

OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES

COURSE SYLLABUS

Fall 2018 Tuesday 5:30-8:50

AED 4320: Teaching Art at the Secondary Level: 4 credit hours

CATALOGUE DESCRIPTION:

This course develops knowledge and skills for teaching art at secondary levels. Through lectures, readings, field and studio experience, students explore historical and current trends in art education while constructing effective instruction and curricula in the visual arts using current instructional and assessment strategies.

*This course is cross-listed with EST 5320.

INSTRUCTOR:

Linda K. Tyson, Ph.D. Coordinator of Art Education
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Office Hours: by appointment
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PREREQUISITES: admittance to the Art Education Certificate Program
AED 4120, 4220

This course must be taken at the same time as AED 4221.

LEARNING GOALS AND OBJECTIVES:

AED 4320 is expected to help each student meet particular goals of the K-12 Art Education Certificate Program. Students will:

- Understand the meaning of state and national standards and benchmarks, as well as their developmental appropriateness in order to implement effective art instruction at secondary grade levels.
- Create, modify and assess appropriate curricula to meet cognitive, affective, and aesthetic learning objectives in art education.
- Demonstrate a thorough understanding of comprehensive art education and familiarity with the complex relationships among the disciplines demonstrated in the art of today and the past; to include art making, art & design and history, art criticism, aesthetics, visual and cultural studies, visual thinking strategies, design thinking and media literacy.
- Demonstrate effective instructional practices, including effective communication and classroom management skills, materials management, maintaining a safe classroom environment, and utilizing meaningful assessment methods that align with instruction.
- Demonstrate respect and value for human diversity and the ability to work with others. Demonstrate an understanding of the art, art history, crafts of various cultures. Demonstrate

the ability to create an environment that respects personal expression and varying beliefs about art and aesthetics.

- Demonstrate the ability to use information technology to support student learning and personal productivity; and use appropriate available technology for the development and enhancement of the curriculum.
- Develop and apply a conceptual framework or philosophy of art teaching and learning based on research, best practices, and reflection.
- Develop art education instruction that responds to the specific interests, abilities, and needs of all students, including those with special needs.
- Develop the understanding that the process of reflection and collegial dialogue contributes to professional growth. Demonstrate a commitment to personal professional development as both artist and educator.
- Understand the importance of being a practicing artist as well as art educator modeling ones involvement in their own art and personal expression.
- Demonstrate the ability to help students develop their personal artistic voice. Additionally, demonstrate knowledge of Advanced Placement (AP), Scholastics, IB HL and SL and other capstone art opportunities at the secondary level.
- Demonstrate knowledge in communications, advocacy and outreach to include colleagues in other disciplines, school administrators, the board of education, parents, community members, and state and national legislators as concerning the role of the visual arts in education and society.

SUGGESTED BUT NOT REQUIRED TEXTS AND MATERIALS:

Readings and articles relevant to teaching art at the secondary level will be assigned/referenced on Moodle.

COURSE TOPICS AND OBJECTIVES: SEE ATTACHED OUTLINE

COURSE REQUIREMENTS AND CLINICAL PRACTICE: In addition to class participation and homework assignments, students will participate in a field placement in secondary art classrooms. Students will be responsible for providing their own transportation to the various field locations.

All pre-service teachers are required to join the National Art Education Association (NAEA). www.arteducators.org In doing so, they will become a member of the Michigan Art Education Association (MAEA) www.miarted.org and the Oakland University student chapter of NAEA – facebook – Oakland University Art Education

All pre-service teachers will be expected to actively participate in Michigan Art Education Association events including the annual state conference in the fall. Participation in the Oakland

University student chapter of MAEA will be MANDATORY. The date for the 69th Annual MAEA Conference is OCTOBER 25-28 in KALAMAZOO. The Annual Conference for the National Art Education Association will be held in BOSTON, MA in March, 2019.

OAKLAND UNIVERSITY WILL PAY YOUR CONFERENCE FEE.

Some of the class sessions will be held at area high school art rooms. Transportation to these off-campus locations will be the responsibility of the student.

