San José State University
College of Humanities and the Arts/Department of Art & Art History
Art 138, Elementary Art Methods, Section One, Spring, 2019

Course and Contact Information

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

Department of Art and Art History: Office in ART 116, 408-924-4320
Website: http://www.sjsu.edu/art/ Email: art@sjsu.edu

Art Education Program Coordinator: Dr. Anne Simonson anne.simonson@sjsu.edu Office in ART 123

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/ or the Art & Art History department office
ART 116, phone 408-924-4320 email art@sjsu.edu

Additional Contact Information: E-mail is generally the best method of contact during non-office hours. Please
allow 48-hours for an e-mail response. Individuals with disabilities may contact the Disability Resource Center
(DRC), Administrative Building 110, 408/ 924-6000, for a variety of formats such as Braille, large print, sign
interpreters, assistive listening devices, audio tape and accommodations for physical accessibility. Emergency:
911 Campus Escort: 42222

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, exemplars, rubrics, etc. can be found on the on
Canvas Learning Management System course login website at http://www.sjsu.edu/at/ec/canvas/. 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 class-related issues.

Course Format: Studio course with a lecture component

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 for prospective to multiple subject
candidates and single subject art candidates in gaining basic academic language, skill and content pedagogy to
support arts learning as discreet subjects and other multi-disciplinary approaches appropriate for students in
grades K-8 classroom settings, 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 component of this course is designed for students with a range of art experiences (from little or no art experience to art majors). Learners will explore, comprehend, and employ the basic elements of art and principles of design, use various media while developing their artistic and communications skills (verbal and written expression). Students are expected to develop their own artwork. 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.

Unlike other college art courses that are taught to develop medium-specific expertise, 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. Even if students who have earned "A's" in previous studio art courses, some students may lack the basic self-discipline and communication skills that are skills required to thrive in the field of education and essential to earning a minimum of a "B" grade in this course. Each student will develop and present a standards-based visual arts lesson aimed at engaging all students in artistic learning. As such, it is important that students manage their time and commit to successfully completing all required coursework in a timely manner. 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 on Canvas. 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 are to be submitted electronically on Canvas (Word or Google Doc) by 4:30 on the due date or earlier to be eligible for full credit.

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). 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) exhibited in selected works of art

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 2. Demonstrate knowledge of subject matter, including the adopted California State Standards, 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 mini 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 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 to inform instruction, to determine students’ progress, and to provide feedback to students
   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, engaging in art activities, observing and analyzing the teaching practice of others, and reflecting upon instructional practices to improve upon student learning
   TPE 5: Assessing Student Learning
   TPE 6: Developing as a Professional Educator

CLO 8. Demonstrate digital literacy skills by utilizing a range of digital tools, communicating with instructor, utilizing online learning management system to access course resources (syllabus, documents, readings, links, etc.) and submitting assignments
   TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Required Texts/Readings: The required course readings are meant to serve as a foundation and reference. It is essential for students to keep up with the readings, as they are your primary source of information in the course. Although the course readers can be read in order from beginning to end, it need not be. Each section can be read on its own. The readings should also serve as a reference, as most of the concepts in the course reappear throughout the semester as well as throughout a career of an art educator.

Course text/readings can be obtained on Canvas. 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.

Course Web Materials: ART 138 Course materials on-line on the SJSU Canvas site for the course at: https://sjsu.instructure.com. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password.

Text/Reading Available on Canvas “Files”
138= Text (Content Standards & Instructional Strategies, Art Studio Curriculum Guide, etc.)
RE= Requirements (Assignment directions)
Resources= Optional art education resources

Online resource you may want to bookmark and use in this course:
Draft Visual Arts Standards (DOCX) are available online. Newly revised California Arts Standards available in January 2019 and the framework will be forthcoming.

National Core Arts Standards browse the handbooks online.

