

ARTE 611: Literature in Art Education

Dr. Min Cho

Virginia Commonwealth University

Tues., 5-8 p.m. Franklin St. Gym, Rm. B59

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COURSE OVERVIEW AND CONTENT: Throughout this course, we will read and critically analyze various mid-late 20th century pedagogical approaches to art education. These topics will help to explain the direction, purpose, and value of art education as held by contemporary educators and researchers. Since most art teachers and/or museum educators are constantly searching for additional funds to enhance their programs, we will also utilize these pedagogical approaches as our basis for program development in grant proposals.

After understanding the premise for current art education implementation, it is my goal to help you apply this knowledge toward writing an effective grant proposal. You will use learned critical thinking skills to write vision and mission statements, create goals and objectives, and prepare budget allocations for art and/or museum programs.

Most importantly, though, you will develop a personal philosophy and rationale for teaching art education.

Required Texts:

Roy & Cho. (2006). *My art...My world: A handbook for integrating service learning into the art classroom*. Tallahassee: Florida Learn & Serve (distributed in class: no charge).

Assigned handout readings will be distributed in class at no charge.

Supplies: At the end of each class, you will be writing in your reflection journal. Please purchase a notebook, sketchbook, or other bound writing pad for in-class use. I will also be distributing many handouts. Bring a 3-ring binder to class.

Email/Office Hours: mcho@vcu.edu is the best way to reach me. My office hours are Monday and Wednesday, 12-3 pm. You are welcome to stop by at any time, but to confirm that I am in the office and we would not be interrupted, I would suggest making an appointment by email.

Honor Code: The VCU Honor Code pertains to all phases and work in this course and will be strictly observed and adhered to. Specifics of the Honor Code may be found in the VCU Resource Guide as well as in the subsequent pages of this syllabus.

Academic Adjustments and Accommodations for Students with Disabilities: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities of 1990 require VCU to provide academic accommodations for students with documented disabilities. Students seeking adjustments must self-identify with the Coordinator of Services for Students with Disabilities (SSD) on the Monroe Campus. After meeting with the Coordinator, students

are encouraged to meet with their instructors to discuss their needs, and to provide written documentation, and if applicable, any laboratory safety concerns related to their disabilities. The Coordinator of SSD on the Monroe Campus can be reached at 828-1139.

Attendance Policy: ARTE 611 only meets once a week, therefore, attendance is vital. Classes meet promptly at 5:00 p.m. There is only one EXCUSED absence and NO unexcused absences. An EXCUSED absence is an absence arranged with the instructor prior to the actual class meeting. Two tardies count as one UNEXCUSED absence. Any arrival after 5:15 is considered as a tardy. After the initial EXCUSED absence, each absence (and every two tardies) will subtract 25 points from your final grade. This will have a significant impact on your cumulative grade.

Demeanor and Conduct: You are graduate level students, therefore, you are expected to portray the demeanor and conduct of emerging scholars and employees in the workforce. There will be no smoking in class. Headphones are not permitted. Cell phones, beepers, and pagers must be turned off prior to class. References to drugs, alcohol, tobacco, or violence are also not permitted unless in the context of the class discussion. Weapons on your person or in your presentations are not allowable. Since this class meets during dinner hours, you are welcome to bring food into the class.

Due Dates: Assignments are due as stated on the syllabus. Late work will not be accepted and will receive a grade of “zero”.

National Art Education Association (NAEA): Membership in the NAEA is a requirement of this course.

I have read the attendance policy, Honor Code policy, course description and goals, the grading policy, and the course schedule. I have read the policies related to assignment due dates and academic adjustments for students with disabilities and demeanor and conduct. I understand the requirement stated in this information and agree to be responsible for my own achievement in this course.

Student signature

Print name

Date

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Grading Scale

	A	B	C	D
Participation in discussion/Prepared for class (100 points)	100	90	80	70
Paper: My Pedagogy (50)	50	45	40	35
Weekly Write Ups: (8 write ups x 10 points each=80)	80	75	70	65
Group Presentation: Service Learning (50)	50	45	40	35
Paper: Comparison of Approaches (50)	50	45	40	35
Paper: My Pedagogy - Part Deux (50)	50	45	40	35
Complete Grant Proposal: (100)	100	90	80	70
Journal Entries (12 entries x 5 points each=60)	60	55	50	40
<u>Absences (-25 per unexcused absence)</u>				
TOTAL	540	490	440	385

