COURSE DESCRIPTION (WSU Course Bulletin)
This course offers art education students an authentic, real-time laboratory experience teaching art to elementary, middle and high school students.

COURSE OUTCOMES
GOALS:
The College of Education’s fundamental theme is that of “The Effective Urban Educator: Reflective, Innovative and Committed to Diversity.” In support of this theme, it is the goal of AED 5650, to afford pre-student art teachers experience in the design and teaching of creative, personally meaningful, age-appropriate art lessons. And, to provide college students techniques in the management and organization of an art room while simultaneously developing an empathetic, appropriate relationship with a multi-cultural, multi-age student body.

ASSESSMENTS:
AED 5650 Visual Arts-Education students will:

- Become knowledgeable in the discipline of Art Education; its past and contemporary practices, and its teaching philosophies. (WSU-COE 1)

- Learn the fundamentals of teaching the language, vision, creation and production of the visual arts. (WSU-COE 1, 2, 3, 4, 5, 7)

- 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)

- Examine conceptual frameworks of Behaviorism, Cognitive and Constructivism and initiate the development of a personal teaching philosophy and belief construct that speaks to “Best Practices” in teaching. (WSU-COE 1, 6, 9)

- 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 1,2,8,9)

- Create and implement curriculum that reflects themes of cultural diversity and social justice, taught through best practices and contemporary teaching pedagogy. (WSU-COE 1, 2, 4, 5, 7)
- Become reflective educators, by actively participating in this course and through written reflections based on assigned readings, class discourse, and personal and peer teaching experiences. (WSU-COE 1, 2, 6, 7, 9)
- Become familiar with and demonstrate methods of classroom management and organization; and present oneself in a nurturing, empathetic, and caring manner in order to create a physically safe, functional and creative environment for learning. (WSU-COE 1, 3, 4, 6)
- Implement methods of formal and informal student assessment and display a professional, ethical, reflective disposition. (WSU-COE 6, 8)
- Learn to work as a team of teachers-cooperating, assisting, giving peer to peer feedback and accepting team and personal responsibilities. (WSU-COE 6, 9)
- Produce an end of the Term, student art exhibit/reception, and interact positively and as an arts advocate with SAS students, families, community and educational stakeholders. (WSU-COE 9, 10)

REQUIRED TEXT
Bates, Jane K.  *Becoming An Art Teacher*. Wadsworth/Thomson Learning, 2000
ISBN 0-534-52239-4

REQUIRED MATERIALS
- **Art supplies**- You are responsible for providing all additional teaching/ or student materials not provided by the University as found in the AED materials storage closets. Materials will be needed for:
  - Construction of teaching aids
  - SAS student projects
  - Team assignments
  - Design and display of student work in the end of the Term SAS student art show.
- **Security Digital High Density (SDHC) Memory Cards** for digital cameras. (minimum storage- 8 GB)
- **Xeroxed** work: copies of text worksheets (suggested), SAS student handouts. The copy machine in Art Ed. office is not accessible to students.
- **Food/Drink items** for end of term art banquet (We all contribute)

ADDITIONAL REFERENCES:
ISBN: 0-931-54000-3 (*Out of print, but you can still get copies for almost no charge, great book!*)

Wachowiak, Frank, *Emphasis Art, A Qualitative Art Program for Elementary and Middle Schools* (8th edition), Allyn and Bacon, 2006
ISBN 0-9629360-6-5

ISBN-10: 1416608842

**COURSE ASSIGNMENTS** (See assignment list and rubrics in Appendix Documents)

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. Work due dates are listed in the distributed and posted course calendar. All assignments are due on the date given in the course calendar. Unexcused late work will result in a reduced or zero grades (see Grading).

It is suggested that all students keep organized digital course files and backup work through cloud storage or use of memory cards or flash drives. These file should include class and text notes, text worksheets, group unit plans and any web search information that you feel has merit as a future resource, and all work from #5100. This collection will evolve to become your digital teaching portfolio, and will eventually be presented and evaluated at department review for teacher certification. *It is the instructor’s right to ask to review the contents of your course notes and resources and to evaluate your reflective writings, whether these be in hardcopy or digital, without prior notice to student or class. The degree to which these documents reflect course content and a student’s commitment to their learning may impact a student’s grade in the course.*

I. WRITTEN ASSIGNMENTS:

*Text chapter worksheets* are assigned weekly and act “quizzes” to verify the reading, assimilation and synthesis of the text. (You may want to Xerox all text worksheets-keeping your text book whole.)

✔ Worksheets must be completed in black or blue pen; *they will not be accepted if written in pencil.*

✔ Corrections, adjustments and notes can be made in class, during lecture and must be made in red ink. (These corrections/notes can be submitted on paper separate from worksheet or directly on the worksheet.) Worksheets with complete, detailed corrections- may be submitted for full credit, on due date.

