

San José State University
College of Humanities and the Arts
Department of Art & Art History
Art Education 238, Principles of Art Education,
Fall Semester 2019

Course and Contact Information:

Instructor: Dr. Barbara Hughes
Office Location: Art Building 333
Telephone: (408) 924 4395
Email: barbara.hughes@sjsu.edu
Office Hours: Tuesdays 3:15- 4:15 P.M. (by appointment preferred)
Class Days/Time: Tuesdays 4:30-7:15 P.M.
Classroom: Art Building 203
Prerequisites: Upper-division art standing
Recommended: Completion of Art 138

Units: 3

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.
- * Emergency: 911____Campus Escort: 42222
- * 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.

Department of Art and Art History: Office in Art Building 116, 408-924-4320
M-F 8:30AM-12:30, 1:00-4:30PM
Website: <http://www.sjsu.edu/art/> Email: art@sjsu.edu

Department of Art and Art History Chair: Dr. Anthony Raynsford, anthony.raynsford@sjsu.edu, Art 116

Administrative Support Coordinator: Bill Alley, bill.alley@sjsu.edu, Art 116

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 in Art 116

Art Education Program Coordinator: Dr. Barbara Hughes barbara.hughes@sjsu.edu, Art 333

Single Subject Credential Program Coordinator: Paula Bonander Oakes, paula.oakes@sjsu.edu, Sweeney Hall (SH) 300

Single Subject Credential Supervisor and Field Supervisor Coordinator: Kara Ireland D'Ambrosio, kara.irelanddambrosio@sjsu.edu, Sweeney Hall (SH) 300

Course Format: Seminar

Faculty Web Page, MySJSU Messaging, Canvas: In an attempt to be as “green” as possible for this course, course materials such as syllabus, handouts, assignment instructions, exemplars, etc. can be found on the Canvas Learning Management System course website. You are responsible for regularly checking with the messaging system through Canvas and MySJSU at <http://my.sjsu.edu> to learn of any updates. Make sure the University has your correct email address, or you won't receive my or other instructor's emails about class-related issues.

Prerequisites: Students are strongly advised to complete Art 138 (Elementary Art Methods) to demonstrate readiness for enrollment in Art Education 238. Art 138 is intended to give the prospective art teacher the opportunity to explore materials, techniques, and equipment for art instruction as an integral part of the curriculum in California public schools while gaining an understanding of the California Content Standards, research-based models of instruction, lesson planning, differentiating techniques, and assessment methods as a springboard for further study in Art Education 238 (Principles of Art Education).

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

Principles of Art Education is a lecture course with an emphasis on Art Teaching Methods (instructional strategies, and assessment methods) and Art Curriculum Development (unit development, lesson planning, and lesson presentation). The lectures, readings, and discussions introduce art concepts and teaching methods to create a foundation for sequential standards-based visual arts instruction appropriate for grades 9-12. The art studio time includes peer teaching and personal reflection to prepare participants to be inclusive art educators who can effectively implement sequential standards-based visual arts curriculum to meet the needs of a diverse student audience (including students at various English proficiency levels and those experiencing a range of (dis)abilities, from gifted-and talented- to moderate and severe disabilities) within secondary settings as well as arts educators who teach in museums, early-childhood programs, and other community settings.

Unlike other college art courses that are taught to develop medium-specific expertise, Art Education 238 is an academically rigorous course that requires close readings of the assigned materials, written assignments, active participation in class discussions, art activities, 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" (85% and above) grade in this course. SJSU Teacher Education courses are intended to prepare future K-12 teachers for the professional world of education, to complete tasks without being asked, to be mindful of deadlines (even when stressed, sick, or have other personal issues in the same proportion as other professionals) and to consistently complete work that is professionally polished and submitted on time or earlier. 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.

SJSU Single Subject Credential Program requires a minimum grade of B (not B- or lower) in order for teacher candidates to pass (not have to repeat) the methods class and to proceed to phase II student teaching. Students who do not successfully pass class with a grade of "B" (85% and above) will be required to register for the course again in the following year. Students are allowed to take any class a maximum of two times (see [REPEAT POLICY – GRADUATE](#) for more information about registering for a class you are repeating). As such, it is important that students adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework in a timely manner.

