

**San José State University
College of Humanities and the Arts
Department of Art & Art History
Art Education 238, Section 1, Principles of Art Education,
Fall Semester 2021**

Course and Contact Information:

Instructor:	Dr. Barbara Hughes (she/her/hers)
Office Location:	Art Building Room 333
Telephone:	(408) 924 4395
Email:	Barbara.hughes@sjsu.edu
Office Hours via Zoom*:	Tuesdays 3:15- 4:15 P.M. (appointments required)
Class Days/Time:	Synchronous Online Learning Tuesdays 4:30-7:15 P.M.
Prerequisites:	Teacher Education Departmental Approval for Single Subject Teaching Credential Program in Art OR Consent of the Instructor if there are available seats Recommended Prerequisite: Completion of Art 138
Units:	3
Class Websites:	Canvas login: https://one.sjsu.edu/
Emergency:	911
Campus Escort:	42222

Additional Contact Information

***Please E-mail Barbara.hughes@sjsu.edu** to make an appointment for a meeting. To ensure that we protect our health and safety, I am working remotely and advising using an online platform (Zoom). Students with Documented Disabilities, if you need special arrangements in case the building must be evacuated, please notify me as soon as possible. Students who may need specific accommodations should contact the [Accessible Education Center](#) (AEC) to establish eligibility for support services at the start of the course. Please make an appointment with me as soon as possible to discuss your specific adaptations or accommodations as indicated in your Accommodation Letter from the AEC. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. **Academic Senate Policy F06-2 [pdf]**

Accessible Education Center (AEC) @ <https://www.sjsu.edu/aec/about/contact-us/index.html> is an appropriate resource both for students who already have a documented disability and students who might experience an unexpected health event that might require accommodation (such as the lingering, possibly long-term side effects of a concussion). Individuals with disabilities may contact AEC, 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.

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. Rajorshi Ghosh, 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 a 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, 408-924-4320, art@sjsu.edu

Art Building After Hours Access Contact Bill Alley (Bill.Alley@sjsu.edu) or Lydia Black (Lydia.Black@sjsu.edu) if you have questions.

Program Coordinator, BA in Studio Practice Preparation for Teaching Program: Dr. Barbara Hughes
barbara.hughes@sjsu.edu Art Building 333

Advisor, Single Subject Credential Art Program: Dr. Barbara Hughes barbara.hughes@sjsu.edu, Art Building 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

Teacher Education Department ("TED) Email Teacher-Education@sjsu.edu

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.

Required Prerequisites: Teacher Education Departmental Approval for Single Subject Teaching Credential Program in Art (Art Credential candidate) or Consent of the Instructor if space is available.

Recommended Prerequisite: 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 Arts 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 Format: Online course with regular synchronous seminars. Classes will take place in real-time, encouraging participation between students and teachers. Participation in this course will require access to a digital device and Internet access. Students will access the Zoom meetings through a link provided on Canvas. There are a total of sixteen sessions in the course. These virtual classes will involve audio, video, and chat features. Students will be able to see the other participants, hear them speak, and type in an "instant message" chat window. Students will be required to submit assignments on Canvas.

Faculty Web Page and MYSJSU Messaging In an attempt to be as "green" as possible for this course, materials such as syllabus, handouts, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. Your Username is your 9-digit SJSU ID number, and your password is your SJSU-One account password. Make sure the University has your correct email address, or you won't receive my or other instructor's emails about class-related issues. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page @ http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Canvas Learning Management System

- **Modules:** The Modules index serves as a table of contents to the individual Modules (like binder tabs) and the content within them. Within each weekly module, you can expect to see items, such as an overview of the module, the readings, resources, activities, and presentations. Please closely follow the Canvas shell's Modules to locate the specific week's content and relevant files.
- **Assignments:** You will find the project directions for each assignment that include an exemplar and grading information/rubric. All assignments are submitted online.
- **Calendar:** Due dates for all assignments are listed on the Class Calendar on Canvas. Please follow the online version of the calendar (as opposed to the syllabus), as any changes in assignments will be reflected on Canvas.
- **Discussion Board:** feature allows participants to carry on discussions online, at any time of the day or night. The discussion is recorded on the course site for all to review and respond at their convenience. If you have a question about a course topic, please post to the board so that everyone can benefit from an answer. If you disagree with the views of another student, please be constructive and respectful.
- **Grades:** At any time, you can go to the Grades in Canvas and see your current grades.

Disclaimer Statement Please note that the specifics of this Course Syllabus can be changed at any time, in the event of unforeseen circumstances, or in the case that changes will significantly enhance the quality of the course and you will be responsible for abiding by any such changes. All changes will be communicated to you via e-mail, course announcement and/or course discussion forum.

Program Information ARED 238: 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. Coursework involves reading and writing (both reflective and analytical) activities.

SJSU Teacher Education courses are intended to prepare future K-12 teachers for the professional world of education. Coursework involves reading and writing (both reflective and analytical) activities. All student writing should be characterized by correct spelling, grammar, punctuation, and well-organized paragraphs. Students should be prepared to discuss all the assigned readings for each class session. Getting feedback from a reader outside of your class can sometimes be a good idea.

Writing Tutors offer students another perspective on their writing. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics.

[The Writing Center](https://www.sjsu.edu/writingcenter/) @ <https://www.sjsu.edu/writingcenter/> offers one on one tutoring for writing, online resources, and workshops.