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/cogniti/content/file/resources/documents/b1/b10158a7/b10158a7eaf42629bf45b8a7912eb4c52210cece/finalelacssstandards.pdf

Art and Art History Resources: https://libguides.sjsu.edu/Art

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/

Further Helpful Resources:
Douglas, K., and Jaquith, D., Engaging Learners Through Artmaking Choice-Based Art Education in the Classroom (TAB), 2nd ed. (2018)
Fountain, H., Differentiated Instruction in Art, (2014)

Library Liaison: Gareth Scott, Dr. Martin Luther King, Jr. Library 4th Floor Administration Offices email: gareth.scott@sjsu.edu phone: (408) 808-2094 Website: http://libguides.sjsu.edu/art

Optional equipment / materials: 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.

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, 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. Art projects and reflections are to be submitted by 7:10 on the due date or earlier. All assignments will be graded. Attendance cannot be graded.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” The University Policy S16-9, Course Syllabi (http://www.sjsu.edu/senate/docs/S16-9.pdf)

Assignment Format and Submission:
- Word processed document (Word or Google Doc)
● Use templates provided or MLA format (double-space the text of your paper and set the margins of your document to 1 inch on all sides, 12-point size and an easily readable font (e.g., Times, Times New Roman, or Arial; not italics)
● All word-processed documents should be edited for spelling and mechanical errors
● Save as lastname-assignment.docx, for example, hughes-lessonplan.docx

**Grading Information:** 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. 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.

**Exemplars:** Examples of former student work are provided for educational purposes only. Written work submitted for assignments may be screened for originality using software for detecting plagiarism. Students found copying or replicating exemplars (or using any materials for an assignment not completed by that student) and submitting it may void scores and student may face further disciplinary action according to university policy.

**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). Score levels of “3” and “4” will qualify as passing scores. Score levels of “1” or “2” on any task (requirement) at teacher discretion, will be provided one opportunity to revise to revise and resubmit one task an additional time. 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”. A reassessment, however, does not guarantee that the student’s grade will increase. Thus, is possible that when I re-examine your paper your grade might remain the same or, on the other hand, if I discover new problems, I will lower the grade accordingly. Student forfeits any opportunity to revise/resubmit late work for reassessment.

**Revising:** Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback. 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. Student who received a grade of “75%” or below may revise one assignment for reassessment to show evidence of growth toward a specific learning goal and resubmission statement no later than one week after the work was returned (no time extensions for any reason). When revising work, it is the responsibility of the student to take the instructor’s comments into consideration and to write a short resubmission statement that clearly describes:

- Explanation for the low score (what was the muddiest point) for the assignment
- What you did to improve your understanding of the concept or specific learning goal

**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.
Course Requirements and Weight of Course Requirements: Students should recognize that staying on schedule is key for academic success. Students are expected to follow the due date schedule in this course and as such should strive to submit their assignments before or on the assigned due date. Late assignments will only be accepted under unusual, extenuating, or emergency circumstances. There are no extra credit options available in this course.

Studio Art Projects (CLO 1.) 10% Studio Art Projects and reflection upon your artwork demonstrate your understanding and application of the Elements of Art (color, form, line, shape, space, texture, and value) and the Principles of Design to 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, critiquing artwork, and reflective writing activities. Studio Art Project guidelines, writing 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. In class art projects cannot be made up in other class sessions due to late arrival, early departure, or absence from class. Art projects should be on display by 7:00 and written reflections submitted by the end of the studio session (7:15 or earlier) will be considered on time and will receive full credit.

3/5 Group Mini Unit Overview (CLO2.,3.) 5% Small groups of students four students will collaboratively engage in instructional planning using a format to develop a sequential, standards-based art mini unit of study for your assigned grade level. Planning the overview collaboratively is the first step for students on their way to planning the mini unit plan. The ideas for the plans will be discussed in class (using strategies for instruction on material covered in class and/or in the course readings). A detailed rubric, exemplar, and unit plan template will be provided.

