



ART/EDUC 2613

Art Education P-5

Fall 2016

Goodhue Academic Center Rm 200

M 3:30-6:00 p.m.

Dr. David W. Moffett

Chair & Professor

Education Division

Lindsey Wilson College

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Office phone: 270-384-8135 (It is best to email me, rather than calling)

Office hours: M 1-3, T 9:30-11:30, W 1-3, R 9:30-11:30, F 9:30-11:30 and by appointment

Course Description:

Develops an increased understanding of visual art and applications for teaching art in elementary school classes. Emphasis will be on experimentation with art media, and development of skills for teaching and assessing creative problem-solving activities that are developmentally appropriate in appreciation, production, and integrated art lessons. Also listed as ART 2613. (\$20 lab fee). Recommended for Art Education majors: ART 2164 and either ART 2733 or ART 2743. Recommended for P-5 Education Majors: ART 1003 and Educ 3223

Required Course Materials:

Text: Clements & Wachowiak, *Emphasis Art*, 9th ed., large 3-ring course binder, college ruled paper for notes, tote bag for supplies.

Conceptual Framework

The Division of Education and the Unit for Teacher Preparation incorporates the theme "Teacher as Leader for the 21st Century" in each course. The course equips candidates in the areas of knowledge, pedagogy, leadership and reflective practice. Candidates in EDUC 2123 begin developing knowledge and skills that are essential to become teacher leaders by creating a teaching philosophy and by practicing presentation skills. Field experiences and assignments help build 21st century skills by identifying specific teaching and learning methodologies and/or beliefs in what is required to have a successful career in the teaching profession. Teacher candidates will be equipped with pedagogical knowledge to teach K-12 students, impact student

learning and to value and support student diversity addressing individual needs. The course will also guide candidates to assume leadership roles in teaching diverse learners in their school communities and address the twenty-first century skills needed by all learners. In addition, teacher candidates will learn to incorporate Characteristics of Highly Effective Teaching and Learning as outlined by the Kentucky Department of Education and the requirements for Unbridled Learning.

Course Objectives:

The purpose of this course is to help students know, appreciate, and implement the use of visual art in the P-5 classroom, and to come to appreciate the value of visual art in childhood learning, develop, and society.

Upon completion of this course students will:

1. Understand the value of discipline-based art education (DBAE) in traditional P-5 classrooms
2. Be able to identify the visual art developmental stages of students in grades P-5.
3. Understand the principles of DBAE through the creation and evaluation of grade appropriate visual art.
4. Be able to construct lesson plans incorporating all DBAE principles.
5. Be able to incorporate DBAE principles across all P-5 subject disciplines.

Deadlines:

Late assignments or projects will be accepted for partial credit if they are received within a reasonable amount of time. The instructor determines what amount of time is reasonable for accepting late work.

Emergency Exceptions:

The only exception to the rule regarding missed deadlines is if you have had an emergency just before class or during class. If you choose to ask for an emergency exception, you will be required to provide written proof of the emergency. Only the instructor can decide whether a situation qualifies as an "emergency." If your case qualifies as an emergency and you have written evidence, you will be allowed to make up the missed assignment or in-class work without penalty. Note: An appointment with a doctor, dentist or other health professional will not qualify as an emergency.

Policy Statements:

Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate.: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer's words, but also any paraphrase or summary of another writer's concepts or ideas without documentation is plagiarizing that writer's materials. Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an "F" for the activity in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. **Note:** The College has purchased Turnitin.com, a web product used to detect plagiarized documents.

Questioning a Grade -- The Student Academic Complaint Policy

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, "receipt" is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)

2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.

3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.

4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.

2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific bases for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

Statement on Learning/Physical Disabilities

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15.

Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education

Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-7479.

Academic Success Center

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

Writing Center and Mathematics Center

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

Cell Phone Policy

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

Education Division Media Policy

Students may not check e-mails or websites with electronic devices during classes unless instructed to do so by their instructor.

