

San José State University
College of Humanities and the Arts/Department of Art & Art History
Art 138, Elementary Art Methods, Section One, Spring, 2021

Course and Contact Information

Instructor:	Dr. Barbara Hughes
Office Location:	Art Building 333
Telephone:	(408) 924-4395
E-mail:	barbara.hughes@sjsu.edu (contact by e-mail preferred*)
Virtual Office Hours:	Please email to set up an appointment on Zoom or by phone Tuesdays & Thursdays 2:30-4:30 PM (by appointment preferred)
Class Days/Time:	Tuesdays & Thursdays 4:30-7:20 PM
Classroom:	Art Building 203
Prerequisite:	Upper division standing OR Consent of the Instructor if there are available seats
Grading:	Normal Grade Rules
Units:	3
Misc./Activity:	6 hours

* E-mail is generally the best method of contact during non-office hours.

* Please allow 24-hours for an e-mail response.

Additional Contact Information: **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](tel:4089244320)
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, 408-924-4320, art@sjsu.edu

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

Multiple Subject Credential Program Coordinator: Linda Sizelove, linda.sizelove@sjsu.edu

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 login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal <http://one.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.

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.

Course Format: Art 138 is an online studio course with a lecture component. Classes will take place in real-time, with regular synchronous seminars on Tuesdays and Thursdays from 4:30 p.m. - 7:15 p.m.. Participation in this classes will require access to a digital device (Chromebook or computer) and internet access. Students will be sent a notice to access the Zoom meetings through a link provided on Canvas starting on Thursday, January 28, from 4:30 p.m. - 7:15 p.m.. There are a total of thirty 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.

Course Description: This course is designed to equip prospective educators with basic art skills and strategies to effectively implement standards-based art instruction. Emphasis on Art Teaching Methods, Art Curriculum Development, and Art Experiences.

Art 138: Elementary Art Methods develops pre-service teachers basic visual arts skills, artistic literacy, academic language, assessment methods, instructional strategies, and capacities to teach standards-based visual arts at the elementary level. This course emphasizes three main areas: Art Teaching Methods (instructional strategies, methods, and techniques), Art Curriculum Development (standards-based lesson planning and assessment methods), and Art Experiences (knowledge, concepts, and skills

of visual art). The lectures, readings, and discussions introduce basic art concepts and teaching strategies to build a foundation for teaching and assessing visual arts.

The studio component of this course is designed for students with a range of art experiences (from little or no art experience to art majors). Participants will explore, comprehend, and employ the basic elements of art, use various media while developing their artistic and communications skills (verbal and written expression). Participants are expected to develop their own artwork. If participants produce work that makes use of another's work, including published photographs, the participant must make significant changes to the artwork, so it moves beyond duplication.

Unlike other college art courses that are taught to develop medium-specific expertise, Art 138 is an academically rigorous course that requires close readings of the assigned materials, written assignments, active participation in class discussions, art making, cooperative planning, group projects, peer teaching, peer reviews, and personal reflection. Even if participants have earned "A's" in previous studio art courses, some participants may lack the basic self-discipline and/or written communication skills that are skills required to thrive in the field of education. Each participant will develop and present a standards-based visual arts lesson aimed at engaging all students in artistic learning. As such, it is important that participants manage their time and commit to successfully completing all required coursework in a timely manner. Participants should be prepared to discuss all the assigned readings for each class session and to write clearly and coherently.

Attendance and Punctuality: Class will begin and end punctually. Since the development of professional behavior is one of the course goals, attendance is essential. Students are expected to attend each session, be on time and remain for the entire class. Absences, late arrivals, and early departures, for whatever reason, count as time taken from the course. One or more absences may impact your ability to succeed in this course. 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. 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."

Participation You are beginning your work as a preservice teacher in a learning community. Students should be prepared to discuss all the assigned readings for each class session, to make appropriate contributions, and to engage in the online discussions. If you disagree with the views of another student, please be constructive and respectful. Please remember to use standard netiquette rules of respect, civility, and constructive discourse when speaking, posting, replying, and providing feedback. Netiquette information is included on Canvas.

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; therefore, the ultimate goal is to promote writing excellence. All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. Specific information about each the assignments, grading criteria, and exemplars (when possible) are provided on Canvas. Even though art can be subjective, grading projects is totally objective, each project has a rubric with specific requirements and guidelines. It is your responsibility to read the specific information about the assignment, the exemplar provided, and the grading criteria carefully before proceeding with the assignment. Some written work must be completed in class or submitted electronically on Canvas (Word .doc or .docx) by 4:30 on the

due date or earlier to be eligible for full credit. Work submitted after the 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.