Teaching is a complex act. Teaching requires a willingness to cast a critical eye on your practice, your pedagogy, and yourself. Simply stated, exceptional teachers love their subject matter, are willing to put in the necessary time (inside and outside of the classroom) to make content interesting and motivating for students to learn.... Watching a great teacher at the top of his or her form is like watching a great surgical or artistic performance. Although infinitely difficult and painstakingly planned, great teaching appears effortless and seamless. One can easily believe that it is the simplest thing in the world—until one tries to do it.

Goldberg (2003)

Each student will develop a visual arts course description, a course outline, a unit of instruction, one standards-based lesson plans, assessment instruments, present an art lesson aimed at engaging all students in artistic learning (appropriate for grades 9-12) and reflect upon your own professional growth tasks. The rubrics used to score the assignments are provided with the directions for each assignment. The major components of this course are designed to support and augment your preparation for the California Teaching Performance Assessment (CalTPA), instructional planning aimed at engaging all students in artistic learning, assessment methods *to inform instruction*, and reflection upon *your own professional growth* tasks.

Course Learning Outcomes (CLO's) aligned with California's *Teaching Performance Expectations (TPE's)*. The TPE's guide teacher preparation program development. Upon successful completion of this course, students will be able to:

CLO 1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks, while developing curricula and planning strategies for learning and teaching visual arts appropriate for grades 9-12

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 2. Independently develop a visual arts course curriculum, establish short-term and long-term instructional goals that encompasses art history, aesthetics, critical inquiry, art production, and academic language to meet the needs of a diverse student audience within a visual art classroom

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 3. Independently develop an instructional unit of sequential standards-based visual arts lessons that includes works of art that are broadly representative of cultural diversity, supports students' development in creative processes, enhances students' literacy in expression and communication of ideas in both written and visual forms

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

CLO 4. Independently develop a repertoire of assessment methods and a range of assessment strategies to determine students' progress (such as artwork, portfolios, journals, class critiques, and discussions), to provide feedback to students and to inform instruction

TPE 5: Assessing Student Learning

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

TPE 1: Engaging and Supporting All Students in Learning

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

CLO 6. Demonstrate explicit teaching methods, such as Direct Instruction, to explain content clearly and make abstract concepts concrete for all students to reach instructional goals

TPE 2: Creating and Maintaining Effective Environments for Student Learning

CLO 7. Demonstrate professional behavior by attending class meetings, participating in the classroom community, observing and analyzing the teaching practice of others, and articulating the applications of theories, principles, and/or instructional practices to improve upon student learning orally and in written form

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

CLO 8. Demonstrate digital literacy by utilizing a range of digital tools, including online learning management system to access course resources (syllabus, documents, readings, links, etc.), to submit word-processed documents, to communicate with the instructor, utilize a document camera and/or LCD projector for lesson presentation

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

Primary TPE's Addressed in Art Education 238: Principles of Art Education

TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

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

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

Required Readings/Text: The readings form the core of our class discussions, so please come prepared. I expect each of you to contribute. The 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. 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. You will get the most useful, up-to-date articles as part of the course reader, FREE. Optional materials and supplementary learning materials, such as web resources and writing guides will be available through the Canvas course website. 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.

Required Text:

The California Arts Standards for Visual Arts (DOCX) available online Select the links below to download the pre-publication chapters approved by the State Board of Education (in .docx format):

- [Introduction](#)
- [Media Arts](#)

- Glossary

The California Department of Education is currently developing the *California Arts Framework for Public Schools, Kindergarten Through Grade Twelve (Arts Framework)* to incorporate and support the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve*. A draft of the *Arts Framework* is scheduled to be ready by Fall 2019 and will be presented to the State Board of Education for adoption in May 2020.