[The Communications Center](https://commcenter.sjsu.edu) @ <https://commcenter.sjsu.edu> has drop in and one on one appointments for oral and written communication.

SJSU Single Subject Credential Program requires a minimum grade of "B" (85% and above) 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.

Program Learning Outcomes (PLO's): The BA in Studio Practice/Preparation for Teaching Program Learning Outcomes (PLO's) are aligned with SJSU University Learning Goals (ULG's). The Prep for Teaching Program PLO's are the measurable skills, abilities, and knowledge necessary to thrive as 21st century visual arts educators:

PLO 1. Develop safe learning environments that promote effective visual arts instruction using different media, styles, and forms of expression appropriate for the unique backgrounds, abilities, and interests of all learners. (UGL 1)

PLO 2. Articulate and produce works of art that demonstrate comprehensive knowledge in their chosen discipline(s). (UGL 2)

PLO 3. Apply the theories of art education to develop a repertoire of teaching strategies to proactively meet the needs of all learners. (UGL 3)

PLO 4. Design and implement a study to address a question within visual arts education that supports a defensible conclusion and considers relevant implications. (UGL 4)

PLO 5. Apply the theories of art education and uphold the California Arts Standards to develop standards-based lesson plans, assessment tools, and sequences of instruction that provide all learners equal opportunities to create artwork and to both speak and write about art. (UGL 5)

Course Learning Outcomes (CLO's) CLO's are statements clearly describing the meaningful, observable and measurable knowledge, and skills students will learn in this course. The CLO's are aligned with the *Prep for Teaching Art Program Learning Outcomes (PLO's)*, the University Learning Goals (ULG's), and the *California's Teaching Performance Expectations (TPE's)*. Upon successful completion of this course, students will be able to:

- CLO 1.** Demonstrate knowledge of subject matter, including *The 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)* and *The 2020 California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework)* while developing curricula and planning strategies for learning and teaching visual arts
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 discipline specific 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 oral, 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 within a visual arts classroom
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, i.e., The Gradual Release of Responsibility (GRR) method of pedagogy, 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, reflecting on teaching practice, observing and analyzing the teaching practice of

others, and articulating the applications of theories, principles, and/or instructional practices to improve upon student learning within a visual arts classroom

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

CLO 8. Strengthen critical thinking, writing, presentation, and technology skills to effectively express information in writing using Standard English Conventions (i.e., the basic elements of writing: spelling, punctuation, capitalization, grammar, and sentence structure), demonstrate digital literacy by utilizing a range of digital tools, including online learning management system to access course resources (syllabus, documents, readings, links, etc.), submitting word-processed documents using learning management system, participating in online class sessions, and presenting an art lesson online

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

TPE 6: Developing as a Professional Educator

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 Arts Standards and California Arts Framework.
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/Textbook: There is no textbook required for this course. All other readings can be found through the course website on Canvas. 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 form the core of our class discussions, so please come prepared to contribute. 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. Optional materials and supplementary learning materials, such as web resources will be available through the Canvas course website.

[The 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve \(Arts Standards\)](#) .pdf available online.

The *2020 California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework)* To download the draft chapters approved by the IQC, select the links below:

- [Guide to Reading and Using the Framework](#)(DOCX)
- [Chapter 1 Vision and Goals for Standards Based Arts Education](#)(DOCX)
- [Chapter 2 The Instructional Cycle](#)(DOCX)
- [Chapter 4 Media Arts](#)(DOCX)
- [Chapter 7 Visual Arts](#)(DOCX)
- [Chapter 8 Transcending Disciplinary Boundaries—Arts Integration](#)(DOCX)
- [Chapter 9 Implementing Effective Arts Education](#)(DOCX)
- [Chapter 10 Instructional Materials](#)(DOCX)
- [Appendices](#)(DOCX)

California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, California Department of Education @ <https://www.mydigitalchalkboard.org/cognoti/content/file/resources/documents/b1/b10158a7/b10158a7eaf42629bf45b8a7912eb4c52210cece/finalelaccsstandards.pdf>

Other California Department of Education (CDE) online resources you may want to bookmark:

[English Learner Roadmap Guide](#) to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments @ <https://www.cde.ca.gov/sp/el/rm/index.asp>

[English Language Development Standards](#) The English language development (ELD) standards, ELD video series, information, and resources to assist local educational agencies (LEAs) design, implement, and enhance integrated and designated ELD instruction for English learner students @ <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

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: Open Access resources for Art Educators @ <http://libguides.sjsu.edu/arteducation>

Art and Art History Resources: This guide will help you identify the resources you need to research your art or design topic @ <https://libguides.sjsu.edu/Art>

Optional Good Reads for Art Teachers From a Variety of Approaches:

- 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*
Purtee, M. and Sands, I. (2019). *The Open Art Room*
Purtee, M. and Sands, I. (2021). *Making Artists*
Reverman, B. (2018). *Inspiring Young Artists: 8 projects that engage H.S. art students in authentic artistic experience (Practical Guides for the Idealistic Art Teacher) (Volume 1)*
Reverman, B. (2018). *Inspiring Young Artists in 3D: 10 projects that engage H.S. art students in authentic artistic thinking about three-dimensional form (Practical Guides for the Idealistic Art Teacher Book 2)*
Tomlinson, C., (2004). *How to Differentiate Instruction in Mixed Ability Classrooms*, 2nd ed.
Vieth, K. (1999). *From Ordinary to Extraordinary*

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*
Wiggins, G. and McTighe, J. (2005) *Understanding by Design Guide, 2nd edition*.
Art Education in Practice Series (Davis Publications, Inc. Worcester, Massachusetts):
Art Education in Practice
Rethinking Curriculum in Art
Thinking through Aesthetics
Assessment in Art Education
Teaching Meaning in Artmaking

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

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

Art Education students should join the [California Art Education Association](http://www.caea-arteducation.org) (CAEA) <http://www.caea-arteducation.org> and plan to attend the State Conferences (online 2020).

