Division: College of Education  
Program: Art Education  
Course #: AED #5100  
Course Title: TOPICS IN ART EDUCATION  
Section: 001  
CRN: 27719  3 credits  
Term Year: Winter 2014  
Course Location: Community Arts Bldg. Room 0161  
Time: Thursday, 05:00PM - 07:45PM, 01/09/14 - 04/17/14 (last class)  
Instructor: Debra L. Graham BFA, MA Ed.  
Office Hours: At break and preceding class-by appointment  
Phone: 313-535-4000 x1141 (Work #, M-F after 2:30 p.m.)  
313-408-8971 (personal cell)  
E-mails: cn2028@wayne.edu  
Emergency Numbers: Weather/snow cancellations: 313-577-5345  
Security: 313-577-2222  

COURSE DESCRIPTION (WSU Course Bulletin)  
Prerequisite: admission to College of Education. Art experiences designed for the specific needs of special groups. Topics to be announced in Schedule of Classes.

COURSE OUTCOMES

GOALS:  
To afford Art Education students opportunities to further investigate the pedagogy of the art of educating in the 21c century. Present topics will help students to reflect upon some aspect of teaching. By the end of this course, students will be on their way to defining who they are as teachers, and what it means to be an Art Educator in today’s increasingly global, visual, and technological world.

TEACHER COMMENT:  
This class was created to afford the WSU Art education student, greater opportunity to assimilate and synthesis educational and discipline content. One is moving into the profession of teaching the vision and language of art. How does one –given the entire history of mankind, the vastness of world cultures and the infiniteness of modern and global society, begin to define what to teach and how to teach “Art”?

ASSESSMENTS:  
In pursuit to becoming an Effective Urban Educator: Reflective, Innovative and Committed to Diversity, the AED 5100 Visual Arts-Education student will:

- Be introduced to and demonstrate an understanding of contemporary educational pedagogy, learning theories, issues, and movements that affect the design and teachings in art education today. (WSU-COE 1)

- Demonstrate knowledge of child development- the learning styles and modalities of a specific age-group of students-by creating personally meaningful, engaging, age appropriate curriculum. (WSU-COE 1, 3, 4, 5)

- Become familiar with and learn to use the National Art Education Association Visual Arts Standards and Benchmarks, the Michigan Merit Curriculum (MI.VA. standards and benchmarks; VPAA, and 21c.Skills)
Michigan GLCE’s and the Common Core States Initiative Standards and Benchmarks in the design of Art Education Curriculum. (WSU-COE 1)

- Design age/ability specific art lessons that will enable SAS students to form meaningful connections to the studio problem. These lessons will promote creativity, embrace diversity, include cultural/historic components, and support core learning through interdisciplinary connections. (WSU-COE 1, 2, 4, 5, 7)

- Create curriculum that reflects themes of cultural diversity and social justice, taught through best practices and contemporary teaching pedagogy. (WSU-COE 1, 2, 7)

- Learn to structure lesson plans, and class sessions, working sequentially towards the fulfillment of Visual Arts units and Visual Arts course design. (WSU-COE 1, 2, 8)

- Design dynamic, instructional, Visuals that reinforce lesson content and motivate artistic expression. (WSU-COE 1, 2, 7, 9)

- Design methods of formal and informal SAS student assessment, that reflect scaffolding strategies, questioning to promote higher order thinking, and standards based assessments. (WSU-COE 6, 8)

- Design supplemental materials to extend and enrichment student leaning beyond the classroom. (WSU-COE 1, 2, 8, 9, 10)

REQUIRED TEXT
ISBN 0-534-52239-4

Additional weekly readings and web-based research will be posted to Blackboard.

REQUIRED MATERIALS
- Art materials- needed to create the numerous visual aids requisite for the illumination, motivation and enrichment of SAS student learning of Art lessons.
- Access to computer with internet and graphic arts capabilities. (Optimally, each student will have a laptop they can bring into class weekly.)
- Class notebook, containing hard copies of course documents and current-course work.

