

**San José State University
College of Humanities and the Arts
Department of Art & Art History
Art Education 238, Principles of Art Education,
FALL, 2017**

Course and Contact Information

Instructor: Dr. Barbara Hughes
Office Location: Art 333
Telephone: 408 924 4395 (Email preferred)
Email: barbara.hughes@sjsu.edu
Office Hours: Tuesdays 3:15- 4:15 P.M. (by appointment preferred)
Class Days/Time: Tuesdays 4:30-7:15 P.M.
Classroom: Art 203
Prerequisites: Upper-division standing
Successful completion of Art 138
Department Office: Art 116
Department Contact: Website: <http://www.sjsu.edu/art/> Email: art@sjsu.edu

Prerequisites: Students are strongly advised, but not required, to successfully complete Art 138: Elementary Art Methods (earning a grade of “B” or better), to demonstrate readiness for enrollment in Art Education 238. Even if students have earned A-level grades in previous studio art courses, students not completing Art 138 may lack the necessary foundation to successfully complete the course.

Faculty Web Page, MySJSU Messaging, Canvas: In an attempt to be as “green” as possible for this course, course materials such as syllabus, handouts, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates. Faculty can email a whole class at once through MySJSU. Make sure the University has your correct email address, or you won’t receive my or other instructor’s emails about class-related issues.

Course Format: Traditional Classroom

Course Description: This course is designed to equip prospective visual arts educators with the knowledge, skills, and strategies to effectively organize and implement sequential standards-based art instruction at the secondary level with an emphasis on Art Teaching Methods and Art Curriculum Development.

Principles of Art Education is a lecture course with an emphasis on Art Teaching Methods (instructional strategies, methods, and techniques) and Art Curriculum Development (unit development, lesson planning, and lesson presentation). The lectures, readings, and discussions introduce art concepts and teaching methods to create a

foundation for sequential standards-based visual arts instruction. The studio time includes peer teaching and personal reflection to prepare participants to be inclusive art educators who can effectively implement sequential standards-based visual arts curriculum to meet the needs of a diverse student audience (including students at various English proficiency levels and those experiencing a range of (dis)abilities, from gifted-and talented- to moderate and severe disabilities) within secondary settings, college-level, museums, and other community settings.

Art Education 238 is an academically rigorous course that requires close readings of the assigned materials, active participation in class discussions, writing assignments, peer teaching, and peer reviews. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework. Students should be prepared to discuss all of the assigned readings for each class session and to write clearly and coherently. All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. Written assignments and presentations will be graded based on criteria distributed in advance of the due date.

Each participant will develop a visual arts course description, course outline, a unit of instruction, two sequential standards-based lesson plans, and assessment instruments aimed at engaging all students in artistic learning. The rubrics used to score the assignments are provided with the directions for each assignment. The major components of this course are designed to support and augment your preparation for the Performance Assessment of California Teachers (PACT) and/or the California Teaching Performance Assessment (CalTPA), in particular the lesson planning aimed at engaging all students in artistic learning, assessment methods *to inform instruction*, and reflection upon *your own professional growth* tasks.

Credential candidates, like all graduate students, are held to high standards for professionalism and academic performance. In order to have this course counted towards completing the requirements for a preliminary credential, students must earn a minimum of a "B" grade in this course.

Course Learning Outcomes (CLO's) aligned with California's Teaching Performance Expectations (TPE's) and with the California Standards for the Teaching Profession (CSTP):

Upon successful completion of this course, students will be able to:

CLO 1. Apply the core concepts of the national, state, and local curriculum frameworks while developing curricula and planning strategies for learning and teaching visual arts in grades 9-12

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 2. Design a visual arts course curriculum, establish short-term and long-term instructional goals that encompasses art history, aesthetics, critical inquiry, and art production

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 3. Develop a unit of sequential standards-based visual arts lesson plans aimed at engaging all students in artistic learning (including creating, presenting, connecting, responding, reading, and writing)

