

San José State University
College of Humanities and the Arts/Department of Art & Art History
Art 138, Elementary Art Methods, Section One, Spring, 2018

Course and Contact Information

Instructor:	Dr. Barbara Hughes
Office Location:	Art 333
Telephone:	(408) 924-4395
Email:	barbara.hughes@sjsu.edu
Office Hours:	Tuesdays & Thursdays 3:30-4:30 PM
Class Days/Time:	Tuesdays & Thursdays 4:30-7:20 PM
Classroom:	Art 203
Prerequisites:	Upper division standing or instructor consent

Faculty Web Page, MySJSU Messaging, Canvas: In an attempt to be as “green” as possible for this course, course materials such as syllabus, reader, assignment instructions, rubrics, etc. can be found on the Canvas learning management system course website (see files). 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 Pre-K through high school educators with the basic knowledge, skills, and strategies to effectively organize and provide sequential art education. Emphasis on Art Teaching Methods, Art Curriculum Development, and Art Experiences.

Elementary Art Methods is a studio course with a lecture component designed to prepare prospective teaching credential candidates to apply core visual arts concepts in Pre-K through high school settings, as well as art educators who teach in museums, early-childhood programs, and other community settings.

This course emphasizes three main areas: Art Teaching Methods (instructional strategies, methods, and techniques), Art Curriculum Development (standards-based lesson planning and assessment methods), and Art Experiences (knowledge, concepts, and skills of visual art). The lectures, readings, and discussions introduce basic art concepts and teaching strategies to build a foundation for teaching and assessing visual arts in a classroom setting. The studio time is designed for participants to explore a variety of media, techniques, tools, and processes in order to create artwork that demonstrates understanding of aesthetic concerns. Students will develop a resource binder with examples of artwork and lesson plans appropriate for students in grades K-8.

Art 138 is an academically rigorous course that requires close readings of the assigned materials, written assignments, active participation in class discussions, art making, cooperative planning, group projects, peer teaching, peer reviews, and personal reflection. Each student will develop a standards-based visual arts lesson aimed at engaging all students in artistic learning. 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 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.

Specific information about each the assignments, exemplars, and grading criteria are provided in the Art 138 Course Requirements. Even though Art can be subjective, grading projects is totally objective, each project has a rubric with specific requirements and guidelines. It is your responsibility to read the specific information about the assignment, the exemplar provided, and the grading criteria carefully before proceeding with the assignment. All assignments (hard copies) are to be submitted by 4:30 on the due date or earlier to be eligible for full credit. NO late assignments will be accepted unless prior arrangements have been made with the professor for documented compelling reasons.

Prospective teaching credential candidates, like all graduate students, are held to high standards for professionalism and academic performance. In order to have Art 138 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. Identify, describe, and apply the elements of art (The visual components of color, form, line, shape, space, texture, and value) in works of art

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 2. Identify, describe, and apply the core concepts of the national, state, and local curriculum frameworks while developing curricula and planning strategies for learning and teaching visual arts appropriate for students in grades K-8

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

CLO 3. Collaboratively engage in instructional planning sequential standards-based visual arts unit of instruction aimed at engaging all students in artistic learning (including creating, presenting, connecting, responding) appropriate for students in grades K-8

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 4. Independently develop and present a standards-based visual arts lesson plan aimed at engaging all students in artistic learning appropriate for students in grades K-8

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

CLO 5. Identify, describe, and utilize a variety of effective tools for diagnostic, formative, and summative assessments appropriate for visual arts students in grades K-8

TPE 5: Assessing Student Learning

CLO 6. Demonstrate flexibility in adapting art 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) appropriate for students in grades K-8

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 7. Demonstrate professional behavior by attending class meetings, participating in the classroom community, presenting an art lesson, reflecting upon your lesson, analyzing the practice of others, and developing art resources appropriate for students in grades K-8

TPE 6: Developing as a Professional Educator

Required Texts/Readings Class readings will be divided into weekly selections. For each reading assignment, be prepared to take a quiz and/or to participate in the class discussion on the day the assigned reading is due. Students must be prepared to access materials during class time for every class meeting. Either print the course reader or have an electronic device for access available during class.