✔ *Late worksheets will not be accepted 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 document to receive any credit for the assignment(s).

**Unit Plans:** You will be creating team documents in the form of Unit Plans. Each team will be responsible for the design and writing of 2-3 Unit plans from which 3-4 lessons will be created (Lesson plans will be written in #5100).

✔ Units Plans will be evaluated as defined by their Rubric. (Appendix F). All Unit 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.)

✔ Initial submission of a Team’s Unit Plan is due to instructor through email by Sunday evening, at least one week prior to the teaching of its first lesson.
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.

COE Assignment / Reflective Journals: as taken from WSU/COE pdf:
“The purpose of this assignment is to demonstrate your ability to analyze and interpret classroom events in relation to what you have learned about the nature of teaching and learning. To illustrate your growth over time you will record your observations and analyses in a reflective journal over two semesters of your field experiences.”

- 6 entries are required to be written and submitted in this course. You will be given some framework in regards to topic. The Guidelines and Rubric for these writings can be found in Blackboard, in course documents and at the site of submission.
- This is a required component to your WSU teaching portfolio and is required for certification.

COE Assignment / Learning with Communities Assignment: as taken from WSU/COE pdf:
“The purpose of this assignment is to document, describe, and engage with the community surrounding the school where you will be placed for your field experience. You will use a variety of observational research tools to help you better understand the value of considering the community as a strong factor that affects student learning, motivation and curriculum choices. This assignment will contribute to your own professional growth as you prepare to be a responsive teacher.”

- This is a required component to your WSU teaching portfolio and is required for certification.

The portal for uploading these works will be created by and made available to course users by COE.

II. WEEKLY PARTICIPATION AND ACTIVITY ASSIGNMENTS
- Discussing, Analyzing, Learning, Reviewing
- Creating and editing written content
- Modeling Teaching Instructional Strategies
- Learning how to create and be part of a Professional Learning Community

End of Term SAS Art Show and Open House. #5650 students are responsible for the creation of the end of the Term SAS Art Show and Open House. This means, that you and your team will artistically display SAS student work throughout selected showcases in the Art Ed. Dept. hallways.

- Submit well in advance to course instructor, list of any materials needed for this undertaking.
- This undertaking is the responsible of each teaching team. It is expected that each teacher, as a member of a supportive teaching community, participate with equal effort and enthusiasm.
- These displays must be completed previous to the day of event. Failure to not be prepared can result in significantly lower grade for this assignment.
- It is up to the #5650 students to determine, make/provide the food items for the Open House.
- It is required that each student participate in the setting up and clean-up of the buffet.
- And that during this gala event, #5650 students act as gracious hosts and hostesses to our SAS students and families, and advocate the University and the field of Art Education.

III. TEACHING IN SATURDAY ART SCHOOL
Each team will be responsible for the teaching of 10 art sessions. #5650 students will be divided into 3 teaching teams (an Elementary, Middle and Secondary class team). The number of students that you will be teaching is dependent upon the number of 3rd-12th grade students that enroll in this program.

- It is up to each teacher to research well in advance of teaching, the availability of art media and materials, and to let their classmates know what these materials are, so that there are ample supplies available on the day one teaches.
- I loan much of my non-consumable materials to you for your use in SAS. These are the property of my school. If you need specific items not in supply in AED cabinetry, it is your responsibility to
discuss their availability with me and to arrange to borrow and return these materials (in the condition with which you borrowed them, when you have finished with them. I will not deliver these items to you, nor will I return them for you.

✓ On the day of your teaching, you must be prepared and have with you:
  • A hard copy of your lesson plan in its final format. (This must be shown to the instructor).
  • Your SDHC card. (Remember to get out and be charging your digital camera)
  • Your visual aids and any materials needed to display these (laptop, adaptor, memory stick, extension cords…)
  • All teacher and student materials

✓ Teaching studios and art centers must be set up before the start of our 10 am class. You will not have course time to do this. (You may do this Friday evenings if the rooms are open and available.) I arrive by 9:30 am on Saturday mornings.

✓ Break-down and clean-up after SAS takes place during teacher break time, or after 2:00 pm.

✓ You will be responsible for keeping a weekly student attendance.

✓ Due to instructor’s email, on Saturday evening, after teaching: email copies of all of your teaching documents. Remember to add the “Reflection” component to the lesson plan. Cut and paste digital images of your visuals into a Word doc. Please do not send me numerous JPEGS. Late lesson submission will not receive adjusted grade. Late submission of lesson attachments (jpegs, PowerPoint…will result in loss of ½ grades per day.) These electronic copies will be kept by this instructor as part of the course portfolio. This document and its’ contents are instrumental in assisting your instructor with the viewing and evaluation of your teaching.

IV. STUDENT TEACHING-OBSERVATIONS

“...it is the goal of AED 5650, to afford pre-student art teachers experience in the design and teaching of creative, personally meaningful, age-appropriate art lessons. And, to provide college students techniques in the management and organization of an art room while simultaneously developing an empathetic, appropriate relationship with a multi-cultural, multi-age student body.”