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

CLO 4. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs

TPE 5: Assessing Student Learning

CLO 5. Demonstrate flexibility in adapting curriculum to engage and support a diverse student audience (including students at various English proficiency levels and those experiencing a range of (dis)abilities, from gifted-and talented- to moderate and severe disabilities)

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

CLO 6. Demonstrate professional behavior by attending class meetings, participating in the classroom community, articulating the applications of theories, principles, and instructional practices, presenting an art lesson, observing and analyzing the teaching practice of others, forming a philosophy of art education, maintaining a professional resume, and developing a visual arts teaching portfolio

TPE 6: Developing as a Professional Educator

Required Texts/Readings

Required Text: Purchase online from California Department of Education for \$19.95)

Visual and Performing Arts Framework Kindergarten Through Grade Twelve

By: [California Department of Education](#) [California Department of Education \(Editor\)](#)

ISBN: 0801112613 ISBN-13: 9780801112614 Publisher: California Dept. of Education - 1996

Format: Paperback Available online:

[Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve, California Department of Education, Sacramento, 2004.](#)

<http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf>

[California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#), California Department of Education,

<http://www.myboe.org/cognoti/content/file/resources/documents/b1/b10158a7/b10158a7eaf42629bf45b8a7912eb4c52210cece/finalelaccsstandards.pdf>

[Exploring the Foundations of Explicit Instruction From Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes. Copyright 2011 by The Guilford Press. Chapter 1](#)

Library Liaison: Elisabeth Thomas elisabeth.thomas@sjsu.edu Phone number [\(408\)808-2193](tel:(408)808-2193)

Email elisabeth.thomas@sjsu.edu Website: <http://libguides.sjsu.edu/art>

Other Recommended Readings:

Wiggins, G. and McTighe, J. (2005) *Understanding by Design Guide, 2nd edition*. Alexandria, VA: ASCD.

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts*

Tomlinson, C., *How to Differentiate Instruction in Mixed Ability Classrooms*, 2nd ed. (2004)

Elliot Eisner: *The Arts and the Creation of Mind*

Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*

NAEA publication: *Educationally Interpretive Exhibition: Rethinking the Display of Student Art*

Ronald Moore, *Aesthetics for Young People*

Ken Vieth, *From Ordinary to Extraordinary*

Art Education in Practice Series (Davis Publications, Inc. Worcester, Massachusetts):

Art Education in Practice

Rethinking Curriculum in Art
Thinking through Aesthetics
Assessment in Art Education
Teaching Meaning in Artmaking

Online resource you may want to bookmark and use in this course:

[SJSU Digital World Art Database "World Images"](http://gallery.sjsu.edu/)

The digital collection contains over 50,000 images organized into electronic portfolios; images may be freely used for non-profit educational purposes. <http://gallery.sjsu.edu/>

Online Resources: Art Education students should join the California Art Education Association (CAEA) <http://www.caea-arteducation.org> and plan to attend the 2017 State Conference, November 10-12, 2017 Hyatt Regency San Francisco [Registration Now Open!](#)

[National Art Education Association](#) Founded in 1947, the National Art Education Association is the leading professional membership organization exclusively for visual arts educators. NAEA Members receive many of the publications including *Art Education* and can purchase NAEA books at a discount.

Other equipment / material requirements: Writing tools including paper, pencil, highlighter, pen, and an eraser. Three-ring binder to contain syllabus, class notes, handouts, and materials you have developed during the semester. You may also want to purchase clear plastic pages/pockets so you can begin to assemble your portfolio as you complete assignments.

Required Format for Written Assignments Submitted on Paper:

- Word processed (or typed) on 8.5" by 11" white paper in black ink.
- Font size should be at least 11-point size and an easily readable font (e.g., Times, Times New Roman, or Arial; not italics).
- Use templates that are provided OR Double-space the text of your paper and set the margins of your document to 1 inch on all sides.
- Document all sources.
- All word-processed documents should be edited for usage and mechanical errors.
- Turn in work in by 4:30 on the due date or earlier. NO late assignments will be accepted unless prior arrangements have been made with the professor.