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

Purchase online from California Department of Education for \$19.95 **OR** 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/vpafamewrk.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>

Library Liaison: Aliza Elkin, Dr. Martin Luther King, Jr. Library 4th Floor Administration Offices

E-mail: aliza.elkin@sjsu.edu **Phone number:** (408)808-2043 **Website:** <http://libguides.sjsu.edu/art>

Further Helpful Resources:

Brommer, G., *Illustrated Elements of Art and Principles of Design*, (2010)

Fountain, H., *Differentiated Instruction in Art*, (2014)

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

Wiggins, G., and McTighe, J., *Understanding by Design*, Expanded 2nd ed. (2005)

Online resource you may want to bookmark and use in this course: [SJSU Digital World Art Database "World Images"](#) 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/>

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 created during the semester. You may also want to purchase clear plastic pages/pockets so you can begin to assemble your resource binder as you complete assignments in the class. Optional: Apron or smock

Course Requirements: 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, and so on. In addition to art projects, this course requires reading and written reflection. Guidelines and grading criteria will be provided in the Art 138 Course Requirements for required projects. All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. All hard copies are to be submitted **by 4:30 on the due date or earlier**. NO late assignments will be accepted unless prior arrangements have been made with the professor.

Required Format for Written Assignments Submitted on Paper:

- Typed or word processed on 8.5" by 11" white paper in black ink
- Font size should be at least 12-point size and an easily readable font (e.g., Times, Times New Roman, or Arial; not italics)
- Use templates provided or double-space the text of your paper and set the margins of your document to 1 inch on all sides (MLA format).
- All word-processed documents should be edited for usage and mechanical errors.

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).

Small Group Projects

- Students will work in pairs and/or other small group configurations in class and to complete specified assignments.
- Through group projects and other coursework, students will develop conceptual and interaction skills that will be critical to future success as a teacher.
- Group projects will require the participation of each group member. Individual projects will not be accepted unless deemed necessary by the instructor.
- In situations where the instructor determines that a student did not comply/ meet with course requirements and expectations for group assignments and related work, this may result in but is not necessarily limited to, a failing grade on the group activity.

Tasks and Activities that Elicit Evidence of Learning:

Reflective Writing (CLO 6.)..... 10%

Ongoing formative assessment including self- and peer assessment provides information about where students are in their learning (may include but not limited to entrance/exit tickets, worksheets, self-reflections, peer reviews, etc.) as part of the debriefing process to improve students' achievement of intended instructional outcomes. 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.

Mid Term Exam.....10%

The midterm exam will consist of two parts. One part will be fill in the blank and multiple-choice type responses 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.

Group Unit Plan (CLO 2.,3.).....5%

Small groups of students (3-4) will collaboratively engage in instructional planning using a format to develop a sequential, standards-based art unit of study for your assigned grade level. A unit is a way to scaffold learning with each lesson within the unit supporting and leading to the next. Planning a unit collaboratively is an important developmental step for students on their way to becoming educators. The ideas for these unit plans will be discussed in class (using strategies for instruction on material covered in class and/or in the course readings). A detailed rubric and unit plan template will be provided.

Studio Art Projects (CLO 1.)..... **10%**
Studio Art Projects and reflection upon your artwork demonstrate your understanding and application of the Elements of Art (The visual components of color, form, line, shape, space, texture, and value) and provide an accurate sense of your skills, abilities, knowledge, interpretations, and judgments about your artwork. Studio time will be built into our class schedule for art making and writing activities. Studio Art Project Guidelines, reflection prompts, and rubrics will be provided. No credit for artwork that appears to be highly derivative of the samples, other students work, and/or works of other artists.

Group Puppet Presentation (CLO 1., 2.,3.) **5%**
Small groups of students (3-5) will present a puppet show (no longer than 5 minutes). A detailed rubric and exemplars will be provided. Workshop time will be built into our class schedule to help you do your best on this project.

