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/> (Links to an external site.)); the Writing Center (<http://writingcenter.utah.edu/> (Links to an external site.)); the Writing Program (<http://writing-program.utah.edu/> (Links to an external site.)); the English Language Institute (<http://continue.utah.edu/eli/> (Links to an external site.)). Please let me know if there is any additional support you would like to discuss for this class.

LGBT Resource Center

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone.* Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu> (Links to an external site.). Please also let me know if there is any additional support you need in this class.

*What is a Safe Zone? The LGBT Resource Center offers Safe Zone trainings for faculty, staff and instructors at the U. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. In order to define your classroom as a Safe Zone, you need to participate in this training.

Office of Equity and Diversity

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu> (Links to an external site.), 801-581-7569.

Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/> (Links to an external site.). Please also let me know if you need any additional support in this class for any reason.

Women's Resource Center

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. <http://womenscenter.utah.edu/> (Links to an external site.)

The Writing Center

If writing is difficult for you, if you're new to college and don't yet feel quite able to meet college writing expectations, or if you simply would like to improve your writing, I encourage you to visit the Writing Center: www.writingcenter.utah.edu (Links to an external site.). 587-9122.

Assignments

Assignments are detailed on the Assignment page in CANVAS.

Arts Integration Quiz
Due Aug 31 at 11:59pm
20 Points Possible

Glossary Quiz
Due Sep 7 at 11:59pm
10 Points Possible

Civil Rights Song
Due Sept 30 @11:59pm
10 Points Possible

Peer Teaching Observation Reflection 1
Due Sep 14 at 11:59pm
20 Points Possible

Peer Teaching Observation Reflection 2
Due Nov 3 at 11:59pm
20 Points Possible

Town Meeting Reflection Paper
Due Dec 7 at 11:59pm
50 Points Possible

Unit Plan and Script
Due Dec 15 at 11:59pm
75 Points Possible

Reflection/Discussion Questions
Due Oct 26 at 11:59pm
20 Points Possible

Student Engagement Form 1
Due Sep 10 at 11:59pm
5 Points Possible

Student Engagement Form 2
Due Dec 8 at 11:59pm
5 Points Possible

Tentative Schedule

Monday	24-Aug-15	Arts in Schools/Defining Arts Integration
Wednesday	26-Aug-15	Looking at Unit Plans and Performance Scripts
Monday	31-Aug-15	Penny Demonstration Teaching in Mr. Haslam 5th/ Ms. Hunter 6th
Wednesday	2-Sep-15	Prep with Penny/ Penny Demonstration Teaching in Ms. Parker 6th
Monday	7-Sep-15	LABOR DAY
Wednesday	9-Sep-15	Prep with Penny/ YOU begin teaching Drama in Ms. Parker 6th
Monday	14-Sep-15	YOU begin teaching Drama in Mr. Haslam 5th/ Ms. Hunter 6th
Wednesday	16-Sep-15	Prep with Penny/Begin Visual Art Project in Ms. Parker 6th
Monday	21-Sep-15	Begin Visual Art Project in Mr. Haslam 5th/ Ms. Hunter 6th
Wednesday	23-Sep-15	Prep with Penny/Teach song, continue Art project, review drama in Ms. Parker 6th
Monday	28-Sep-15	Teach song, continue Art project, review drama in Mr. Haslam 5th/ Ms. Hunter 6th
Wednesday	30-Sep-15	Prep with Penny/ Add dance to song/Review Drama/Finish Art in Ms. Parker 6th
Monday	5-Oct-15	Mr. Haslam 5th/ Add dance to song/Review Drama/Finish Art in Ms. Hunter 6th

Wednesday	7-Oct-15	Prep with Penny/ Ms. Parker 6th
Monday	12-Oct-15	FALL BREAK - Penny works at Wasatch/Parker
Wednesday	14-Oct-15	FALL BREAK - Penny works at Wasatch/Hunter
Monday	19-Oct-15	No Wasatch - We will meet at the Library again and finalize unit plans for the rest of semester. Final Lesson Plan topics and grade level will be assigned.
Wednesday	21-Oct-15	Prep with Penny/Review presentation with Ms. Parker 6th
Monday	26-Oct-15	Review presentation with Mr. Haslam 5th/ Ms. Hunter 6th
Wednesday	28-Oct-15	No Teaching at Wasatch but still meet for final planning and stage set up
Monday	2-Nov-15	Tech/Dress Rehearsal for 6th Grade - Mr. Haslam 5th/ Ms. Hunter 6th
Wednesday	4-Nov-15	Tech/Dress Rehearsal for 6th Grade - Ms. Parker 6th
Monday	9-Nov-15	FINAL REHEARSAL for 6th Grade Show
Wednesday	11-Nov-15	VETERAN'S DAY SHOW
Monday	16-Nov-15	Mr. Haslam 5th final dress rehearsal
Wednesday	18-Nov-15	Town Meetings
Monday	23-Nov-15	Mr. Fuller 5th - First day with new class
Wednesday	25-Nov-15	No Wasatch - No Class - Happy Thanksgiving.
Monday	30-Nov-15	Mr. Fuller 5th
Wednesday	2-Dec-15	Class with Penny
Monday	7-Dec-15	Mr. Fuller 5th
Wednesday	9-Dec-15	Class with Penny

Non-Contract Statement

This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.