

**Foundations in Art Education**  
**AAE 220**  
**The College of New Jersey**  
**Course Syllabus Fall 2016**

**Instructor:** Dr. Lisa M. LaJevic

**Section 1:** Campus- Monday & Thursday,  
11:30-1:20 pm (or Tues & Fri, 10:30-12:20)

**Section 2:** Campus- Monday & Thursday,  
9:30-11:20 am (or Tues & Fri, 1:30-3:20)

**K-12 Schools:** Monday & Thursday,  
7:30 am- 3:20 pm (selected dates) (or Tues  
& Fri 7:30-3:20)

**Class Meetings:** 102 AIMM

**Credit:** 1 Course Unit

**Email:** lajevic@tcnj.edu

**Office:** 326 AIMM

**Office Hours:** TBA. Email to schedule appt.

**Course Description**

This course is designed to introduce future art teachers to the importance of the visual arts in education through theory, practice, and field experiences. The course introduces critical areas of inquiry necessary to create a firm foundation in art education through readings, discussions, artmaking, research, technology, group work, presentations, and field experiences. Students will explore contemporary issues in art education and examine the characteristics and dispositions of quality art instruction in K-12 schools. Reflecting upon the relationships between their own K-12 education, life experiences, and studio, theory and art history courses, students will begin to explore their role(s) as learners, teachers, and artists in the 21<sup>st</sup> century, which will help guide their journey(s) of becoming effective art educators.

**Course Purpose/Overview**

Consistent with the School of Education's conceptual themes, readings, class discussions, field observations, assignments and related class activities are intended to introduce the students to an understanding of art education in the school curriculum and the knowledge, skills and dispositions necessary to become quality art educators and agents of change. These include knowledge, demonstration, and understanding of:

*Subject Matter*

- National and state standards in art education

*Planning and Practice*

- Interdisciplinary curriculum connections, big ideas, and contemporary art as teaching tools

*Commitment to all Learners*

- Situations and experiences in the art room in different contexts

*Strong, Positive Effect on Student Growth*

- Ability to communicate effectively

*Professionalism, Advocacy, and Leadership*

- The need for art educators as lifelong learners, current with theory, pedagogy, and technique.

This course is divided into two main components: weekly class meetings and field experiences. The **class meetings** will consist of discussions, lectures, films, group activities, artmaking, and independent work time. For the K-12 **field experiences**, each student will be assigned an art teacher to observe in each the elementary, middle, and high school. These observations will be conducted during class time, and students are responsible for their own transportation. In addition, the course encourages involvement with arts organizations, including attendance at the Art Educators of New Jersey (AENJ) annual conference and membership with the National Art Education Association (NAEA).

This course is designed to be a collaborative learning experience that mirrors the atmosphere of an authentic school environment. To ensure students are prepared to effectively teach in the 21<sup>st</sup> century, the course will explore important "information, media and technology skills" in the field of art education. Emphasis will be placed on professional/respectful behavior, attitude, presentation, and engagement between future teachers, art teachers, instructor, and school districts. This introductory course is designed to prepare students for AAE 250 (i.e., the second art education course in the program sequence). A minimum grade of C+ is required in all art education courses.

**Course Objectives/Learning Goals**

Students will...

- Explore contemporary issues and approaches to art education, theory and skill through readings, in-class activities, artmaking, films, research, and presentations.
- Examine quality arts instruction in K-12 settings through field experiences.
- Exhibit professional behavior through in-class meetings, assignments, and field experiences as stated in the teaching dispositions assessment.

### **Course Requirements**

The course requirements are in conformity with the mission of the School of Education, and in alignment with NJ art standards and NCATE accreditation standards. Students are expected to:

- Participate in all assigned readings, class discussions and additional class activities identified by the instructor.
- Conduct and document field observations as scheduled by the instructor (approx. 40 hours).
- Complete all assignments including visual journal entries, midterm, and final assignment.

