ARTS 3362: Art Education II
Creative and Human Development
Art Building RM 132

Instructor: Dr. Bill Nieberding
E-mail: William.nieberding@sfasu.edu
Office Hours: by appointment
Art Building Room 115

Catalogue Course Description:

Art 3362 Art Education II: Creative and Human Development

An intense exploration of artistic developmental theories in the context of imagination’s role in education and the creative process. A structured and practical use of art developmental theories in art educational practice and pedagogy. An overview of the grand theories of developmental of children from infancy through adolescence and applied theory in classroom settings. Students understand and utilize developmental theory in curriculum and instruction, including special needs students. Prerequisite: ARTS 3361 as a part of nine hours in art.

Credit Hour Justification

ARTS 3362 (3 credits) is a studio course designed to prepare students for an art education career through the in-depth exploration of creative and human development theories, in-person classroom experiences that build skills necessary for understanding creative and human development in a wide range of cultural contexts and within the context of professional practices. The course typically meets 320 minutes a week in two 160-minute segments for 15 weeks, and also meets for a 2.5-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation. Generally, these activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.

Required Textbooks:

No required textbook.
Readings will be provided in class or via D2L.

Program Learning Outcomes related to Texas SBEC Standards:

Art Standard I: The art teacher understands how ideas for creating art are developed and
organized from the perception of self, others, and natural and human-made environments. 

**Art Standard II:** The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

**Art Standard III:** The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

**Art Standard IV:** The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.

**Standard V:** The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

**Student learning outcomes:**

- Students will demonstrate a basic understanding of child development from infancy through adolescence.
- Students will observe and demonstrate understanding of artistic developmental stages
- Students will demonstrate understanding of accommodations appropriate for special needs children in the visual arts classroom
- Students will demonstrate age and developmentally appropriate art education approaches for elementary, middle, secondary levels.
- Students will explore art careers at all grade and developmental levels with special attention to the diverse classroom
- Students will demonstrate understanding of assessment techniques for different developmental ages
- Students will demonstrate understanding of professional practices, expectations, and ethics in teaching.

**Student Responsibilities & Course Policies**

1. **D2L** - All course readings 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. **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. **Electronic communication:** E-mail and announcements to D2L will be used as a means of communicating with students about the course. It is the student’s responsibility to check e-mail and our D2L page frequently, and/or forward emails to an account that he/she checks regularly.

**Course Requirements**

All readings assigned are chosen for their subject matter and relevance to course objectives. 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.

**Major Assignments**

a) Artistic Development Chart  
b) Learning Theory presentation/in-class activity  
c) Experimentation with artistic materials  
d) Cole Art Center visits with Home School Group  
e) Age-appropriate art lesson plans  
f) Educator Ethics

**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>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-class projects &amp; presentations</td>
<td>30%</td>
</tr>
<tr>
<td>On-site work with kids</td>
<td>20%</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>10%</td>
</tr>
<tr>
<td>Lowenfeld Chart, Homework, &amp; Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Artmaking projects</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
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Assessment Criteria

Assignments in this course are evaluated using the following criteria:

**In-class and on-site activities:**
- Engagement with peers and K-12 kids during assignments
- Adequate preparation for projects
- Flexibility and creativity during project implementation & delivery

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

**Studio work:**
- Experimentation: art making should show extensive experimentation with materials & ideas.
- Effort: Projects should reflect considerable effort
- Professionalism: work should reflect high artistic standards & attention to assignment details.

**Grade scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
</tr>
<tr>
<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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**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and
students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

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 coursework 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 terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to
Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)

www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic

Human Services, Room 202

www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
Course Overview*

| Week 1 | Course Introduction and Expectations  
<table>
<thead>
<tr>
<th></th>
<th>Child Development and Artistic Development- basic art materials</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Developmental Domains</td>
</tr>
<tr>
<td>Week 3</td>
<td>Lowenfeld Stages of Artistic Development</td>
</tr>
</tbody>
</table>
| Week 4 | Elements of Art and Principles of Design   
|        | and their importance to art education – all levels |
| Week 5 | Free Form Color Investigation |
| Week 6 | Child development-observing a classroom |
| Week 7 | Learning theories |
| Week 8 | Learning theories |
| Week 9 | Spring Break |
| Week 10 | Learning Theories |
| Week 11 | Media and K-12 artmaking practices   
|        | Talking about art |
| Week 12 | Planning for Cole Art Center visit |
| Week 13 | Cole Art Center visits w/ k-12 kids |
| Week 14 | Cole Art Center visits w/ k-12 kids |
| Week 15 | Educator Ethics |
| Week 16 | Educator Ethics |
| Finals | Class wrap-up |

* Instructor reserves the right to change the syllabus to accommodate overall class success