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

Library Liaison Our library liaison is **Gareth Scott**. He can be reached via email at: gareth.scott@sjsu.edu and by phone at (408) 808-2094. His office is located on the 4th floor of the King Library and he welcomes students to contact him with research questions. Art and Art History Library Resources are available online at: libguides.sjsu.edu/Art. All of the University Library Resources can be accessed at: libguides.sjsu.edu/az.php
Art Education Resources: <http://libguides.sjsu.edu/arteducation> **Art and Art History Resources:** <https://libguides.sjsu.edu/Art>

Optional Recommended Readings:

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

Edwards, B., (1999). *The New Drawing on the Right Side of the Brain: The Definitive, 4th Edition*

Edwards, B., (2003). *The New Drawing on the Right Side of the Brain Workbook: Guided Practice in the Five Basic Skills of Drawing*,

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

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

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

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

Other Recommended Readings:

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

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

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

Ronald Moore, *Aesthetics for Young People*

Ken Vieth, *From Ordinary to Extraordinary*

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

Art Education in Practice

Rethinking Curriculum in Art

Thinking through Aesthetics

Assessment in Art Education

Teaching Meaning in Artmaking

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

Canvas: <http://www.sjsu.edu/at/ec/canvas/>

[SJSU Digital World Art Database “World Images”](http://gallery.sjsu.edu/) The digital collection contains over 50,000 images organized into electronic portfolios; images may be freely used for non-profit educational purposes.
<http://gallery.sjsu.edu/>

Art Education students should join the **California Art Education Association (CAEA)**
<http://www.caea-arteducation.org> and plan to attend the **State Conferences (Sacramento 2019)**.

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

Other equipment / material requirements: Writing tools including paper, pencil or pen. **Optional:** 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 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, exemplars, and grading criteria will be provided for required projects on Canvas. All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. All assignments are to be submitted on or before their due dates/times to be eligible for full credit.

Exemplars: Examples of former student work (at proficient level or above) 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.

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).

Submission of word-processed documents (.doc or .docx) to Canvas by 4:30 PM on the due date or earlier will be considered on time, as evidenced by the date stamp given on the electronic submission. Please use templates that are provided OR MLA format (Double-space the text of your paper and set the margins of your document to at least ½” inch on all sides. Font size should be at least 12-point size (e.g., Times, Times New Roman, or Arial; not italics).

- Proofread your work, making any necessary corrections to sentence structure, punctuation, spelling and grammar.
- Document all sources.

- Assignments submitted after 04:30 PM due date, 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.

Course Requirements: Tasks and Activities that Elicit Evidence of Learning: 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 and writing. 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 word-processed documents to Canvas by 4:30 PM on the due date or earlier.

Weekly Reading Response 10% CLO 7 (TPE 6.1) A Reading Response (RR) is a way of *writing about your thinking* about the reading, or your *reaction(s)* to a reading. The purpose is to think more deeply about the readings and make connections to ideas/thoughts outside the readings. For each assigned reading, write one short response: 1) a comment, or a quotation from the reading; 2) explain in 1-2 sentences why you chose this. For example, did it resonate with you? Where do you see this in real life? 3) What remains unclear and what do you want to ask the class? Be specific. We'll use the RR's to generate class discussions. The purpose of the RR is to think more deeply about the readings and make connections to ideas/thoughts outside the readings. Making connections is how we learn. All RR's need to be well-developed, which includes complete sentences, appropriate punctuation, capitalization, and spelling. Submit RR's on Canvas BEFORE you come to class by 04:30 PM or earlier. No late RR's accepted, RR's cannot be made up due to absence from class except for cases of documented illness and unexpected emergencies. A Reading Response format and rubric describing the criteria will be provided.

Weekly Participation in Student Led Discussion 5% CLO. 3 (TPE 6.1) Consistent participation, preparation, and a positive attitude are a vital part of learning. Your Reading Responses will help you to participate in a meaningful way in class discussions, initiate constructive comments, build on others' remarks and/or ask thoughtful questions that will enhance discussion and engage peers. Participation in class discussions is weighed heavily because the processes learned through interaction with peers are an essential component of the course. Each student is expected to actively participate and to make significant and appropriate contributions to class discussions and activities. Absences, late arrivals, and early departures, for whatever reason, count as time taken from the discussion. Participation in discussion cannot be made up due to late arrival, early departure, or absence from class except for cases of documented illness and unexpected emergencies. A rubric describing the criteria will be posted on Canvas.

