Art 4362 - 001: Art Education III
Course Syllabus

Fall 2020 – Tues & Thurs 2:00 – 4:40 Art Building RM 132

Instructor: Dr. Maggie Leysath
E-mail: Please e-mail at leysathmn@sfasu.edu
Office Hours: Tuesday and Thursday 9am – 11am 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 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.

### Covid-19 Safety/Mask Policy

COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


### 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) and [http://www.sfasu.edu/policies/academic-appeals-by-students.pdf](http://www.sfasu.edu/policies/academic-appeals-by-students.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>30%</td>
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<tr>
<td>Module Written Assignments</td>
<td>20%</td>
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<tr>
<td>Module Lesson Plans and Presentation</td>
<td>30%</td>
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<tr>
<td>Art Education Exhibition</td>
<td>5%</td>
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<tr>
<td>Sketchbook and Discussions</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:**
- Focus: Journal entries should BEGIN with a focus on the prompts.
- Breadth: Journal entries should cover a wide range of possibilities.
- Depth: Single ideas should be explored to great depth in the sketchbook

**Discussions:**
- Discussion requirements as follows:
  1. Your discussion entry should answer all parts of the prompt. The entry should encourage creative thinking and in-depth discussion. This will require at least 7 – 10 sentences; a well-developed paragraph.
  2. You must respond (clearly and completely) to at least one discussion entry by a classmate. That response should show that you have read and thought about the discussion. Within your response, you must ask at least one question that will deepen the discussion. These questions should require more than a yes/no answer.
  3. When you receive a response to your entry, you must answer the questions asked as well as possible. It is okay for you to not know the answer to a question. However, you and your respondent should come to some sort of conclusion by the end of the discussion.
  4. You must answer two responses. If you receive more than two, you are welcome to answer all of them but you are only required to answer two.
  5. You must meet these requirements for a grade of 100. You should have one initial post and three responses. If you have one post and two responses, the highest grade you can receive is an 80. If you have one post and only one response, the highest grade you can receive is a 60. You will receive a 50 or below if you only have an initial post for the discussion.

**Discussion Rubric:**
- **35%** Your Initial Entry has the required length and exhibits creative thinking, encouraging discussion.
- **35%** Your Responses to classmates are thought provoking and encourage discussion.
- **15%** You respond to all questions posed to your Initial Entry.
- **15%** You actively discuss the topic thoroughly.
Assignments:

Art Assignments:
  a. Elements of Art and Principles of Design Cube (partners)
  b. Value Stencil
  c. Year-Long Planning Lesson Artwork
  d. Hieroglyphic Street Sign
  e. Community-Based Art Education Project
  f. Contemporary Artist Project (Exhibition)

Written Assignments:
  a. Resume and Portfolio
  b. Year-Long Planning Project

Lesson Plans:
  a. Formalist Lesson Plan
  b. Year-Long Planning Project Lesson Plan
  c. Discipline-Based Art Education Lesson Plan
  d. Art Integration Lesson Plan

Final Presentation:
  a. Contemporary Artist Research Lesson Presentation

Sketchbook:
  a) Visual Notetaking (aka Sketch Noting) Twelve or more vocabulary of images.
  b) Notes for Frameworks
  c) Visual Note Taking for Jenson Arts with the Brain in Mind chapters 1, 3 & 5.
  d) Thumbnails for Partner Cube
  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) Boys & Girls Club Project (Community-Based Art Education)
  h) Hieroglyphic Street Sign Ideas
  i) Art Integration Lesson Artwork Sketch
  j) Sketches for Contemporary Artist Research Project
  k) Final Sketch for Art Show Piece
  l) Contemporary Artist Research Project Artist Statement
  m) Imagine yourself as an art teacher.

Discussions:
  a) Virtual vs Traditional Classrooms
  b) Instructional Frameworks as discussed by professor
  c) The Arts with the Brain in Mind Reading One
  d) The Arts with the Brain in Mind Reading Two
  e) After School Art with BGC Idea Sharing

Grade scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
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<tr>
<td>B</td>
<td>89-80%</td>
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<td>C</td>
<td>79-70%</td>
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<tr>
<td>D</td>
<td>69-60%</td>
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<tr>
<td>F</td>
<td>59 - 0%</td>
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THIS IS SUBJECT TO CHANGE
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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>August 25 &amp; 27</td>
<td>Introduction; Goals and Objectives and Expectations; -Frameworks -Visual Note Taking -Modules and Grades -End of Semester Show</td>
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<tr>
<td>Two</td>
<td>Sept. 1 &amp; 3</td>
<td>-Visual Note Taking – Video Sketchbooks -Formalism -Teaching formal aspects of art: Elements of Art and Principles of Design Cube</td>
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<td>Three</td>
<td>Sept. 8 &amp; 10</td>
<td>-Year-Long Planning Project Introduction Discussion</td>
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<td>Five</td>
<td>Sept. 22 &amp; 24</td>
<td>-Boys &amp; Girls Project: Community-Based Art Education Project</td>
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<td>Six</td>
<td>Sept. 29 &amp; Oct. 1</td>
<td>-BGC Mural Ideas work day -Year-Long Planning Project Due</td>
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<td>Seven</td>
<td>Oct. 6</td>
<td>Discipline Based Art Education (DBAE) Introduction and</td>
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<td>Week</td>
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<td>Eight</td>
<td>-Ceramics Studio field trip – throwing a pot.</td>
<td>-Work Day&lt;br&gt;-Hieroglyphic Street Signs Due&lt;br&gt;-DBAE Lesson Plans Due</td>
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<tr>
<td>Oct. 13 &amp; 15</td>
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<td>Nine</td>
<td>-Art Integration Introduction&lt;br&gt;-Art Integration Article</td>
<td>Just for Fun – Identity Project (silhouettes)</td>
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<td>Oct. 20 &amp; 22</td>
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<tr>
<td>Ten</td>
<td>Introduction to Constructivism&lt;br&gt;Working Like Artists</td>
<td>Working Like Artists discussion&lt;br&gt;Contemporary Artist Research project and Unit Lesson</td>
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<td>Oct. 27 &amp; 29</td>
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<tr>
<td>Eleven</td>
<td>Work Day</td>
<td>Work Day</td>
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<td>Nov. 3 &amp; 5</td>
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<tr>
<td>Twelve</td>
<td>Work Day&lt;br&gt;Materials List for Lesson Plan Due</td>
<td>Work Day</td>
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<tr>
<td>Nov. 10 &amp; 12</td>
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<tr>
<td>Thirteen</td>
<td>Student Lessons Conducted&lt;br&gt;Presentations due</td>
<td>Student Lessons Conducted</td>
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<tr>
<td>Nov. 17 &amp; 19</td>
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<tr>
<td>Fourteen</td>
<td>Student Lessons Conducted&lt;br&gt;EC-12 Art Education Practice Test</td>
<td>Student Lessons Conducted&lt;br&gt;EC-12 Art Education Practice Test Results and Review.</td>
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<tr>
<td>Dec. 1 &amp; 3 and Fifteen Finals Week</td>
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