

ARTE 310: Foundations of Art in Education

Dr. Min Cho

Virginia Commonwealth University

Tues. and Thurs., 2-3:20 p.m. Franklin St. Gym, Rm. 319

Office: 138

Office Phone: 804-828-3772

Email: mcho@vcu.edu

ARTE 310: Foundations of Art in Education is a three-credit introductory course to the philosophy, history, basic principles and values of art education. The theory of growth and development in art education as well as service learning is emphasized. The course is reserved for art education majors only or by approval of the department chair.

Course Overview and Content: Throughout this course, we will touch upon several philosophical approaches to art education (from the 18th-21st centuries), its role in society, key individuals, and art teaching practices. These topics will help to explain the purposes and value of art for education, art teachers, and children. We will apply a global perspective to issues of culture including class, race, gender, ethnicity, values, etc. as they apply to the art experience. Finally, we will investigate instructional methodologies and materials in art education including curriculum and instruction, contemporary content in the fields of art education, lesson preparation, and classroom management.

It is my goal to help you gain an understanding of the historic evolution of art education and the current conditions of art instruction in the public schools, including major trends and leaders in the field. Through critical reading of art education materials, participation in service-learning activities, and reflections of class discussions and art teaching situations, you should be able to discuss and analyze basic philosophies and methodologies in art education. Most importantly, you will develop a personal philosophy and rationale for teaching art education.

Required Texts:

Mooney, C. (2000). *Theories of Childhood*.

Jenkins, P. (1980). *Art for the Fun of It*.

All articles and handouts will be posted on blackboard for you to download, print, and bring to class.

Email/Office Hours: mcho@vcu.edu is the best way to reach me. My office hours are Wednesday, 10am-5pm. 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 310 is a tightly structured course, therefore, attendance is vital. You are permitted two absences (excused or unexcused). After that, any absence results in a grade reduction of 25 points per absence. Classes meet promptly at 2:00 p.m. Any arrival after 2:10 is considered as tardy. Two tardies equals one absence. **If you have 0 or 1 absence and you are absent when you are scheduled for a presentation, points will be deducted.**

Assignment Re-Writes: I am a firm believer of constructive criticism and second chances. This is how we all grow. Therefore, you will have the opportunity to re-write paper assignments for a higher grade. These are the mandatory guidelines:

1. Turn in your paper on time. Late submissions will not be accepted for re-submission.
2. I will return your paper within 7-10 days with comments, corrections, and suggestions.
3. You have one week to re-submit your paper. You must attach the original to your re-submission. If the original is not attached, the re-submission will not be accepted.

Re-writes are not mandatory, but are highly suggested.

Due Dates: Assignments are due as indicated on the syllabus, unless stated otherwise in class. Points will be deducted for late work.

Class Participation: Participation is worth a large portion of your grade as it indicates to me how well you understood the readings and can vocalize your thoughts. As future teachers, you must show that you understand your material. Also important is how confident you are with your responses. No answer is incorrect as long as you have justification for your thoughts. My classroom is a “safe zone” where all responses are welcome and none are harshly criticized. Constructive criticism, however, will be given. My goal is to help you become thinkers and not just doers.

Blackboard: I will be using Blackboard for syllabus distribution, article and response postings, notes to students, and grades. We will go over Blackboard during the first week of class and you will be given a handout on its usage. All students have access to this if they have a VCU card. Therefore, it is your responsibility to obtain a student VCU card and check Blackboard several times a week. If you do not have internet access at home, you may use VCU’s computer lab at the library.

Questions about the reading/articles/guest lecturers are listed on Blackboard. You must respond, before we have class, on that topic, to my initial question or to a comment made by one of your classmates. These responses are part of your participation grade.

Demeanor and Conduct: You are preparing to become an art educator, therefore, you are expected to maintain the same standards of demeanor and conduct that you would display as a teacher in a public school. This means clothing that is appropriate to a teacher. There will be no eating or 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.

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

Praxis: Before you can register for the Elementary Practicum (ARTE 401), you must pass the Praxis I test. This test is designed to measure basic skills in reading, writing, and math. In order to make sure you pass prior to taking ARTE 401, it is a requirement in this class that you must register during this semester. Visit www.ets.org which has all the registration information including dates, fees, etc. Passing Praxis I scores are: reading-178, writing-176, math-178. There are tutoring centers on campus that can provide assistance.

Praxis Exemptions: You are exempt from taking Praxis I if you took the SATs prior to 4/1/95 and received a score above 1000. If you took it after that date, your exemption score must be above 1100.

This syllabus may be subject to change with arising opportunities.

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 requirements stated in this information and agree to be responsible for my own achievement in this course.