Weekly Reflective Writing 5% CLO 5. In class reflective writing provides information about where students are in their learning (may include but not limited to exit tickets, reaction/response regarding the readings, self-reflections, group work, peer reviews, etc.) as part of the debriefing process to improve students' achievement of intended instructional outcomes. All writing needs to be readable and well-developed, which includes complete sentences, appropriate punctuation, capitalization, formal spelling, and legibility. In class written work cannot be made up due to late arrival, early departure, or absence from class except for cases of documented illness and unexpected emergencies. A rubric describing the criteria will be posted on Canvas.

September 3: Visual Arts Course Overview 5% CLO 2 (TPE 2.5) A one sheet of paper document that provides students and parents with an overview of the course. The course description is designed to tell what is being taught. Learning outcomes tell what students will be able to do upon completing the course. The course policies provide grading and behavior expectations. A detailed rubric and exemplars will be provided.

September 10: Unit Plan 5% CLO 2 (TPE 2.5, 4.1, 4.8) Planning an instructional unit (20-25 days of instruction) is an important developmental step for teachers and for students on their way to becoming teachers. A unit is a way to scaffold learning with each lesson within the unit supporting and leading to the culminating Performance Task(s). A Unit Plan Template, exemplar, and detailed rubric will be provided.

September 17: Unit Calendar 5% CLO 3 (TPE 3.3) A Unit Calendar clearly indicates what will happen each day of the unit (based on 50-60-minute classes/5 days a week/20-25 days of instruction). Each of the standards-based lessons and the culminating performance task(s) are clearly indicated. Guidelines, template, exemplar, and grading criteria will be provided.

September 24: Lesson Plan Draft (paper copy for peer review) You will develop a sequential standards-based art lesson plan from your unit using Direct Instruction method. The lesson plan will address one of The California Arts Standards for Visual Arts(Grades 9-12) **and** one standard from CA State Standards Literacy in History/Social Studies, Science, and Technical Subjects (Reading or Writing). Most times the first lesson plan draft is not yet at a proficient or above level . But when you get feedback and then rework it for a final paper, the quality **DRASTICALLY** improves. The bottom line? You won't have to write your final paper last minute, **AND** it will be much stronger. Also you will practice "grading" papers the way teachers do. Bring one paper copy of your lesson plan to class. Each student will peer edit a different classmates' draft based on a checklist provided in class. Use your lesson plan draft, along with peer edits, to craft your final lesson plan. Details to be discussed in class.

October 1: Lesson Plan 10% CLO 1,3,4,5 (TPE 1.1, 1.7, 3.1, 3.2, 3.5, 4.7, 5.1) Use your writing drafts, along with peer edits, to craft your Lesson Plan. Submit word-processed document to Canvas by 4:30 PM on the due date or earlier.

October 8: Unit Plan Rationale 10% CLO 2 (TPE 3.1,3.3,3.5) The Unit Plan Rationale includes a clear and concise account of what will happen as a result of this unit of study. Guidelines, exemplar, and grading criteria will be provided.

October 15: Mid Term Exam 10% (TPE 3.1,5.1) The midterm exam will consist of two parts 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.

TBA: Art Lesson Presentation 10% CLO 6 (TPE 1.1, 1.7,2.5,3.1) You will organize the supplies for one lesson from your unit and present a demonstration art lesson (50-60 minutes) to your peers using the Direct Instruction method. Each student is required to submit a copy of their Lesson Plan to share with the class. Students are required to video record their presentations for your private, study purposes only. Guidelines, template, and rubric will be provided.

Lesson Presentation: Analysis of Student Work 5% CLO 7 (TPE 5.3,5.8,6.1) **Due: The week following your Art Lesson Presentation.** This is a major step in becoming an effective educator. After your lesson presentation, analyze the students work. Identify and describe the student's strengths, struggles, and misconceptions. Guidelines, template, exemplar, and rubric will be provided.

Lesson Presentation: Post-Instruction Reflection 5% CLO 7 (TPE 5.3,5.8,6.1) **Due: The week following your Art Lesson Presentation.** The best teachers are reflective practitioners, thinking about what works in the classroom and what doesn't. You will do the same. After your art lesson presentation, reflect upon your planning, instruction, and assessment decisions. Watch the video. What changes in teaching practice do you plan to make? Based upon your reflection and data analysis site appropriate adjustments (focused on research based instructional strategies for improving directions for reteaching this lesson) you plan to implement in the future. Guidelines, exemplar, and rubric will be provided.

