Art 499 - 001: Art Development III
Course Syllabus

Spring 2019 – Tues & Thurs 8am – 11am Art Building RM 112

Instructor: Dr. Maggie Leysath
E-mail: Please e-mail at leysathmn@sfasu.edu
Office Hours: Tuesday and Wednesday 1pm – 3pm or by appointment
Art Building Room 123R

Catalogue 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.

Required Textbooks:
All reading materials may be found in contemporary journals on Art Education and will be posted to D2L or provided in class.

Course Objectives and student learning outcomes:

- Students will learn about problem-finding in art practice and develop a body of artwork
- Students will learn about the history of art education and how it relates to contemporary issues within art education specifically and education as a whole.
- Students will study and learn about instructional frameworks used in contemporary art education classroom settings
- Students will learn about and implement long-term planning for the art education classroom
- Students will experience community-based art education
- Students will create one or more discipline-based art education learning experiences
- Students will examine the possibilities of choice-based classroom instruction for arts education
- Students will create one or more art education learning experiences in formal aspects of art creation.
- Students will learn about and utilize multiple technology-based presentation tools
- Students will develop an electronic portfolio of their artwork
- Students will prepare for the Art EC-12 content certification exam.
Course Requirements

Reading:
The readings assigned are chosen for their subject matter and relevance to contemporary issues facing art educators. Therefore, it is imperative that these assignments be read before the class they are due, all assigned work associated with the readings be completed, and students be prepared to explore the reading in depth during class discussions.

Writing:
Projects will include a written component and may include: personal response/analysis, lesson plans, written narratives.

Studio Projects
Project focus will include:
- Instructional frameworks
- Contemporary artistic processes
- Visual culture and Art Education
- Cultural and community projects
- Integrated curriculum and art education

Journal/Sketchbooks
The journal/sketchbook will be utilized throughout the semester as a record of all learning. Specific assignments will be given during each module that will reinforce learning in that area. The journal/sketchbook will be graded at the end of each module.

Student Responsibilities & Course Policies

1. D2L - All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. Many projects will be submitted via D2L. EVERY submission to the D2L dropbox generates an e-mail receipt. IT IS YOUR RESPONSIBILITY TO KEEP THOSE RECEIPTS! If you do not receive a receipt for a submission, it is your responsibility to e-mail the instructor BEFORE the project deadline about the problem. Internet connectivity problems, or problems with D2L ARE NOT acceptable excuses for late work.

2. Attendance - Absences may negatively affect your grade. Students are allowed 3 absences over the course of the semester with no penalty. For each absence after three, students will lose 5 percentage points from their final course grade. A student can fail this course due to poor attendance. Illness or family emergency BEYOND the three absences WILL COUNT AGAINST YOUR GRADE. Students experiencing extended illnesses, personal or family emergencies should contact the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of extended illness or emergency will be required!

3. Tardiness: attendance will be taken during the first 5 minutes of class. Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.
4. **Perfect Attendance:** Students who are in class and sign the roll every day will receive an additional 5 grade points added to their course grade.

5. **Guidelines for Class Discussions:** Students are expected and encouraged to share ideas and thoughts in an open forum. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

6. **Late Assignments:** Assignment grades are reduced by 10% for every weekday an assignment has not been handed in after the assigned due date. Late written assignments must be posted to the D2L website. Written assignments cannot be handed in as email attachments unless a student has received the instructor’s prior approval. Late projects or anything that cannot be submitted electronically can be handed in at the beginning of class on scheduled class days, or during office hours.

7. **Email:** Email is used as a means of communicating with students about the course. Email will be sent through D2L. It is the student’s responsibility to check D2L e-mail or forward emails to an account that he/she checks regularly.

**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/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity (A-9.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

**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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Please read the complete policy and the appeals process at [http://www.sfasu.edu/policies/student_academic_dishonesty.pdf](http://www.sfasu.edu/policies/student_academic_dishonesty.pdf)
Withheld Grades Semester Grades Policy (A-54)

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 an F. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Evaluation

Course work will be announced in class and/or posted to the D2L. All work must be submitted on the due date to receive full credit for the course. To meet the course goals listed above, students will be assessed on their knowledge (specific criteria for each assignment will be provided prior to evaluation) in the following forms:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Module Art Projects</td>
<td>35%</td>
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<tr>
<td>Module Written Assignments</td>
<td>25%</td>
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<tr>
<td>Module Lesson Plans and Presentation</td>
<td>20%</td>
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<tr>
<td>Art Education Exhibition</td>
<td>5%</td>
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<tr>
<td>Sketchbook</td>
<td>10%</td>
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<tr>
<td>Art EC-12 test prep</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Note: Studio projects will be developed around course reading materials and each project grade may include art process components, written materials, and the final product of the project.