[National Art Education Association](https://www.arteducators.org) @ <https://www.arteducators.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.

Internet Connection (Required) Access to a reliable Internet connection is required for this course. Whenever possible, connect from the strongest internet connection you have access to. Ideally wired/ethernet, rather than wireless. Limit bandwidth usage by closing any applications that will not be using during the session. Move to a location with stronger connection (for example move closer to a Wi-Fi router) if needed. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework.

Technology Requirements: Students need to have basic technological proficiency. Assignments may include, but are not limited to, word processing, document creation, digital slide presentations, photographing work, and recording video.

- Computer with basic audio and video output equipment and with the latest web browser versions and reliable internet access (preferably DSL/3G or faster)
- Access to SJSU’s online learning platform, Canvas, to view the course content and to submit assignments. Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.
- Word-processing platform (**Microsoft Office or Google Docs**). Canvas does not support Apple Pages (.pages) documents with the .pages file extension. Please convert Apple Pages (.pages) documents to .docx or PDFs before submitting them on Canvas.

Tech Support If you need technical assistance at any point during the course, please contact the IT Service help desk at (408) 924-1530. I can answer questions about the course content – not technical issues and user problems.

Canvas and Zoom For more information about Canvas, check out the [Canvas Student Guide @ https://community.canvaslms.com/docs/DOC-10701](https://community.canvaslms.com/docs/DOC-10701)

For more information about Zoom, check out [getting started on Zoom or attend the free training offered twice a week at this link: https://support.zoom.us/hc/en-us/articles/206080966-Weekly-Zoom-Training-Webinars](https://support.zoom.us/hc/en-us/articles/206080966-Weekly-Zoom-Training-Webinars) You may also view the [Zoom Help Center, Tutorials and Guides](https://support.zoom.us/hc/en-us/sections/201740096-Training) at this link: <https://support.zoom.us/hc/en-us/sections/201740096-Training>

Computer Labs are available in [Clark Hall 102 @ https://www.sjsu.edu/it/support/service-desk/clark-lab.php](https://www.sjsu.edu/it/support/service-desk/clark-lab.php) and [Campus Village B @ https://www.sjsu.edu/it/support/service-desk/cvb-lab.php](https://www.sjsu.edu/it/support/service-desk/cvb-lab.php) (located in Campus Village, Building B, 1st Floor), where residents can use desktop computers to access the internet and use a variety

software. There is Wi-Fi access for residents using personal laptops in the lab. Wireless (Wi-Fi) network access @ <https://www.sjsu.edu/it/services/network/internet.php> is available in Housing resident rooms and hallways by connecting to SJSU. You will need to provide your student ID number. The IT Service Desk Staff is ready to help you with your technical needs, located on the first floor in Clark Hall. Submit a Ticket @ <https://isupport.sjsu.edu/>

Optional Other Equipment Writing tools including paper, pencil or pen, binder to contain syllabus, class notes, handouts, and materials you have developed during the semester.

Zoom Meeting Transcripts Zoom allows participants to communicate with group messages to all of the meeting participants and/or to send private messages to individual participants. Cloud recording files DO NOT include the private message transcripts. Please be aware that Federal, state, CSU system, and campus regulations on conduct including harassment and discrimination against other students or faculty apply to the online environment, just as in face-to-face instruction.

Zoom Meeting Attendance Report Zoom provides a roster of people who attended the meeting along with the times they joined and left the meeting. Users who disconnect or leave and return to the meeting may show multiple attentiveness scores.



Required Basic Art Supplies: In this course, art will be taught remotely by your peers; therefore, your art supplies should be ready and available at home. Most of these materials are basic art supplies that you may already have or that you can find any art store or online. Buying art supplies is about personal preference, creative goals, and cash. There is a fine line between saving money on materials and avoiding frustration with better materials. While high-quality materials won't make you any better of an artist, they certainly won't make you any worse.

BASIC ART SUPPLY LIST	
Essential supply list for at-home educational art activities	
Basic	Good, Better, Best
<input type="checkbox"/> Pencil	Ticonderoga No. 2 Graphite Pencil Three or four are enough: <ul style="list-style-type: none"> • 2B for general sketching and shading, • 6B for creating dark shadows • 4H for lighter shading.