December 17: Final Exam 15% (TPE 3.1, 5.1) The final examination 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.

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.

Revising and Resubmitting One Assignment: Students 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 assessed** (no time extensions for any reason). 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"**. When revising work, it is the responsibility of the student to:

1. Take the instructor's comments into consideration when revising
2. Write a short resubmission statement that clearly describes:
 - Explanation for the low score (what was the muddiest point) of the assignment
 - What you did to improve your understanding of the concept or specific learning goal
3. **Submit the statement and revised work** to the instructor **no later than one week after the work was assessed** (no time extensions for any reason) **on Canvas**.

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.

Determination of Grades: Graduate courses are taught with high expectations. Many students are unaccustomed to the high standards by which they are evaluated and graded. Classroom conduct has an impact on course grades. Students are expected to actively participate in class discussions and be a considerate member of the community within the classroom. Each rubric defines four performance levels, Little Evidence/describing practice that requires improvement (1), Partial Evidence/novice beginning teacher practice (2), Adequate Evidence/proficient beginning teacher practice (3) and Strong Evidence/exemplary beginning teaching practice (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, may be provided **one** opportunity to revise to revise and resubmit one task an additional time.

Final grade will be determined using the following scale:

Conversion of 4-Level Rubric to a percent-based grading scale:	Final grade will be earned using the following numeric grade equivalents:
Level 4 = 100%	94% and above A
Level 3 = 85%	93% - 92% A <i>minus</i>
Level 2 = 75%	91% - 90% B <i>plus</i>
Level 1 = 65%	89% - 85% B
	84% - 83% B <i>minus</i>
	82% - 81% C <i>plus</i>
	80% - 76% C
	75% - 74% C <i>minus</i>
	73% - 72% D <i>plus</i>
	71% - 67% D
	66% - 65% D <i>minus</i>
	below 64% F

Credential candidates like all graduate students, are held to high standards for professionalism and academic performance. In order to have this course counted towards completing the requirements for a preliminary credential, students must earn a minimum of a **"B" (85% and above)** grade in this course. Students who do not successfully pass class with a grade of "B" will be encouraged to register for the course again in the following year.

Submission on Canvas by 4:30 PM on the due date or earlier will be considered on time. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback. Work turned in by 04:30 PM on the due date, as evidenced by the date/time stamp given on the electronic submission, will be considered on time. 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.

Late Work Policy: 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%.

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, computer virus, Internet access, 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.

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

Incomplete: Except in cases of documented emergencies, incomplete grades are not given in this course.

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Attendance and Punctuality: Class will begin and end punctually. Consistent and prompt attendance develops responsible professional behavior and ensures that students have access to the full range of experiences and information necessary to complete class assignments and acquire skills and knowledge emphasized in a graduate program. Since the development of professional behavior is one of the course goals, attendance is essential. Attendance will be taken at the beginning of each class and students are expected to arrive on time and stay until class is over. Cell phones, smart phones, or other devices that detract from full attention should be turned off or silenced. Absences, late arrivals, and early departures, for whatever reason, count as time taken from the course. While your grade will not be affected directly by absences, one or more absences may impact your ability to succeed in this 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.”

Preparation for Class: Students are to be prepared at the start of each class. Students who miss lectures and/or discussions due to late arrival, early departure, or absence must obtain notes from a responsible classmate prior to the next class meeting. 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. Students should make every attempt to obtain general information from classmates before discussing details with faculty. While faculty will be happy to clarify information for students who are confused, instructors cannot repeat lectures, nor elaborate project descriptions on an individual basis, and will not be available for any make-up sessions for anyone missing classes.

Cell phones. Please keep your cell phones on **silent** (or take it outside for emergencies) and do not use other electronic devices so that we can focus (it's a dignity/respect thing).

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. So please, respect each individual's opinions and beliefs--even if you disagree. Be prepared for each class by having thoroughly completed all readings and assignments BEFORE you come to class. If accommodations are needed for class, please confer with the instructor beforehand.

