



Academic Affairs - Course Proposal Form



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: ART		Department Chair: Catherine Turrill	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: November 1, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 2008	
Prefix & No. ART 192C	Title: Senior Seminar in Art Education		Units: 3
Change to:		Units:	
Prefix & No.	Title:		

JUSTIFICATION:

For the Art Education program to be approved by the Commission on Teaching Credentialing (CCTC), the Subject Matter Preparation Program in Art must comply with preconditions and standards of an effective program. The CCTC reviewers informed us that we did not meet Standard 6 (Early Field Experiences). The CCTC program reviewers advised us that all students in the Single Subject Teachers program must have planned and structured field experiences in public school classrooms before they graduate. Such classroom experiences should be linked to program coursework and should provide broad classroom experiences across all grade levels and diverse populations. Art 192C will meet this field experience requirement, (currently a deficiency in our program) and thereby satisfy CCTC accreditation requirements.

Art 192C will also fulfill NASAD's fieldwork experience requirements, and Sac State also requires a culminating experience course in the BA program.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See <http://www.csus.edu/acaf/univmanual/crsps1.htm> - Guidelines for Catalog Course Description

This course relates current art education theories to teaching practices in elementary and secondary classrooms, and museum/gallery settings. Teaching practices in a classroom or gallery/museum setting will connect to curriculum materials developed in Art 130, Art 133, Art 134 and Art 135.

Note:

Prerequisite: Senior status, and Art 130, Art 133, Art 134, and Art 135.

Corequisite:

CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification: C4	Title for SIS+ (not more than 25 characters) Senior Seminar in Art Education
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, with what course:

How Many Times Can This Course be Taken for Credit? once

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format:

"Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Demonstrate knowledge and skills in the following areas.

1. Explore a variety of technical and expressive skills and styles in teaching art.
2. Teach artistic perception and aesthetic models and be able to compare and contrast qualities within artworks.
3. Learn to manage a variety of disciplinary and classroom procedures.
4. Understand and apply educational principles and theories relevant to the physical, social, emotional, moral and cognitive development of students.
5. Connect art other subject areas and to careers.
6. Interact effectively with K-12 students from diverse populations represented in California public schools.
7. Build media appropriate for a variety of learning styles and abilities, and identify bias or stereotypes related to gender, race, culture, disabilities, and socioeconomic levels.
8. Construct curricula for diverse populations in elementary and secondary school classrooms.
9. Develop a curriculum packet based on an exhibition in a gallery or museum.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Leading a Discussion on one chapter from *Contemporary Issues in Art Education* : 20%

Students will be responsible for facilitating a 30-minute discussion based upon an assigned reading. The presentation will be evaluated for comprehension and class involvement in the discussion.

Microteaching Presentation: 40%:

Each student will plan and teach 8 lessons; 4 based on content domains at the elementary level; and 4 at the secondary level. Each of the 4 teaching sessions will be planned sequentially and each lesson will last approximately 60 minutes. Students are assessed for: creativity, motivational activities, skill building activities, and use of teaching aides such as overheads, visual resources, games, videos, and the human senses, etc.

Idea Binder 20%

Requirements: 8 lesson plans, photographs of the artistic processes and the students' artwork outcomes, a one-page self-reflection following each lesson, and a list of teaching aides (overheads, visual resources, etc.).

Museum/Gallery Project 20%

Museum education packet includes a lesson plan and student handouts. The student handouts will incorporate activities involving the artworks. Images of the artworks should be integrated into the handout. Activities will be based on a gallery exhibition at a CSUS or Sacramento area gallery. Packets include visual resources such as overheads, reproductions, photocopies on the artist's works, etc.

For whom is this course being developed?