ADDITIONAL REFERENCES:
*Wachowiak, Frank, Emphasis Art, A Qualitative Art Program for Elementary and Middle Schools (8th edition), Allyn and Bacon, 2006
It is highly suggested you purchase this text! It is used in MANY Art Education departments across the country! You can purchase past editions for very economical cost! This text is beautiful and contains a year’s art curriculum for grades K-8. There are chapters on integration, special needs, multi-cultural education, child development....

ISBN-10: 1934978590
ISBN-10: 1892989190

**COURSE ASSIGNMENTS (SEE RUBRICS IN APPENDIX)**

It is suggested that all students keep organized digital course files and backup their work for both #5100 and #5650 through cloud storage or use of memory cards or flash drives. These files should be accessible on student lap-top, brought into class weekly. These file should include class and text notes, composed curriculum, any research that you feel has merit as a future resource, and all content from #5650. This collection will evolve to become your digital teaching portfolio, and will eventually be presented and evaluated at department review for teacher certification.

- Students are required to stay current with course assignments, postings and directives… as written in the course calendar and posted on Blackboard.
- Submit all work done to the best of one’s ability. Check your spelling, craftsmanship, punctuation and paragraph form. Visual aids and handouts must demonstrate creativity, purpose, and clarity.
- Work due dates are listed in the distributed and posted course calendar. All assignments are due on the date given. Unexcused late work will result in a reduced or zero grades (see Grading). **Late work will not be accepted for full credit unless accompanying an excused absence.**
- If I am unable to read your handwriting, you will receive a zero grade and be asked to submit all future work as text documents to receive any credit for the assignment(s).

**I. RESPONSIBILITIES AND PARTICIPATION**

You are responsible for helping to create a safe yet dynamic, active learning community. This requires that you are a committed learner, striving to gain deeper understanding of content; that you share your insights, passions and questions; that you support your classmates through reflective, honest feedback; that you help you classmates move through their struggles and that you acknowledge their accomplishments. This class and #5650 depend upon the development of strong teams that work together to create inspirational curriculum. To do so you must make yourself available to your classmates, outside the confines of course hours. In this term, it is our hope that you are evolving into the ethical, professional that will someday, be recognized and given their place in the educational community.

Active participation involves:
- Sharing, Asking, Discussing, Analyzing, Hearing, Compromise, Review, Reflection
- This is heard and observed during large group, small group, teacher and student, peer to peer
discussions and activities;
- These activates will involve the discussing of, and the writing and the editing of curriculum and educational content; and the presentation and critique of written and studio work.

**II. WRITTEN ASSIGNMENTS:**

**Lesson Plans:** You will be creating individual curriculum in the form of Visual Art Lesson Plans. Each student will be responsible for the writing of a total of 3-4 lesson plans. (Dependent upon the number of AED students enrolled it these courses.) Unit plans will be written in #5650.

- Lesson Plans will be evaluated as defined by their Rubric. (Appendix F). All Lesson Plans may be re-submitted once for re-evaluation, assuming the original work was professional in presentation and shows full evidence of assimilated course content and student research. (Incomplete, sloppy, poorly defined work or work that is submitted late will be denied the opportunity to resubmit for an adjusted grade.)
Initial submission of a Lesson Plan is due to instructor through email on the Monday evening prior to the Saturday on which it will be taught.

The Instructor will electronically return these documents to students by Wednesday evening; affording time for reflection and editing of content before teaching with them on Saturday.

Corrected lesson plans are due in class on Saturday, so that they may be used as teaching guides. These hard-copies will be turned in to the instructor through the student folder at the end of class. Without the submission of this edited, hard-copy, student lesson plans will not be re-evaluated for an adjusted grade. On teaching days, I need to see evidence that your lesson was completed before you taught.

Note! This final plan has to be emailed to instructor with written Teacher Reflection, all appendix documents and all visuals and images by end of day on the Saturday that you teach. This document and its’ content are instrumental in assisting your instructor with the viewing and evaluation of your teaching.

Visual Teaching Aids: You are required to create physical/tangible, visual aids for each lesson that you teach. They will act as your lesson’s cultural exemplar. Visual Aids must be age-appropriate and lesson specific. They inspire, motivate, prescribe, and instruct. “Visuals” grades include all that is necessary for the teaching of your lesson’s content. (This means that you may have to create 2 or more posters that students may reflect upon, a PowerPoint presentation and a media or project example of the lesson to illustrate technique.) As a practicing artist, your visuals should be educational and dynamic-true works of art! (*See appendix for the Visual Aids Rubric)

All Visuals will have pertinent-clearly written content. Content must be accessible, meaningful and purposeful. Lesson concepts should be included. Remember, 1/3 of your students access their learning through the written word.