Lesson Plan (CLO 1., CLO 2., CLO 4., CLO 5.).....**15%**
You will develop one standards-based art lesson plans using strategies for instruction on material covered in class and/or in the course readings. Each lesson plan will address one Content Standard for Visual Arts (Grades K-8) and one English Language Arts Standard. A detailed rubric, exemplar, and template will be provided.

Art Lesson Presentation (CLO 1., CLO 2., CLO 4., CLO 5, CLO 6., CLO 7).....**15%**
You will submit a copy of your Lesson Plan electronically by 4:30 on the due date or earlier. You will organize the supplies for your lesson and arrange video recording of your lesson demonstration (30-45 minutes). 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 7.)**15%**
After your art lesson presentation, reflect upon how student learning was affected by your planning, instruction, and assessment decisions. 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. You will receive peer feedback, guiding questions to think about, an exemplar, and rubric describing the criteria for this assignment.

Art Resource Binder (CLO 8.)**5%**
You will receive a rubric describing the criteria for this assignment. Your Art Resource Binder (Suggested: Binder with a table of contents, dividers, artwork, resources, etc.) should be professional and organized to be used as an effective teaching resource that includes:

1. **A Table of Contents**
2. **Studio Art Projects** demonstrate understanding and application of the elements of art
3. **Lesson Plans** and/or other art resources appropriate for grades K-8

Final Examination**10%**
The final exam will consist of two parts. One part will be fill in the blank and 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, and the make-up, in any case, must occur during exam week. Final examinations may be rescheduled if there are verifiable emergency circumstances. Make up exams will be more challenging.

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, “0” (no evidence), 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.

Determination of Grades: To determine your final grade in the course, I will calculate your percentage by dividing your total earned points by the total points possible. These will be converted to letter grades as follows:

Conversion of 4-Level Rubric to a percent based grading scale:	Final grade will be earned using the following scale:
Level 4 = 100%	A = 90-100%
Level 3 = 85%	B = 80-89%
Level 2 = 75%	C = 70-79%
Level 1 = 65%	D = 60-69%
	F = 0-59%

Hard copies of assignments are due at the beginning of the class (4:30 PM) on the due date. In case of absence, assignments e-mailed to the instructor by 4:30 PM on the due date will be considered on time and will receive full credit. Extension requests *on* the due date, without an excusable reason, will not be considered. Please keep the instructor informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. Prior email notice to the instructor in sufficient time to allow for discussing an alternative schedule is required.

NO late assignments will be accepted unless prior arrangements have been made with the instructor. If you fail to complete or turn in an assignment, take a test, or make a presentation on the assigned day, you will receive not receive credit (“0”) unless you have discussed this matter in advance with the instructor and have documented compelling reasons. The following examples of non-emergencies are: family weddings, vacations, conferences, or any other event which can be planned around. The following examples of extenuating circumstances (such as hospitalization, childbirth, major accident, injury, or bereavement) are provided as a guide to those, which would be normally accepted:

- Serious illness shortly before a coursework deadline
- Death of a family member or close friend shortly before a deadline
- Sudden illness or emergency involving a close family member
- Domestic problems, e.g. fire, theft, etc.

Personal Statement: Students who suffer such a circumstance must notify the instructor as soon as possible of the extenuating circumstance that prevented them from submitting work on time and determine a deadline with the instructor for submitting the work. 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 in a timely manner. Students must meet the deadline agreed upon in advance with the instructor. Students who do not meet the agreed- upon deadline will receive a grade of zero on the assignment.

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.
- Police Report

Incomplete An “incomplete” grade will not be given except for serious medical or personal emergency circumstances which must be communicated and agreed upon by instructor. Incompletes will only be given to students who have completed at least 75% of the course requirements with a “B” or better, who request the

incomplete, and have provided documented compelling reasons for receiving an extension that includes:

Personal Statement – You must provide a written explanation that states the reason(s) why you will not complete the assignment in a timely manner 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. Documentation must be submitted.
- Deceased immediate family member. Documentation must be submitted.