Majors in the Dept _____ Majors of other Depts _____ Minors in the
Dept _____ General Education _____ Other _____

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No _____

If yes, identify program(s): Art major: Art Education (Pre-Credential Preparation)


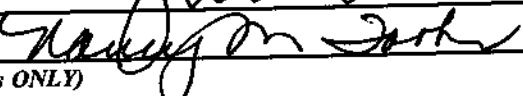
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes _____ No _____

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____ None will be affected

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals. If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	11/2/06
College Dean or Associate Dean: 	11-15-06
CPSP (for school personnel courses ONLY)	
Director of Curriculum, Assessment & Accreditation (for the Vice President for Academic Affairs)	

Distribution: Academic Affairs (original and two copies) Department Chair and College Dean. A copy of this form should be e-mailed, along with the hard copies, as an attachment to lovinesd@csus.edu by the Dean's office after it is approved at that level.

Art 192C: Senior Seminar in Art Education
Spring 2008

Instructor: Dr. Anna Wagner-Ott
Location KDM 170

Office: KDM 191
Phone: (office) (916) 278-6443
E-Mail: awagner-ott@csus.edu
Office Hours: (T. & Th. 1-3pm)

Course Description:

This course relates current art education theories to teaching practices in an elementary and secondary classroom, and museum/gallery setting. Teaching practices in a classroom or gallery/museum setting will connect to curriculum materials developed in Art 130, Art 133, Art 134, and Art 135. (Prerequisites: Completion of Art 130, 133, 134 and 135, and Senior Status)

Course Outcomes and Objectives

Demonstrate knowledge and skills in the following areas.

1. Explore a variety of technical and expressive skills and styles in art.
2. Understand artistic perception and aesthetic models by comparing and contrasting elements within artworks.
3. Know how to manage various disciplinary procedures and classroom practices.
4. Apply educational principles and theories relevant to the physical, social, emotional, moral and cognitive development of students.
5. Connect art to other subject areas and to careers (connections, relationships, applications).
6. Inclusive interactions with K-12 students from diverse populations represented in California public schools
7. Identify media appropriate for a variety of learning styles and abilities, and identify bias or stereotypes related to gender, race, culture, disabilities, and socioeconomic level.
8. Explore program course work ideas with diverse populations in an elementary and secondary school classroom
9. Develop a teaching packet based on artworks in a museum or gallery.

Course Requirements:

Required Textbook: Gaudelius, Y & Speirs, P. (2002). *Contemporary Issues in Art Education*. Upper Saddle River, NJ.

Diversity:

Course content and instructional materials will include media appropriate for a variety of learning styles and abilities. Course activities and content will help students learn to discuss and identify bias or stereotypes related to gender, race, culture, disabilities, and socioeconomic levels. All students will have equitable access to program content.

Microteaching Presentation: 40%:

Service Learning Component

This course will prepare future elementary and secondary school teachers with "hands-on" studio activities in relation to the following:

1. **Artistic Perception**
2. **Creative Expression**
3. **Aesthetic Valuing**
4. **Lecture Format or Historical Activity about an Artist**
5. **Connections and Relationships to other subject areas and careers**

Each student will plan and teach 4 lessons based on the 5 CA content domains for the elementary level, and 4 for the secondary level. Each teaching session will last for approximately 60 minutes. Be creative by integrating a motivational activity, an artist, and a skill building activity. Use a variety of teaching aides, such as overheads, media resources, games, videos, and the five senses, etc.

Before teaching in a public school classroom, hand the lessons to the Sac State professor for feedback. Relate the lesson content, choice of artist, use of visual resources, etc. to ideas from Art 130 (Aesthetics and Art Criticism), Art 133 (Understanding and Creating Art), Art 134 (Interdisciplinary Art) and Art 135 (Secondary School Art Education). Each student will also hand an evaluation form to the cooperating teacher. The teacher will fill in the form after each lesson. Keep the cooperating teacher's evaluation forms and add these forms to your idea binder.

Idea Binder 20%

During the lesson, each student should take photographs of the artistic processes and of the students' final artworks. Write a one-page self-reflection and a detailed lesson plan on each lesson. Add the teaching aides (overheads, visual resources, etc.), elementary students' artworks, lesson plans and self-reflections to the binder. Hand this binder to the professor on the last day of the term. Also, at the end of the 4 micro-teaching sessions, give a copy of the lesson plans to the cooperating teacher.