	<p>General's Layout Pencil is great for art, sketching, and layout work. It is a standard size, round pencil that has very soft (6B equivalent), heavy, black graphite.</p> <p>Jerrys Jumbo White Pencil</p> <p>Drawing Pencils/Graphite Pencils: 2H, HB, 2B, 6B</p> <p>The average six-pencil set will have a 2H, HB, B, 2B, 4B, and a 6B</p>
<input type="checkbox"/> Eraser	<p>Pink Pearl, Magic Rub Eraser, or STAEDTLER MARS PLASTIC ERASER</p> <p>Kneaded Eraser so you can erase small details or create subtle shading, plus they also don't leave any annoying "crumbs" behind</p> <p>DESIGN PRISMACOLOR KNEADED ERASER</p>
<input type="checkbox"/> Pencil sharpener	<p>Handheld 8mm single (standard pencil size) or double sharpener with 8mm and 10.5 mm holes for thicker pencils</p> <p>Canister with sharpener, such as Prismacolor Premier Sanford if you'll be using a mix of pencils, especially colored pencils.</p>
<input type="checkbox"/> Scissors	<p>Fiskars Scissors</p> <p>X-Acto Knife</p>
<input type="checkbox"/> Crayons, Chalk, or Pastels	<p>Crayola Crayons, 24 Count</p> <p>Cray-Pas Expressionist 16 Stick Oil Pastel Set or Chalk Pastels</p>
<input type="checkbox"/> Colored Pencils	<p>Crayola Colored Pencils, 12 Count</p> <p>Prismacolor Sets are perfect for a variety of different projects, including coloring, sketching, and drawing.</p>
<input type="checkbox"/> Water Based Colored Markers	<p>Crayola Washable Markers, 10 Count</p> <p>Crayola Colored Markers (classic colors)</p> <p>Mr. Sketch Washable Markers</p> <p>Broad and fine line</p>
<input type="checkbox"/> Black Waterproof Markers	<p>Sharpie, Marks-A-Lot, or Bic Markers</p> <p>Broad and fine line</p>
<input type="checkbox"/> Paint Brush	<p>Small, medium, and large round watercolor brushes (for tempera projects as well), large wash (or mop) brush and stiff large brushes for large painted paper projects. Blunt tip brushes are great for painting straight lines for buildings, etc. Golden Taklon brushes are durable and can be used with many types of paint (watercolor and acrylics). These are your power trio:</p> <ul style="list-style-type: none"> • A filbert for general painting and smoothing out details (a size 6 is perfect for medium size paintings) • A flat wash brush (1 inch), mostly for painting backgrounds • A small liner brush for fine details
<input type="checkbox"/> Pan Watercolor paint set	<p>Crayola Watercolor Paints, with Brush</p> <p>Watercolor pan set with eight to twelve colors</p> <p>16-color set from Prang</p> <p>Liquid watercolor (10 bottle sets) Note: Once you've tried liquid watercolors, it's hard to go back to regular pan style.</p>
<input type="checkbox"/> Paint Palette	<p>Recycled containers for paint.</p> <p>Inexpensive plastic paint palettes can be used with watercolors and acrylics. Choose one at least 7" (approx. 17.5 cm). A pad of disposable palette paper is another option for painting. It offers more space to mix colors, and makes clean-up a little easier.</p>
<input type="checkbox"/> Containers for water	<p>Recycled containers for water. Heavy-bottomed water cup (an old coffee cup will do fine) or recycled containers for water and paint (coffee cans, plastic containers, etc.)</p>
<input type="checkbox"/> Glue or glue stick	<p>Elmer's Glue Stick</p>

	Elmer's White Glue
<input type="checkbox"/> Construction Paper	Crayola Construction Paper, Assorted Colors, 9" x 12" or larger Mead Package of Construction Paper 9" x 12" or larger Gently used gift bag, wrapping paper, or old magazines, etc. for collage
<input type="checkbox"/> Ruler	12" or 18" Metal ruler, cork (non-skid) back. Look for a ruler that is designated as appropriate for cutting. Some artists like "cork-back" rulers because they stay in place on the paper or canvas.
<input type="checkbox"/> White Paper	Blank-page 8.5" x 11" computer paper Drawing paper/ inexpensive sketch pad Sulphite drawing paper, such as Strathmore, 50 to 65 lb. weight paper Strathmore Watercolor Paper, 12 Sheets, 9" x 12" such as Strathmore, "cold pressed" watercolor paper pad with 140 lb. (300 GSM) weight paper. Cold pressed paper has some texture, which makes it easier to paint on.
<p>Other Helpful Supplies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital Camera or cell phone to photograph your finished work <input type="checkbox"/> Art Smock or Apron <input type="checkbox"/> Art Supply Storage Box (Less expensive in the fishing department at a discount store) <input type="checkbox"/> Master's Brush Soap <input type="checkbox"/> Color Wheel <input type="checkbox"/> Clear Ruler <input type="checkbox"/> Compass (Learning Resources Classroom SAFE-T Products) <input type="checkbox"/> Masking Tape <input type="checkbox"/> Materials from your recycle bin that can be repurposed (cardboard, boxes, etc.) and all sorts of junk that can be found in drawers, closets, basements, garages, attics, etc.. <p>Optional Other Equipment Writing tools including paper, pencil or pen, binder to contain syllabus, handouts, sheet protectors, section dividers, and materials you have developed during the semester.</p>	
<p>Where to Buy Art Supplies</p> <p>Local Art Supply Stores - The supplies listed above should be available at local art supply or discount store. The advantages of buying locally are seeing the supplies before you buy them and having someone available to answer any questions you might have. Most of these supplies can be found at Walmart, Target, Hobby Lobby, and the Dollar Store. The drawing pencils are available for the cheapest price at Hobby Lobby. Hobby Lobby usually has a 40% off coupon online.</p> <p>Buying Art Supplies Online - These supplies can also be found at online art supply stores and other online retailers. Some advantages of buying art supplies online include having access to more brands, reading customer reviews of products, and sometimes more competitive prices. Check out the many resources for art educators with products and ideas to inspire art students of all grade levels: Sax, Blick, Classroom Direct, and Nasco.</p>	

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, reading, and written reflection. [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

Assignments: Guidelines and grading criteria will be provided for required assignments 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) will be provided when possible 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 Guidelines and grading criteria will be provided for all assignments. Refer to the rubrics frequently to guide your thinking and writing. Carefully review the rubric so that you understand what each level of performance on the task looks like before proceeding with the assignment. Use the rubric to self-assess your work. Even though art can be very subjective, grading your projects is totally objective, each project has a rubric with specific requirements and guidelines for each assignment. 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 and to assess your finished work. 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). Most of the assignments are scored by a rubric attached to the assignment in Canvas. Once an assignment is graded, you will be able to access the rubric and see exactly what you missed. Once an assignment is graded, you are encouraged to read the comments made by the instructor and respond to those comments.