Reassessment: *At teacher discretion*, if a student who received a score at or below 75 percent may choose to revise the assignment. Students will be given the opportunity to resubmit assignments to show evidence of growth toward a specific learning goal. This opportunity is not available to students who already received an “A” or “B” 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 reassessment. 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. Students are encouraged to take the instructor’s 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

Students are required to resubmit the original work (with comments and rubric), the revised assignment, and resubmission statement no later than one week after the work was returned (no time extensions for any reason). A reassessment, however, does not guarantee that the student's grade will increase. 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” or 85%.

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

Mid Term Exam: Students who receive a grade of 75% 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%.

Attendance and Punctuality: Since the development of professional behavior is one of the course goals, attendance is essential. 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., 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.

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. 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. If accommodations are needed for class, please confer with the instructor at the beginning of the semester.

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.

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. Students are expected to attend each session, be on time and remain for the entire class.

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.

Expectations the following guidelines will create a comfortable and productive learning environment throughout the semester.

You can expect me:

- To start and end class on time.
- To reply to e-mails within 24 hours on weekdays and 48 hours on weekends.
- To assign readings that adequately cover the material and projects that accurately reflect the course learning outcomes while adhering to the time expectations for a 3-unit course
- To provide actionable feedback (examples of what was done well or what could be done differently in the future) in order to improve the quality of work.
- To reassess a limited amount of assignments.

I can expect you:

- To come to class on time prepared by having thoroughly completed all readings and assignments.
- To share your ideas and listen, speak and behave respectfully to classmates.
- To keep your cell phone on silent mode during class.
- To limited use of electronic devices to class-related tasks such as note taking and the viewing of class-related Internet sites.
- To spend an adequate amount of time on the homework each week (normally three hours per unit per week = 9 hours per week) to meet the learning outcomes of the course.
- To ask questions about material you did not understand.
- To discuss concerns that may hinder your ability to succeed in this course in a timely manner.
- To clean up after yourself when you leave class (food and drinks are permitted in class as long as they do not distract others from learning).

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 the 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 138 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 best for you.

*Thank you,
(Your name)*

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

Department of Art and Art History Office in ART 116, [408-924-4320](tel:408-924-4320), art@sjsu.edu

Department Advising For information about majors and minors in Art & Art History, for change of major/minor forms and a list of advisors: <http://www.sjsu.edu/art/>

Art Education Program coordinator: Dr. Anne Simonson anne.simonson@sjsu.edu

Academic Writing: A broad definition of academic writing is any writing done to fulfill a requirement of a college or university. When writing academically, a lot of focus is put on using a certain structure, using formal language and presenting everything with clear and concise statements. Credential candidates, like all graduate students, are held to high standards for professionalism and academic performance. All written work is expected to meet high standards of professional quality in content, style, and use of Standard English. Your language should be concise, formal, and express precisely what you want it to mean. Proofread your work, making any necessary corrections to sentence structure, punctuation, spelling and grammar. Use a dictionary and a writer's guide if you are unsure about the rules. Citing sources in the body of your paper and providing a list of references is a very important aspect of academic writing. It is essential to always acknowledge the source of any ideas, research findings, data, or quoted text that you have used in your paper as a defense against allegations of plagiarism. The scholarly convention of citing sources is also important because it allows the reader to identify the sources you used and independently verify your findings and conclusions.

Academic Integrity One of the important markers of high academic standards is proper attribution (giving credit) for someone else's ideas, thoughts, words, or methods of scholarship. Proper credit should be given in both oral and written contexts. Cite all sources consulted to any extent (including material from the Internet), whether or not quoted directly. For quotations, four or more words used in sequence must be set off in quotation marks, with the source identified. When you fail to do this, it is considered plagiarism. (For further information about correct citation form, see Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.) Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of breaking that rule. Penalties for violations of the Academic Integrity Policy may range from being required to redo an assignment completely or assign a grade of "0" for the assignment and factor the failing grade into the student's final grade for the course.