Course Requirements and Assignments: SJSU classes are designed such that to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. In addition to art projects, this course requires reading and written reflection. Guidelines and grading criteria will be provided for required projects. All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. All assignments are to be submitted on or before their due dates/times to be eligible for full credit.

Grading Information: Even though Art can be very subjective, grading your projects is totally objective, each project has a rubric with specific requirements and guidelines. The scoring rubrics have four performance score levels ranging from a low of "1" to a high of "4." Therefore, you should carefully review the scoring rubrics so that you understand what each level of performance on the task looks like before proceeding with the assignment.

Rubrics: The rubrics used to score your assignments are included with the directions for each assignment. The descriptors in the four-level rubrics address a wide range of performance, beginning with the knowledge and skills

of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly-accomplished beginner (Level 4).

Reflective Writing/Entrance/Exit Tickets/Worksheets/Quizzes (CLO 6.)..... 10%

For each reading assignment, there will be a reflective writing (or quiz) for your reaction/response regarding applications of theories, principles, and instructional practices that demonstrates professionalism, preparation, utilization of course textbooks and resources, reflective practices and the integration of course content as part of the debriefing process. In class written work cannot be made up due to late arrival, early departure, or absence from class. You will receive a rubric describing the criteria for the reflective writing.

Visual Arts Course Description and Course Outline (CLO 2.)10%

A course description is designed to tell what is being taught. A course outline clearly states what will be covered in the course and how learning will be assessed by assignments and/or tests. A detailed rubric and examples will be provided.

Unit Map (CLO 2.)..... 10%

Planning an instructional unit (20-25 days of instruction) is an important developmental step for teachers and for students on their way to becoming teachers. A unit is a way to scaffold learning with each lesson within the unit supporting and leading to the culminating Performance Task(s). Examples of Unit Maps, a Unit Map Template, and detailed rubric will be provided.

Unit Plan Rationale (CLO 2.)..... 10%

The Unit Plan Rationale includes a clear and concise account of what will happen as a result of this unit of study. A detailed rubric and an example of a Unit Plan Rationale will be provided.

Unit Plan Calendar (CLO 3.)..... 10%

Unit Plan Calendar clearly indicates what will happen each day when each of the unit (based on 50-60 minute classes/5 days a week/20-25 days of instruction). Each of the four standards-based lessons and the culminating performance task(s) are clearly indicated. A detailed rubric, an example of a Unit Plan and Unit Plan Template will be provided.

Mid Term Exam (CLO 1.-6.)5%

The midterm exam will consist of two parts. One part will be multiple-choice and will be based on the readings and the discussions. The second part will be constructed response. Early exams are not allowed, on principle, as emergencies are almost by definition unforeseen. Make up exams will be more challenging.

Lesson Plans (CLO 1., CLO 3., CLO 4., CLO 5.).....10%

You will develop two standards-based integrated art lesson plans using strategies for instruction on material covered in class and/or in the course readings. Each integrated lesson plan will address one Content Standards for Visual Arts (Grades 9-12) and one standard from CA CCSS Literacy in History/Social Studies, Science, and Technical Subjects (Reading or Writing). A detailed rubric, an example of a Lesson Plan and Lesson Plan Template will be provided.

Art Lesson Presentation (CLO 1., CLO 3., CLO 4., CLO 5, CLO 6.)..... 10%

You will organize the supplies for one lesson from your unit and present a demonstration art lesson (50-60 minutes) to your peers. Each students is required to distribute a copy of their Lesson Plans to the class (paper or electronic). Students are required to video record their Art Lesson Presentations. The lesson recordings are to be used for your private, study purposes only. You will receive a rubric describing the criteria for the Art Lesson

Presentation and suggestions for the video recording.