SJSU Education courses are intended to prepare future educators 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. Prospective teaching credential candidates, like all graduate students, are held to high standards for professionalism and academic performance.

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, skills and/or dispositions students will learn in this course. The CLO’s are aligned with the BA in Studio Practice/Preparation for Teaching 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. Identify, describe, and apply the elements of art (the visual components of color, form, line, shape, space, texture, and value) (PLO 2 & UGL 2)
TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 2. Demonstrate knowledge of subject matter, including the adopted California State Standards, while developing curricula and planning strategies for learning and teaching visual arts appropriate for students in grades K-8 (PLO 5 & UGL 5)

TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

CLO 4. Independently develop and present a standards-based visual arts lesson aimed at engaging all students in artistic learning appropriate for students in grades K-8 (PLO 1 & UGL 1)

TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students

CLO 5. Identify, describe, and utilize a variety of effective tools for diagnostic, formative, and summative assessments to inform instruction, to determine students' progress, to provide feedback to students, and to guide instructional practices (PLO 5 & UGL 5)

TPE 5: Assessing Student Learning

CLO 6. Demonstrate flexibility in adapting art curriculum to engage and support a diverse student audience (including students at various English proficiency levels and those experiencing a range of (dis)abilities, from gifted-and talented- to moderate and severe disabilities) appropriate for students in grades K-8 (PLO 1 & UGL 1)

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students

CLO 7. Demonstrate professional behavior by attending all class meetings, participating in the classroom community, collaborating in small groups, engaging in art activities, observing and analyzing the teaching practice of others, and reflecting upon instructional practices to improve upon student learning (PLO 1 & UGL 1)

TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator

CLO 8. Effectively express information in writing using Standard English Conventions (i.e., the basic elements of writing: spelling, punctuation, capitalization, grammar, and sentence structure) and 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, participating in online class sessions, and presenting an art lesson online

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

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

Technology Requirements: For this online course, we recommend the minimum technical requirements, either a laptop or a desktop computer with the latest web browser versions and reliable internet access (preferably DSL/3G or faster). Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

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.

Netiquette – or “internet etiquette” refers to a set of norms of acceptable behavior and expectations for virtual learning environments. Students may wish to follow the examples provided below in order to create an engaging, respectful, and meaningful learning environment where collaboration and diversity of opinions are celebrated.

- [Netiquette Guidelines Every Online Student Needs to Know](#) @ <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>
- [Edutopia: Netiquette Guidelines](#) @ <https://www.edutopia.org/whats-next-2008-netiquette-guidelines>
- [26 Tools for Classroom Management Apps](#) @ <https://www.common sense.org/education/top-picks/classroom-management-apps-and-websites>
- [Common Sense Education](#) @ <https://www.common sense.org/education/>

Highly Recommended Have a backup plan for computer crashes, Internet downtime or software problems. Keep copies of all your work on a flash drive or CD in case of computer disk failure or in case the Internet, as we know it, mysteriously disappears. Virus protection for your computer is also recommended.

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>
- 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>

- You may also view the [Zoom Help Center, Tutorials and Guides](#) 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> and [Campus Village B](#) @ <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/>

Apple Pages (.pages) program creates a document with the .pages file extension type. Pages is able to export its documents to some other formats, such as PDF or Microsoft Word's docx." Please convert .pages documents to .docx or PDFs before submitting them on Canvas. Canvas does not support document with the .pages file extension.

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.

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 the weekly module, you can expect to see items, such as a weekly overview of the module, the readings, resources, activities, and presentations.

- **Assignments:** You will find the project directions for each assignment by date.
- **Calendar** for assignment due dates so you can plan your semester accordingly.
- **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.

Required Readings/Text: The readings form the core of our class discussions, so please come prepared 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.

Texts: *The 2019 California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (Arts Standards) @ <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Select the links below to download the pre-publication chapters approved by the State Board of Education (in .docx format):

- [Introduction](#)
- [Visual Arts](#)
- [Standards Map for Kindergarten Visual Arts\(DOCX\)](#)
- [Standards Map for Grade 1 Visual Arts \(DOCX\)](#)
- [Standards Map for Grade 2 Visual Arts\(DOCX\)](#)
- [Standards Map for Grade 3 Visual Arts\(DOCX\)](#)
- [Standards Map for Grade 4 Visual Arts\(DOCX\)](#)
- [Standards Map for Grade 5 Visual Arts \(DOCX\)](#)
- [Standards Map for Grade 6 Visual Arts\(DOCX\)](#)
- [Standards Map for Grade 7 Visual Arts\(DOCX\)](#)
- [Standards Map for Grade 8 Visual Arts\(DOCX\)](#)