3/12 Group Mini Unit Plan (CLO2.,3.) 5% Small groups of four students will collaboratively engage in instructional planning using a format to develop a sequential, standards-based art mini 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 mini unit collaboratively is an important developmental step for students on their way to becoming educators. Each mini unit will focus on one element of art, explore of two or more artists’ work (historical and contemporary), and provide reading, writing, speaking, listening and art making opportunities for students. The ideas for these plans will be discussed in class (using strategies for instruction on material covered in class and/or in the course readings). A detailed rubric, exemplar, and unit plan template will be provided.

3/19 Lesson Plan Part 1 (CLO 1., CLO 2., CLO 4., CLO 5.) 5% You will develop one standards-based art lesson plans using strategies for instruction on material covered in class and the course readings. Each lesson plan will address one of the newly revised California Arts Standards and one English Language Arts Standard. A detailed rubric, exemplar, and template will be provided.

3/21 Mid Term Exam 10% The midterm exam will consist of two parts based on the readings and the discussions. One part will be selected response items (multiple-choice, true false, matching) and the second part will be constructed response (short answer, extended answer). Early exams are not allowed, on principle, as emergencies are almost by definition unforeseen. Make up exams will be more challenging.

4/9 Lesson Plan Parts 1 and 2 (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 the course readings. Each lesson plan will address one of the newly revised California Arts Standards and one English Language Arts Standard and include all of the instructional materials, such as handouts, exit tickets, etc. A detailed rubric, exemplar, and template will be provided.

4/16 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 will be provided. Workshop time will be built into our class schedule to create your puppet and to collaborate with your group.
TBA Art Lesson Presentation (CLO 1., CLO 2., CLO 4., CLO 5, CLO 6., CLO 7) 10% 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 (no more than 30 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.

TBA Post-Instruction Reflection (CLO 7.) 10% 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, etc.) 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.

Ongoing 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.

5/16 Final Examination 15% The final exam will consist of two parts based on the readings and the discussions. One part will be selected response items (multiple-choice, true false, matching) and the second part will be constructed response (short answer, extended answer). 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.

Determination of Final Grade: 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:

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<th>Conversion of 4-Level Rubric to a percent-based grading scale:</th>
<th>Final grade will be earned using the following numeric grade equivalents:</th>
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<tr>
<td>Level 4 = 100%</td>
<td>93% and above</td>
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<td>Level 3 = 85%</td>
<td>A</td>
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<td>Level 2 = 75%</td>
<td>92% - 90%</td>
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<td>Level 1 = 65%</td>
<td>A minus</td>
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Written assignments are due on Canvas at the beginning of the class (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. Except in cases of documented emergencies, incomplete grades are not given in this course. See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

**Late Work Policy:** Written assignments submitted after 04:30 PM due date, during the one-week “grace” period, will receive an automatic 10% grade deduction, may receive limited feedback, and student forfeits any opportunity to revise/resubmit late work for reassessment. In other words, assignments which would have been rated “100%”, “4”, “A” or “Exemplary” will be graded as 90%. Work submitted after one week past the original due date will not be accepted and will receive a zero. Non-submissions will receive a zero.

**Studio artwork** should be on display by 7:00 and written reflections submitted by the end of the studio session or earlier will be considered on time and will receive full credit. Artwork and reflections submitted after the studio session, during the one-week “grace” period, will receive an automatic 10% grade deduction. Work submitted after one week past the original due date will not be accepted and will receive a zero. Non-submissions will receive a zero.