Post-Instruction Reflection (CLO 6.)10%

After your art lesson presentation, reflect upon how student learning was affected by your planning, instruction, and assessment decisions. What changes in teaching practice do you plan to make? Based upon your reflection, site appropriate adjustments (focused on improving directions for learning tasks, time management, or reteaching this lesson) you plan to implement in the future. Students are required to submit a copy of the video recording with their reflection. You will receive a rubric describing the criteria for this assignment.

Professional Art Teaching Portfolio (CLO 6.).....5%

You will receive a rubric describing the criteria for this assignment. Your portfolio (with dividers and a table of contents) should be professional and organized to be used as an effective resource that represents you as an art teacher that includes:

1. A Table of Contents
2. Your Artist Statement accompanies your selected artwork to provide information about your artwork and how your strengths and your interests will tie directly to your teaching
3. Your Philosophy of Art Education statement essentially answers the question "Why do I teach art?"
4. Your artwork: 10 to 20 images of recent, original work that demonstrate your strengths and experience in two or more media

Final Exam: (CLO 1.-6.).....10%

This exam will consist of two parts. One part will be fill in the blank, short answer, and multiple-choice type questions based on the readings and the discussions. The second part will be an essay-type response. Early exams are not allowed, on principle, as emergencies are almost by definition unforeseen, and the make-up, in any case, must occur during exam week.

Determination of Grades: Please review the rubrics carefully before beginning each assignment to ensure that you are well prepared for all tasks. Refer to the rubrics frequently to guide your thinking, instruction, and writing. Each rubric defines four performance levels, describing practice that requires improvement (1), novice beginning teacher practice (2), proficient beginning teacher practice (3) and exemplary beginning teaching practice (4). Assignments then receive a holistic score (based upon performance across the tasks). Score levels of "3" and "4" will qualify as passing scores. In some cases, you may be given the opportunity to revise assignments score levels of "1" or "2". However, although the revised work might now be considered "4-level" according to the rubric, the best possible grade on all revised work is limited to a grade of "3".

Conversion of 4-Level Rubric to a percent based grading scale: Level 4 = 100% Level 3 = 85% Level 2 = 75% Level 1 = 65%	Final grade will be earned using the following scale: A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%
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Assignments are due at the beginning of the class (4:30 PM) on the due date. NO late assignments will be accepted unless prior arrangements have been made with the professor. Please keep the Instructor informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. In case of absence, assignments may be e-mailed to the instructor by 4:30 PM on the due date.

Make-up tests and/or exams will be more challenging. If you fail to complete or turn in an assignment, take a test, or make a presentation on the assigned day, you will not receive credit (a "0" on the assignment) unless you have discussed this matter in advance with the instructor and have documented compelling reasons for receiving an extension that include:

Personal Statement: You must provide a written explanation that states the reason why you will not complete the assignment by the assigned day and what your plans are to resolve this situation and Supporting Documentation must be attached to personal statement:

- For medical reasons, an official letter from the physician/healthcare provider for personal or family member illness.
- Deceased immediate family member - documentation must be submitted.

Incomplete: [University Policy S09-7](#) states that a grade of Incomplete may be entered as a final course grade if a student cannot complete a clearly identifiable portion of course requirements within the academic term for unforeseen reasons. At a minimum, students should have completed approximately 75% of the course assignments in order for an incomplete to be warranted. Incompletes will only be given to students who have completed at least 75% of the course requirements with a "C" or better, who request the incomplete, and have documented compelling reasons for receiving an extension that include a Personal Statement - You must provide a written explanation that states the reason(s) why you will not complete the assignment in a timely manner, what your plans are to resolve this situation, and when you will submit the work. Supporting Documentation must be attached to personal statement (same as above). It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

Resubmissions: In some cases, you may be given the opportunity to resubmit certain assignments. This is not offered to students who already received an "A" and wish to boost their score slightly, or to students who did not attend class when assignments were being discussed. Inattention to directions and/or rubrics is also not an acceptable reason for a rewrite. There are cases, however, when a student may need further instruction to fully understand an assignment, or when completing a rewrite would result in improved understanding of concepts. In those cases, the opportunity will be given.