The 2020 California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework) @ <https://www.cde.ca.gov/ci/vp/cf/>

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\(DOCX\)](#)

Arts Education Instructional Materials @ <https://www.cde.ca.gov/ci/vp/im/>

Art and Craft Materials That Should Not Be Purchased for K–6 @ <https://oehha.ca.gov/risk-assessment/art-hazards>

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

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

English Language Development Standards The English language development (ELD) standards, ELD video series, information, and resources to assist local educational agencies (LEAs) design, implement,

bears a label informing the user of the presence of hazardous ingredients, the potential health effects, and instructions for the safe use.

BASIC ART SUPPLY LIST	
Essential supply list for at-home educational art activities while the campus is closed as a result of the novel coronavirus.	
*LIST OF ART AND CRAFT MATERIALS THAT CANNOT BE PURCHASED FOR USE IN K-6 TH GRADES	
Basic	Good, Better, Best
<input type="checkbox"/> Pencil	<p>Ticonderoga No. 2 Graphite Pencil Three or four are enough:</p> <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. Jerrys Jumbo White Pencil Drawing Pencils/Graphite Pencils: 2H, HB, 2B, 6B 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 Kneaded Eraser so you can erase small details or create subtle shading, plus they also don't leave any annoying "crumbs" behind 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 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 X-Acto Knife</p>
<input type="checkbox"/> Crayons, Oil Pastels	<p>Crayola Crayons, 24 Count Cray-Pas or Faber-Castell Oil Pastels <i>Water soluble oil pastels</i> will turn into paint when mixed with water. <i>Non-water-soluble oil pastels</i> will resist water. This is the secret ingredient the popular watercolor resist technique. *Playskool Crayons, *Rembrandt Soft Pastels</p>
<input type="checkbox"/> Colored Pencils	<p>Crayola Colored Pencils, 12 Count Faber-Castell and Prismacolor Sets are perfect for a variety of different projects, including coloring, sketching, and drawing *Prismacolor Premier Colored Pencils *Prismacolor Verithin Pencils</p>
<input type="checkbox"/> Water Based Colored Markers	<p>Washable Markers Broad and fine line <i>Water-based</i> or "washable" markers contain inks that are easily washed from surfaces, clothing and skin. If markers are advertised as "suitable for children," be sure to check for the legally required labels to verify this.</p>

	*Crayola Fine Tip Washable Marker Set, Non-Washable Markers, Broad Point, Classic Colors, *Mr. Sketch® Scented Washable Chisel Marker Sets
<input type="checkbox"/> Black Waterproof Markers <i>Solvent-based</i> markers leave permanent markings on surfaces and clothing that are difficult to wash off.	Sharpie, Marks-A-Lot, or Bic Markers Broad and fine line If markers are advertised as “suitable for children,” be sure to check for the legally required labels to verify this.
<input type="checkbox"/> Paint Brush	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: <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"/> Watercolor paint set	Prang or Crayola Watercolor Paints, with Brush Watercolor pan set with eight to twelve colors Liquid watercolor (Saxs, Blick) If advertised as “suitable for children,” be sure to check for the legally required labels to verify this. *Dick Blick Watercolors, *Art Creation Watercolors (Liquid)
<input type="checkbox"/> Paint Palette	Recycled containers for paint 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.
<input type="checkbox"/> Container for water	Recycled containers for water. Heavy-bottomed water cup (an old coffee cup will do fine) More “suitable for children” recycled plastic containers for water (coffee cans, plastic containers, etc.)
<input type="checkbox"/> Glue or glue stick	Elmer's Glue Stick 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"/> 12" Ruler	Clear Ruler 8" 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 9" x 12" or larger Sulphite drawing paper, such as Strathmore, 50 to 65 lb. weight paper Strathmore Watercolor Paper, 12 Sheets, 9" x 12" Canson Watercolor Paper (90 LB) Cold pressed paper has some texture, which makes it easier to paint on.
<input type="checkbox"/> Poster Board	Eight (or more) 14" X 22" or larger, white or assorted colors
<p>Other Helpful Supplies:</p> <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"/> Small Color Wheel <input type="checkbox"/> Compass <input type="checkbox"/> Masking Tape <input type="checkbox"/> Aluminum foil (Suggested: Heavy Duty Foil) <input type="checkbox"/> Hole punch <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.. <input type="checkbox"/> Use any art mediums and materials you have. Experiment and be creative.	
<p>Where to Buy Art Supplies</p> <ul style="list-style-type: none"> • 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. • 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. 	