**Excused Circumstances:** If an emergency arises that prevents you from completing your work on time, please email the instructor as soon as possible so that arrangements can be made for you to keep up in the class. The instructor will review circumstances on a case by case basis and make decisions accordingly. Emergencies are defined as anything which is serious and unexpected. Examples of emergencies are: car accidents, a serious illness, health crisis of the student’s immediate family, or bereavement. 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. It is the responsibility of the student to inform the instructor, in writing the reason why you will not complete the assignment by the assigned day, what your plans are to resolve this situation in a timely manner and include copies of supporting documentation (see below). Students must meet the deadline agreed upon in advance with the instructor or late penalties will apply after the end date of agreed extension or student 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-documentation must be submitted
- Deceased immediate family member – documentation must be submitted
- Police Report -documentation must be submitted

**Unexcused Circumstances:** Although in the real world there are no excuses, you will be given a one-week grace period and will receive an automatic 10% grade deduction for assignments submitted after the due date, may receive limited feedback, and student forfeits any opportunity to revise and resubmit late work for reassessment. Examples of unacceptable reasons include: inattention to directions and/or due date, being behind on other assignments, busy at work, doctor appointments, weddings, vacations, or any other event which can be planned around. Work submitted after one week past the original due date will not be accepted and will receive a zero. Non-submissions will receive a zero.

**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 due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. At a minimum, students should have completed 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 “B” 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. If the instructor agrees, the instructor will enter an "I" grade for that course for that semester. A final grade is assigned when the work agreed upon has been completed and evaluated. Failure to complete the assigned work will result in an incomplete "I" being converted to an "IC" and is calculated as an F grade for GPA purposes.

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

**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. 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 all or part of a class session (due to late arrival, early departure, or absence from class). It is your sole responsibility to get notes, assignment details, etc., from another student. In class art projects cannot be made up in other class sessions due to late arrival, early departure, or absence from 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. Cell phones or other devices that detract from full attention should turned off or silenced. 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.

**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 utilize online learning management system to share course resources (syllabus, documents, readings, links, etc.) and to communicate with students
- To reply to e-mails at my earliest convenience (time will be limited on weekends and holidays)
- 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 (normally three hours per unit per week = 9 hours per week)
- To provide actionable feedback (suggestions of what could be done differently in the future) in order to improve the quality of work
- To provide art tools and materials for in class art experiences
I can expect you:

● To come to class on time prepared by having completed the assigned readings
● To ask questions about material you did not understand
● To participate in art activities and to develop your own artwork
● To share your ideas and listen, speak, and behave respectfully to classmates
● To keep your cell phone on silent mode during class and to limit use of electronic devices
● To utilize digital tools, including online learning management system to access course resources (syllabus, documents, readings, links, etc.) and to submit documents on Canvas on the due date or earlier
● To care for art tools and materials and to clean up after yourself before 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. If you are overwhelmed or are having trouble, feel free to talk to me immediately. It is better to approach me for assistance than to wait until work is late or not to do it at all. 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 48 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 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 for you. I appreciate your time and look forward to speaking with you soon.

Thank you,

(Your name)

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 basic 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 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. In general, use of “pre-existing images” (those not created by your own hand) will not be tolerated. If you submit work that makes use of (appropriates) photographs, published images and/or other artists’ works, you must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design and/or concept of the source. Your individual “voice” should be clearly heard. It is unethical, constitutes plagiarism and often violates copyright law to simply copy an image (even in another medium) that was made by someone else and represent it as your own.

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 basic 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 definition of plagiarism is “to steal and pass off the ideas or words of another as one's own.” Please note that plagiarism includes all forms of stealing words, ideas, or images produced by others (drawings, paintings, even photographs). 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 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 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 [http://www.sjsu.edu/senate/docs/S17-1.pdf](http://www.sjsu.edu/senate/docs/S17-1.pdf) 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](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/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/htdocs/latedrops/policy/) is available at [http://www.sjsu.edu/aars/services/academic_calendars/]. 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 (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 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 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 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 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: __________________________________________________________________________________________________
Visual/Audio Image Release Form

I grant permission to California State University, its employees and agents, to take and use visual/audio images of me. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips or accompanying written descriptions. CSU will not materially alter the original images. I agree that CSU owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university-sponsored websites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them, or to be compensated for them.