Student Teaching Assessment Criteria

Did the student demonstrate the following?

- A detailed lesson plan to give to the instructor at the beginning of the lesson
- A copy of your lesson plan for the teacher
- Key questions to involve the class
- Motivate the students to answer the questions
- An artist and visual resources on this artist
- Have the supplies and handouts ready
- Inform the cooperating teacher if supplies are needed
- Prepared to teach the lesson that included teaching aides such as overheads or visual resources to explain concepts
- The project captures the interests of the students
- The lesson connects to the thematic issues and the elements of design
- The theme/objectives are clear
- The visual resources and the artist are integrated into the lesson
- Prepared an outline of the lesson sequence and questions
- The lesson shows originality and creativity
- Prepare enough information to teach for the allotted time period.
- Lesson closure.

Museum/Gallery Education Packet 20%

After attending a museum or art gallery in Sacramento, each student will develop a museum education packet for elementary or secondary school students. The packet ideas should incorporate activities that involve the gallery's artworks. Integrate the images of the artworks into the pages of the students' handouts. Treat the museum/gallery education packet as a creative explorative tool that includes the following: games, treasure hunts, artistic perceptions, aesthetic valuing and historical contexts. The teacher's lesson plan should incorporate aspects of the content areas described in the California Visual Content Domains. Relate the gallery activities to classroom practices and curriculum ideas. Make sure

the packet includes visual resources such as overheads or reproductions, photocopies of the artist's works, etc. Design a cover page, include a table of contents, indexes and attach labels to the pages in the packet.

Participation and Question Reflections on the Textbook 20%

At the end of this syllabus, there are 24 questions that have been generated by contemporary issues in art education. Each student will pick 11 questions from this list and (each week) write the answer to each question using the textbook *Contemporary Issues in Art Education*. Starting the second week of classes and every week over six weeks, the professor will randomly pick two students to lead a discussion on a question. Each question and answer should be typed and be approximately one page long. Submit the one-page response to the professor at the end of each class. The professor reads the answers to the questions and responds with a check or no check mark. If a student does not get a check mark then he or she must revise his or her answer to the question and hand it in again.

Assignments and Attendance:

All assignments are due at the beginning of the class unless otherwise indicated. Assignments are penalized by the loss of one letter grade per day of lateness. If a student misses a micro teaching session or a class, contact the professor by e-mail. If a student is ill, a note from a medical professional is required. If a student misses a micro teaching session, he or she is responsible for scheduling another time and date for the presentation. All assignments must be completed in order to get a passing grade in this course

Class attendance is essential for the successful completion of the course. Attendance will be taken at the beginning of each class. Unexcused absences in excess of three class periods will be penalized by half a letter grade. If a student is absent 4 times, an A will become an A-; 4 times an A- will become a B+, etc. Absences in excess of 5 classes will result in a failing grade, except in very extraordinary circumstances. Notify the professor if there is an emergency situation that warrants consideration or an exception to this policy.

<u>Grading:</u>		<u>Due Dates</u>
Micro Teaching Presentations	40%	TBA
Museum/Gallery Education Packet	20%	November 2
Participation and Questions	20%	Weekly
Idea Binder	20%	Last day of classes

Materials Needed

Art supplies, pencils, pastels, pencil crayons, charcoal, paper, paint, etc. Bring supplies in a plastic bag or tote tray to every class.

Bring the journal to every class

CA Framework and Content Standards

Schedule of Class Topics

- January 29** Course requirement overview, and overview of micro teaching sessions
Review the lesson format
- January 31** **Question 1 and discuss Chapter 2 in *Contemporary Issues in Art Education***
Artistic Perception Opening/Hook/Motivational/Questioning
- February 5** **Question 2 and discuss Chapter 3 in *Contemporary Issues in Art Education***
Artistic Expression Activity: and Skill Building, Experiential/Exploratory
- February 7** **Question 3 and Chapter 4 in *Contemporary Issues in Art Education***
Activity: Aesthetic Valuing on a Contemporary Issues and discuss the Museum Education Project at a Gallery