Other Equipment: Writing tools including paper, pencil or pen, binder with section dividers to provide evidence of art projects, and other materials you have developed or collected during the semester.

Course Requirements and Assignments: SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. In addition to art projects, this course requires reading and written reflection. Guidelines and grading criteria will be provided in the Art 138 Course Requirements for required projects. All work submitted is expected to meet high standards of professional quality in content, style, and use of Standard English. Electronic copies are to be submitted on Canvas by 4:30 on the due date or earlier.

Time Outside of Class: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities...” The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

Assignment Format and Submission: All written assignments will be turned in electronically via the course Canvas site unless otherwise stated. Elaborated assignment descriptions will be posted on Canvas. It is most beneficial to you to follow all directions carefully to maximize your opportunity to receive the highest grade possible. It is each student's responsibility to know when each assignment is due, due dates are listed on the schedule and on Canvas. Each assignment is due by 04:30 PM of the due date unless otherwise stated.

- All writing needs to be readable and well-developed, which includes complete sentences, appropriate punctuation, capitalization, formal spelling, and legibility.
- All word-processed documents submitted either .doc or .docx or .pdf
- Use templates when provided
- Cite your sources
- Assignments submitted after 04:30 PM due date, during the one-week “grace” period, will receive an automatic 10% grade deduction.

Grading Information: Please review the rubrics carefully before beginning each assignment to ensure that you are well prepared for all tasks. Refer to the rubrics frequently to guide your thinking, instruction, and writing. Even though Art can be very subjective, grading your projects is totally objective, each project has a rubric with specific requirements and guidelines. The scoring rubrics have four performance score levels ranging from a low of “1” to a high of “4.” Therefore, you should carefully review the scoring rubrics so that you understand what each level of performance on the task looks like before proceeding with the assignment.

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

Rubrics: The rubrics used to score your assignments are included with the directions for each assignment. The descriptors in the four-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 4). Score levels of “3” and “4” will qualify as passing scores. Score levels of “1” or “2” on any task (requirement) at teacher discretion, will be provided **one** opportunity to revise to revise and resubmit one task an additional time. However, although the revised work might now be considered “4-level” according to the rubric, the best possible grade on all revised work is limited to a grade of “3”. A reassessment, however, does not guarantee that the student's grade will increase. Thus, 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 late work for reassessment.

Revising: Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback. There are cases, however, when a student may need further instruction to fully understand an assignment, or when completing a rewrite would result in improved understanding of concepts. This is not offered to students who already received an "A" or "B" and wish to boost their score slightly, or to students who did not attend class when assignments were being discussed. Inattention to directions and/or rubrics is also not an acceptable reason for a rewrite.

There are cases, however, when a student may need further instruction to fully understand an assignment, or when completing a rewrite would result in improved understanding of concepts. In those cases, the opportunity will be given. As per course policies: **Student who received a grade of "75%" or below may revise one assignment for reassessment** to show evidence of growth toward a specific learning goal and resubmission statement **no later than one week after the work was returned** (no time extensions for any reason). However, although the revised work might now be considered "A-level work" according to the rubric, the best possible grade on all revised work is limited to a grade of "B". When revising work, it is the responsibility of the student to take the instructor's comments into consideration and to write a short resubmission statement that clearly describes:

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

Group Projects:

- Students will work in pairs and/or other small group configurations in class and to complete specified assignments.
- Through group projects and other coursework, students will develop conceptual and interaction skills that will be critical to future success as a teacher.
- Group projects will require the participation of each group member. Individual projects will not be accepted unless deemed necessary by the instructor.
- In situations where the instructor determines that a student did not comply with the expectations for the small group assignments and related work (such as lack of interest, lack of focus or lack of participation in the group process, or letting others members of the group complete the work for the group) may result in a failing grade on the group activity for an individual member of the group.

Final Examination: The final exam will be based on the required readings and the course discussions. The final exam will be on **Friday, May 21 from 2:45 P.M.-5:00 P.M.** as per the Spring 2021 final exam schedule@ <https://www.sjsu.edu/classes/final-exam-schedule/spring-2021.php>

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. The readings form the core of our class discussions, so please come prepared to contribute. 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

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from class except for cases of documented illness and unexpected emergencies. A Reading Response format and rubric describing the criteria will be provided.