Artistic Integrity Students are expected to develop their own artwork. It is of the utmost importance that students at all times provide their instructor and classmates with an accurate sense of their current abilities and knowledge in order to receive appropriate constructive criticism and advice. It is unethical to copy an image that was made by someone else. If students produce work that makes use of another's work, including published photographs, the student must make significant changes to the artwork so it moves beyond duplication. Any attempt to evade that essential, transparent transaction between instructor and student through plagiarism or cheating is educationally self-defeating. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of breaking that rule. Penalties for violations of the Artistic Integrity Policy may range from being required to redo an assignment completely or assign a grade of "0" for the assignment and factor the failing grade into the student's final grade for the course.

Plagiarism The presentation in one's own work of another's ideas, methods, research or words without proper acknowledgement constitutes plagiarism. This includes close paraphrasing as well as quoting entire lines of another's work, either verbatim or nearly verbatim of another's work without citation. 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 (below).

University Policies

Academic Integrity 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.

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. Students falling below this level will be placed on academic probation by the Office of Graduate Studies for one semester.

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.

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.”

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 138 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 138 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.

Signature: _____ Date: _____

Print Name: _____

Dr. Hughes
Art 138: Elementary Art Methods
COURSE CALENDAR
 Spring 2018

These dates and topics are subject to change at the discretion of the instructor and notices will be announced in class

Day	Date	Agenda/Topic	Due on this Date
1	Thurs., Jan. 25	<p>Welcome Why Is Studying the Arts in School Important? Warm Up Activity: Name Tents Pre-Assessment/Baseline Data (Paper Folded in 4) Discuss: Course Overview, Syllabus, Books, Projects, Email exchange Video (11:49 minute) Art is the root (Why Arts in Schools Matter) https://ww2.kqed.org/learning/2015/08/03/is-studying-the-arts-in-school-important/ Followed by discussion Activity: Ideal Teacher</p>	<p><input type="checkbox"/> Assignment: Please have your syllabus printed out or with you on a laptop or other device.</p>
2	Tues., Jan. 30	<p>Visual and Performing Arts Framework Visual Arts Content Standards National Core Art Standards</p> <p>Identifying, locating, and navigating the standards Activity: Unpacking Standards Aligning Visual Arts Standards Followed by discussion</p> <p>Video (28min): Why the Arts Matter https://www.youtube.com/watch?v=gy50_YqxkwY Followed by discussion</p>	<p>Readings: Syllabus</p> <p><input type="checkbox"/> Print, sign, and return acceptance form (the last page of your syllabus)</p> <p><input type="checkbox"/> Reader: Pages 1-8,23-24, 28-30</p> <p>Visual and Performing Arts Framework Kindergarten Through Grade Twelve (Framework):</p> <p><input type="checkbox"/> Introduction and Chapter 1. Guiding Principles of the Framework (Pages x-5)</p> <p><input type="checkbox"/> Chapter 2. Planning, Implementing, and Evaluating Arts Education Programs (Pages 8-19)</p> <p><input type="checkbox"/> Chapter 3. Visual and Performing Arts Content Standards (Pages 22-25) and</p>

			<input type="checkbox"/> Visual Arts (Pages 156-160)
3	Thurs., Feb. 1	<p>Studio: Element of Art: Line and Line as Value Pre-Assessment/Baseline Data Contour Drawing/ Observational Drawing Video (3 min): KQED Arts: Elements of Art: Line https://ww2.kqed.org/artschool/2014/08/18/elements-of-art-line/ Gallery Walk Reflective Writing</p> <p>Studio: Element of Art: Line as Value Video (3 min): Elements of Art: Value https://www.youtube.com/watch?v=AAwYHNo31ZQ Value Scale Contour drawing of personal object with hatching or cross hatching Gallery Walk Reflective Writing</p>	
4	Tues., Feb. 6	<p>The Importance of Art Education Interdisciplinary Connections Form Grade Level Groups: K-1-2, 3-4, 5-6, 7-8 Identifying, locating, and navigating the standards Activity: Unpacking Standards Aligning Visual Arts Standards Grade Level Groups: Group Unit Plan Template</p>	<input type="checkbox"/> Reader Pages 33-43 <input type="checkbox"/> Requirements Group Unit Plan Page 5
5	Thurs., Feb.8	<p>Studio: Element of Art: Space Video (3 min): Elements of Art: Space KQED Arts https://www.youtube.com/watch?v=U11B_0FCn6o Distorted Chair Drawing Followed by Gallery Walk</p>	
6	Tues., Feb. 13	<p>Understanding by Design (UbD) Using UbD to Develop Units of Instruction in the Arts Stage 1: Identify Desired Results Grade Level Groups: Group Unit Plan Template</p> <p>Video (7 min): What is Understanding by Design? Author Jay McTighe explains. https://www.youtube.com/watch?v=d8F1SnWalfE Video (6 min): Backward Design Process https://www.youtube.com/watch?v=QbKx_tG99ho Video (3 min): Explaining the Common Core State Standards</p>	<input type="checkbox"/> Reader Pages 44-68