I release CSU and its employees and agents, including any firm authorized to publish and/or distribute a finished product containing the images, from any claims, damages or liability which I may ever have in connection with the taking of use of the images or printed material used with the images. I am at least 18 years of age and competent to sign this release. I have read this release before signing, I understand its contents, meaning and impact, and I freely accept the terms.

Name (please print)

Signature

Date

Telephone or E-mail address

Address (optional)

Project Name (Photographer Name/Contact Information/Location/Notes/Photo Caption)
Dr. Barbara Hughes, 408 924 4395, barbara.hughes@sjsu.edu, SJSU, Department of Art and Art History, Course: Art 138 Room 203

Photo Caption:
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Agenda/Topic</th>
<th>Read by this date</th>
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</table>
| 1   | Thurs., Jan. 24 | **Welcome to Art 138**  
Why Is Studying the Arts in School Important?  
Warm Up Activity: Name Tents  
Pre-Assessment/Baseline Data  
Discuss: Course Overview, Syllabus, Projects, Studio Curriculum/Studio Art Projects, Email  
Video Followed by discussion  
Activity: Ideal Teacher  
Gallery Walk followed by group discussion | Download Syllabus from Canvas/Files |
| 2   | Tues., Jan. 29  | **Arts Education in Our Schools**  
Bay Area Elementary School (BAES)  
National Core Art Standards  
New California Visual Arts Content Standards  
CA State Standards for English Language Arts  
Video (3 min): Explaining the Common Core State Standards Followed by group discussion | Read Syllabus: Print, sign, and return acceptance form (the last page of your syllabus)  
Download and Read Standards & Strategies: Pages 1-14  
Download and Read Studio Curriculum Guide: Elements of Art Pages 1-16 |
| 3   | Thurs., Jan. 31 | **Studio: Element of Art: Line**  
Pre-Assessment/Baseline Data  
Contour Drawing/ Observational Drawing  
Video (3 min): KQED Arts: Elements of Art: Line  
Gallery Walk followed by group discussion  
**Studio: Element of Art: Line as Value**  
Media: Pen  
Video (3 min): KQED Arts: Elements of Art: Value  
Value Scale  
Contour drawing of personal object with hatching or cross hatching  
Gallery Walk followed by group discussion | Read Studio Curriculum Guide: Elements of Art: Line Pages 17-24  
**Due: In class art project**  
Contour Drawing/ Observational Drawing  
Value Scale |
| 4   | Tues., Feb. 5  | **The Importance of Art Education**  
Interdisciplinary Connections  
Form K-8 Grade Level Groups of 4 people  
Identifying, locating, and navigating the standards  
Aligning Visual Arts Standards | Read Standards & Strategies Standards Based Instruction Pages 14-37, 52, 67-74  
Optional: 38-51, 53-66 |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| 5    | Thurs., Feb. 7 | Studio: Element of Art: Value  
Media: Charcoal  
Video (3 min): KQED Arts: Elements of Art: Value  
Value Scale, Sphere  
Observational Drawing/Drawing Backpack, Purse, etc.  
Gallery Walk followed by group discussion  
Grade Level Groups: Aligning Standards  
Due: In class art project  
Observational Drawing/Drawing Backpack, Purse, etc. | Read Studio Curriculum Guide: Speaking and Writing About Art Pages 172-187  
Read Studio Curriculum Guide: Value Pages 24-34  
Due: In class art project  
Observational Drawing/Drawing Backpack, Purse, etc. |
| 6    | Tues., Feb. 12 | Understanding by Design (UbD)  
Using UbD to Develop Units of Instruction in the Arts  
Stage 1: Identify Desired Results  
Video (7 min): What is Understanding by Design?  
Grade Level Groups Mini Unit Planning Time  
Optional: 118-122 Canvas/Files: Group Mini Unit Overview Group Mini Unit Plan | Read Standards & Strategies Planning a Curriculum- UbD Pages 75-117  
Due: In class art project  
Distorted Chair Drawing |
| 7    | Thurs., Feb. 14 | Studio: Element of Art: Space  
Choice of Media: Pastel, Marker, Pencil, Crayon  
Video (3 min): KQED Arts: Elements of Art: Space  
Distorted Chair Drawing  
Gallery Walk followed by group discussion  
Grade Level Groups: Aligning Standards  