Studio Art Projects 10% (CLO 1.) Synchronous studio time will be built into the sessions for art making, presenting, responding, and writing activities. Basic art concepts and techniques will be presented remotely by your instructor and peers; therefore, your art supplies should be readily available during the scheduled sessions. Documentation of your artistic process, anchor chart, and reflection upon your artwork demonstrate your understanding and application of the Elements of Arts (color, form, line, shape, space, texture, and value) as well as provide an accurate sense of your skills, abilities, knowledge, interpretations, and judgments about your artwork. Evidence of studio art projects must be submitted on the Canvas by the due date or earlier to be considered on time and to receive full credit. Artwork submitted after the 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.

3/16 Group Mini Unit Plan 5% (CLO 2.,3.,7.) Small groups of students (3-4) will collaboratively engage in instructional planning using a format to develop a sequential, standards-based art mini unit of study for your assigned grade level. A unit is a way to scaffold learning with each lesson within the unit supporting and leading to the next. Collaborative planning is an important developmental step for students on their way to becoming educators. Each mini unit will focus on one element of art and provide reading, writing, speaking, listening, and art making opportunities for students. The ideas for these plans will be discussed in class (using strategies for instruction on material covered in class and/or in the course readings). A detailed rubric, exemplar, and unit plan template will be provided.

3/25 Midterm Exam 5% A midterm exam is a type of formative assessment, to measure students' grasp of the course materials and identify areas that need work. 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 Art 138 course website. As with all academic work, students are expected to complete the exam independently, without collaboration, or help from any other person. The midterm exam will consist of two parts based on the readings and the discussions. One part will be selected response items (multiple-choice, true false, matching) and the second part will be constructed response (short answer, extended answer). Early exams are not allowed, on principle, as emergencies are almost by definition unforeseen. Make up exams will be more challenging.

4/8 Lesson Plan Part One: Instruction Learning Plan 10% (CLO 1., CLO 2., CLO 4., CLO 5.,) You will develop one standards-based art lesson plan using strategies for instruction on material covered in class and the course readings. A detailed rubric, exemplar, and template will be provided.

4/15 Lesson Plan Part Two: Gradual Release Responsibility 10% (CLO 1., CLO 2., CLO 4., CLO 5.) You will develop one standards-based art lesson plans using GRR strategies for instruction and include all of the instructional materials, such as handouts, exit tickets, rubric, etc.. A detailed rubric, exemplar, and template will be provided.

TBA Art Lesson Demonstration 15% (CLO 1., CLO 2., CLO 4., CLO 5, CLO 6.,) You will organize all of the supplies/materials and present an art lesson demonstration (30 minutes) to your peers using the GRR method. Each student is required to submit a copy of their Lesson Plan and present their lesson on the assigned date or forfeit the date and receive zero points. You will receive a rubric describing the criteria for the Art Lesson Demonstration.

Peer Reviews 10% (CLO 7.) Giving and receiving peer feedback is a powerful learning tool. An effective peer-review experience benefits both the reviewer and the reviewee. Reviews submitted after the due date will not be accepted and will receive a zero. Non-submissions will receive a zero. A holistic rubric describing the criteria will be provided.

Analysis of Student Work 10% (CLO 7.) **Due: The week following your Art Lesson Presentation.** This is a major step in becoming an effective educator. After your lesson presentation, you will analyze the students work to identify and describe the student’s strengths, struggles, and misconceptions. Guidelines, template, exemplar, and rubric will be provided.

Post-Instruction Reflection 10% (CLO 7.) **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 demonstration, you will reflect upon your planning, instruction, assessment decisions, and watch the video. Based upon your reflection and data analysis, site appropriate adjustments (focused on research based instructional strategies) you plan to implement in the future. Guidelines, exemplar, and rubric will be provided.

5/21 Final Examination 10% 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 Art 138 course website. As with all academic work, students are expected to complete the exam independently, without collaboration, or help from any other person. The final exam will consist of two parts based on the readings and the discussions. One part will be selected response items (multiple-choice, true false, matching) and the second part will be constructed response (short answer, extended answer). Early exams are not allowed, on principle, as emergencies are almost by definition unforeseen, and the make-up, in any case, must occur during exam week. Final examinations may be rescheduled if there are verifiable emergency circumstances. Make up exams will be more challenging.

Determination of Grades: Please review the rubrics carefully before beginning each assignment to ensure that you are well prepared for all tasks.