- February 12** Question 4 and Chapter 5 from *Contemporary Issues in Art Education*
Meeting at a Museum or Gallery
- February 14** Question 5 and Chapter 6 from *Contemporary Issues in Art Education*
Lecture Format or Historical Activity on a Contemporary Artist
- February 19** Question 6 and Chapter 7 from *Contemporary Issues in Art Education*
Making connections and relationships to other subject areas
- February 21** Question 7 and Chapter 8 from *Contemporary Issues in Art Education*
Making connections and relationships to careers
- February 26** Question 8 and Chapter 9 from *Contemporary Issues in Art Education*
Issues-based and Community-based art education
Overview of expectations for the microteaching sessions
- February 28** Micro Teaching Session for Elementary School
- March 4** Micro Teaching Session for Elementary School
- March 6** Micro Teaching Session for Elementary School
- March 11** Micro Teaching Session for Elementary School
- March 13** Micro Teaching Session for Elementary School
- March 18** Micro Teaching Session for Elementary School
- March 20** Discussions on the Elementary Micro Teaching Sessions
- March 25** March Break
- March 27** March Break
- April 1** Question 9 and Chapter 10 from *Contemporary Issues in Art Education*
(Hand in Museum Education Packet)
Feedback Session on Micro Teaching at the Elementary Level
- April 3** Micro Teaching Session for High School
- April 8** Micro Teaching Session for High School
- April 10** Micro Teaching Session for High School
- April 15** Micro Teaching Session for High School
- April 17** Micro Teaching Session for High School
- April 22** Micro Teaching Session for High School
- April 24** Micro Teaching Session for High School
- April 29** Micro Teaching Session for High School
- May 1** Question 10 and Chapter 11 from *Contemporary Issues in Art Education*
Feedback session on Micro teaching at the High School
- May 6** (Hand in Micro teaching Binder)
Question 11 and Chapter 12 from *Contemporary Issues in Art Education*
Student course evaluations

Examples of Questions and Explorations for Art Education

1. What issues might elementary, junior high, or high school students explore in their artworks?
2. What can children learn from studying the work of contemporary artists?
3. What are some ways that an artwork can be viewed? How does this affect assessment?
4. What does assessing an artwork on an inter-textual basis mean?
5. What do you think is meant by the statement "different types of knowledge"?
6. Describe the different types of knowledge that you have encountered, and explain how and where you have learned this knowledge.
7. What does the phrase "culture of silence" mean to you?
8. What approaches did your teachers use in teaching art? Do you believe it was effective? How do you feel about art as a result of these experiences?

9. How do our identities play into our role as teacher?
10. How is sexual, racial, social, and political identity treated in our school settings?
11. Describe either the junior or high school that you attended. As you write your description, think about the size of the school, where it was located and the various aspects of the heritage and backgrounds of the students and teachers.
12. Find three images or descriptions of elementary schools from popular culture. How are schools represented in these images?
13. Describe the images that come to mind when you hear the word "community." What factors determine membership in a particular community?
14. To what communities do you see yourself belonging? Describe what makes you a part of these communities.
15. How does schooling play a role in the development of communities?
16. How are children of different genders, races, classes and abilities portrayed? What does this communicate about the nature of childhood?
17. What influences the choices that we make as teachers with regard to curriculum planning and implementation?
18. How are our individual identities constructed? Write about the various aspects of your identity and explain how they help make you the person that you are.
19. How are community identities constructed?
20. How do identities determine the curricular choices that you make?
21. What do students gain by having their cultural and historical identities included as part of classroom learning?
22. Describe ways in which you have explored and expressed your identity. Have you ever used art as a means of understanding your identity?
23. Have you ever taught a thematic curriculum? If so, describe the characteristics of this type of curriculum.
24. What do you understand to be the relationships between issues and themes?

The above questions came from **Contemporary Issues in Art Education**, Gaudelius, Y & Speirs, P. Prentice and Hall, Pearson Education Inc. 2002.