At teacher discretion, if a student who received a grade of "C" or below on the original assignment is not satisfied with the result of a section of a written assignment when returned, students may choose to revise that portion of the assignment. Students are encouraged to take the teacher comments and the rubric into consideration when revising their work and to write a short resubmission statement that clearly describes:

- Explanation for the low score (what was the muddiest point)
- What you did to improve your understanding of the concept
- What you learned because of redoing the work

Students are required to return the original work (with comments and rubric), the revised assignment, and your resubmission statement no later than one week after the work was returned (No time extensions for any reason). However, although the revised work might now be considered "A-level work" according to the rubric, the best possible grade on all revised work is limited to a grade of "B".

Mid Term Exam: Students who receive a grade of 70% or below are encouraged to retake the assessment. However, although the second assessment might now be considered "A" level work", the best possible grade on all revised work is limited to a grade of "B" or 85%. Students who are content to score at or below 70 percent are not required to retake the test.

Make-up tests and/or exams will be more challenging. Extra credit options are not available.

Attendance and Punctuality: Class will begin and end punctually. Since the development of professional behavior is one of the course goals, attendance is essential. Students are expected to attend each session, be on time and remain for the entire class. Absences, late arrivals, and early departures, for whatever reason, count as time taken from the course. NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class."

Make-Up Sessions: The Instructor will not be available for any make-up sessions for anyone missing classes. If you must miss a class, it is your sole responsibility to get notes, assignment details, etc., either from the instructor's website or from another student. Please take the time to connect with one or two other students and exchange contact information in case you find yourself in a situation where you must miss a class session.

Classroom Protocol: You are beginning your work as a teacher—a professional in the community. Being a professional comes with many responsibilities. Two responsibilities you have related to this course are to thoughtfully participate in our classroom community and to thoughtfully examine your and others' ideas and assumptions about teaching and learning. Be prepared for each class by having thoroughly completed all readings and assignments BEFORE you come to class. Please keep your cell phone on silent mode during class. Cell phones, laptops or other non-class-related distractions are not to be used in class. If accommodations are needed for class, please confer with the instructor beforehand.

Participation in on-campus class sessions is weighed heavily because the processes learned through interaction with peers are an essential component of the course. Students are expected to attend each session, be on time and remain for the entire class. Each student is expected to actively participate and to make significant and appropriate contributions to class discussions and activities. Due to time constraints, missed sessions cannot be made up.

To effectively participate in this class:

- Be prepared for each class by having thoroughly completed all readings and assignments BEFORE class
- Respond to questions that are raised by readings, other students, the instructor, ongoing class discussions, or contributions which demonstrate connections you see between material in this course and other experiences or courses you have had
- BE A GOOD LISTENER (participation does not have to be verbal; being alert and attentive is a positive contribution)
- Be prepared to ask questions about material you did not understand
- Share your ideas and listen, speak and behave respectfully to classmates

CELL PHONES, COMPUTERS, AND OTHER ELECTRONIC DEVICES: Once class has begun, use of all electronic devices should be limited to class-related tasks such as note taking and the viewing of class-related Internet sites. Please keep your cell phone on silent mode during class. If special accommodations are necessary or special circumstances require you to take a phone call or check text messages, please speak to me before class.

FOOD AND DRINK: Food and drinks are permitted in class as long as they do not distract others from learning. Please clean up after yourself when you leave class.