### **Assignments:**

#### Art Explorations: Visual Journal

- The visual journal, or process portfolio, is a space to reflect upon and demonstrate a search for ideas; to document media exploration and artistic decision, making and revision; to present research; and to discuss/reflect on implications for classroom practice. Combining words and images, the visual journal should include class notes, weekly reading reflections/responses, class assignments, etc. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

#### Field Experience: Classroom Observation Assignment

- After you conduct a classroom observation of an elementary, middle, and high school art teacher/room, you will complete a written assignment. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

#### Teaching: Leading a Class Discussion

- This is your opportunity to practice teaching! You will select a class meeting to teach and lead a discussion about the assigned readings. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

#### Midterm: Importance of Art Education

- For your midterm assignment, you will write a 1000-word essay that explores why you believe art education is important (i.e., why art should be taught in K-12 schools). In order to present a strong argument, you will be expected to conduct research and cite your sources. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

#### Final: Exploring a Contemporary Issue (Website)

- You will research and present a contemporary issue pertaining to art education (e.g., student assessment in art, curriculum (teaching about specific issues- garbage/recycling, homelessness, identity), standardization, PARCC testing, teacher assessment, instructional approaches, community-based art education, private (e.g., charter) schools, merit based pay, homeschooling, censorship, cutting of art programs, arts integration, technology, or social (race, gender), cultural (multiculturalism), economic, or political issues). Your research will be presented as an outline and website (using weebly). This is an opportunity for you to explore a topic related to art education that is of personal interest. Guidelines and assessment rubric will be discussed in class and posted on Canvas.

*Late assignments will result in a loss of points. All assignments should be submitted on Canvas (in the appropriate dropbox). If you are absent, your assignment is still due on the due date (submit on Canvas and/or place in inst. mailbox). Extra Credit opportunities may be provided.*

### **Required Textbooks:**

Gaudelius, Y. & Speirs, P. (2002). *Contemporary issues in art education*. NJ: Prentice Hall. (CIAE)

### **Additional Readings:**

Supplementary articles will be made available in class and/or posted on Canvas. Although students may refer to digital copies of the readings, it is strongly recommended that students print the online/Canvas readings so they can reference the information during class and keep for future use.

Anderson, T. (2000). *Real Lives: Art Teachers and the Cultures of School*. Portsmouth, NH: Heinemann.

APA Style Information: <http://owl.english.purdue.edu/owl/resource/560/01/>

- Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven and New London: Yale UP.
- Wakeford, M. (2004). A short look at a long past. In N. Rabkin & R. Redmond (Eds.), *Putting the Arts in the Picture: Reframing Education in the 21st Century* (pp. 81-106). Chicago, IL: Chicago Center for Arts Policy, Columbia College Chicago.

### Supplies and Memberships:

Basic supplies can be purchased as needed throughout the course. *It is your responsibility to be fully prepared for every class.* The following supplies are strongly recommended:

- 1.5 or 2 in. 3-ring binder (with paper for note-taking)
- Tab dividers (with pockets to help organize readings and notes)
- 5"x8" drawing journal (spiral bound recommended)

Art supplies may be used from the storage closet for AAE coursework, but no supplies are to leave the art education classroom.

Additionally, students are required to become members of two professional art education organizations: AENJ (Art Educators of New Jersey) and NAEA (National Art Education Association). Attendance and registration for the AENJ Fall Conference is mandatory.

- AENJ: <http://www.aenj.org/pages/home>
- NAEA: <http://www.arteducators.org/>

### Grading:

Your final grade will be based on a cumulative total of your semester points/percentages. Each assignment is worth a possible total of 100 points. Opportunities for extra credit may be available. Rubrics for each assignment will be discussed in class and/or posted on Canvas.

23%	Visual Journal (23 entries)
9%	Field Experience: Classroom Observation Reflections (3 reflections)
12%	Teaching: Leading a Class Discussion
20%	Midterm: Importance of Art Education
25%	Final: Exploring a Contemporary Issue
11%	Class Participation (includes attendance, in-class activities, and extra credit)

### Grading Scale:

A 100-94%	Superior. Surpassed expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Very professional.
A- 93-90%	Distinguished. Surpassed many expectations. All projects submitted on time and in proper format, demonstrating thoughtful engagement with course content and application of learning. Student initiates, discusses, and provides provocative thoughts when participating in discussions. Very professional.
B+ 89-87%	Excellent. Remarkable work. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Professional.
B 86-84%	Respectable. Met expectations. Work of very good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Professional.
B- 83-80%	Good to Respectable. Work of good quality. All projects submitted on time and in proper format, demonstrating understanding of course content. Good participation in discussions, initiating ideas and responding thoughtfully. Professional.
C+ 79-77%	Fair to Good. Average work that meets basic course requirements. Some assignments may be submitted late. Mostly responds to others rather than initiating a discussion in class. Mostly professional.
C 76-73%	Fair. Work does not meet minimal requirements. Minimal or inappropriate class participation. Somewhat unprofessional.
C- 73-70%	Mediocre. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Unprofessional.
F 69% - below	Failing. Poor quality work that does not meet minimal requirements. Minimal or inappropriate class participation. Unprofessional.