		<p>http://vimeo.com/51933492 Video (4 min): Essential Question: What is it? How do I write one? https://www.youtube.com/watch?v=sDfVOIZ2tU8</p> <p>Video (min): Phil Hansen: Embrace the shake https://www.ted.com/talks/phil_hansen_embrace_the_shake Phil Hansen challenges us to spark our creativity by thinking inside the box.</p> <p>Video (14 min): Teaching art or teaching to think like an artist? https://www.youtube.com/watch?v=ZcFRfJb2ONk Followed by discussion and reflective writing</p> <p>Video (7:00 minutes) This Will Revolutionize Education) https://www.youtube.com/watch?v=GEmuEWjHr5c Grade Level Groups: Group Unit Plan/Lesson Plan Template</p>	
7	Thurs., Feb. 15	<p>Studio: Element of Art: Texture Video (4 min): Elements of Art: Texture KQED Arts https://www.youtube.com/watch?v=YoOb3JSDAUo Texture Collage Gallery Walk Followed by discussion Grade Level Groups: Aligning Visual Arts Standards</p>	
8	Tues., Feb. 20	<p>Using UbD to Develop Units of Instruction in the Arts Stage 2: Determine Assessment Evidence Grade Level Groups: Group Unit Plan</p>	<p><input type="checkbox"/> Reader Pages 68-100</p> <p><input type="checkbox"/> Requirements Lesson Plan Part I Page 17</p> <p><input type="checkbox"/> Due: Group Unit Plan</p>
9	Thurs., Feb. 22	<p>Studio: Element of Art: Shape Video (3 min): Elements of Art: Shape KQED Arts https://www.youtube.com/watch?v=bJzGkZwkHt4 Drawing with Scissors Gallery Walk Followed by discussion Grade Level Groups: Aligning Visual Arts Standards</p>	
10	Tues., Feb. 27	<p>Using UbD to Develop Units of Instruction in the Arts Stage 2: Determine Assessment Evidence Formative Assessment Grade Level Groups: Lesson Plan Template</p>	<p><input type="checkbox"/> Reader Pages: 100-132</p> <p><input type="checkbox"/> Framework: Chapter 5 Assessment in the Arts (Pages 170-177)</p> <p><input type="checkbox"/> Student Assessment (Page 223)</p>

11	Thurs., March 1	Elements of Art: Color and Value Pre-Assessment/Baseline Data: Color Video (4 min): KQED Arts https://www.youtube.com/watch?v=wWW_UbrkBEw Color Tempera Techniques: Value Scale Monochromatic Ice Cream Cone Followed by Gallery Walk	
12	Tues., March 6	Using UbD to Develop Units of Instruction in the Arts Stage 3: Plan Learning Experiences and Instruction Learning Plan, Direct Instruction Lesson Plan Template	<input type="checkbox"/> Reader Pages 132-163 <input type="checkbox"/> Requirements Lesson Plan Part II Page 26
13	Thurs., March 8	Studio: Element of Art: Space, Shape, Line, Color Introduction to Printmaking Learning Stations: Found Objects, Gyotaku, Styrofoam, Gallery Walk	
14	Tues., March 13	Differentiated Instruction Mid Term Review	<input type="checkbox"/> Reader Pages 164-205 <input type="checkbox"/> Due: Lesson Plan Part I
15	Thurs., March 15	Studio: Element of Art: Space, Shape, Line, Color Printmaking: The Linocut Process.mov https://www.youtube.com/watch?v=WmLd4O2ROJo Printmaking: Stamp Video (6 min): Printmaking with Favianna Rodriguez https://ww2.kqed.org/artschool/2014/09/02/printmaking-with-favianna-rodriguez/ Series of 20 Prints Gallery Walk Print Exchange	
16	Tues., March 20	Looking at Art and Talking About Art Peer Assessment Creating Visuals Art Materials	<input type="checkbox"/> Reader Pages 206-289 <input type="checkbox"/> Requirements Lesson Demo Page 3 <input type="checkbox"/> Study for Mid Term
17	Thurs., March 22	Mid Term Exam	Mid Term Exam