FINAL EXAMINATION POLICY The final examinations will be based on the readings and the discussions. Early exams and/or make ups are not allowed, on principle, as emergencies are almost by definition unforeseen. 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 exams will be more challenging.

Course Requirements: Each student will develop a visual arts course description, a course outline, a unit of instruction, one standards-based lesson plan, an assessment instrument, present an art lesson aimed at engaging all students in artistic learning (appropriate for grades 9-12), analyze student work, and reflect upon their 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.

Written Assignments There is a moderate amount of writing throughout the course. The ability to write clearly, precisely, and concisely is a primary skill for effective educators. For best results: 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. Students must do their own work on all assignments, unless otherwise noted. Individual assignments that bear too much similarity to each other could be considered evidence

of dishonesty. Any evidence of cheating will result in a score of zero on the assignment. Incidences of cheating or plagiarism will be reported and student(s) may face further disciplinary action according to university policy.

Citing Sources: 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 (from published text, the Internet, or any other source, including other educators), 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. 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.

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. 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.

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. 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>.

Due Dates: 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, as evidenced by the time and date stamp given on the electronic submission. Reading Responses will not be accepted late.

Submission of word-processed documents (.doc, .docx, .pdf). Canvas file upload/online submission accepts file types .doc, .docx, and .pdf. **Canvas does not support .pages.** Please use templates that are provided. Font size should be at least 11-point size (e.g., Times, Times New Roman, or Arial; not italics). For best results:

- Proofread your work, making any necessary corrections to sentence structure, punctuation, spelling, and grammar.
- Document all sources.
- Use rubric to self-assess your work.
- Submit word-processed document to Canvas by 4:30 PM on the due date or earlier. 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.

Tasks and Activities that Elicit Evidence of Learning:

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 in order to generate class discussions. A Reading Response exemplar and holistic rubric describing the criteria will be provided. Submit weekly on Canvas by 04:30 PM or earlier. Reading Responses submitted late will receive a zero.

Weekly In Class Writing Activities 10% CLO 7 (TPE 6.1) In class writing activities are a way to gauge what students have learned and what they are still thinking about as part of the debriefing process. Class time will be provided to complete the activities (writing prompts, self-reflections, discussion board activities, exit tickets, peer reviews, etc.). Submit on Canvas by 07:30 PM or earlier. In class writing activities cannot be made up due to late arrival, early departure, or absence from class.

9/07 Visual Art Course Description 10% CLO 2 (TPE 2.5) A one sheet of paper document that provides students and parents with an overview of a visual art 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. Submit on Canvas by 04:30 PM or earlier.

9/21 Unit Plan 10% CLO 2 (TPE 2.5, 4.1, 4.8) Creating an instructional unit plan (a minimum of 15 consecutive days or *for schools with block scheduling, the equivalent of 3 full weeks*) as well as assessments is an important developmental step 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). The Unit Plan will provide arts instruction (“in” the arts) as well as arts-integrated instruction that meet both arts and academic content standards (“through” the arts). A Unit Plan Template, exemplar, and detailed rubric will be provided. Submit on Canvas by 04:30 PM or earlier.

9/28 Unit Calendar 10% 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/15 consecutive days or the equivalent of three full weeks of block scheduling). Each of the standards-based lessons and the culminating performance task(s) are clearly indicated. Guidelines, template, exemplar, and grading criteria will be provided. Submit on Canvas by 04:30 PM or earlier.

10/05 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 and grading criteria will be provided. Submit on Canvas by 04:30 PM or earlier.

10/12 Lesson Plan First Draft CLO 1,3,4,5 (TPE 1.1, 1.7, 3.1, 3.2, 3.5, 4.7, 5.1) You will develop one sequential standards-based art lesson plan (full bell-to-bell lesson) from your Unit Plan using the Gradual Release of Responsibility Method. A Lesson Plan Template, exemplar, and detailed rubric will be provided. Submit on Canvas by 04:30 PM or earlier. Time in class will be provided for peer reviewing and providing effective feedback to the author. Students will be provided with a success criteria and sentence starters to help form comments.

10/19 Revised Lesson Plan 10% CLO 1,3,4,5 (TPE 1.1, 1.7, 3.1, 3.2, 3.5, 4.7, 5.1) Based upon the feedback that you received from your peer review, make appropriate adjustments to your lesson plan and submit revised lesson plan on Canvas by 04:30 PM or earlier.

10/26 Art Lesson Presentation 10% CLO 6 (TPE 1.1, 1.7,2.5,3.1): You will organize the supplies and present an art lesson (60 minutes) to your peers using the Gradual Release of Responsibility method. Each student is required present their lesson on the assigned date or forfeit the date and receive zero points. Guidelines, template, and rubric will be provided.

11/02 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, and rubric will be provided. Submit on Canvas by 04:30 PM or earlier.