491-540 = A

441-490 = B

386-440 = C

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Grading Tally Sheet

Name_____ Home Phone_____

Address_____

Zip_____ Email (Print Clearly)_____

Participation in discussion/Prepared for class (100 points) _____

Paper: My Pedagogy (50) _____

Weekly Write Ups: (8 write ups x 10 points each=80) _____

Group Presentation: Service Learning (50) _____

Paper: Comparison of Approaches (50) _____

Paper: My Pedagogy - Part Deux (50) _____

Complete Grant Proposal: (100) _____

Journal Entries (12 entries x 5 points each=60) _____

Absences (-25 per unexcused absence) _____

TOTAL POSSIBLE POINTS 540

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Syllabus

Date	Topic	WHAT YOU NEED TO HAVE DONE when you come to class on this day!
Tuesday Aug. 29	Syllabus	Think about what you hope to gain from this class.
Tuesday Sept. 5	Rationales for Art Education Pedagogy	Read: Siegesmund, R. (1998). Why Do We Teach Art Today? Conceptions of Art Education and Their Justification. Paper Due: My Pedagogy
Tuesday Sept. 12	Community-Based Art Education	Read: Blandy, D. & Hoffman, E. (1993). Toward an Art Education of Place. Read: Clark, G. & Zimmerman, E. (2000). Greater Understanding of the Local Community: A Community-Based Art Education Program for Rural Schools. Read: Ulbricht, J. (2005). What is Community-Based Art Education?
Tuesday Sept. 19	Service Learning Theory, Outcomes, and Implications	Read: Cone, D. & Harris, S. (1990). Service-Learning Practice: Developing a Theoretical Framework. Read: Anderson, S. (1998). Service Learning: A National Strategy for Youth Development. A position paper issued by the Education Policy Task Force.
Tuesday Sept. 26	Service Learning in the Classroom	Read: Roy and Cho: Part 1 Read: Taylor, P., Carpenter, S., Ballengee-Morris, C., & Sessions, B. (2006). Community and World Connections through Service Learning.
Tuesday Oct. 3	Visual Culture: Explanation and Ties to Service Learning	Read: Taylor, P., Carpenter, S., Ballengee-Morris, C., & Sessions, B. (2006). Interdisciplinary Linking through Visual Culture Read: Freedman, K. & Stuhr, P. (2000). Curriculum Change for the 21 st Century: Visual Culture in Art Education (found in the Handbook of Research and Policy in Art Education). Chapter 36
Tuesday Oct. 10	Museum Education: Challenges, Sense-Making, and Relational Qualities to Service Learning	Read: Lankford, E. L. (2002). Aesthetic Experience in Constructivist Museums. Guest Speaker: Della Watkins, VMFA Staff

Tuesday Oct. 17	International Education	Read: Porter, M. (2003). Forging L.I.N.C.S. among Educators: The Role of International Service-Learning in Fostering a Community of Practice
Tuesday Oct. 24	Technology	Read: Dunn, C. (1996). More power: Integrated interactive technology and art education. Read: Taylor, P., Carpenter, S., Ballengee-Morris, C., & Sessions, B. (2006). Promoting Interdisciplinarity through Digital Computer Technology
Tuesday Oct. 31	L'Art pour L'Art...or Not	Read: Anderson, T & McRorie, S. (1997). A Role of Aesthetics in Centering the K-12 Art Curriculum.
Tuesday Nov. 7	Peripheral Variables Impacting Art Education	Read: Dorn, C. (2002). Art, Education, and the Public Muse: A Socio-Political view. Chapter 4
Tuesday Nov. 14	Introduction to Grant Writing: Types of sources, principles, components, etc.	Online research: Pull down 5 organization's vision, purpose, mission, goals, and objectives statements (should have at least 3 of the above). Also, find 5 grantwriting/grant websites and annotate them. Bring to class all of the above. Paper Due: My Pedagogy: Part Deux
Tuesday Nov. 21	What's It Going to Cost Me? Budgeting...	Review handout. Write your budget. Bring to class.
Tuesday Nov. 28	Standing on the Other Side of the Tracks	Read: RFP guidelines, scoresheet, and service-learning proposal handout
Tuesday Dec. 5	Program Evaluation	Read: Evaluation handout
Tuesday Dec. 12	Final reflection and celebration	Grant Due

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Reading Review Form **(Responses should be 1-2 pages)**

Name: _____

Author: _____

Title: _____

1. Basic thrust of the article:
2. Key Claims (select up to 3):
3. How author(s) claims are supported?
4. Key quotes in support of these claims
5. Your View

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Tangential Idea and Discussion
(Responses should be 1-2 pages)

Name: _____

Author: _____

Title: _____