	Spring Recess	No Classes at SJSU March 26-30	<input type="checkbox"/> Relax
18	Tues., April 3	Studio: Principle of Design: Pattern Flying Fish (Choice of media) Koinobori (carp streamers) Tokyo-Tower https://www.youtube.com/watch?v=azNLTNCsJzs Video (16 min): 1st Grade Japanese Carp Kite – Crayon https://www.youtube.com/watch?v=32psmx4aDnQ Video (13 min): How to make Koinobori (stamp) https://www.youtube.com/watch?v=ZM-4UITMQZM Block Print Koinobori - Lesson Plan Video (5 min): https://www.youtube.com/watch?v=pqTJwO5tqcg	<input type="checkbox"/> Reader Pages <input type="checkbox"/> Requirements Post-Instruction Reflection Page 36
19	Thurs., April 5	Studio: Printmaking and Flying Fish Followed by Gallery Walk and Print Exchange	
20	Tues., April 10	Studio: Element of Art: Form 1 Papier Mache Hand Puppets (5 sessions) Elements of Art: Form KQED Arts Video (3 min): https://www.youtube.com/watch?v=9DIPs3T2dQk Small Group Puppet Presentation Planning: Theme/ Base Construction Papier Mache Hand Puppets	<input type="checkbox"/> Due: Lesson Plan Part II <input type="checkbox"/> Requirements Group Puppet Show Page 16 <input type="checkbox"/> Requirements Art Resource Binder Page 42
21	Thurs., April 12	Studio: Element of Art: Form 2 Apply Second Coat of Papier Mache Refine Script Paint/Plan Props/Scenery	
22	Tues., April 17	Studio: Element of Art: Form 3 Paint Papier Mache Hand Puppets Refine Script Paint/Plan Props/Scenery Make clothing and attach to puppet	
23	Thurs., April 19	Studio: Element of Art: Form 4 Dress rehearsal Finish puppet at home	
24	Tues., April 24	Studio: Element of Art: Form 5 Small Group Puppet Shows Followed by discussion and reflective writing Small Group Thematic Unit: Lesson Demonstration Planning Time Submit list of supplies that you will need for your lesson	<input type="checkbox"/> Puppet Show

		Practice presenting your lesson to your group	
25	Thurs., April 26	Review for Final Small Group Thematic Unit: Lesson Demonstration Planning Time Practice presenting your lesson to your group	
26	Tues., May 1	Group 4. Lesson Demonstrations Peer Reviews	GROUP 4. Lesson Demos Art Resource Binders: Submit 5/1-5/10
27	Thurs., May 3	Group 3. Lesson Demonstrations Peer Reviews	GROUP 3. Lesson Demos GROUP 4. Post-Instruction Reflection
28	Tues., May 8	Group 2. Lesson Demonstrations Peer Reviews	GROUP 2. Lesson Demos GROUP 3. Post-Instruction Reflection
29	Thurs., May 10	Group 1. Lesson Demonstrations Peer Reviews	GROUP 1. Lesson Demos GROUP 2. Post-Instruction Reflection Art Resource Binders Due
	Tues., May 15	SJSU Study/Conference Day No Class!	GROUP 1. E-mail Post-Instruction Reflection Study for Final Exam
30	Thurs., May 17	Post Assessment Final Examination Course Evaluation	<input type="checkbox"/> Final Exam