Class Absences

In keeping with the Lindsey Wilson College policy, students are responsible for regular class attendance. In the Education program, students are expected to attend all classes. Absences for authorized obligations (for example, athletic events, choir trips, field trips for classes) are counted as excused absences. Students who must be absent for such authorized obligations should notify the instructor **prior** to the time of the absence.

Adding/Dropping a Course

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

Course	Deadline	Submitted by the Student to
Columbia undergraduate and graduate full semester courses	Not later than 30 days before the end of the semester	Registrar
AIM courses	By the sixth week of class	Director of the AIM Program or the Registrar
Courses at Community Campuses	By the third weekend of class	Site Coordinator or the Registrar

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

Rubrics for Blackboard Online discussions' papers and replies:

Follow discussion and reply guidelines. Post papers and replies only during prescribed time sessions in each forum. Work posted before or after prescribed time sessions typically result in loss of points.

Note that there is most likely a "timeout" feature in Blackboard so you should compose all lengthy posts and replies in Word so you do not lose your written work. It is suggested to save your papers in Word using course prefix, number, and particular assignment name for easy retrieval.

No Flaming:

Avoid Flaming* or nonsensical discussion board posts such as "I agree."

Points shall be deducted for such unprofessional online demeanor

*Flaming is a term representing postings or remarks online that would be unbecoming and inappropriate in an on-site course. Always, practice common courtesy and charity in your posts and replies.

Rubric for Online Papers, etc.

100% of the total points allotted: The completion of the assignment was exemplary, on time, proofread, grammatically correct, organized, scholarly, and in response to all of the assignment in an in-depth manner. The assignment contained APA formatted references and text and/or article citations to support facts and opinions.

75-99% of the total points allotted: The completed assignment was good, with most of the qualities that are described above but perhaps lacking in some element listed above.

51-74% of the total points allotted: The completed assignment needed improvement. It contained some of the required elements but was clearly lacking in some area(s).

1 to 50% of the total points allotted: The completed assignment was of poor quality, incomplete, or late.

0% of the total points allotted: The completed assignment was not submitted by the due date guidelines, or was of unacceptable quality, or contained evidence of plagiarism, or contained unacceptable language.

Rubric for Online Replies

100% of the total points allotted: The participant provided three or more in depth discussion postings that were relevant to the discussion as assigned, during the prescribed discussion time window. A hot website to extend the discussion was included in both the body of the reply as well as in the appropriate APA reference. The reply was written in context to the fellow participant's posts, contained thoughtful comments, critiques, or questions that added to the discussion(s). The replies did not contain typos or grammatical errors. Facts were validated with APA references, and opinions were relevant and tied to the facts. The participant made a good effort to post thoughtful replies and it is clear that they logged on more than once in the discussion.

75-99% of the total points allotted: The replies were good but lacking in some minor aspect, or the participant did not completely reply in a manner described above, or the participant's login online activity appears to be merely once in the prescribed discussion episode.

51-74% of the total points allotted: Posting quality or participation needed improvement. There were some of the required elements listed above in the replies but there was a clear lack in some area(s). APA citation for the shared website was incorrect.

1-50% of the total points allotted: The reply quality, participation, or timeliness is poor, or the participant did not post according to directions. There was no APA reference for the shared website.

0% of the total points allotted: Either there were no replies posted or the posts were of unacceptable quality, or the reply contained unacceptable, rude, or "flaming" language.

Course Calendar and Assignments

Week 1- August 22- Welcome –Introductions-Syllabus review- Assignments made-article 1 handout

Week 2- August 29- Text Part 1- chs 1 & 2 presentation Dr. Moffett, Article presentation and discussion, Dr. Moffett. Turn in your notes from readings, 3 discussion questions, and in class notes (1). Submit petition for participation points #1.

Labor Day Monday September 5th No Class

Week 3- September 12- Text Part 2 chs 3, 4, & 5 chapter presenters _____, _____ LWC Lesson Plan review and discussion, Dr. Moffett In class review of art standards- see inside cover of text, and discussion, Dr. Moffett hand out article #2 for week 4 class. Turn in your notes from readings, 3 discussion questions, and in class notes (2). Submit petition for participation points #2.

