

OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
TEACHER DEVELOPMENT AND EDUCATIONAL STUDIES
Fall 2018

COURSE SYLLABUS

COURSE: AED 4221 Theory and Practice of Teaching Art in the Middle School:
2 credit hours

CATALOGUE DESCRIPTION:

This course is designed to develop knowledge and skills for teaching art in the middle school. Through lectures, readings, discussion, and field experience, students will explore current trends in art education, visual literacy, and visual culture as they learn to construct and practice effective instruction and design curricula in the visual arts using current instructional models and assessment strategies.

AUTHORIZED INSTRUCTOR/ Lecturer: Stephanie Harris

Instructor as approved by the Department of Teacher Development and Educational Studies

Office Hours: by appointment or 20 minutes before or after class

EMAIL: stephanieharris@oakland.edu

PREREQUISITES: AED 4120, AED 4220

LEARNING GOALS FOR CANDIDATE PERFORMANCE:

AED 4221 is expected to help each student meet particular goals of the K-12 Art Education Certificate Program. Students will:

- Understand the meaning of important standards and benchmarks, as well as their developmental appropriateness in order to implement effective art instruction at 6-8 grade levels.
- Create, modify and assess appropriate curricula to meet cognitive, affective, and aesthetic learning objectives in art education.
- Demonstrate effective instructional practices, including effective communication and classroom management skills, materials management, implementation of discipline based art education, 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.

SUGGESTED TEXTS AND MATERIALS:

Henry, C. (1996). *Middle school art: Issues of curriculum and instruction*. Reston, VA: NAEA.

Jaquith, B. and Hathaway, N. (2012). *The Learner-Directed Classroom*. New York, NY and London: Teachers College, Columbia University

Stewart, M. and Walker, S. (2005). *Rethinking curriculum in art: Art education in practice series*. Worcester, MA: Davis Publications, Inc.,

Hetland, L. (2013). *Studio thinking 2*. Reston, VA: NAEA.

COURSE TOPICS AND OBJECTIVES: see attached course outline

COURSE REQUIREMENTS AND CLINICAL PRACTICE: : In addition to class participation and homework assignments, students will participate in 30 hours of field placement in middle school art classrooms. Students will be responsible for providing their own transportation to the various field locations.

All pre-service teachers will be expected to actively participate in Michigan Art Education Association events. Participation in the Oakland University student chapter of MAEA will be mandatory.

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 or Arial font. Teacher candidates are expected to use APA style of references, and conventional spelling and grammar.

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.

PERFORMANCE ASSESSMENT:

1. Teacher candidates are expected to submit assignments that conform to University policies governing academic dishonesty and misconduct. See the “Academic Conduct Policy” in the current *Catalog* or *Student Handbook*, for provisions regarding plagiarism and submitting assignments to only one class. Plagiarism is taken extremely seriously in the teacher preparation program, not just because of intellectual property issues but because as teachers, graduates will be expected to be ethical professionals.
2. The Publication Manual of the American Psychological Association (5th ed., 2001) contains the writing style used by the Department of Teacher Development and Educational Studies.
3. Attendance is mandatory and essential to success in AED 4221. 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.
4. 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:

Class attendance and involvement with class activities	10%
Sketch book / Reflective Notebook	20%
Midterm and final teaching video	15/15%
Written Reflections/Reading Assignments/Misc	10%
Lesson Plan(s)	15%
Final Reflection Paper	15%

Grading

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](https://www.oakland.edu/deanofstudents/policies/). (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/studentsuccess/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

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.

BIBLIOGRAPHY:

Ackerson, S. (2016). *Spin me round and round: The Dizzying Work of Alex Garant*. Art Education, 69(1), 45-52.

Arnold, A. (1993). *The connective power of stories in art*. In C. Henry (Ed.), *Middle School Art: Issues of Curriculum and Instruction* (pp. 21-27). Reston, VA: National Art Education Association.

Bolin, P. and Hoskings, K. (2015). *Reflecting on our beliefs and actions: Purposeful Practice In Art Education*. Art Education, 68(4), 40-47.

Gillespie, J. (2016). *TASK in the classroom: A Case for Process, Play and Possibility in the Classroom*. Art Education, 69(1), 31-37.

Hanchett Hanson, M. and Shulman Herz, R. (2011). A “Toolbox Approach” for Developing Thoughtfully Structured, Creative Art Experiences, *Art Education*, 64(1), 33-38.

Hetrick, L. (2015). *Changed meanings: Instructional Resources*. Art Education, 69(1), 50-54.

Manifold, M. (2012). *From amateur to framauteur: Art Development of Adolescents and Young Adults Within an Interest-based Community*. Art Education, 54(1), 37-53.

Ragans, R. and Morris, B. *The Ups and Downs of Middle School Motivation: Balancing Stimulation with Controlling Calm*, In C. Henry (Ed.), *Middle School Art: Issues of Curriculum and Instruction*, (pp. 87-92). Reston, VA: National Art Education Association.

Vatsky, S. (2015). *Thinking inside the box*. Art Education, 68(4), 28-29.

Wilks, J. and Cutcher, A. and Wilks, S. (2012,). *Digital technology in the visual arts classroom: An [un]Easy Partnership* (pp.). Art Education, 54(1), 54-65.