Due: In class art project  
Distorted Chair Drawing | Read Studio Curriculum Guide: Space Pages 48-51  
Read Standards & Strategies Diagnostic and Formative Assessments Pages 123-163 |
| 8    | Tues., Feb. 19 | Understanding by Design (UbD)  
Stage 2: Determine Assessment Evidence  
Diagnostic and Formative Assessments  
Grade Level Groups Mini Unit Planning Time  
Due: In class art project  
Collage | Read Standards & Strategies Diagnostic and Formative Assessments Pages 123-163 |
| 9    | Thurs., Feb. 21 | Studio: Element of Art: Shape  
Video (3 min): KQED Arts: Elements of Art: Shape  
Technique: Collage  
Drawing with Scissors  
Gallery Walk followed by group discussion  
Grade Level Groups: Aligning Standards  
Due: In class art project  
Collage | Read Studio Curriculum Guide: Shape Pages 35-48 |
| 10   | Tues., Feb. 26 | Understanding by Design (UbD)  
Stage 2: Determine Assessment Evidence  
Summative Assessment and Rubrics  
Grade Level Groups Mini Unit Planning Time  
Due: In class art project  
Summative Assessments | Read Standards & Strategies Summative Assessments Pages 164-194 |
| 11   | Thurs., Feb. 28 | Studio: Element of Art: Texture  
Media: Mixed  
Video (4 min): KQED Arts: Elements of Art: Texture  
Actual and Implied Texture  
Texture Rubbing with Crayons  
Copper Foil Repoussé  
Gallery Walk followed by group discussion  
Due: In class art project  
Copper Foil Repoussé | Read Studio Curriculum Guide: Texture Pages 58-66  
Due: In class art project  
Copper Foil Repoussé |
<table>
<thead>
<tr>
<th>Grade Level Groups: Aligning Standards</th>
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<tbody>
<tr>
<td><strong>12</strong> Tues., March 5</td>
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<tr>
<td><strong>13</strong> Thurs., March 7</td>
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<td><strong>14</strong> Tues., March 12</td>
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<td><strong>15</strong> Thurs., March 14</td>
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<td><strong>16</strong> Tues., March 19</td>
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<td><strong>17</strong> Thurs., March 21</td>
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<td><strong>Spring Recess</strong> March 25-29</td>
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**Read Standards & Strategies**<br>Learning Experiences Pages 194-213<br>Canvas/Files: Lesson Plan<br>Due: Mini Unit Overview<br>Read Studio Curriculum Guide: Color Pages 67-81, 88-91<br>Due: In class art project<br>Monochromatic Painting<br>Read Standards & Strategies<br>Auditory/Visual<br>Differentiated Instruction<br>Pages 214-243<br>Optional: 243-245<br>Due: Mini Unit Plan<br>Read Standards & Strategies<br>Methods of Instruction: Choice Based Art<br>Pages 297-350<br>Read Studio Curriculum Guide: POD: Pattern Pages 109-1117<br>Due: In class art project<br>Koinobori (carp streamers)<br>Read Standards & Strategies<br>Evidence Based Teaching Strategies<br>Pages 246-254, 256-264<br>Optional: 254-255, 264-267<br>Read Studio Curriculum Guide: VTS 143-163<br>Due: Lesson Plan Part 1
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Studio: Element of Art</th>
<th>Description</th>
<th>Media</th>
<th>Read Standards &amp; Strategies</th>
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<tbody>
<tr>
<td>22</td>
<td>Tues., Apr. 16</td>
<td>Studio: Element of Art: Form 5/5</td>
<td>Studio: Element of Art: Form 5/5  Group Puppet Shows  Followed by discussion  Presenting Your Lesson Demo  Peer Reviews  Post-Instruction Reflection  Create Visuals  Check art supplies available in the classroom</td>
<td>Due: Puppet  Puppet Show  Read Studio Curriculum Guide Optional: 120-145</td>
<td>GROUP 7. Lesson Demos  1)  4:30-5:00  2)  5:10-5:40  Short Break  3)  6:00-6:30  4)  6:40-7:10</td>
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<tr>
<td>23</td>
<td>Thurs., Apr. 18</td>
<td>Group 7. Lesson Demonstrations and Peer Reviews</td>
<td>Group 7. Lesson Demonstrations and Peer Reviews  Please plan to arrive at 4:15 to set up on your lesson demo night</td>