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

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

Written assignments are due on Canvas at the beginning of the class (4:30 PM) on the due date will be considered on time and will receive full credit. Reading Responses will not be accepted late and cannot be made up due to absence from class except for cases of documented illness and unexpected emergencies. Extension requests *on* the due date, without an excusable reason, will not be considered. Please keep the instructor informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. Prior email notice to the instructor in sufficient time to allow for discussing an alternative schedule is required. Except in cases of documented emergencies, incomplete grades are not given in this course. See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

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

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, 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 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.

Incomplete: Except in cases of documented emergencies, incomplete grades are not given in this course. University Policy S09-7 states that a grade of Incomplete may be entered as a final course grade if a student cannot complete a clearly identifiable portion of course requirements within the academic term due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. Incompletes will only be given to students who have completed at least 75% of the course requirements with a "B" or better, who request the incomplete, and have documented compelling reasons for receiving an extension that include a **Personal Statement and Supporting Documentation** (same as above). It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. If the instructor agrees, the instructor will enter an "I" grade for that course for that semester. A final grade is assigned when the work agreed upon has been completed and evaluated. Failure to complete the assigned work will result in an incomplete "I" being converted to an "IC" and is calculated as an F grade for GPA purposes.

Attendance and Punctuality: Since the development of professional behavior is one of the course goals, attendance is essential. Absences, late arrivals, and early departures, for whatever reason, count as time taken from the course. If you are ill or unable to attend more than one class, I expect you to contact me (e-mail preferable) as soon as possible. Do not schedule work time or other obligations during our class time. NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class."

Make-up sessions: The instructor will not be available for any make-up sessions for anyone missing classes. Please take the time to connect with one or two other students and exchange contact information in case you find yourself in a situation where you must miss all or part of a class session (due to late arrival, early departure, or absence from class). It is your sole responsibility to get notes, assignment details, etc., from another student. In class Studio Art Project materials will be available during the scheduled session only. In class art projects cannot be made up in other class sessions due to late arrival, early departure, or absence from class. Make-up tests and/or exams will be more challenging. Extra credit options are not available.

Building Community: You are beginning your work as a teacher—a professional in the community. Being a professional comes with many responsibilities, such as common courtesy and professional behavior. You are expected to arrive to class on time, to be prepared (by having thoroughly completed all readings and submitted assignments BEFORE you come to class), and to remain engaged for the duration of the class. Cell phones and other distractions (i.e. laptops, newspapers, and other recreational materials) should not be present during class unless otherwise stated.

Documenting the Artistic Process For Each Studio Project and Anchor Chart: As you work, remember to document your artistic process (from preliminary ideas, experimentation, first attempts, early, midway, finished artwork, and one selfie photo of you holding your finished artwork). In order to receive full credit for art projects, students must submit photos that document your artistic process (including the

selfie photo of you holding your finished artwork), a Google slide that includes a photo of your artwork, title, size, media, and your name, and a student-friendly anchor chart.

Cell phones: As a courtesy to all, please keep your cell phones on silent and refrain from using other electronic devices. If electronic accommodations are needed for class, please confer with the instructor beforehand.

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

You can expect me:

- To start and end class on time
- To utilize online learning management system to share course resources (syllabus, documents, readings, links, etc.) and to communicate with students
- To respond to your email within 24 hours (time will be limited on weekends and/or 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 come to class on time prepared by having completed the assigned readings
- To ask questions about material you did not understand
- To share your ideas and listen, speak, and behave respectfully to classmates
- To actively participate and to make significant and appropriate contributions to grade level group discussions and activities.
- To utilize digital tools, including online learning management system to access course resources (syllabus, documents, readings, links, etc.) and to submit documents on Canvas on the due date or earlier

Office Hours: Students are encouraged to discuss concerns whenever they have questions about course materials or assignments in class. If you are overwhelmed or are having trouble, feel free to talk to me immediately. It is better to approach me for assistance than to wait until work is late or not to do it at all. The best way to reach me is through e-mail, which I check at least once a day. I will respond to e-mails at my earliest convenience (time will be limited on weekends and holidays). Students are encouraged to make an appointment in advance (at least 48 hours) to discuss concerns (if you are confused about an assignment or if I haven't made something clear, etc.) during office hours. Please keep me informed of any extenuating circumstances in your life that may hinder your ability to succeed in this course. If you have a concern or question you need to discuss at length, I am available for appointments (in-person, by phone, or electronically) at mutually convenient times to a reasonable extent. If you need to email me for an appointment, for example:

Dear Dr. Hughes,

I am enrolled in your Art 138 class. I would like to meet with you during your office hours to discuss a problem I am having with _____ . If you are available before class, I would like to make an appointment with you at 2:30 on Tuesday or Thursday. 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 Resources SJSU has many wonderful resources and services available to you as students here! For instance, there is the Lurie College Student Success Center (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). For instance, if you have a need for accommodations, please contact the Accessibility Education Center (AEC) [Accessible Education Center](#). The AEC can document and provide permission for accommodations. This AEC paperwork can be provided to relevant faculty or school personnel as necessary.