11/02 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. After your art lesson presentation, review the video, reflect upon your planning, instruction, and assessment decisions. 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 and rubric will be provided. Submit on Canvas by 04:30 PM or earlier.

12/13 Final Exam 10% (TPE 3.1, 5.1) The purpose of the final exam is to provide an opportunity for you to engage meaningfully with the course material. It is designed to challenge you and stimulate critical thinking related to the course material. This exam is "open book," which means you are permitted to use any materials handed out in class, your own notes from the course, the text, and anything on the ARED 238 course website. As with all academic work, students are expected to complete the exam independently, without collaboration, or help from any other person. 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. Submit on Canvas.

Revising and Resubmitting Written Assignments (Weekly Reading Response Excluded): Students who received a grade of "75%" or below may revise 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" or 85%. 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 original assignment, the resubmission statement, and revised work** to the instructor **no later than one week after the work was assessed** (grades posted on Canvas) **via email** (no time extensions for any reason).

A reassessment, however, does not guarantee that the student's grade will increase. Thus, it 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 work that was submitted late for reassessment.

Grading Information: At any time, you can go to the Grades in Canvas and see your current grades. Unless otherwise noted, grades will be posted in the online gradebook no later than the end of the week following the due date of the assignment. Students are encouraged to verify the record to assure no assignments are missing and report discrepancies promptly.

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.

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

Your grade is exclusively your responsibility. Work hard right from the beginning. Every little bit helps, so don't miss assignment deadlines. Deadline extensions can be given only when an unusual circumstance is discussed well before the deadline (except, of course, for a sudden illness or other documented event). An “Incomplete” grade can be given for truly extraordinary circumstances as per SJSU guidelines.

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.

Credential Program Grade 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. 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" (85% or above) 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. 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 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.

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: Reading Responses and In Class Writing Activities submitted late will receive a zero. 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%. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted beyond the "grace" period without a serious and compelling reason and instructor approval.

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.

Extra Credit: Extra credit options are not available. Extra credit is, by definition, extra. Whatever it consists of lies outside identified the course Program Learning Outcomes (PLO's). Therefore, extra credit has no place in a valid system of classroom assessment and grading.

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 discussions, group work, written work and/or 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. The course is designed to create a community in which all members are teachers and learners. 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.

Participation in 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 on time, to keep webcams on for the duration of the session (no hiding out or checking out early), to actively participate and to make significant and appropriate contributions to class discussions and/or activities. Students are encouraged to contribute to the class discussion through close reading, reflective thinking, and active engagement. Students are expected to listen to their classmates and reply to their ideas in an insightful way. This type of class participation enables the learning process through your reflections, questions, linkages to applications, and explanations to others. Students are expected to participate by responding to the instructor's questions as well as to ask questions or comment on the responses of their classmates in the online classroom. A good question is as valued as a comment that contributes to the learning process. Students are expected to participate in small groups discussion online based on an assigned topic from one of the weekly readings. Each group will present and facilitate a discussion (with help from the instructor).

Group Learning and Student Contributions It is important that all students be prepared to participate by completing the readings in advance, thinking about the topics, writing down comments or questions, and sharing reactions, experiences and thinking with the class. Group learning is encouraged, but students must do their own work on all assignments, unless otherwise noted. Individual assignments that bear too much similarity to each other could be considered evidence of dishonesty. Some of the best materials come from students. Please send the instructor web site URLs, books, videos, etc., that might be of value to this course and your classmates.

Discussion Board Throughout the course, you will be engaged in peer interactions on the discussion board, collaborative work in teams, and peer reviews. You may also use the Discussion board if you need an explanation of the course assignments or course activities.

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 each class. Students are expected to arrive on time and stay until class is over. Cell 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. Online sessions will be recorded and uploaded to Canvas when possible.

Cell Phones: As a courtesy to all, use of cell phones is generally prohibited during class meeting times. Please keep your cell phones on silent (or take it outside for emergencies) so that we can focus (it's a dignity/respect thing). If electronic accommodations are needed for class, please confer with the instructor beforehand.

Netiquette: The term "Netiquette" refers to the etiquette guidelines for electronic communications, such as e-mail and bulletin board postings. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages. Your instructor and fellow students wish to foster a safe online learning environment. As a student in this course, you are expected to maintain high degrees of professionalism and encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community. Please review some general Netiquette guidelines @ <http://www.albion.com/netiquette/corerules.html> that should be followed when communicating in this course.

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 platform (Zoom) to conduct classes
- To utilize online learning management system (Canvas) to share course resources (syllabus, documents, readings, links, etc.), to post grades, and to communicate with students in a timely manner
- To conduct all communication in a timely manner (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
- 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 be prepared for class 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 keep webcams on for the duration of the session to fully engage with the teacher and classmates
- To fully participate in class discussions and give other students the opportunity to join in the discussion
- To ask questions about material you did not understand

- To utilize digital tools, including online learning management system to access course resources, to communicate with the instructor, and to submit word-processed documents electronically (4:30 PM) on the due date or earlier
- To adhere to high standards of academic integrity and be familiar relevant University Policies.