### **Policies and Expectations**

It is expected that for every hour you spend in class each week (total of 4 approximately hours), that you also spend 2-3 hours outside of class reading, studying, preparing assignments, observing in the K-12 schools, etc. This adds up to **8-12 hours** of outside work per week. *(As a rule of thumb, each college credit requires 2-3 hours of work outside of class. Since TCNJ is on a unit system (1 unit= 4 credits), please plan on dedicating 8-12 hours of work each week for this course.)*

Please turn off your cell phone ringer prior to class. Text messaging and talking on the phone is prohibited during class. If you use computers, you should be working on coursework that relates to this class only. It is expected that you will be on-task throughout the duration of each class meeting (this means you should not be working on assignments for other classes, texting, sleeping, etc.). Please demonstrate professional and respectful behavior (e.g., use good listening skills as your classmates or instructor is speaking, participate in class activities and discussions, etc.).

### **Attendance Policy**

Every student is expected to participate in the course through regular attendance in class meetings and field experiences. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. A sign-in sheet will be available at the beginning of each class. **Tardiness and leaving early will factor into the class participation portion of your grade.** Therefore, your grade may be lowered with each absence, as you will miss vital information. **It is your responsibility to obtain missed work from your peers** and note this will not alleviate the absence in relation to grading policy. The course instructor is NOT responsible for “catching” you up and is not expected to respond to emails regarding absences. **If you are absent on a day an assignment is due, you are still accountable for submitting the assignment on time** (drop a hard copy in the instructor’s mailbox or submit a digital copy on Canvas or email).

Students are responsible for transportation to and from the K-12 school observations; the College cannot arrange transportation for the student. Students are expected to attend class, field experiences, and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Please contact the instructor as soon as possible if an emergency situation arises that affects your long-term attendance. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should also contact the instructor for such class absences well in advance.

*\*\*Every student brings a unique and needed perspective on the information presented in class. Therefore, your attendance is vital to the learning process. Please make every effort to be present and on time for every class.*  
Please familiarize yourself with The College of New Jersey Attendance Policy:  
<http://policies.tcnj.edu/policies/digest.php?docId=9134>.

### **Note to Students with Differing Needs/ Americans with Disabilities Act (ADA) Policy**

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact Disability Support Services (609-771-2571, <http://differingabilities.pages.tcnj.edu/>). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Please familiarize yourself with *TCNJ’s Americans with Disabilities Act (ADA) policy*:  
<http://policies.tcnj.edu/policies/digest/digest.php?docId=9206>.

### **Academic Integrity**

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Please familiarize yourself with The College of New Jersey Academic Integrity Policy: <http://policies.tcnj.edu/policies/digest.php?docId=7642>.

### **Violence and Harassment Policy**

TCNJ practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the campus police at 911 or 609-771-2345, Student Health Services, or the

Office of Ant-Violence Initiatives (OAVI). Additional information can be found at:  
<http://www.tcnj.edu/~sa/antiviolence/flowcharts/index.html>

**Course Calendar**

Adjustments to the calendar will be made as needed during the semester. The instructor will make every effort to inform students during class time or via email announcements when changes occur. It is the student's responsibility to be informed therefore, I suggest identifying a classmate to share information and updates regarding any change.

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**Course Calendar, Fall 2016**