Peer Connections provides [one on one appointments](#) for [peer mentoring](#) and [tutoring](#). They also offer several [workshops](#) a month on academic success skills. [The Writing Center](#) offers [one on one tutoring for writing](#), [online resources](#), and [workshops](#). The [Communications Center](#) 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](#).

Educational Counseling provides one on one appointments, [workshops](#), and [online resources](#) for academic success. The library 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 reserved for teamwork or collaboration](#), and [online resources on referencing and literature reviews](#) and [tutorials on plagiarism](#). The [Spartan Success Portal](#) has a range of support options.

Academic Writing: A broad definition of academic writing is any writing done to fulfill a requirement of a college or university. When writing academically, a lot of focus is put on using a certain structure, using formal language and presenting everything with clear and concise statements. Credential candidates, like all graduate students, are held to high standards for professionalism and academic performance. All

written work is expected to meet high standards of professional quality in content, style, and use of Standard English. Your language should be concise, formal, and express precisely what you want it to mean. Proofread your work, making any necessary corrections to sentence structure, punctuation, spelling and grammar. Use a dictionary and a writer's guide if you are unsure about the rules. Citing sources in the body of your paper and providing a list of references is a very important aspect of academic writing. It is essential to always acknowledge the source of any ideas, research findings, data, or quoted text that you have used in your paper as a defense against allegations of plagiarism. The scholarly convention of citing sources is also important because it allows the reader to identify the sources you used and independently verify your findings and conclusions.

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

Artistic Integrity: Students are expected to develop their own artwork. It of the utmost importance that students at all times provide their instructor and classmates with an accurate sense of their current abilities and knowledge in order to receive appropriate constructive criticism and advice. In general, use of "pre-existing images" (those not created by your own hand) will not be tolerated. If you submit work that makes use of (appropriates) photographs, published images and/or other artists' works, you must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design and/or concept of the source. Your individual "voice" should be clearly heard. It is unethical, constitutes plagiarism and often violates copyright law to simply copy an image (even in another medium) that was made by someone else and represent it as your own.

Any attempt to evade that essential, transparent transaction between instructor and student through plagiarism or cheating is educationally self-defeating. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of breaking that rule. Penalties for violations of the Artistic Integrity Policy may range from being required to redo an assignment completely or assign a grade of "0" for the assignment and factor the failing grade into the student's final grade for the course.

Plagiarism: The definition of plagiarism is "to steal and pass off the ideas or words of another as one's own." Please note that plagiarism includes all forms of stealing words, ideas, or images produced by others (drawings, paintings, even photographs). The presentation in one's own work of another's ideas, methods, research or words without proper acknowledgement constitutes plagiarism. This includes close paraphrasing as well as quoting entire lines of another's work, either verbatim or verbatim of another's work without citation. Any student found cheating or copying from another student's work or found to have plagiarized from other material (or using any materials for an assignment not completed by that student) will receive a grade of "0" for the assignment in question and may face further disciplinary action according to university policy (below). Visit Plagiarism.org <http://www.plagiarism.org> to learn about plagiarism and accidental plagiarism.

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.

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 <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.”

Accessible Education Center (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 AEC can evaluate your request, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Students are encouraged to contact the AEC as soon as possible since timely notice is needed to coordinate accommodations. The Accessible Education Center is located in the Administration Building 110. More information online @ <http://www.sjsu.edu/aec>

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>

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.

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. 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 138 Syllabus Acknowledgements and Course Policies Acceptance

DOWNLOAD, PRINT, SIGN AND SUBMIT ON CANVAS IN BY THE SECOND WEEK OF CLASS

I have reviewed the Art 138 course syllabus. I understand this is an academically rigorous course that requires close readings of the assigned materials, active participation in class discussions, writing assignments, peer teaching, and peer reviews. I understand that it is my responsibility to keep the instructor informed of any extenuating circumstances that may hinder my ability to succeed in this course. By signing below, I indicate that I have read and understood the course policies and course requirements. I agree to abide by these policies and requirements.

Print Name: _____

Signature: _____ Date: _____

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Name (please print) _____

Signature: _____ Date: _____

Telephone or E-mail address:

Art 138: Elementary Art Methods

COURSE CALENDAR Spring 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.