Unless they must be in black and white to teach specific media, all visuals must be presented in full, accurate color. Vary your image size-please do not print all images 8”x11”. Select high quality jpegs to reproduce or use images from garnered from magazines, calendars…. (Libraries and $ Store are great resources for inexpensive print media)

Your artistry will be evaluated. Composition must be balanced and images must be creatively and aesthetically designed. These aids must be impactful, visually inviting and large in scale.

Visual Aids can illustrate technique, define concepts and media, and introduce an artist, a culture, an era or art form.

Visuals may include PowerPoint presentation, imbedded video streaming…., (site all non-original work). The creation of PowerPoint presentations can be considered part of your lesson’s visual aids score, but not make up its entirety. Tangible imagery must exist that students can continue to reflect upon after a PowerPoint presentation is no longer projected.

Additional Written Assignments: reveal degree of student research, are specific curricular components in curriculum design and/or “help you better understand the complex role of teaching”. (WSU-COE Handbook for Cooperating Teachers working with Pre-student and Student teachers 2009-2010)

COE Assignment / District/School Curriculum Analysis-
“The purpose of this assignment is to examine curricular programs in the classroom. Specifically, this assignment should help you understand curricula as organized structures that 1) identify goals and objectives for student learning, 2) describe what is to be taught in a classroom, 3) provide various means of assessment, and 4) explain how school, district or classroom curricula connect to the Common Core Curriculum. This assignment is a partial fulfillment of the University Writing Intensive (WI) for all undergraduate students

Teacher list and school district will be supplied

You and your partner will fulfill the observation and dialog with the teacher together, though this paper has to be written and submitted individually.*
The observation, research and analysis of this data will be documented in a paper set forth by the COE.

This analysis will follow the COE assignment guidelines and rubric.

These documents can be found in Blackboard under “Pre-Student Assessment Modules”.

District/School Curriculum Analysis must be submitted by midnight on the assigned date to assignment.

Class will be cancelled the week that observations will take place to allow for this additional time commitment.

III. GRADUATE STUDENT PROJECT.

A list of these projects is attached to this syllabus and can be found on Blackboard. It is suggested that you keep a weekly journal; reflecting upon readings, course lectures, discussions, your teachings and the teachings of your peers. These writings will most probably become the underpinning of your course project. This project is worth 100 points. These points will be split between #5100 and #5650.

FINALLY NOTE:

There is no midterm or final exam in this course. Grades are based wholly upon evidence of assimilation of the course content as demonstrated through your active participation in class, and as perceived in your written work, the design and of your artistic visuals.

CLASS POLICY

Follow classroom etiquette-

- **Cell phones are not permitted during class.** They are distracting and disrespectful to both your instructor and fellow students. Most schools prohibit the student and staff use of cell-phones during teaching hours. *You may use your phone only during research and lab time.*

- **Lab tops will be used only during student/team work periods.** Social networking and checking email, you-tube videos…are not part of the course content. *Missing content due to inattentiveness will be reflected in the quality of your participation, and result in lost participation points.*

- **Food and Drink are allowed,** as long as students take responsible in keeping facilities clean and this activity doesn’t not interfere with our time together creating curriculum.

- **The use of AED classrooms is a privilege.** At the end of the session, it will be the responsibility of each teacher and their team to return art materials to storage, clean all work surfaces, return furniture to previous layout.

ATTENDANCE POLICY

This course, with its partner course (#5650), is labor intensive! As part of a teaching team, it is imperative that all class members attend weekly, are on time and return promptly from break. Your attendance and punctuality is recorded to comply with University Attendance Policy. **Three unexcused absences will result in failure of the course.** Class starts at 5:00 pm. One, 15 min. break will take place at 6:15pm.

- **To verify class attendance,** sign the daily attendance sheet at the beginning of each class.