Moodle will be used to post weekly central questions for the online component of the course. Students will be expected to respond to the postings as well as submit their weekly reflective paragraph online.

All students should have access to a digital camera/ cell phone for photos and video.

INSTRUCTIONAL METHODS: Using a combination lecture/demonstration, studio format, field experiences, media presentation, review and analysis of teaching strategies, collaborative and cooperative learning; students will engage the art education experience as students and practitioners. Students will engage in reflective assessment, evaluating their own development and experience. Students will answer guiding questions that will be posted on Moodle.

PERFORMANCE ASSESSMENT:

1. Consistent with a professional preparation program, all assignments are to be submitted in black ink on white paper, typed double-spaces in 12 point Times New Roman. Teacher candidates are expected to use APA style of references, and conventional spelling and grammar.

The Publication Manual of the American Psychological Association (6th ed., 2009) contains the writing style used by the Department of Teacher Development and Educational Studies.

2. Attendance is mandatory and essential to success in AED 4320. Each class is worth 10 attendance points. Points will be deducted for tardiness and partial attendance. Students who are absent more than twice may be administratively dropped from the course.
3. Assessment of each course requirement is based on quality, not quantity, of work. Evidence of quality that exceeds the instructor's normal expectations of pre-service teachers must be apparent to receive the maximum score.

GRADING: Grading will be based on a four point system. Final grades will be based on an average of the following:

1. Class attendance and participation	10%
AND forum posts/reflections	15%
2. Lesson plans for the secondary classroom	30%
4. Website	25%
5. Final synthesis/reflection paper	10%
6. Participation in MAEA and related events	10%

As of Fall 2018, OU will be using a “letter grade” scale. There is no “A+”. In order to be recommended for a teaching certificate, candidates must pass student teaching with a B- or higher.

Oakland University Grading Scale

A	93 - 100%:	4.0
A-	90 - 92%	3.7
B+	87 - 89%	3.3
B	83 - 86%	3.0
B-	80 - 82%	2.7
C+	77 - 79%	2.3
C	73 - 76%	2.0
C-	70 - 72%	1.7
D+	67 - 69%	1.3
D	65 - 66%	1.0
F	Below 65%	0.0

Technology Back-up Plan

- In the event that your computer crashes or internet goes down, it is essential to have a “backup plan” in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, Dropbox, etc.) and not to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.

Technology Help

- For help using Moodle, use the Get Help link at the top of the Moodle page (moodle.oakland.edu).
 - For access to technology and in-person assistance, call or visit the [Student Technology Center](https://www.oakland.edu/stc/) (Link to Student Technology Center: <https://www.oakland.edu/stc/>).
 - For general technology assistance, consult the [OU Help Desk](https://www.oakland.edu/helpdesk/) (Link to Help Desk: <https://www.oakland.edu/helpdesk/>).
- Additionally, classroom technology can be found in the ERL, where personnel are happy to assist you.

Respect Rules of [Netiquette](#)

- Respect your peers and their privacy.
- Use constructive criticism.
- Refrain from engaging in inflammatory comments.

Classroom and University Policies

Classroom Behavior

1. [Academic conduct policy](#). All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity

means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

- a. Cheating. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else's paper, helping someone else copy work, substituting another's work as one's own, theft of exam copies, falsifying data or submitting data not based on the student's own work on assignments or lab reports, or other forms of misconduct on exams. Students are strongly encouraged to complete the online [Plagiarism Tutorial](#) found on the [KresgeLibrary](#) website.
- b. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit; by doing this, students are, in effect, claiming credit for someone else's thinking. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person's work, the ideas are still the other person's, and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one's own work is plagiarism.
- c. Falsifying records or providing misinformation regarding one's credentials.
- d. Unauthorized collaboration on computer assignments and unauthorized access to and use of computer programs, including modifying computer files created by others and representing that work as one's own.