	Date	Topic	Readings Due	Assignments Due
#1	R Sept 1	Introduction, Syllabus and Calendar AENJ and NAEA Field Placements and HIB Professionalism Choose Teaching Day		
#2	T Sept 6	Two Truths and a Lie Visual Journaling. What are visual journals?	Grauer & Naths (Canvas)	
#3	R Sept 8	What is art education? Foundations and Goals Why do I want to be an art teacher?	C&TA- Chap 1 (Canvas)	Visual Journal Entry (VJE) 1
#4	M Sept 12	<i>No Class: Labor Day</i> <i>Tues. follows Mon. schedule</i>		
#5	R Sept 15	Why is art education important? What are my beliefs regarding art education?	Eisner- Intro and Chap 4 (Canvas) NAEA Flyer	VJE 2  Register for AENJ Conference
#6	M Sept 19	What is the role of art in the K-12 schools?	Bring in current newspaper article about NJ education	VJE 3  Join NAEA: Student Member
#7	R Sept 22	History of Art Education AENJ Conference Planning	Wakeford (Canvas) Stankiewicz (Canvas)	VJE 4  Bring in a newspaper article about NJ Education
#8	M Sept 26	Rethinking Art education Approaches to Art Education Disciplined Based Art Education (DBAE)	Gaudelius & Speirs- Intro (CIAE)	VJE 5
#9	R Sept 29	Contemporary Issues in Art Education  Art Education and Arts Integration How can we effectively integrate art with other school subjects? Or, should we not?  Field Placements: Email Coop. Teacher	RCAE- Chapter 7 (?)	VJE 6  HIB  Midterm Outline Due
#10	M Oct 3	Art Education and Visual Culture	RCAE- Chapter 8 (?)	VJE 7
#11	R Oct 6	<b>Middle School Field Experience: 7:30-3:20</b> <i>No class meeting</i>	Anderson- Preface, Intro, & Chap 1 (Canvas)	VJE 8

#12	M Oct 10	Understanding Learners  Discuss Field Experience	Embracing Change (Canvas)	VJE 9  Middle School Field Experience Observ.
#13	R Oct 13	<i>No Class: Attend AENJ Conference</i>		VJE 10 (AENJ notes and reflection)
#14	M Oct 17	<i>No Class: Fall Break</i>		
#15	R Oct 20	Midterm Presentations Response to AENJ Confer. Email Cooperating Teacher		Midterm Presentation
#16	M Oct 24	How can contemporary art and artists be used in the art room? Studio- Kruger  Introduce Final Assignment	Nadaner- Chap 17 (CIAE)	VJE 11
#17	R Oct 27	<b>Elementary Field Experience: 7:30-3:20</b> <i>No class meeting</i>	Anderson- Chap 2 (Canvas)	VJE 12  Elementary Field Experience Observ.
#18	M Oct 31	Understanding Learners: Issues of Diversity, Race, Social Class & Identity  Discuss Field Experience	Unbecoming White (Canvas) <u>OR</u> Development of White Identity (Canvas)	VJE 13
#19	R Nov 3	Understanding Learners: Gender and Art Education Talking about Student Art	Talking About Student Art: Intro & Chapters 1-2	VJE 14
#20	M Nov 7	Art Education and Diverse Learners	Education is Politics (Canvas) <u>OR</u> Schooled in Silence (Canvas)	VJE 15
#21	R Nov 10	Art Education and Learners Art Education and Sexual Diversity Education and Violence Email Cooperating Teacher	Duncan (CIAE) Check (CIAE)	VJE 16
#22	M Nov 14	Art Education and Contemporary Art  Artmaking as Research  Discuss Sophomore Review (Praxis Core)	Sullivan (CIAE)  Sakatani & Pistolesi (Canvas)  Eubanks or Marshall & D'Adamo (Canvas)	VJE 17  Proposal for Final
#23	R Nov 17	<b>High School Field Experience: 7:30-3:20</b> <i>No class meeting</i>	Anderson- Chap 3 (Canvas)	VJE 18
#24	M Nov 21	Art Education and Social Learners Artists: Faith Ringgold (video)  Discuss Field Experience	Yokley (CIAE) Optional- McKay & Monteverde (Canvas)	VJE 19  High School Field Experience Obs.
	R Nov 24	<i>No Class: Thanksgiving Break</i>		
#25	M Nov 28	Art Education and Social Change Community-based Art Education Art as Social Intervention	Weisman & Hanes (CIAE) or Adams (CIAE)	VJE 20  Draft for Final (Google.doc)

#26	R Dec 1	Art Education and Ecology	Krug (CIAE) Browse latest issue NAEA's <i>Art Education</i> journal (print, online or library)	VJE 21
#27	M Dec 5	Is This Art? What is art? Does art have to be "pretty?" Class Debate: Serra Lin- Film	Milbrandt-Chap 24 (CIAE)  Richard Serra's Titled Arc- PBS (Canvas) Maya Lin's Memorial- PBS (Canvas)	VJE 22
#28	R Dec 8	Art Education and Culture (Social Issues) Art Education and Technology	Jeffers (CIAE)	VJE 23
	Finals Week	Final Student Presentations: Contemporary Issue		Final due at the beginning of class. Presentations.