Office Hours: I can answer questions about the course content – not technical issues and user problems. 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 24 hours) to discuss concerns (if you are confused about an assignment or if I haven't made something clear, etc.) via Zoom 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 (by phone or electronically) at mutually convenient times to a reasonable extent. If you miss class, it is your responsibility to check Canvas and to ask classmates what was missed. If you need to email me for an appointment, for example:

Dear Dr. Hughes,

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 4:00 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)*

Student Resources The school year often brings a large number (and great variety) of unexpected and challenging complications and disruptions to students as well as faculty. It may be difficult to arrive at good solutions when we already feel exhausted and tapped out. I encourage you to tend to your own needs - for sleep, for exercise, for nutritious food, and to connect with some of the free resources on campus that support students and might be useful for you included. Perhaps you can reach out to your classmates or look into some places below on campuses where students can get tutoring or attend academic success skill workshops. SJSU has many wonderful resources and services available to you as students here! For instance, there is the [Lurie College Student Success Center](https://www.sjsu.edu/education/studentsuccesscenter/index.php) @ <https://www.sjsu.edu/education/studentsuccesscenter/index.php> (in the courtyard-SH106) and other locations on campus such as the Health Center, Library, and Clark Hall, which provide writing support, workshops, counseling and other services. While program requirements may not have flexibility, there are still areas where you may gain support. Please see list of links and descriptions of some Student Success Resources (below):

ASPIRE Program Students qualify for ASPIRE if they are low income, first generation in college (neither parent has a degree from an accredited four-year U.S. college or university), or registered with a disability hindering academic performance <http://www.sjsu.edu/aspire/> (408) 924-2540. ASPIRE offers the Peer Writing Tutorial Program. “Here, students will engage in the following: Discuss, brainstorm, and generate ideas for outlines plans and drafts. Clarify thesis, organize, revise, and ask questions. Work on mechanics: punctuation, spelling and more. Work on writing clear, effective sentences and more.”

Peer Connections @ <https://peerconnections.sjsu.edu> provides one on one appointments for peer mentoring and tutoring. They also offer several workshops a month on academic success skills. **The Writing Center** @ <https://www.sjsu.edu/writingcenter/> offers one on one tutoring for writing, online resources, and workshops.

[The Communications Center](https://commcenter.sjsu.edu) @ <https://commcenter.sjsu.edu> has drop in and one on one appointments for oral and written communication. There are also numerous tutoring centers in the departments and colleges listed on the [Tutoring Hub](https://www.sjsu.edu/tutoring/) @ <https://www.sjsu.edu/tutoring/>

[Educational Counseling](https://www.sjsu.edu/counseling/students/Educational_Counseling/) @ https://www.sjsu.edu/counseling/students/Educational_Counseling/ provides one on one appointments, workshops, and online resources for academic success. The [Dr. Martin Luther King, Jr. Library](https://library.sjsu.edu) @ <https://library.sjsu.edu> has technology workshops. In addition, the library offers resources to support students in research, including details online to help the student define the type of resources and help they need and how to connect with a librarian. The library also has laptop and I-pad rentals, meeting rooms that can be reserved for teamwork or collaboration, and online resources on referencing and literature reviews and tutorials on plagiarism.

The San José State University [Writing Center](https://www.sjsu.edu/writingcenter/) @ <https://www.sjsu.edu/writingcenter/> offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. It's difficult enough being a college student, so why let a writing assignment add to your stress? Check out the ["Resources" page](https://www.sjsu.edu/writingcenter/writingresources/index.html) @ <https://www.sjsu.edu/writingcenter/writingresources/index.html> for videos and handouts that you can use for self-study.

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.

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. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material [University Policy S12-7](#),

<http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class-by-class basis.
 - 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.”

Accommodations for Students with Disabilities Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). You must have established your eligibility for support services through the [Accessible Education Center \(AEC \)](#) @ <https://www.sjsu.edu/aec/about/contact-us/index.html> located in the Administration Building 110. Note that services are confidential, may take time to put into place, and are not retroactive. Please contact ACE as soon as possible if accommodations are needed. **AEC** is an appropriate resource both for students who already have a documented disability and students who might experience an unexpected health event that might require accommodation (such as the lingering, possibly long-term side effects of a concussion). Professional staff at ACE can evaluate your request, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. ACE is located in the Administration Building 110.

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>

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.

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>.

Peer Mentor Center The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

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.

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. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. 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>

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



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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:



Academic & Wellness Support Services



1	Early Alert – Spartan Support Network Spartan Connect	Refer students in need of: <ul style="list-style-type: none"> • Academic • Basic needs • Personal support
2	Academic Advising Faculty Resources academic.advising@sjsu.edu	<ul style="list-style-type: none"> • Advising Hub • AARS & College Success Centers • General Education Advising • Spartan Connect
3	Writing Center Faculty Resources writingcenter@sjsu.edu	<ul style="list-style-type: none"> • Course-embedded tutors • House Calls & workshops • Syllabus statement
4	Peer Connections Faculty Resources peerconnections@sjsu.edu	<ul style="list-style-type: none"> • Peer Academic support • Tutoring & Mentoring • Strengths Coaching • Student Success workshops
5	Accessible Education Center Faculty resources aec-info@sjsu.edu	<ul style="list-style-type: none"> • Accessible/inclusive teaching • Syllabus statement • 5-step method for referral
6	Educational Opportunity Program eop@sjsu.edu	<ul style="list-style-type: none"> • First Gen, HUS • Academic Advising • Transition & support programs • Guardian Scholars Program
7	Career Center Faculty Resources careerhelp@sjsu.edu	<ul style="list-style-type: none"> • Spartan Career Readiness • Virtual class presentations • Canvas Career Courses
8	Counseling And Psychological Services Faculty Resources counseling.services@sjsu.edu	<ul style="list-style-type: none"> • Personal Counseling • Educational Counseling • Case Management • Consultation & outreach
9	SJSU Cares Faculty Resources sjsucares@sjsu.edu	<ul style="list-style-type: none"> • Presentation Request • Spartan Food Pantry • CalFresh, Swipe out Hunger
10	Academic Initiatives – Housing uhs-academic-initiatives@sjsu.edu	<ul style="list-style-type: none"> • Housing Academic support • Faculty-in-Residence • Peer Support

Art Education 238: Principles of Art Education
COURSE CALENDAR
Fall 2021

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.