To evaluate your growth, you will be observed each time you teach. Your team mate will digitally record your teaching so that I may assess what I observe, according to the WSU COE 10 Student Teacher Competencies.

✓ Written and verbal feedback will address rubric specifics Overall ratings are “Satisfactory” or “Unsatisfactory”. All observations are uploaded by the instructor to COE.

✓ Note also, that Teaching Observations do not affect your course grade; however, they help in determining whether or not you will proceed to Part-time Student Teaching, or whether or not you will be required to repeat this course.

V. 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, as perceived in your written work, and as observed in your teaching in Saturday Art School.

POLICY AND EXPECTATIONS

Between reading, taking notes, conducting research, creating unit plans and Reflective Journals, meeting with team members and teaching, you will be very busy! You are now on the path to becoming a professional
artist/teacher. Here you have the opportunity to gain the skills necessary for you to move into the classroom, and present yourself as a viable, passionate, teaching candidate. To gain all that you can from this course, it is expected that you act as a professional teacher acts.

**Display responsibility and dependability- as indicated by:**
- Availing yourself to your teaching team in class and beyond the scheduled class period.
- Keeping up with readings and course work, so that you support your team by completing and submitting all team assignments by their due date.
- Actively participate in class, helping to enrich our learning climate; its dynamism and synergy depend upon the active participation of its members.

**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.
- **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**
Due to the nature of the Art Teaching Laboratory, your presence is essential and mandatory. There is no way to make up work, content and experiences you miss. This course replicates the real-world experiences of the professional teacher who is expected to be punctual, dependable, fully functioning and contributing from “start to finish” every day. *This course is labor intensive! It will most probably be the most demanding of the courses you have taken thus far, yet, what it asks of you is but a fraction of what you will be responsible for as an employed art teacher.*

As part of a teaching team, it is imperative that all class members attend weekly, are on time and return promptly from break. Class starts at 10:00 a.m. We have one, 20 min. break, which will occur at 11:30 p.m. on non-SAS teaching days. During SAS, our break will take place from 12:15-12:40. Please be aware that if your team teaches past the 12:15 time frame (which is common) you will still be responsible to return to the classroom by 12:40 regardless of whether or not you have had a break or whether or not your studio is clean. *Your attendance and punctuality is recorded to comply with University Attendance Policy.*

- To verify your attendance in class, you will be asked to sign a daily attendance sheet at the beginning of each class and at the return to class after break.
- Students who arrive after the start of class will be marked as tardy. *Repeated tardiness will affect your final grade and can result in a ½ grade drop.*
- Arriving 1 hour late or later, without official documentation will be considered 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.

WAYNE STATE UNIVERSITY POLICIES

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 the course, with charges for Academic Misconduct filed with the Provost’s office.

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

WITHDRAWAL POLICY:

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

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. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

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, receive 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, 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). To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [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.

**CLASS SCHEDULE**
See attached, COURSE CALENDAR AND AGENDA.

**GRADING**
Students are completely responsible for knowing all information regarding grading. If you have questions contact the instructor as soon as possible!

Factors for determining your final grade are:
- Complete attendance and active participation in all class sessions
- Fulfill course assessment and outcomes.
- Observable initiative and effort in activities
- Submission of required written work
- Satisfactory review in at least one of your two observations.

**BLACKBOARD**
“All course documents, resources, assignments, announcements, and grades…will be posted in Blackboard. If you do not have internet access or are unfamiliar with Blackboard, it is your responsibility to get help through WSU C&IT Help Desk. This is free to students, and can be reached at: (313) 577-4778 helpdesk@wayne.edu”
Grades will be posted and updated weekly in Blackboard. All assignments are due on the date given in the course calendar. Unexcused late work will result in a reduced or zero grades (see Grading).

Please activate your WSU e-mail; The instructor will communicate to you through WSU email and through Blackboard.

WSU Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</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>C</td>
<td>77-79%</td>
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<tr>
<td>C-</td>
<td>73-76%</td>
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<tr>
<td>D</td>
<td>70-72%</td>
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<td>D-</td>
<td>Below 60%</td>
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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.

Assignments- See Appendix-A

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

A copy of this Syllabus, the Course Calendar, and the following documents can also be found on Blackboard

Assignment Score Sheet Appendix A
Written Work Rubric Appendix B
Unit Plan Template Appendix C
Lesson Plan Template Appendix D
Visual Aid Rubric Appendix E
Lesson/Unit Plan Scoring Appendix F
Observation Criteria (multi. Pg. PowerPoint pdf) Appendix G

COE assignments and their rubrics can be found in blackboard under heading of: “Pre-Student Assessment Modules”

COE/TED lesson plan rubric

COE/TED reflective journal guidelines and rubric