Office Hours Students are encouraged to discuss concerns whenever they have questions about course materials or assignments in class. The best way to reach me is through e-mail, which I check at least once a day. I will respond to e-mails at my earliest convenience (time will be limited on weekends and holidays). Students are

encouraged to make an appointment in advance (at least 24 hours) to discuss concerns (if you are confused about an assignment or if I haven't made something clear, etc.) during office hours. Please keep me informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. If you have a concern or question you need to discuss at length, I am available for appointments (in-person, by phone, or electronically) at mutually convenient times to a reasonable extent. If you need to email me for an appointment, for example:

Dear Dr. Hughes,

I am enrolled in your Art Education 238 class. I would like to meet with you during your office hours to discuss a problem I am having with _____. If you are available before class, I would like to make an appointment with you at 3:30 on Tuesday or at your earliest convenience. Please let me know what time will work for you.

Thank you,

(Your name)

Optional: Phone number if you would like me to call you

SJSU University Policies:

The Instructor Reserves the Right to... Make changes to any or all of the elements of the course described in this syllabus, including class policies, topics, readings, course requirements, and/or assignments. In the event a change is deemed necessary; the Instructor will provide sufficient notice to the students for them to complete the course satisfactorily.

FINAL EXAMINATION POLICY [University policy S17-1](#) requires that all courses conclude with an appropriate culminating activity, which can include a final exam, a final research paper or project, a final portfolio of work, or other appropriate assignment. Final examinations may be rescheduled:

- **If there are verifiable emergency circumstances; or**
- **the student provides documentation that he or she has at least three final exams scheduled in a 24-hour period. Such requests must be made at least three weeks in advance of the last class meeting of the term.**

In either case, if an alternate exam date and time during the regular final exam period cannot be arranged between the student and instructor, the rescheduled exam will be taken during the final exam-makeup period. Make-up or early tests and/or exams will be more challenging.

University GPA Requirements: Credential candidates, like all graduate students are held to high standards for professionalism and academic performance. To remain in good academic standing, graduate students must maintain a minimum cumulative GPA of 3.0 while in the program.

Credential Program Grade Requirements: In addition to maintaining a 3.0 GPA, students must earn a minimum of a "C" grade in foundations courses, a minimum of a "B" grade in the Subject Specific Methods course and "Credit" in the fieldwork courses in order to have that course counted towards completing the requirements for a preliminary credential. Students are allowed to take any class a maximum of two times. Failure to meet minimum grade requirements when retaking a course will result in disqualification from the program.

The Instructor Reserves the Right to... Make changes to any or all of the elements of the course described in this syllabus, including class policies, topics, readings, course requirements, due dates, weighting, and/or assignments.

In the event a change is deemed necessary; the Instructor will provide sufficient notice to the students for them to complete the course satisfactorily.

Course Requirements and Assignments SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, reading, and written reflection. Students are required to clearly communicate an in-depth understanding of course content and personal or professional impact (a 50/50 mix) in written form. Guidelines and grading criteria will be provided for written assignments. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Dropping and Adding Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Plagiarism/Academic Integrity Any student found cheating or copying from another student's work, or found to have plagiarized from other material (or using any materials for an assignment not completed by that student) will receive a grade of 0 for the assignment in question, and may face further disciplinary action according to university policy. Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. According to the SJSU policy, the minimum penalty for plagiarism is failure of the assignment/paper/exam. It is your responsibility to become informed about the Academic Integrity Policy. Cheating/plagiarism may result in the student receiving a failing grade in the course or in certain circumstances being expelled from the University. Any student in violation of this code and policy in any assignment or examination/related to this course shall be subject to the options specified in the policy statement. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

Campus Policy in Compliance with the American Disabilities Act It is the responsibility of students, at the beginning of the semester, to advise the instructor regarding any disabilities, special needs, accommodations, or circumstances related to class attendance and academic performance. If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment

with me as soon as possible to see me during office hours. Students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

SJSU Writing Center The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Accommodation to Students' Religious Holidays San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

ART EDUCATION 238 Syllabus Acknowledgements and Course Policies Acceptance

DOWNLOAD, PRINT, SIGN AND HAND IN BY THE SECOND WEEK OF CLASS: STUDENT VERIFICATION

I have reviewed the Art Education 238 course syllabus. I understand this is an academically rigorous course that requires close readings of the assigned materials, active participation in class discussions, writing assignments, peer teaching, and peer reviews. I understand that it is my responsibility to keep the instructor informed of any extenuating circumstances that may hinder my ability to succeed in this course. By signing below, I indicate that I have read and understood the course policies and course requirements. I agree to abide by these policies and requirements.