For more information, review OU's [Academic Conduct Regulations](#). (Link to Academic Conduct Regulations: <https://www.oakland.edu/deanofstudents/policies/>)

2. Behavioral Code of Conduct. Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes

- a. Integrity. See academic conduct policy points above.
- b. Community. Policies regarding disruptive behavior, damage and destruction, weapons, and animals.
- c. Respect. Policies regarding harassment, hazing, and [sexual misconduct](#) (Link to Sexual Misconduct policy: <https://www.oakland.edu/policies/health-and-safety/625/>)
- d. Responsibility. Policies regarding alcohol, drugs, and other substances

See the [Student Code of Conduct](#) for details. (Link to Student Code of Conduct: <https://www.oakland.edu/deanofstudents/student-code-of-conduct/>)

Accommodation and Special Considerations

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require special accommodations should make an appointment with campus [Disability Support Services](#) (DSS). If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Support Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. DSS determines accommodations based on documented disabilities. Contact DSS at 248-370-3266 or by e-mail at dss@oakland.edu.

For information on additional academic support services and equipment, visit the [Study Aids](#) webpage of Disability Support Services website. (Link to Disability Support Services website: <https://www.oakland.edu/dss/>)

Religious Observances

Student should discuss with professor at the beginning of the semester to make appropriate arrangements. Although Oakland University, as a public institution, does not observe religious holidays, it will continue to make every reasonable effort to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. See The [OU Diversity Calendar](#) for more information. (Link to calendar: <https://www.oakland.edu/diversity/calendar/>)

Preferred Name Policy

[OU's Preferred Name Policy](#) ensures a student's university records can use a name that reflects the student's identity (abbreviated name, name change etc.).

Sexual Misconduct

Faculty and staff are responsible for creating a safe learning environment for our students, and that includes a mandatory reporting responsibility if students share information regarding sexual misconduct/harassment, relationship violence, or information about a crime that may have occurred on campus with the University. In such cases, the professor will report information to the campus' Title IX Coordinator (Chad Martinez, chadmartinez@oakland.edu or 248-370-3496). Students who wish to speak to someone confidentially can contact the OU Counseling Center at 248-370-3465. Additionally, students can speak to a confidential source off-campus 24 hours a day by contacting Haven at 248-334-1274.

Add/Drops

The university policy will be explicitly followed. It is the student's responsibility to be aware of [deadline dates for dropping courses](#) and officially drop the course. (Link to deadlines for dropping courses: <https://www.oakland.edu/registrar/registration/dropornot/>)

Faculty Feedback: OU Early Alert System

As a student in this class, you may receive "Faculty Feedback" in your OU e-mail if your professor identifies areas of concern that may impede your success in the class. Faculty Feedback typically occurs during weeks 2-5 of the Fall and Winter terms, but may also be given later in the semester and more than once a semester. A "Faculty Feedback" e-mail will specify the area(s) of concern and recommend action(s) you should take. Please remember to check your OU email account regularly as that is where it will appear. This system is to provide early feedback and intervention to support your success.

Link to Faculty Feedback for students: <https://oakland.edu/studentssuccess/faculty-feedback/>

Emergency Preparedness

In the event of an emergency arising on campus, the Oakland University Police Department (OUPD) will notify the campus community via the emergency notification system. The professor of your class is not responsible for your personal safety, so therefore it is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is

declared. These simple steps are a good place to start:

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuations, lockdowns and other emergencies. Register for these notifications at oupolice.com.
- Based on the class cellphone policy, ensure that one cellphone is on in order to receive and share emergency notifications with the professor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for evacuation, lockdown, and other emergencies via the classroom's red books (hanging on the wall) and oupolice.com/emergencies.
- Review with the professor and class what to do in an emergency (evacuation, lockdown, snow emergency).

Violence/Active Shooter: If an active shooter is in the vicinity, call the OUPD at (248) 370-3331 or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims. Consider your options: [Run, Hide, or Fight](#).

COURSE EVALUATIONS:

At the end of the semester, course evaluations can be completed confidentially by going to <https://www2.oakland.edu/secure/evals/student/> and entering your Grizzly ID number and password. You will be asked to rate the course and the instructor on 21 items. Written comments are also encouraged. A summary of the results is not available to the professor until after final grades have been submitted. Your feedback is taken seriously, and you are encouraged to be honest in your evaluations. Your participation is greatly appreciated.