Participation in on-campus class sessions is weighed heavily because the processes learned through interaction with peers are an essential component of the course. Students are expected to attend each session, be on time and remain for the entire class. Each student is expected to actively participate and to make significant and appropriate contributions to class discussions and activities. In class participation points cannot be made up due to late arrival, early departure, or absence from class except for cases of documented illness and unexpected emergencies.

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

You can expect me:

- To start and end the class on time
- To utilize online learning management system to share course resources (syllabus, documents, readings, links, etc.), to post grades, 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

I can expect you:

- To come to class on time prepared by having thoroughly completed all readings and assignments
- To manage your time and commit to successfully completing all required coursework in a timely manner
- To share your ideas and listen, speak and behave respectfully to classmates
- To ask questions about material you did not understand
- To keep your cell phone on silent mode during class and refrain from using other electronic devices
- To utilize digital tools, including online learning management system to access course resources (syllabus, documents, readings, links, etc.), to communicate with the instructor, and to submit word-processed documents electronically (4:30 PM) on the due date or earlier
- 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. 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 Education 238 class. I would like to meet with you during your office hours to discuss a problem I am having with _____. If you are available before class, I would like to make an appointment with you at 3:15 on Thursday 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)

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

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: Credential candidates like all graduate students, are held to high standards for academic performance and ethical standards. We value every student's right and responsibility to learn and their instructor's right to teach. Because of these shared values, we abide by the following Academic Integrity Policy.

The student is fully responsible for

- Submitting their own original work for each assignment and ensuring the work's content and integrity.
- Assuming that work needs to be completed individually unless the instructor states otherwise.
- Keeping confidential all information about any assessment.
- Citing properly any resources that they consult in the process of completing an assignment.
- Contacting the instructor when uncertain about how to maintain academic integrity with an assignment.
- Not borrowing, lending or sharing the content of any assignment (including electronically).
- Not re-submitting the same work for a different assignment.

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*.)

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).

Additional Note: This syllabus is subject to change, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course. Students will collectively have the opportunity to shape the ways in which the course unfolds.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>."

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.

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 may result in disqualification from the program.

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

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

Consent for Recording of Class and Public Sharing of Instructor Material

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

Campus Policy in Compliance with the American Disabilities Act It is the responsibility of students, at the beginning of the semester, to advise the instructor regarding any disabilities, special needs, accommodations, or circumstances related to class attendance and academic performance. If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements, please make an appointment with me as soon as possible to see me during office hours. Students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

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

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

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

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

ART EDUCATION 238 Syllabus Acknowledgements and Course Policies Acceptance

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

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

Print Name: _____

Signature: _____ Date: _____

THE CALIFORNIA STATE UNIVERSITY

Office of the Chancellor • Communications Department
401 Golden Shore, 5th Floor, Long Beach, CA 90802-4210
(562) 951-4670 / FAX (562) 951-4973



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 web sites, 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 _____

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, Art Teacher Preparation Program, Course: Art Education 238 Room 203

Photo Caption:

**Art Education 238: Principles of Art Education
COURSE CALENDAR
Fall 2019**

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students. These dates and topics are subject to change at the discretion of the instructor and notices will be announced in class and/or via Canvas

Syllabus: Art Education 238, Principles of Art Education, Fall 2019, Dr. Hughes

Week:	Date:	Agenda/Topic:	Readings, Assignments, Deadlines:
1.	08/27	Warm Up Activity: Postcard Introductions Topics: Art Education 238 Course Syllabus, Requirements, Canvas Learning Scenario for Art Education 238 Assignments Developing Visual Arts Course Description and Course Policies	Please have your syllabus with you (printed out, on a laptop, or other device).
2.	09/03	Warm Up Activity: Name Game Topics: Art Education Today California State Standards Art Curriculum Planning Developing an Instructional Unit Plan Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned	<ul style="list-style-type: none"> <input type="checkbox"/> Read Course Syllabus, Print, and Sign Policies Form <input type="checkbox"/> Submit Course Policies Acceptance Form in class <input type="checkbox"/> Read Week 2 (RW2) Art Education, Educational Standards, VAPA Introduction, The California Arts Standards for Visual Arts <input type="checkbox"/> Submit Reading Response on Canvas <input type="checkbox"/> Submit Visual Arts Course Overview on Canvas
3.	09/10	Topics: Understanding by Design (UbD) Stage 1: Determining Outcomes for Student Learning Developing a Unit Calendar	<ul style="list-style-type: none"> <input type="checkbox"/> Read Week 3 (RW3) Curriculum, UbD Stage 1 <input type="checkbox"/> Submit Unit Plan on Canvas <input type="checkbox"/> Submit Reading Response on Canvas
4.	09/17	Topics: Designing Teaching and Learning Activities (Stage 3) Principles of Effective Instruction The Gradual Release of Responsibility Model/Direct Instruction Developing a Lesson Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Read Week 4 (RW4) UbD Stage 3/Research-based Strategies <input type="checkbox"/> Optional Recommended Reading: Exploring the Foundations of Explicit Instruction From Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes. Copyright 2011 by The Guilford Press. Chapter 1

