SYLLABUS

ART 499.001
Art Development III
Stephen F. Austin State University

Fall 2017 – Monday/Wednesday 8:00-10:40am
Ferguson Liberal Arts G71

Instructor: Dr. Cala Coats

Office Hours: Monday & Wednesday 11am-12pm & by Appointment
Office: 123R Art Building
Email: coatsc@sfasu.edu or through D2L

I. Course Description: 499 Art Development III (3 Semester Hours), prerequisite: 9 hours of college-level art credit

This course is the study of conceptual, cultural and practical applications in art education. This includes study of the history and multi-cultural contexts of art instruction with an emphasis on contemporary approaches that can be applied in a variety of ages and settings. In addition, the course addresses media literacy, histories of art education, technology applications, classroom design, portfolio preparation, and teaching the skills necessary for introducing art created by self and others in a wide range of cultural contexts. Prerequisite: nine hours of art.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

A. Program Learning Outcomes
- Students will design developmentally appropriate instructional curriculum
- Students will create a professional portfolio addressing teaching standards for emerging art educators
- Students will demonstrate developing competency for Texas Art Education Teaching Certification by undertaking practice content exam

Competencies associated with Program Learning Outcomes
Competency 052 - Higher Order Thinking The elementary teacher understands, applies and encourages higher-order thinking, including critical analysis and problem solving, in the context of products and processes in the fine arts across the curriculum (ExCET 17). The elementary teacher uses higher-order thinking in fine arts. The teacher recognizes opportunities to integrate higher-order thinking into art, music, and theater education and employs instructional techniques that enable students to apply these skills as they explore and create various types of art in the context of visual arts, music, and creative drama.

Competency 053 - Visual Arts The elementary teacher understands concepts, process and skills for perceiving, expressing, understanding, appreciating and evaluating the environment; is
familiar with materials and tools used to create art works in the classroom; and is able to apply this understanding and knowledge to a wide range of instructional experiences in the visual arts (ExCET 17) Emphasis is placed on the development of visual concepts and skills for communicating individual ideas, thoughts, and feelings through materials and media. Th elementary teacher understands and knows how to apply basic art elements and principles; recognizes and knows how to use a variety of art materials and tools; understands and appreciates artworks of past and contemporary cultures; and applies critical evaluation skills to the artworks of students and major artists and to the environment. The teacher knows how to promote students' knowledge in these areas and their ability to apply this knowledge in a variety of context.

Competency 056 - Fine Arts and Culture The elementary teacher recognizes the fine arts as a vehicle of culture and heritage and uses the knowledge to promote appreciation of the arts of culture around the world (ExCET 18). The elementary teacher understands that art products tend to reflect the times and societies from which they arise and uses art, music, and theater as tools for expanding students' understanding of their own and other cultures. The teacher recognizes the relationship between culture and various art forms and designs activities in which fine arts are used to promote students' exploration and appreciation of specific cultures and of the multicultural heritage of their own society.

Competency 058 - Recent developments and issues. The elementary teacher is familiar with recent developments and issues in fine arts education (ExCET 18). The elementary recognizes recent developments and issues in fine arts education including increased emphasis on higher order thinking skills and on interconnectedness of perceptual awareness, personal expression, arts heritage, and aesthetic judgment. The teacher understands the implications of these developments and issues for instruction in the elementary classroom.

**Student Learning Outcomes**

This course is the study of conceptual, cultural and practical applications in art education. This includes study of the history and multi-cultural contexts of art instruction with an emphasis on contemporary approaches that can be applied in a variety of ages and settings. In addition, the course addresses media literacy, histories of art education, technology applications, classroom design, portfolio preparation, and teaching the skills necessary for introducing art created by self and others in a wide range of cultural contexts.

Students will also create, discuss and refine some of the components of a professional teaching portfolio including lesson plans, photographs of teaching experiences, a unit plan, and a scope and sequence. Students will prepare classroom management plans, and practice practical skills, such as working within a budget. Students will develop short lessons to be taught in the middle level and high school level classroom and implement the lessons in Nacogdoches ISD. Students will also take steps necessary to prepare for certification in the teaching of K-12 art including reviewing art history and studio coursework that applies to the TEKS.

**Course goals that seek to frame the course context and provide guidance for the attainment of the above objectives include:**

1. Students will practice teaching lessons in a public school classroom.
2. Students will research and outline histories of art education.
3. Survey a number of critical theories influencing art education.
4. Research and develop a classroom management plan, scope and sequence, budget, and modifications needed for students with learning differences.
5. Study, apply and evaluate lesson plans in a choice-based setting.
6. Demonstrate ability to develop and introduce high school lesson utilizing contemporary artist with well-developed introduction, discussion, and conceptual links.
7. Prepare or further develop a professional teaching portfolio.

III. Course Assignments, Activities, with Evaluation Percentage:
20% Course participation & activities (mind maps, reflections, classroom research, reading)
20% Participation, Preparation and Lesson for Collaborative Fort Project
7% Short lessons with supplemental materials
13% Implementation of Lesson in Middle School setting
10% Long Lesson with supplemental material
15% Implementation of Lesson in High School Setting
15% Unit Plan, Scope & Sequence

100% Total

A = 100-90
B = 89-80
C = 79-70
D = 69-60
F = 59-0

IV. Course Evaluations:

Near the conclusion of each semester, students in the School of Art electronically evaluate courses taken within the COFA. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COFA faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the School of Art, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

V. Student Ethics and Other Policy Information:

**Attendance:** Students are allowed three absences over the course of the semester. Assignment deadlines will not be adjusted because of absences. It is the student’s responsibility to find out about missed course activities and work. Any absence over the 2 allowed days will result in the lowering of course letter grade by one grade per absence.

Furthermore, arriving more than ten minutes late to class will result in a tardy. Three tardies is
the equivalent of one absence. Finally, missing more than 30 minutes of class without instructor approval is considered an absence.

Note: Studio projects will be developed around course reading materials and each project grade will include the student’s art making process components, written instructional materials, and the final product of the project.

Late work policy: Late work will only be accepted one class period after it is due. Work submitted late will result in lowering the total points received by 10 percent. Work more than one week late will not be accepted. An absence does not excuse a student from turning in work. Work due in the last two weeks of the semester will NOT be accepted late. Projects and assignments are due on the announced date, either before or during class. If you are going to be absent on this date, you may contact me to make special arrangements for turning in work.

Attendance, punctuality, and quality of class participation are of great importance to your grade. Quality participation includes actively taking part in class discussions and activities, completing written and studio assignments, asking questions, offering thoughtful insights and responding to the comments of others.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

IX. Text and Materials:
  • Required reading is listed on the course calendar, and PDFs will be available on the D2L course site.
  • No Textbooks are required for the course.
  • Recommended texts are: