Wayne State University
College of Education
Course Syllabus

Division: Teacher Education Division
Program Area: Visual Arts Education
Course Name and Number: AED 5690 Collage, Assemblage, and Mixed-Media
Credit: 3 credits
Term Year: Winter 2014
Course Location: Community Arts Bldg, room 156
Time: Thursdays: Class 4:30 till 7:15 pm., with another 1 1/2 hours Lab time to be scheduled.
Instructor/Facilitator: Jim Brown, Ph.D.
Phone: 313.577.0490
E-mail: ap7377@wayne.edu
Office Hours: Wednesday; 3:00 till 5:30
Prerequisites: ADE 1200, ADE 12100, ADR 1050, ADR 1060, ADR 2070, AH 1110, AH 1120, APA 2100, ASL 2150

Course Description:
Art educators are faced with two significant professional challenges. The first challenge and the one of most importance to the individual, is to grow and develop as a creative being. The second is to be able to take the excitement and inspiration found in our creative ventures and translate that experience into lessons for those we teach. If we don’t continue to find and explore ourselves in our creative practices then we have failed to nurture our most rewarding talents. If we cannot bring the wonder of art-making to our students then we have failed both them and our educational system. This course is designed to offer an opportunity to face artistic and educational enrichment in a way that is meaningful to the learner.

Course Objectives:
1.) Learners will create a series of works that demonstrate excellence in visual literacy.
2.) Learners will discuss the developmental appropriateness of various methods and technical approaches in teaching this content area.
3.) Learners will increase their technical abilities with collage, bricollage, and assemblage, moving from two-dimensional work to construction/relief.
4.) Learners will solve problems in 3 dimensions by combining at least 3 separate materials in new ways that utilize principles of design.
5.) Learners will document their use of texture, line, form, composition, and structure in a critical assessment of their work for the semester.
6.) Learners will create wholly new types of images for themselves by challenging their previous ideas about the collage/assemblage continuum.
7.) Learners will learn the advantages of various adhesives, sealers, and “plastic” media through direct application.

8.) Learners will discuss their works in a way that supports aesthetic development as visual artists and models this process for the classroom.

9.) Learners will articulate and manifest a visual vocabulary that includes simplicity, greater complexity, harmony and the ability to create symbols and metaphors that are not clichéd.

**Your Commitment to Process (P3):**

You are working towards advancement in your preparation as a teacher of Visual Arts. You cannot become a professional educator just by completing assignments. No state cannot afford to recommend for certification, students who do just enough to satisfy the requirements for a course. Becoming a teacher of Visual Arts is the hardest job in education. We need students who come to class prepared for their week’s work, ready to be fully participating, completing, brief in-class assignments, and committed to a professional attitude of challenging yourself to work and grow. This course has been designed incorporating Social Constructivist methods, which assert that learning occurs best in a community of engaged-learners. Active participation, discussion and strong creative projects are features of such a community. Your P3 also includes:

1. Arriving promptly and consistently.
2. Working from the beginning of Class until the end of Lab periods.
3. Showing enthusiasm. If you aren’t enthusiastic about your own learning in this field, why study it?
4. Having the courage to push yourself harder than you have ever done before.
5. Having completed each week’s research or reading assignment.
6. Having an open mind to new ideas, and the differing perspectives of others.
7. Willingness to share knowledge, skills, and time with classmates.
8. Keeping cell phones off, for the entire class period. Yes, that means no texting (recently a public school teacher did not get tenure, because she spent too much time with “Social Networking”).
9. Using laptops, iPads, etc. only for class work (email, and things like Facebook, are not a part of this class).

**Required Texts:** choose two


**Reference Texts:**

Earning Grades/Course Requirements:

The emphasis in this course will be on the process of learning about your own learning, and the process of discovering how this is relevant to the younger learners of your classrooms. I hope that this will result in artwork that you and your classmates may appreciate. However, the work itself is less important than your willingness to risk and explore new ideas with passion and discipline, as these are the qualities that will make your work sing and make you someone that others will want to learn from.

1. This course employs a Project-Based approach to learning. Each Learner will complete a series of works exploring various aspects of the continuum between Collage and Assemblage. Your grade will be earned according to the contractual model outlined below.

Undergraduate and Post-Baccalaureate learners are required to produce a minimum of:

a. **Four Mixed-Media pieces**, including two assemblages.

b. **A “Process Piece”**, which will have two separate completions during the semester (see below).

c. An Assessment of your growth and creative development (see below) will be based on this work.

Drawing and painting into your works is a necessary way to develop you visual facility with this art form. Thinking 3-dimensionally about your work is required for this course, since the materials of collage/assemblage/mixed-media: fabric, found objects, suitcases, or mannequin parts, all move beyond the flat surfaces of drawing/painting/printmaking. This approach requires far greater consideration of all the aspects and orientations of how your work will appear (consider the increase in thinking required to go from playing 2-dimensional checkers to 3-dimensional checkers). All your works should be a minimum of 24” X 36” (or a similar total area: 864 sq. in.), at least one should be 36” X 48”, and all should display a variety of 3-dimensional and/or sectional elements. I would also recommend that you explore formats that go beyond the traditional rectilinear approach. However, the essential task that you face is to develop a body of work that has meaning, in the context of your life. This requires generative thinking, and developing thematic ideas prior to and during the process of creating. Your discovery and expression of meaningful ideas will provide you with the experiences that will help you to develop lesson plans that children can relate to there own lives, thereby becoming meaningful for them.
This course does not focus on the production of objects or images, which reduce art and the creative process to a technical activity, which is decorative, or merely commercial. Art teachers trained in this way will also teach art that is merely decorative or imitative. Your participation, P³, will be a part of your assessment for this grade.

The content of your work may explore themes such as self-portrait/identity, comedy, parody, irony, tragedy, biographical portrait, engagement with the environment, dream sequence, conceptual statements, cultural commentary, political commentary, feminist commentary, art commentary, inner visions or explorations, non-objective imagery, minimalist construction or imagery, landscape, or surrealist imagery.

At the end of the semester, you will be asked to describe: 1. the evolution of the meaning of your work, 2. Your learning technically, aesthetically, and personally (see section 4, below). To maximize your development, it is requested that you explore one theme in a serial manner, rather than separate themes for each piece (again, see section 4 for the Self-Assessment requirement). At least three of these works will be presented ready for hanging, and submitted to the jury for the student show. Successful completion of the contract will earn a maximum of 40 points of the grade for the semester.

2.) Each learner will keep a weekly Academic Journal on the 3 web-based research assignments and analyses, and the required readings. Readings may be incorporated or become the basis for your studio development. The Academic Journal will be kept by the Visual Arts Education program for internal evaluation purposes. Successful completion of the journal could earn 20 points of your grade.

3.) Each learner will write a Research Paper which discusses three different approaches to motivating students and the discovery of meaningful arts production according to visual arts educators, or classroom educators whose ideas you are interested in exploring. You may draw upon your own collage/assemblage explorations and learning, your on-line research, and/or the readings in the texts to supplement or enhance your research. These should be ideas that you personally develop so that you gain a deeper understanding of the learning process and how to connect children’s experience to Art-Making. This paper should be grammatically correct, without typos, and written according to APA style (see the OWL website: http://owl.english.purdue.edu) Completion of this component will earn a possible 40 points of your grade.

4.) At the final review, each student will present a five page, self-assessment of his or her work for the semester and turn in a written copy of the assessment. The assessment will involve presenting your work to illustrate how you achieved your learning in the first 8 areas below. This assessment must address:

a. How have you utilized new processes, media, or technical skills in this course?

b. Describe the evolution of your creative process over the semester.

c. Did you develop new aesthetic skills? What were they?
d. What new methods did you use to develop your level of expressiveness?

e. How did you grow personally this semester?

f. How did you experiment with details?

g. How have you avoided clichéd images?

h. How did you use the Principles and Elements of Design in each artwork?

i. How many classes did you attend and what is your assessment of your participation in class over the semester?

j. What is the grade you believe you earned, and why do you believe you earned it.

This self-assessment will be kept by the Visual Arts Education program for evaluation purposes. The self-assessment will be handed in and comprise a maximum of 20 points of your Grade.

Important note on grades: This course is just a small part of your education, however, your commitment to your own learning is a large part of your education. Becoming a self-directed learner now, sets the stage for a lifetime of learning and growth as a person and as a professional educator. It is my belief that if we all commit ourselves to challenging ourselves at every opportunity, we all will excel in this brief journey in learning together.

At the other end of the spectrum, there are two specific policies which are limits in this course. Learners who attend fewer than 11 classes, who miss more than 6 half-classes, or who earn an average below 70% will not receive credit for this course. The lowest passing average is 70%, which is equivalent to C-

If for any reason, you believe that you cannot meet this standard, please make an appointment to talk to me about finding options for your learning.