Week 4-September 19- Text Part 4 chs 14, 15, & 16 chapter presenters _____, _____. Article 2 facilitator _____. Hand out of article #3 for week 5 online class. Handout of article #4 for October 3 class. Turn in your notes from readings, 5 discussion questions, and in class notes (3). Submit petition for participation points #3.

Week 5- September 26-28 Online- Post 2 page article description and reaction papers as attachment in a reply to the original instructor post in the week 5 discussion forum by Monday, Sept 26 6 pm. By Wed Sept 28 11:59:59 provide three replies to other participants. See the online rubrics in the syllabus for your paper and replies.

Week 6- October 3- Text Part 4 chs 17 & 18 chapter presenters _____, _____. Article 4 facilitator _____. Turn in your notes from readings, 5 discussion questions, and in class notes (4). Submit petition for participation points #4. Submit petition for participation points #4.

October 10th to October 14th Fall Break- No Class

Week 7-October 17- Text Part 3 chs 6, 7, 8, and 9 chapter presenters _____, _____. In class lesson plan creation and presentation activity, Dr Moffett facilitator. Turn in your selected art in education articles for evaluation & printing by Dr. Moffett for the week of Oct 31st online class activity. Turn in your notes from readings, 3 discussion questions, and in class notes (5). Submit petition for participation points #5. Submit petition for participation points #5.

Week 8- October 24- Text Part 4 chs 10, 11, 12, and 13 chapter presenters _____, _____. In class lesson plan creation and presentation activity, Dr. Moffett. Distribution of copies of articles for week of Oct 31 online class activities. Turn in your notes from readings, 3 discussion questions, and in class notes (6). Submit petition for participation points #6.

Week 9- October 31-Nov 2 Online- Post 2 page article description and reaction papers as attachment in a reply to the original instructor post in the week 9 discussion forum by Monday, Oct 31st 6 pm. By Wed Nov 2nd 11:59:59 provide three replies to other participants. See the online rubrics in the syllabus for your paper and replies. Select 3 favorite art items and bring to week 10 class.

Week 10-November 7- Text Part 5 chs 20, 21, 22 chapter presenters _____, _____. Art Salon: Student gallery and presentations of 3 favorite art items- art history, criticism, and aesthetics activities. Turn in your notes from readings, 3 discussion questions, and in class notes (7). Submit petition for participation points #7.

Week 11-November 14-Text Part 5 chs 23, 24, 25 chapter presenters _____, _____. Art creation: Drawing, Crayon, Water Colors/presentations. Turn in your notes from readings, 3 discussion questions, and in class notes (8). Submit petition for participation points #8.

Week 12-November 21-Text Part 5 chs 26, 27, 28 chapter presenters _____, _____. Art creation: Paper projects, computer art, etc./presentations. Turn in your notes from readings, 3 discussion questions, and in class notes (9). Submit petition for participation points #9.

Week 13-November 28- Text Part 5 chs 29, 30, 31 chapter presenters _____, _____. Art creation: 3-D, Crafts, and Clay/presentations. Turn in your notes from readings, 3 discussion questions, and in class notes (10). Submit petition for participation points #10.

Week 14- Finals Week

Salon: Students bring favorite self-produced art/craft to class for presentation, accompanied by grade appropriate lesson plan copies for all participants including instructor. Art criticism activity and ranking, evaluations and rankings submitted to Instructor.

Within 24 hours of completion of course, course participants email a one page free write reflection of the course to the instructor moffettd@lindsey.edu

Thank you for your participation in the course!

Course points

Chapter and article presentations @ 10 pts each	TBD
Notes from readings, discussion questions, class notes @ 10 points ea	100
Petitions for participation @ 5 pts each	50
Online episodes @ 10 pts each	20
Art salon selected art items	10
Three art creations @ 10 pts each	30
Final Exam art project and criticism/ranking	20
One page free write course reflection	10

Total points 240 points plus chapter/article presentations points

GRADING SCALE

94-100%	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79	C+
70-76	C
60-69%	D
0-59%	F