- **Students who arrive after the start of class will be marked tardy.**

- **Repeated tardiness will affect your final grade and can result in a ½ grade drop.**

- **Arriving 1 hour or later after the start of class, without documentation, is an unexcused absence.**
WSU Policy Regarding Attendance:
✓ An absence may be excused if there is a medical reason, family emergency or extenuating circumstances beyond the student’s control. Students seeking an excused absence must bring documentation to the instructor.
✓ More than three excused absences will result in a course grade of “Incomplete”. To earn a grade and complete the course; you may be required to attend a portion or the entire subsequent semester course.
✓ Please Note: More than three unexcused absences will result in failure of this course.

PLAGIARISM:
TO ALL STUDENTS REGARDING ACADEMIC DISHONESTY AND PLAGIARISM:
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin, the Undergraduate Student Handbook and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and to make smart decisions about their academic work.

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

MISCONDUCT POLICY
Please review the Student Code of Conduct. Any student, who is disrespectful to classmates or the instructor in any manner, may be asked to leave the class. Two such incidents will result in automatic failure of course, with charges for Academic Misconduct filed with the Provost’s office.

Jim Brown, Ph.D.
Coordinator of Visual Arts Education
College of Education

CLASS SCHEDULE    See attached, COURSE CALENDAR AND TOPICS, Appendix D

GRADING
Students are entirely responsible for knowing all information regarding grading. Late work cannot be accepted due to the experiential nature and instructor work load of this class. If you have questions contact the instructor as soon as possible! Your grade is based entirely on earned points. Assignments are not weighted. Factors for determining your final grade are:
- Complete attendance and interactive participation in all class sessions
- Achieve course objectives and submission of required assignments.
- Observable initiative and effort in activities
**WSU Grading Scale:**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<td>D</td>
<td>63-66%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

**Graduates that receive a course score of 73% or less will fail the course.**

**A** = Consistently excellent work, creative participation in group projects, active demonstration a high level of understanding through critical judgment and effort, excellent class participation and no absences.

**B** = Consistently good work, semester long progress demonstrating above average understanding and good critical judgment, regular class participation and effort.

**C** = Some consistency, basic understanding of concepts and processes, average class participation, attendance marginal.

**D** = Poor or incomplete work, no appreciable progress, marginal understanding, unacceptable class participation, and significant absences.

**F** = Poor, incomplete, missing work; lack of understanding or attempt to understand, poor effort, unacceptable class participation, extreme number of absences.

**WITHDRAWAL POLICY**

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**STUDENT DISABILITY SERVICES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
STUDENT RESOURCE -- WAYNE STATE UNIVERSITY WRITING CENTER:
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receiving priority for tutoring appointments. The Writing Center serves as a resource for writers; providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation.
The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources.
To make an appointment, consult the Writing Center website: [http://clasweb.clas.wayne.edu/writing](http://clasweb.clas.wayne.edu/writing)

RELIgIOUS OBSERVANCE POLICY
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students, who find that their classes or examinations involve conflicts with their religious observances, are expected to notify their instructors well in advance, so that alternative arrangements, as suitable as possible may be worked out.

NOTE TO ALL STUDENTS
✓ Students are encouraged to approach the instructor regarding any and all conditions that may affect their equal opportunity to learn.
✓ Students who experience trouble with the coursework are expected to discuss this with the instructor as early as possible.
✓ The instructor reserves the right to notify students and make changes in syllabus and/or student calendar if modifications are to the student’s benefit.

APPENDIX DOCUMENTS
(This Syllabus and the following documents can also be found on Blackboard)

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<thead>
<tr>
<th>Assignment Chart</th>
<th>Appendix B</th>
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<tr>
<td>Written Work Rubric</td>
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<tr>
<td>Lesson Plan Template</td>
<td>Appendix D</td>
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<td>Visual Aid Rubric</td>
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<tr>
<td>Lesson/Unit Plan Scoring</td>
<td>Appendix E</td>
</tr>
<tr>
<td>List Of Teacher/Districts For Observation</td>
<td>Appendix F</td>
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COE assignments and their rubrics can be found in blackboard under heading of: “Pre-Student Assessment Modules”

COE/TED District/School Curriculum Analysis Guidelines and Rubric.

NOTES: