

SYLLABUS: ARTE 540-01 *School Art Program*

Summer I, 2014

Room: BRTH 245

Class Time: M-TH 9:30 – 1:20

Larry W. Bunch, PhD

lbunch@coastal.edu

Office: EHFA 287

Office Hours: As Posted, or by appointment

Department of Visual Arts Office Phone 843-349-2700

COURSE DESCRIPTION:

ARTE 540 *School Art Program* - Analysis of historical, philosophical, and theoretical foundations of art education as a profession, including the origins and contexts of prevailing practices, contemporary change models, and prominent rationales for art in the schools. Methods for standards-based curriculum development, assessment of teaching and learning, and evaluation of art programs and student art products will be explored through readings, seminars, research and studio projects, and field experiences. SU, even years

REQUIRED TEXTS: No required textbook

COURSE STRUCTURE:

The structure of this course is a combination of several teaching-and-learning methods and strategies, which include instructor lectures and demonstrations, art production activities involving a variety of art materials and techniques, student-generated presentations, and class discussions regarding various course content topics, readings and research activities, tests and quizzes, and written assignments.

COURSE OBJECTIVES:

The course content, materials, and art methods selected are intended to provide students an opportunity to:

1. Explore the origins and development of Art Education as a discipline of study in the United States. Noteworthy figures, significant historical influences, and major educational movements will be investigated.
2. Examine rationales for the study of the visual arts as part of the school curriculum including the origins and contexts of prevailing art-teaching practices,
3. Investigate the evolution and formation of contemporary teaching practices in Art Education,
4. Examine methods of curriculum development relevant to the design and formation of safe and appropriate grade and ability-level standards-based art lessons and units of study,
5. Become aware of a variety of assessment and evaluation methods appropriate for measuring student performance. The evaluation of school art programs and practices will also be considered,

6. Gain and understanding of the process involved in the research, location, selection, and securing of art supplies and materials necessary to accomplish the goals and objectives of a specific art curriculum within the constraints of a fixed budget.

STUDENT LEARNING OUTCOMES:

More specifically, at the completion of this course, you should be able to:

1. Identify and describe the contributions of major educational theorists and philosophers, significant historical influences, and major educational movements, which have contributed greatly to the development of art education in the United States,
2. Present an understanding of rationales for the study of the visual arts as part of the school curriculum including the origins and contexts of prevailing art-teaching practices,
3. Describe the evolution and formation of contemporary teaching practices in Art Education,
4. Define and explain methods of curriculum development relevant to the design and formation of safe and appropriate grade and ability-level standards-based art lessons and units of study,
5. Identify, describe, and utilize a variety of assessment and evaluation methods appropriate for measuring student performance, including the evaluation of school art programs and practices,
6. Demonstrate the skills necessary to research, locate, select, and secure art supplies and materials necessary to accomplish the goals and objectives of a specific art curriculum within the constraints of a fixed budget.

ASSESSMENT AND EVALUATION:

All assignments and projects will have specific deadlines spaced throughout the term. Students are responsible for turning in completed assignments at the beginning of class on the assigned due date. Late work will be assessed with a 20-point deduction for every calendar day the assignment is late. After two calendar days no late work will be accepted. I do not give alternative assignments or extra assignments to pull up a student’s grade.

Written coursework completed in or outside of class must be reasonably correct in mechanics (e.g. spelling, grammar, punctuation, etc.). There will be handwritten and typed assignments. Typed assignments must utilize either Times, Times New Roman, Calibri, or Arial font. All (body) font sizes for typed assignments must be either size 11 or 12. Any font size less than 11 will be returned for re-typing to the prescribed font size.

Production Activities	10%
Writing Activities	50%
Exercises	10%
Lesson / Unit Plan	20%
Final	10%
	Total: 100%

Final grades are calculated using the following scale:

100 - 90 = A
89 - 85 = B+
84 - 80 = B
79 - 75 = C+

74 - 70 = C
69 - 65 = D+
64 - 60 = D
Less than 60 = F

Assignments, quizzes or tests, or other course work missed due to documented excused absences will be accepted. Such work must be turned-in promptly, preferably, and if possible, by the following calendar date, the next class meeting, or at the discretion of the instructor. Excused absences include participation in an approved school-related trip, officially representing the University, sickness, the death of a close relative, observing a religious holiday, military service obligations, or something of a serious nature.

CLASS ATTENDANCE:

Because this course includes active learning and performance-based activities, it is very important for you to attend all class meetings. It is also very important that you come to class on time and remain in class for the duration of the class. I do keep an attendance and tardy record during the entire semester.

If there is a reason for which you will not be in class, I would appreciate you making the effort to notify me before you miss the class. If you are unable to notify me beforehand, please try to notify me as soon as possible afterwards

Excused absences include participation in an approved school-related trip, officially representing the University (excuses for official representation of the University should be obtained from the official supervising the activity), incapacitating sickness, the death of a close relative, observing a religious holiday, military service obligations, or something of a serious nature.

Habitual tardiness, leaving class early, or not cleaning-up and putting away materials before leaving class will negatively affect a student's final grade. Three instances of tardiness will equal one unexcused absence.

According to the CCU University policy (ACAD 125, March 2011), "An instructor is permitted to impose a penalty, including assigning the grade of **F**, for unexcused absences in excess of 25% of the regularly scheduled class meetings." This policy can be found at <http://www.coastal.edu/policies/pdf/acad-125classattendance.pdf>.

The Department of Visual Arts has a department-wide attendance policy. Regarding absences, the visual arts department policy dictates:

- More than three unexcused absences will result in grade adjustment consequences or failure of this course,
- Four unexcused absences results in a letter grade reduction for this course,
- Five unexcused absences results in an additional grade reduction for this course,
- Six unexcused absences results in a failure of this course.

ACADEMIC ACCOMODATIONS:

Coastal Carolina University, in accordance with the Americans with Disabilities Act of 1990 (ADA) and the Federal Rehabilitation Act of 1973/ Section 504, will provide reasonable accommodations for eligible students with disabilities.

Students with questions regarding a disability (e. g. physical, learning, psychiatric, vision, hearing, etc.) and may require special accommodations to be provided as part of this class, please let me know privately and also refer to Coastal Carolina University's Office of Accessibility and Disability Services, which can be accessed online at <http://www.coastal.edu/disabilityservices/>. Students may also contact an Accessibility Coordinator located in Indigo House (Career Services Center) or call 843-349-2341.

SAFETY ON CAMPUS:

The Public Safety office at Coastal Carolina University is open twenty-four hours a day, seven days a week. The Public Safety office number is 843-349-2177. For emergencies call the Campus Police at 843-349-2911. More information can be found online at <http://www.coastal.edu/safety/>.

ACADEMIC INTEGRITY CODE:

Students enrolled in this course must observe Coastal Carolina University's Code of Student Conduct including the University's policies regarding the Academic Integrity Code. These materials can be reviewed in the Student Handbook or online at the Office of Academic Integrity <http://www.coastal.edu/aic/>.

PRODUCTIVE CLASSROOM CONDUCT:

I will make every effort to conduct this class in an atmosphere of mutual respect and will strive to create a productive and safe learning environment for all students. You should expect, however, that if your conduct during class seriously disrupts the classroom environment, you might be asked to leave the classroom for the remainder of the class period.

The use of cell phones or other communication devices is disruptive, and is therefore prohibited during class. Please be sure that your phone is in vibrating mode. In the event of an actual emergency, students using such devices should excuse themselves from the classroom immediately. No texting (sending or acknowledging in-coming texts), emailing, "Tweeting", and/or etcetera.

Students are permitted to use computers/tablets during class for note-taking and other class-related work only. Web surfing must be directly related to class work. Do not email or IM at anytime in class. Do not surf the web, email or IM during class. Those using such devices during class for purposes not related to a particular class activity may be asked to leave the classroom for the remainder of the class period.

I encourage your active participation. Take good notes and ask lots of questions. Goals and objectives of this course can be met successfully if you participate fully, apply yourself in your studies, complete all assigned work in good faith and on time, attend classes regularly, and meet all other course expectations.

ADDITIONAL SUPPLIES:

Every effort will be made to provide all necessary art supplies needed to successfully complete this course. Students sometimes wish to secure additional supplies for their own classroom use. Please make sure that supplemental art supplies purchased to be used for this class presents the "AP" safety seal presented below.