Session & Module #	Date:	Agenda/Topic:	Assignment Due: Submit on Canvas by 4:30 or earlier
1	08/24	<p>Topic: Welcome to Art Education 238 Course Syllabus, Course Policies, Requirements Learning Scenario for Art Education 238 Curriculum Planning: Developing a Visual Art Course Curriculum</p>	<p>Activity: Getting to Know You (Post on Canvas Discussion) Sign Course Policies Acceptance Form (Submit on Canvas Assignments)</p>
2	08/31	<p>Topic: Standards-Based Education <i>The 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards)</i> <i>The 2020 California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework)</i> <i>California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, California Department of Education (State Standards)</i> Curriculum Planning: Developing Visual Art Course Description</p>	<p>Reading Response 2 Submit on Canvas by 4:30</p>
3	09/07	<p>Topic: Creating Culturally Responsive Visual Art Curriculum Making culturally responsive curricular and pedagogical decisions Curriculum Planning: Developing an Instructional Unit Plan</p>	<p>Reading Response 3 Visual Art Course Description Submit on Canvas by 4:30</p>

4	09/14	<p>Topic: Understanding by Design (UbD) UbD Stage 1: Identify Desired Results Introduction to Understanding by Design (UbD) Curriculum Planning: Developing an Instructional Unit Plan</p>	<p>Reading Response 4 Submit on Canvas by 4:30</p>
5	09/21	<p>Topics: UbD Stage 2—Determining Assessment Evidence Developing Ways for Students to Show Mastery of Skills and Concepts Developing Analytical Rubrics Curriculum Planning: Developing a Unit Plan Calendar</p>	<p>Reading Response 5 Unit Plan Submit on Canvas by 4:30</p>
6	09/28	<p>Topic: Inclusive and Equitable Art Education Choice-Based Art Education/Teaching for Artist Behavior (TAB) Developing Discipline Specific and Academic Language Universal Design for Learning (ULD) Developing Reading, Writing, Speaking, and Listening Opportunities in Visual Art Effective Visuals Graphic Organizers Curriculum Planning: Developing a Unit Plan Rationale</p>	<p>Reading Response 6 Unit Plan Calendar Submit on Canvas by 4:30</p>
7	10/05	<p>Topics: UbD Stage 3: Plan Learning Experiences and Instruction Gradual Release of Responsibility (GRR) Method of Instruction Curriculum Planning: Developing a Lesson Plan</p>	<p>Reading Response 7 Unit Rationale Submit on Canvas by 4:30</p>
8	10/12	<p>Topics: Constructive Criticism Peer Review and Peer Feedback Curriculum Planning: Providing feedback to peers</p>	<p>Reading Response 8 Lesson Plan First Draft Submit on Canvas by 4:30</p>
9	10/19	<p>Topics: Analysis of Student Work, Post-Instruction Reflection, Online Lesson Demos Curriculum Planning: Presenting online lesson demonstrations, analyzing student work, self-reflection</p>	<p>Reading Response 9 Revised Lesson Plan Submit on Canvas by 4:30</p>
10	10/26	<p>Lesson Demonstrations: TBA 1. 2. Peer Reviewers: TBA 1.</p>	<p>Art Lesson Presentations Peer Reviews Submit on Canvas by 7:30</p>

Syllabus: Art Education 238, Principles of Art Education, Fall 2021, Dr. Hughes

		2.	
11	11/02	Lesson Demonstrations: TBA 1. 2. Peer Reviewers: TBA 1. 2.	Art Lesson Presentations Reflection and Analysis on Canvas by 4:30 Peer Reviews Submit on Canvas by 7:30
12	11/09	Lesson Demonstrations: TBA 1. 2. Peer Reviewers: TBA 1. 2.	Art Lesson Presentations Reflection and Analysis on Canvas by 4:30 Peer Reviews Submit on Canvas by 7:30
13	11/16	Lesson Demonstrations: TBA 1. 2. Peer Reviewers: TBA 1. 2.	Art Lesson Presentations Reflection and Analysis on Canvas by 4:30 Peer Reviews Submit on Canvas by 7:30
14	11/23	Lesson Demonstrations: TBA 1. 2. Peer Reviewers: TBA 1. 2.	Art Lesson Presentations Reflection and Analysis on Canvas by 4:30 Peer Reviews Submit on Canvas by 7:30
15	11/30	Lesson Demonstrations: TBA 1. 2. Peer Reviewers: TBA 1. 2.	Art Lesson Presentations Reflection and Analysis on Canvas by 4:30 Peer Reviews Submit on Canvas by 7:30
	12/07	NO CLASSES or Exams Study/ Conference Day @ SJSU	NO CLASSES @ SJSU Submit Reflection and Analysis on Canvas by 4:30

16	12/13	Final Exam: Monday, December 13 @ 2:45-5:00	Final Exam Submit on Canvas by 5:00
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