Week	Day Date	Topic:	Assignment Due on Canvas:
1	Thurs 1/28	Welcome: Discuss: Course Overview, Syllabus, Projects	Activity on Discussion Board
2	Tuesday 2/2	Art in Early Childhood Followed by group discussion	Reading Response 2 Syllabus Acceptance form
	Thursday 2/4	Studio: Element of Art: Line	
3	Tuesday 2/9	Process Vs. Product Art Classroom Management and Organization	Reading Response 3 Studio: Line
	Thursday 2/11	Studio: Element of Art: Shape and Scissor Skills	
4	Tuesday 2/16	The California Arts Standards (CAS)	Reading Response 4 Studio: Shape
	Thursday 2/18	Studio: Elements of Art: Space	
5	Tuesday 2/23	Understanding by Design (UbD) Stage 1: Identify Desired Results	Reading Response 5 Studio: Space
	Thursday 2/25	Studio: Element of Art: Texture	

6	Tuesday 3/2	Understanding by Design (UbD) Stage 2: Determine Assessment Evidence Summative Assessment and Rubrics Small Group Planning Time	Reading Response 6 Studio: Texture
	Thursday 3/4	Studio: Element of Art: Color/Drawing	
7	Tuesday 3/9	Understanding by Design (UbD) Stage 2: Diagnostic and Formative Assessments Feedback Small Group Planning Time	Reading Response 7 Studio: Color/Drawing
	Thursday 3/11	Studio: Elements of Art: Value/Drawing	
8	Tuesday 3/16	Understanding by Design (UbD) Stage 3: Plan Learning Experiences and Instruction Gradual Release of Responsibility (GRR) Midterm Exam Review	Reading Response 8 Studio: Value Group Mini Unit Plan
	Thursday 3/18	Studio: Elements of Art: Color/Painting	
9	Tuesday 3/23	Supporting All Students Universal Design for Learning Accommodations and Modifications	Reading Response 9 Studio: Color/Painting
	Thursday 3/25	Midterm Exam	Midterm Exam
10	<i>No Class</i> Tuesday 3/30	<i>Spring Break: No Classes at SJSU</i>	
	<i>No Class</i> Thursday 4/1	<i>Spring Break: No Classes at SJSU</i>	

11	Tuesday 4/6	Developing Literacy Skills in the Visual Arts Developing Portfolios	Reading Response 11
	Thursday 4/8	Studio: Element of Art: Form	Lesson Plan Part I
12	Tuesday 4/13	Teaching and Learning Methodologies of Art Education Visual Thinking Strategies (VTS) Choice-Based Art Teaching for Artistic Behaviors (TAB) Culturally Relevant Pedagogy	Reading Response 12 Studio: Form
	Thursday 4/15	Studio: Story Quilt Part One	Lesson Plan Part II
13	Tuesday 4/20	Arts-Integrated Curriculum Interdisciplinary Connections Lesson Demos and Peer Reviews Analysis and Reflection	Reading Response 13
	Thursday 4/22	Studio: Story Quilt Part Two	
14	Tuesday 4/27	Lesson Demonstrations and Peer Reviews Either Grades K-5 th 30 Minute Lessons 1) 4:30-5:00 2) 5:15-5:45 3) 6:00-6:30 4) 6:45-7:00	Studio: Story Quilt
	Thursday 4/29	Lesson Demonstrations and Peer Reviews OR Grades 6th-8th 45 Minute Lessons 1) 4:30-5:15 2) 5:30-6:15 3) 6:30-7:15	Lesson Demos Analysis and Reflection due the week following your Lesson Demo
15	Tuesday 5/4	Lesson Demonstrations and Peer Reviews Analysis of Student Work and Post-Instruction Reflection due the week following your Lesson Demonstration.	Lesson Demos

16	Thursday 5/6	Lesson Demonstrations and Peer Reviews Analysis of Student Work and Post-Instruction Reflection due the week following your Lesson Demonstration.	Lesson Demos
	Tuesday 5/11	Lesson Demonstrations and Peer Reviews Analysis of Student Work and Post-Instruction Reflection due the week following your Lesson Demonstration.	Lesson Demos
17	Thursday 5/13	Lesson Demonstrations and Peer Reviews Analysis of Student Work and Post-Instruction Reflection due the week following your Lesson Demonstration.	Lesson Demos
	<i>No Class</i> Tuesday 5/18	<i>SJSU Study/Conference Day</i> <i>No Classes at SJSU</i>	
	Friday, 5/21	Friday, May 21 from 2:45 P.M.-5:00 P.M	Final Exam