<td>GROUP 7. Lesson Demos  1)  4:30-5:00  2)  5:10-5:40  Short Break  3)  6:00-6:30  4)  6:40-7:10</td>
<td>GROUP 7. Lesson Demos  GROUP 7. Post-Instruction Reflection on Canvas</td>
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<tr>
<td>Date</td>
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<td>Group</td>
<td>Event Description</td>
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| 25       | Thurs.,   | Group 5. | Lesson Demonstrations and Peer Reviews  
| April 25 |           |       | Please plan to arrive at 4:15 to set up on your lesson demo night                  |
|          |           | GROUP 5. | Lesson Demos                                                                        |
|          |           | GROUP 6. | Post-Instruction Reflection on Canvas                                               |
| 26       | Tues.,    | Group 4. | Lesson Demonstrations and Peer Reviews  
| April 30 |           |       | Please plan to arrive at 4:15 to set up on your lesson demo night                  |
|          |           | GROUP 4. | Lesson Demos                                                                        |
|          |           | GROUP 5. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 6. | Post-Instruction Reflection on Canvas                                               |
| 27       | Thurs.,   | Group 3. | Lesson Demonstrations and Peer Reviews  
| May 2    |           |       | Please plan to arrive at 4:15 to set up on your lesson demo night                  |
|          |           | GROUP 3. | Lesson Demos                                                                        |
|          |           | GROUP 4. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 5. | Post-Instruction Reflection on Canvas                                               |
| 28       | Tues.,    | Group 2. | Lesson Demonstrations and Peer Reviews  
| May 7    |           |       | Please plan to arrive at 4:15 to set up on your lesson demo night                  |
|          |           | GROUP 2. | Lesson Demos                                                                        |
|          |           | GROUP 3. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 4. | Post-Instruction Reflection on Canvas                                               |
| 29       | Thurs.,   | Group 1. | Lesson Demonstrations and Peer Reviews  
| May 9    |           |       | Please plan to arrive at 4:15 to set up on your lesson demo night                  |
|          |           | GROUP 1. | Lesson Demos                                                                        |
|          |           | GROUP 2. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 3. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 4. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 5. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 6. | Post-Instruction Reflection on Canvas                                               |
| 29       | Tues.,    | SJSU Study/Conference Day No Classes at SJSU  
| May 14   |           |       | Study for Final Exam                                                               |
|          |           | GROUP 1. | Post-Instruction Reflection on Canvas                                               |
|          |           | GROUP 2. | Study for Final Exam                                                               |
|          |           | GROUP 3. | Study for Final Exam                                                               |
|          |           | GROUP 4. | Study for Final Exam                                                               |
|          |           | GROUP 5. | Study for Final Exam                                                               |
|          |           | GROUP 6. | Study for Final Exam                                                               |
| 30       | Thurs.,   |       | Final Examination  
| May 16   |           |       | Course Evaluation                                                                  |
|          |           | Final Exam                                      |