Assessment Criteria

Assignments in this course are evaluated using the following criteria:

Written components:
- Exploration of Ideas
- Depth of research
- How completely you fulfilled the intent of the assignment
- The clarity of your writing- its legibility, grammar and punctuation

Studio work:
- Experimentation: artmaking should show extensive experimentation with materials & ideas.
- Personal Understanding: students should demonstrate ability to articulate ideas.
- Effort: Projects should reflect considerable effort
- Professionalism: work should reflect high artistic standards & attention to assignment details.
Sketchbooks:
  o Focus: Journal entries should BEGIN with a focus on the prompts.
  o Breadth: Journal entries should cover a wide range of possibilities.
  o Depth: Single ideas should be explored to great depth in the sketchbook

Assignments:
Art Assignments:
  a. Line Portrait
  b. Value Stencil
  c. Graphite Sign Language Name
  d. Positive/Negative Printmaking
  e. Georgia O’Keeffe
  f. Hieroglyphic Street Sign
  g. Contemporary Artist Project (Exhibition)
  h. Community-Based Art Education Project

Written Assignments:
  a. Year-long Plan Project
  b. Brain Research – Zull Article Reflection
  c. Constructivist Classroom Reflection

Lesson Plans:
  a. Community-Based Art Education Lesson Plan
  b. Formalist Lesson Plan
  c. Discipline-Based Art Education Lesson Plan
  d. Art Integration Lesson Plan

Sketchbook:
  a) Girl Scout Mural Design (Community-Based Art Education)
  b) Positive and Negative Ideas (Valentine cards and wrapping paper)
  c) Visual Notetaking (aka Sketch Noting) Twelve or more vocabulary of images.
  d) Visual Note Taking for Art Education History Introduction Chapter.
  e) Notes for the “Year-Long Planning” project. Thumbnail sketches of what the projects might look like.
  f) Reflection on the differences between instruction and curriculum. Should the curriculum be determined by the budget?
  g) Hieroglyphic Street Sign Ideas
  h) Sketches for Artist Research Project
  i) Final Sketch for Art Show Piece
  j) Image yourself as an art teacher.

Grade scale:

A  100-90%
B  89-80%
C  79-70%
D  69-60%
F  59 - 0%
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<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>One</td>
<td>Introduction: Goals and Objectives and Expectations; Frameworks</td>
<td>Community-Based Art Education (CBAE) Article</td>
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<tr>
<td>1/22-24</td>
<td><em>(GS Mural Design)</em> - Modules and Grades - End of Semester Show</td>
<td>Girl Scout Project Design Due Prepare for Girl Scout Mural Project</td>
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<td>Two</td>
<td>CBAE Article Discussion Formalism Teaching formal aspects of art – Line Portrait</td>
<td>Art Education History Reading Year-Long Planning Discussion Visual Notetaking and Sketchbooks Line Continued</td>
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<tr>
<td>1/29-31</td>
<td>Year-Long Planning Work Day and Peer Review and Discussion Discussion: Should budget decide curriculum? Instruction?</td>
<td>Value – Charcoal Stencils Name in Sign Language - Graphite CBAE Lesson Plan Due</td>
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<tr>
<td>Three</td>
<td>Positive and Negative Space Printmaking Prior Knowledge and Scaffolding Discussion – Zull Article</td>
<td>Printmaking continued Prior Knowledge and Scaffolding Discussion – Zull Article</td>
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<td>2/5-7</td>
<td>Year-Long Planning Project Due Discussion and Reflection Formalist Lesson Plan Due</td>
<td>The Constructivist Classroom Contemporary Artist Research Project Library Field Trip</td>
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<td>Four</td>
<td>Contemporary Artist Research Project Work Day</td>
<td>Constructivist Classroom Reflection Paper</td>
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<td>2/12-14</td>
<td>Discipline Based Art Education (DBAE) Introduction and Discussion DBAE article assigned Compare and Contrast DBAE and TEKS – Reflection</td>
<td>Egyptian Art Presentations (Lesson Plan) Assignment Egyptian Art – hieroglyphic street signs. Throwing pots on the Wheel DBAE Lesson Plan Assignment</td>
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<td>Week</td>
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<td>Eight 3/12-14</td>
<td>Ceramics Studio field trip – throwing a pot.</td>
<td>Work Day</td>
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<td>Discussion- 499 Exhibition</td>
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<td>Nine 3/26-28</td>
<td>Hieroglyphic Street Signs Due DBAE Lesson Plans Due</td>
<td>Color Theory with Georgia O’Keeffe</td>
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<tr>
<td>Ten 4/2-4</td>
<td>Community Based Art Education (CBAE) Community Project Discussed</td>
<td>Proposals for Community Projects Due</td>
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<td>Presentations for projects and voting on the project – Planning and Materials List</td>
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<tr>
<td>Eleven 4/9-11</td>
<td>School?</td>
<td>Work Day</td>
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<tr>
<td>Twelve 4/16-18</td>
<td>School?</td>
<td>Art Integration Introduction Art Integration Article</td>
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<tr>
<td>Fourteen 4/30-5/2 and Fifteen 5/7-9</td>
<td>Student Lessons Conducted</td>
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