Witten, S. (1993). *Students with special needs: Creating an Equal Opportunity Classroom*. In C. Henry (Ed.), *Middle School Art: Issues of Curriculum and Instruction* (pp.115-122). Reston, VA: National Art Education Association.

COURSE OUTLINE
AED 4221

FALL TERM 2018: Wednesday 5:30-7:10 PM
Pawley Hall, room 158

SEPTEMBER 5

Week 1: What is Middle School Art?

What is the middle school student profile?

Understanding the middle school persona

Developmental issues and teacher expectations for middle school

Art Production/first day activities: Drawing/Portraiture – to be completed in sketchbook during class

Reflective Sketchbook: Lesson ideas, thoughts, and notes

Reading assignment: A “Toolbox Approach” for Developing Thoughtfully Structured, Creative Art Experiences, *Art Education*, (2011), 33-38.

SEPTEMBER 12

Week 2: Classroom Management of a Middle School Art Room

Relationship building

Rules create organization, schedule and stability

Art Production: Drawing – fun tips and exercises that work!

Reading assignment: The Ups and Downs of Middle School Motivation: Balancing Stimulation with Controlling Calm, *Middle School Art: Issues of Curriculum and Instruction*, pg. 87-92

SEPTEMBER 19

Week 3: Classroom design – the mechanics of the art laboratory (Oakview)

Equipment operation

Budgets and bid sheet

Managing materials

Safety policies and procedures

Art Production: Jewelry

Reading assignment: Exploring Art in the Middle School, *Middle School Art: Issues of Curriculum and Instruction*, pg. 101-113

SEPTEMBER 26

Week 4: Curriculum design

State and national benchmarks and standards for the arts

Frameworks for understanding in the arts:

Understanding by Design, Wiggins and McTigue,

The Big Idea

Enduring Understandings

Essential Questions

Reading assignment: Art as a Key Element in the Development of Understanding, pg. 29-31. *Middle School Art: Issues of Curriculum and Instruction*

Art Production: Jewelry Cont.

OCTOBER 3

Week 5: Assessment in the arts

Formative/Summative

Proposed rubrics

Student input for most meaningful art assessment

Standards Based Grading

Reading Assignment: Various articles on assessment that we will “jigsaw” on Moodle

Art Production: none this week due to the amount of assessment information

OCTOBER 10

Week 6: Special needs students in the art room

Practical application and observations

Materials for all

Art Production: Painting

Reading assignment: Students with Special Needs: Creating an Equal Opportunity Classroom. Pg. 115 *Middle School Art: Issues of Curriculum and Instruction*

Midpoint Reflective Journal Check

OCTOBER 17

Week 7: Multicultural Art Education

NAEA Webinar – Moving Equity, Diversity, and Inclusion Forward in Art Education

Reading assignment: Students post multicultural articles that make integration seamless and not contrived for all of us to read by the 9th week.

Art Production: Sculpture

Mid Term due: Lesson plan for middle school assignment based on a big idea!

OCTOBER 24

Week 8: Beyond Art Production

Aesthetic Opinion and Art Critical Analysis

Universal Themes and Art for Action

Visual Thinking Skills

Art 21

Art Production: Design

Reading assignment: *Reflecting on our beliefs and actions: Purposeful Practice In Art Education.* Art Education, (2015), 40-47.

OCTOBER 31

Week 9: Professionalism and Advocacy

What does professionalism involve?

Professional traits

Practical application

Marketing your art program: How and why is it important?

Community connections and resources

Student art exhibits:

MAEA, NAEA, Scholastics, Teach Art Michigan, Student chapter of MAEA

Reading Assignment: Multicultural articles posted by students

Production and projects: Clay

NOVEMBER 7

Week 10: Interdisciplinary art education

Discipline Based Art Education

Where art meets math, science, language arts, social studies, music, theater

Exit Understanding: what should students leave the room knowing?

Art Production: Mixed Media

Reading assignment: The Connective Power of Stories in Art, Middle School Art: Issues of Curriculum and Instruction (pp. 21-27).

NOVEMBER 14

Week 11: Technology in the middle school art room

The use of computers, video production, graphic design programs

Printers, scanners, graphics tablets plus websites and apps

Research: present one art app that is appropriate for middle school use.

Reading Assignment: Digital technology in the visual arts classroom: *An [un]Easy Partnership*, *Art Education* (pp.54-65).

AND *Spin me round and round: The Dizzying Work of Alex Garant* (2016). *Art Education* (pp. 45-52).

Art Production: Technology

NOVEMBER 21

Week 12: Experiential learning in the arts – the value of the “being there” experience in education (Happenings)

Motivational Events

Experimental processes

Field trips – actual and virtual

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

Art Production: Photography

Reading Assignment: *Thinking inside the box*, (2014). *Art Education* (pp.28-29).

From amateur to framauteur, Art development of f Adolescents and Young Adults within an Interest-Based Community, (pp. 37-53) *Art Education*.

AND *TASK in the classroom: A Case for Process, Play and Possibility in the Classroom*: *Art Educaton* (pp. 31-37).

November 28

Week 13: Presentation of DBAE lesson plans

Final Reflective Journal Check

December 5

Turn in teaching video Reflective Assessment analysis

Student Share

Reflective Sketchbook returned

December 12

Final Exam Week