Important dates are located at http://www.oakland.edu/important_dates

NOTE:

Career Services is the career resource for students of all levels within the School of Education and Human Services! Denise McConkey, Career Consultant for SEHS, can assist with resume/cover letter reviews, mock interviews, job search strategies/resources, career advising, social media branding, networking events and much more! Schedule an appointment with Denise via Handshake at oakland.joinhandshake.com. Visit oakland.edu/careerservices for more information.

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**COURSE OUTLINE
AED 4320**

#1 SEPTEMBER 11

Understanding the high school learner
Attributes of the secondary learner in the art classroom
Philosophical frames/tenets of Art Education and the high school classroom
The Secondary Art Classroom in context
Building relationships and trust with high school learners
Classroom Management in secondary classrooms
Classroom management vs. discipline

READ CHAPTER 1 IN OUR TEXT BOOK INTERDISCIPLINARY APPROACHES TO TEACHING ART IN HIGH SCHOOL

#2 SEPTEMBER 18

Introduction to the HLP's
Teacher as artist –Artist as teacher –modeling artistic behavior
Creating a reflective journal/investigation notebook AND your teaching website
Student issues – pride in ones work, delayed gratification, reflective analysis
Helping students find their personal voice
Deconstructing the art process

Class activity: Write questions for secondary art teachers

READ CHAPTER 2 AND 3 IN INTERDISCIPLINARY APPROACH TO TEACHING ART IN HIGH SCHOOL

3 SEPTEMBER 25

Meeting 21st Century Skills through the art curriculum
Understanding by Design – Knowledge plus Skills equals understanding
Creating coherent curricula and lesson plan
Beyond Art Production – fostering the thinking behind the image – studio and artistic thinking

#4 OCTOBER 2

Class to be held at Stoney Creek – Diane Heath
Overview of classroom responsibilities of secondary art educators
Scholastics Art Competition
Advanced Placement Art
The high school art portfolio
The artist's statement
Scholarship opportunities and college counseling

#5 OCTOBER 9

Direct experiences in art production and art history
IB portfolio and IWB – investigation workbook
Creating a curriculum MAP - sequential and scaffolded lesson planning

IB internal and external examinations

#6 OCTOBER 16

AN EVENING OF PRINTMAKING

Website – midterm progress evaluation

#7 OCTOBER 23

DISPOSITIONS AND ETHICS

What does it mean to be a professional

Life long learning is more than a cliché

The art educator as an island – how to stay connected

Using research to inform your practice AND how to conduct your own Action Research

Experiential learning in the arts

Field trips – actual and virtual for the high school student

International Travel – how to sponsor a trip to Europe

Museum education – using the museum to support learning in the art classroom

Programs and support from area art centers and the Detroit Institute of Arts

#8 OCTOBER 30

Advocacy for YOU and your program

Community connections and resources eg.ARTSONIA

MAEA CONFERENCE IN KALAMAZOO OCTOBER 25-28

#9 NOVEMBER 6

Class to be held at Bloomfield High School – Matt Beauchamp

Special needs students in the secondary art classroom

Differentiated lesson planning

Finding opportunities for your students

Safety issues in art classrooms

#10 NOVEMBER 13

What is inclusive –privilege and its implications for art students

Multicultural Art Education

Identifying and respecting difference –diversity in the art classroom

Social justice and issues of equity

STEM to STEAM – Putting the ARTS in STEM

Design Thinking

#11 NOVEMBER 20

Life long learning is more than a cliché

The art educator as an island – how to stay connected

Using research to inform your practice AND how to conduct your own Action Research

Experiential learning in the arts – the aesthetic of the actual

Field trips – actual and virtual for the high school student

International Travel – how to sponsor a trip to Europe

Museum education – using the museum to support learning in the art classroom

Programs and support from area art centers and the Detroit Institute of Arts

#12 NOVEMBER 27

Preparation for student teaching

Panel discussion – interviews and applications

The “artistic” resume –creating portfolios for job interviews

#13 DECEMBER 4

Website presentations

Presentation of lesson plans – Projects for a semester long course

Synthesis/reflection paper due

School visits may change according to the availability of area teachers. Opportunities for art related shows and events that fall outside of the regularly scheduled class time may be added.