Print Name: _____

Signature: _____ Date: _____

Art Education 238
COURSE CALENDAR Fall 2017

This schedule is tentative and subject to change with fair notice at the discretion of the instructor.

Week	Date	Agenda/Topic	<input type="checkbox"/> Due on this Date:
1	08/26	<ul style="list-style-type: none"> ● Activity: Postcard Introductions ● Topic: Art Education 238 Course Syllabus, Reader, & Requirements on Canvas. For best results: Read text full screen on monitor or print two-sided with black ink and place in binder ● Assignment: Visual Arts Course Description and Course Description ● Watch and Discuss Video (2:03 minute): Learning in a Visual Age - Why Art Education Matters 	<input type="checkbox"/> Assignment: Please have your syllabus with you (printed out, on a laptop or other device).
2.	09/05	<ul style="list-style-type: none"> ● Topic: Developing a Unit Map ● Activity: Discuss Course Syllabus and Assignments ● Watch and Discuss Video (4:00 minute): Elliot Eisner, 2008 "What Education Can Learn from the Arts" OR ● Video (28:00 minute): Why the Arts Matter 	<input type="checkbox"/> Read Course Syllabus <input type="checkbox"/> Sign Course Policies Acceptance Form (Page: 10) <input type="checkbox"/> Framework: Chapters 1 & 3 <input type="checkbox"/> Reader: Pages 1-38 <input type="checkbox"/> Requirements: Pages 1-15 <input checked="" type="checkbox"/> Visual Arts Course Description and Course Description
3	09/12	<ul style="list-style-type: none"> ● Topic: Developing a Unit Plan Rationale ● Academic Language and the Common Core California Standards ● Watch and Discuss Video (3:00 min): The Common Core State Standards ● (4:00 minute) NAEA Next Generation Arts Standards 1994-2014 Using the National Core Arts Standards Website 	<input type="checkbox"/> Framework: Chapter 2 <input type="checkbox"/> Reader: Pages 95-109 <input type="checkbox"/> Reader: Pages 135-154 <input type="checkbox"/> Requirements: Pages 15-21 <input checked="" type="checkbox"/> Unit Map
4	09/19	<ul style="list-style-type: none"> ● Topic: Developing a Unit Calendar ● Visual Thinking Strategies The main aspects of VTS teaching practice include three key inquiries: <ol style="list-style-type: none"> 1. What's going on in this picture? 2. What do you see what makes you say that? 3. What more can we find? ● Watch and Discuss Video (10:34 min): Visual Thinking Strategies OR (10:34 min) How to Teach Visual Thinking Strategies to Your Students 	<input type="checkbox"/> Reader: 38-50 <input type="checkbox"/> Reader: 155-160 <input type="checkbox"/> Requirements: Pages 21-27 <input checked="" type="checkbox"/> Unit Plan Rationale