Student signature

Print name

Date

ARTE 310: Foundations of Art in Education

Grading Scale

	A	B	C	D
Participation	100	90	80	70
NCATE Paper	40	35	30	25
What I Believe Paper	40	35	30	25
Service-Learning Paper 1	50	45	40	35
Approaches in 20th Century Art Education Paper	40	35	30	25
Theories of Childhood Paper	40	35	30	25
Service-Learning Paper 2	50	45	40	35
Case Study Presentation	15	13	10	7
Portfolios	100	90	80	70
Concept Card Presentation	100	90	80	70
Service-Learning Paper 3	50	45	40	35
<hr/>				
TOTAL POSSIBLE POINTS	625	558	490	422

559-625 = A

491-558 = B

423-490 = C

ARTE 310: Foundations of Art in Education

Grading Tally Sheet

Name_____ Home Phone_____

Address_____

Zip_____ Email (Print Clearly)_____

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

NCATE Paper (40) _____

What I Believe Paper (40) _____

Service-Learning Paper 1 (50) _____

Approaches in 20th Century Art Education Paper (40) _____

Theories of Childhood Paper (40) _____

Service-Learning Paper 2 (50) _____

Case Study Presentation (15) _____

Portfolios (100) _____

Concept Card Presentation (100) _____

Service-Learning Paper 3 (50) _____

Absences (-25 per absence, after the allotted amount) _____

TOTAL _____

ARTE 310: Foundations in Art of Education

Syllabus

Date	Topic	WHAT YOU NEED TO HAVE DONE when you come to class on this day!
Tuesday Jan. 16	Syllabus, NCATE, and Blackboard	Think about what you hope to gain from this class.
Thursday Jan. 18	Value of Teaching Art	Read Jenkins: pg 7-25 Paper Due: NCATE
Tuesday Jan. 23	Service Learning	Read Roy and Cho: Foundations at: http://www.fsu.edu/~flserve/resources/handbook/Foundations.pdf Guest speaker: Southerland
Thursday Jan. 25	Art Education in the 18 th & 19 th centuries	Read Efland, A. (1983). School art and its social origins. Read Saunders, R. (1976). Art, industrial art, and the 200 Years War. Paper Due: What I Believe About Teaching in Art Education
Tuesday Jan. 30	Art Education in the 20th century: Child-centered	Read Mooney, C. (2006): Theories of Childhood, Montessori chapter
Thursday Feb. 1	Art Education in the 20th century: Content-centered	Read Dobbs, S. (1998). Learning in and through art: A guide to Discipline-Based Art Education.
Tuesday Feb. 6	Art Education in the 20th century: Society-centered	Read Greh, D. (1984). Art education in the third wave: Visual Culture Paper Due: Service Learning Experiences
Thursday Feb. 8	Art Education in the 20th century: Community-centered	Read Taylor, P. & Ballengee-Morris, C. (2004). Service-learning: A language of we.
Tuesday Feb. 13	Theories of Childhood: Dewey and Montessori	Read Mooney, C. (2006). Theories of Childhood, Dewey & Montessori
Thursday Feb. 15	Theories of Childhood: Piaget and Vygotsky	Read Mooney, C. (2006). Theories of Childhood, Piaget & Vygotsky Paper Due: Compare/Contrast Art Education in the 20th c. Approaches
Tuesday Feb. 20	Lowenfeld and Developmentalism	Read handouts.
Thursday Feb. 22	Postmodern Classroom Portfolios: Brief Introduction	Read Clark, R. (1998). Doors and mirrors in art education: Constructing the postmodernist classroom.

Tuesday Feb. 27	Classroom Management	SKYPE: Janis Klein-Young, Miami, FL
Thursday Mar. 1	Classroom Organization	SKYPE: Dr. Nicole Crane, West Palm Beach, FL Paper Due: Theories of Childhood
Tuesday Mar. 6	Special Populations	Guest Lecturer: Donna Green, VCU, Art Education Department Instructor
Thursday Mar. 8	Safety in the Classroom	Read Hagaman, S. (1986). Art hazards: Concerns of the art teacher. SKYPE: Cheryl McLean, Orlando, Florida
Tuesday Mar. 13	No Class: Spring Break	
Thursday Mar. 15	No Class: Spring Break	
Tuesday Mar. 20	Technology in the Classroom	Upload SL pics into Flickr. Make annotations. Discuss in class Paper Due: Service Learning Experiences
Thursday Mar. 22	Case Studies	Group A: As a group, present the case study and lead discussion.
Tuesday Mar. 27	Case Studies	Group B: As a group, present the case study and lead discussion.
Thursday Mar. 29	No Class: Dr. Cho will be presenting at the National Service-Learning Conference in NM	
Tuesday April 3	Alternative Art Occupations	Guest Panel: Cheryl Kessler, Institute for Learning Innovation, Annapolis, MD AND Dr. Brent Peterson, Colonial Services Board, Williamsburg, VA
Thursday April 5	Reality of Richmond Schools	Guest Lecturer: Sam Banks, VCU, Art Education Department Instructor
Tuesday April 10	VA Educational Structure	Guest Lecturer: Dr. Taylor, VCU, Art Education Department Chair
Thursday April 12	Concept Cards	Read handouts and assigned topics.
Tuesday April 17	Portfolios	Have portfolios completed. Bring to class.
Thursday April 19	Concept Card Presentations	Student 1
Tuesday April 24	Concept Card Presentations	Student 2 Paper Due: Service Learning Experiences
Thursday April 26	Concept Card Presentations	Student 3
Tuesday May 1	Concept Card Presentations	Student 4
Thursday May 3	Concept Card Presentations	Student 5
Tuesday May 8	Final Reflection and Celebration	