STUDENT WORK & SUPPLIES:

Student work and /or supplies need to be removed from the classroom no later than the University scheduled date of the Final Exam. Student work and / or supplies remaining in the classroom after the Final Exam will be recycled or discarded accordingly.

SYLLABUS CHANGE POLICY:

To ensure better student learning, this syllabus is subject to change as instructional needs arise and/or in the event of extenuating circumstances at the discretion of the instructor.

SYLLABUS: ARTE 540-01 *School Art Program*

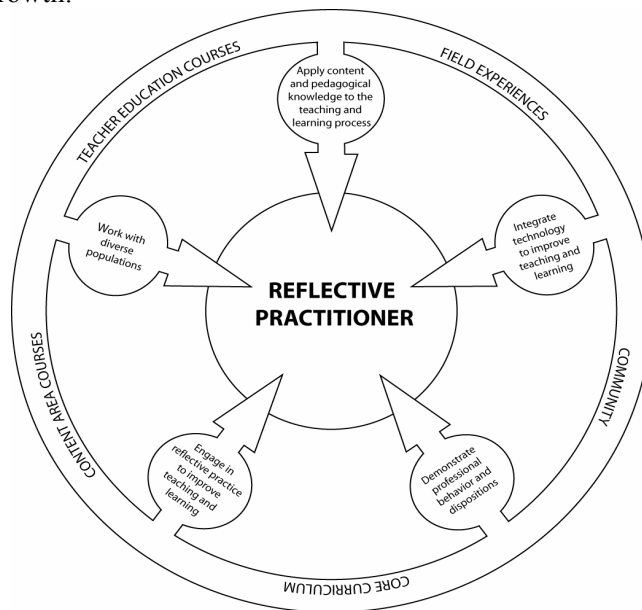
From: Spadoni College of Education/Edwards College of Humanities and Fine Arts
Coastal Carolina University

CONCEPTUAL MODEL:

The conceptual model of all teacher preparation programs in the Spadoni College of Education is *The Teacher as Reflective Practitioner*. Through this model, programs are directed toward the development of knowledge, skills, and dispositions, which will insure that all candidates are highly qualified and meet all university, state, and national expectations of beginning teachers at the completion of their respective programs of study.

Reflective practitioners are seen as effective leaders, sound communicators, and competent problem solvers.

The state-mandated ADEPT framework, NCATE standards, and professional organization national standards established for educators are intertwined into our Professional Program in Teacher Education. The *Reflective Practitioner* model with its accompanying six knowledge and skills Performance Dimension Strands and ten target areas of Professional Dispositions provide a systematic way to instruct and evaluate candidate growth.



Five Knowledge and Skill Performance Dimensions

1. Applied Content and Pedagogical Knowledge
2. Integration of Technology
3. Reflective Practice and Improvement
4. Working with Diverse Populations & Community
5. Professional Behavior & Dispositions

Ten Professional Behaviors & Dispositions

1. Working Productively Alone and With Others
2. Respect
3. Punctuality
4. Attendance
5. Appropriate Dress and Grooming
6. Initiative
7. Flexibility
8. Modeling Appropriate Behaviors and Attitudes
9. High Ethical Standards
10. Respect for Confidentiality of School Information

SYLLABUS: ARTE 540-01 *School Art Program*

Summer 1, 2014

Room: BRTN 245

Class Time: M - TH, 09:30PM - 01:20PM

Larry W. Bunch, PhD

lbunch@coastal.edu

Office: EHFA 287

Office Hours: As Posted, or by appointment

Department of Visual Arts Office Phone 843-349-2700

STUDENT / SYLLABUS SIGN-OFF:

Please complete and return to Dr. Bunch by second class meeting.

I have carefully read and understand the information presented in the course syllabus for the Summer 1, 2014 course, ARTE 540-01 *School Art Program*.

Print Name: _____

Signature: _____

Date: _____

IMAGE RELEASE SIGN-OFF:

Please complete and return to Dr. Bunch by second class meeting.

By signing this form, I grant Larry W. Bunch, PhD permission to present or publish, currently or in the future, electronically or in print, images of me and /or my work created during the Summer 1, 2014 course, ARTE 540-01 *School Art Program*.

Print Name: _____

Signature: _____

Date: _____