5	09/26	<ul style="list-style-type: none"> ● Topic: Types of Assessments (Stage 2) ● Designing Teaching and Learning Activities (Stage 3) ● The Gradual Release of Responsibility Model ● The Differentiated Classroom ● Depth of Knowledge (DOK) ● Watch and Discuss Video (13:00 min): Doug Fisher describes the aspects or components of gradual release of responsibility AND ● Gradual Release of Responsibility (3:24 min) 	<input type="checkbox"/> Reader: Pages 51-89 <input type="checkbox"/> Reader: Pages 161-181 <input type="checkbox"/> Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes Chapter 1 (On Canvas or online) <input type="checkbox"/> Requirements: Pages 27-37 <input checked="" type="checkbox"/> Unit Calendar
6	10/03	<ul style="list-style-type: none"> ● Topic: Analysis of Student Work and Providing Meaningful Feedback ● Peer and Self-Assessment ● Watch and Discuss Video (28 min): How Meaningful Feedback for Teachers and Students Improves Relationships AND Video (5 Min.) Getting Better Through Authentic Feedback 	<input type="checkbox"/> Reader: Pages 89-95 <input type="checkbox"/> Reader: Pages 110-135 <input type="checkbox"/> Requirements: Pages 37-67 <input checked="" type="checkbox"/> Lesson Plan: Artistic Perception (Two Paper Copies for Peer Review)
7	10/10	<ul style="list-style-type: none"> ● Topic: Creating Effective Visuals <ul style="list-style-type: none"> ● Presenting Lessons (suggestions, supplies, videos, etc.) ● Peer Reviews ● Post-Instruction Reflection Watch and Discuss Video (5:00 min): Reflections on Practice & Growth (5:00 min): Becoming a Reflective Teacher (Marzano) Podcast Second Half and Discuss (20 min) ● Mid Term Review ● Podcast First Half (27 minutes) and Discuss: Classroom Management with Michael Linsin, Cult of Pedagogy Podcast, Episode 48F 	<input type="checkbox"/> Reader: Pages 182-200 <input checked="" type="checkbox"/> Lesson Plan: Artistic Perception
8	10/07	<ul style="list-style-type: none"> ● Mid Term Exam 	<input checked="" type="checkbox"/> Mid Term Exam
9	10/24	<ul style="list-style-type: none"> ● Topic: Lesson Demonstration and Lesson Plan ● Peer Reviews 	<input checked="" type="checkbox"/> Lesson Plan: Creative Expression <input checked="" type="checkbox"/> Lesson Demo: # 1. and 2.
10	10/31	<ul style="list-style-type: none"> ● Topic: Lesson Demonstration and Lesson Plan ● Peer Reviews 	<input type="checkbox"/> Reader: Pages 201-217 <input checked="" type="checkbox"/> Lesson Demo: # 3. and 4.

11	11/07	<ul style="list-style-type: none"> • Topic: Lesson Demonstration and Lesson Plan • Peer Reviews 	<input type="checkbox"/> Lesson Demo: # 5. and 6. <input type="checkbox"/> Post-Instruction Reflection (10/31) <input checked="" type="checkbox"/> Professional Art Teaching Portfolio
12	11/14	<ul style="list-style-type: none"> • Topic: Lesson Demonstration and Lesson Plan • Peer Reviews 	<input type="checkbox"/> Lesson Demo: # 7. and 8. <input type="checkbox"/> Post-Instruction Reflection (11/07) <input checked="" type="checkbox"/> Professional Art Teaching Portfolio
13	11/28	<ul style="list-style-type: none"> • Topic: Lesson Demonstration and Lesson Plan Peer Reviews 	<input type="checkbox"/> Lesson Demo: # 9. and 10. <input type="checkbox"/> Post-Instruction Reflection (11/14) <input type="checkbox"/> Professional Art Teaching Portfolio
14	12/05	<ul style="list-style-type: none"> • Topic: Lesson Demonstration and Lesson Plan • Peer Reviews 	<input checked="" type="checkbox"/> Lesson Demo: # 11. and 12. <input type="checkbox"/> Post-Instruction Reflection (11/28) <input type="checkbox"/> Professional Art Teaching Portfolio
15	12/12	<ul style="list-style-type: none"> • NO CLASSES @ SJSU 	<input type="checkbox"/> Study for Final <input type="checkbox"/> Post-Instruction Reflection (12/12) email
16	12/19	<ul style="list-style-type: none"> • Final Exam 	<input type="checkbox"/> Final Exam