Syllabus: Art Education 238, Principles of Art Education, Fall 2019, Dr. Hughes

			<input type="checkbox"/> Submit Unit Calendar <input type="checkbox"/> Submit Reading Response
5.	09/24	<p>Topics: Assessment and Feedback</p> <p>Activity: Peer assessment and providing meaningful feedback to improve lesson plan</p>	<input type="checkbox"/> Read Week 5 (RW5) UbD2Assessment/Feedback <input type="checkbox"/> Lesson Plan One 1st Draft paper copy to share for peer review <input type="checkbox"/> Submit Reading Response
6.	10/01	<p>Topics: Discipline Specific Language for Secondary Art</p> <p>Developing opportunities for Reading, Writing, Speaking, and Listening Skills in Visual Arts Courses</p> <p>Universal Design in the Visual Arts</p> <p>Developing a Unit Plan Rationale</p>	<input type="checkbox"/> Read Week 6 (RW6) Universal Design, Language Art <input type="checkbox"/> Submit Lesson Plan One on Canvas <input type="checkbox"/> Submit Reading Response
7.	10/08	<p>Topics: Creating Effective Visuals</p> <p>Presenting Lessons (suggestions, supplies, videos, etc.)</p> <p>Art Lesson Presentations & Peer Reviews</p> <p>Post-Instruction Reflection and Analysis of Student Work</p> <p>Mid Term Review</p>	<input type="checkbox"/> Submit Unit Plan Rationale on Canvas
8.	10/15	Mid Term Exam	<u>Mid Term Exam in Class</u>
9.	10/22	<p>Lesson Demonstrations and Peer Reviews</p> <p>Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned in advance</p>	Art Lesson Presentations/Peer Reviews
10.	10/29	<p>Lesson Demonstrations and Peer Reviews</p> <p>Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned in advance</p>	<p>Art Lesson Presentations/Peer Reviews</p> <p>Analysis of Student Work</p> <p>Post-Instruction Reflection</p>
11.	11/05	<p>Lesson Demonstrations and Peer Reviews</p> <p>Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned in advance</p>	<p>Art Lesson Presentations/Peer Reviews</p> <p>Analysis of Student Work</p> <p>Post-Instruction Reflection</p>

Syllabus: Art Education 238, Principles of Art Education, Fall 2019, Dr. Hughes

12.	11/12	Lesson Demonstrations and Peer Reviews Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned in advance	Art Lesson Presentations/Peer Reviews Analysis of Student Work Post-Instruction Reflection
13.	11/19	Lesson Demonstrations and Peer Reviews Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned in advance	Art Lesson Presentations/Peer Reviews Analysis of Student Work Post-Instruction Reflection
14.	11/26	Lesson Demonstrations and Peer Reviews Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned in advance	Art Lesson Presentations/Peer Reviews Analysis of Student Work Post-Instruction Reflection
15.	12/03	Lesson Demonstrations and Peer Reviews Individual dates for Lesson Demo, Analysis of Student Work, and Post-Instruction Reflection will be assigned in advance	Art Lesson Presentations/Peer Reviews Analysis of Student Work Post-Instruction Reflection
	12/10	NO CLASSES @ SJSU	Analysis of Student Work Post-Instruction Reflection
16.	12/17	Final Exam: Art 203 4:30 p.m.	<u>Final Exam</u>