Additional Requirements for Graduate Credit:
Learners who are taking this course for Advanced Graduate level credit (AED 7700) must also submit an additional large-scale work by the end of the semester.

Class Schedule:

01.09.14  Introductions; review of syllabus; defining the creative possibilities, Demonstration of power tools; video on Alexis Smith, is it metaphor or literal, avoiding cliché.

01.16.14  Online research into the work of Isabel Davies; please write a one page analysis of the elements of her work. Presentation on Steam Punk Art, Studio work begins
On-line research into the work of Lois Ramirez; please write a one page analysis of the elements of her work; Demonstration of using beeswax collage technique; Studio work.

On-line research into the work of Robert Rauschenberg; please write a one page analysis of the elements of his work; Studio work.

Readings in .........., p. 11 to 47; Studio work; Research Paper due.

Readings in .........., p.48 to 87; Studio work.

Readings in .........., p.88 to 121; Studio work.

Readings in .........., p.122 to 155; Conceptual Frameworks Due; Studio work.

Readings in .........., p. 9 to 51; Studio work.

Readings in .........., p. 9 to 51; Assemble a Spring Break.

Readings in .........., p. 100 to 140; Studio work.

Academic Journal Due; Studio work.

Studio work.

Studio work.

"Long Class" (4:30 till completion, possibly 10:30) for Final Review; Self Evaluation due.

Grading Scale:
This course will utilize the Wayne State University grading scale:

Undergraduate Grades:

93-100% = A  80-82% = B-  67-69% = D+
Graduate Grades:
93-100% = A  
90-92% = A-  
87-89% = B+  
83-86% = B  
Below 83% = Failure of Course

87-89% = C+  
83-86% = C  
Below 83% = Failure of 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.
E = Poor, incomplete, missing work; lack of understanding or attempt to understand, poor effort, unacceptable class participation, extreme number of absences.

General Note on Grading
College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student's performance. For undergraduates and post-degree students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and that plus and minuses are recorded and distinguish distinct grade point averages.

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.

Attention Students with Disabilities:
- Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.
- If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Student Disability Services (formerly Educational Accessibility Services) in room 1600 Undergraduate Library to request an accommodation. Phone: (313) 577-1851. Email: eas@wayne.edu
- The SDS (EAS) Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire. http://www.eas.wayne.edu

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 alternative arrangements as suitable as possible may be worked out.

Conceptual Framework Assignment

Cognitive Goals: What new aspects of art History, Art Theory, or Criticism will be covered? How will the students apply, analyze, or synthesize the new information?
1. 
2. 
3. 
4.

Affective Goals: What attitudes, values, or beliefs will the students explore?
1. 
2. 
3. 
4.

Kinesthetic Goals: What abilities, skill sets, or expressive actions will the students manifest?
1.
Connection to Students:
• What will be meaningful about this lesson to your students?
• How will you connect the lesson to their past experiences?
• How will you focus their attention and interest?

Appendix A
Requirements for the “Process Piece”:

1.) The goal of this piece is to develop your sense of process and creativity.
2.) This piece must ultimately be at least 24” inches square, and 4” deep
3.) Your work will be developed and brought to completion during the first weeks of class, working at home.
4.) Then your work shall be totally “re-visioned” into a wholly different image and message, creating a significant departure from the original work. The original will be documented by photographs.

Appendix B
Materials: Various kinds of found objects, putty knives, x-acto knife w/ #10 & #11 blades, a self-healing cutting mat, 18” metal ruler, computer generated images, digital images, post cards, photographs, wood, plastic, fabric, carpet, cardboard, natural materials (stones, bark, vine, bird’s nests, etc.) spray adhesive and or rubber cement, wire, metals, found objects, plaster of Paris, car body filler, epoxies, acrylic matte varnish and gel media, old art work, carpenters glue, and your aunt Bessie’s hat.

Acrylic or gouache paints: titanium white, mars black, cadmium red, cadmium orange, cadmium yellow medium, viridian green, aquamarine blue, dioxazine purple, burnt umber, raw umber, burnt sienna, yellow ochre, matte medium, and gel medium.

Supports: masonite, wood, tar paper, mat board, tri-wall, canvas, foam core, water color paper, ........................

Since you will be bringing your own “media” for this course, please select those media which would not be toxic to yourself or your classmates. If you bring adhesives that have volatile vapors, let me know, so we can move you to an area with a ventilation hood. Thanks!