

ARED 3000 Issues and Trends in Art Education

Credit load: 3-0-3

CATALOGUE DESCRIPTION: Prerequisites: ARED 2999. The study of curricular frameworks, course content, and pedagogical strategies associated with best practices in the field of art education.

TEXTS - REQUIRED

1. Gaudeius, Y. and P. Speirs, eds. Contemporary Issues in Art Education. Prentice Hall, 2002 (ISBN 0-13-088688-2)
2. LiveText software.

TEXTS – SUPPORTING:

1. Eisner, E. The Educational Imagination, 3rd ed., Merrill/Prentice Hall, 2002.
2. Marshall, J. Dan, James T. Sears, and William H. Schubert. Turning Points in Curriculum: A Contemporary American Memoir. Prentice Hall, 2000.
3. Slattery, P. Curriculum Development in the Postmodern Era. Garland, 1995.

STANDARDS, GOALS, OBJECTIVES and/or OUTCOMES:

[Aligned with select VSU General Education Outcomes & NASAD Standards]

Upon successful completion of this course:

1. the students will be able to express themselves clearly, logically, and precisely in writing and speaking, and they will demonstrate competence in reading and listening (Gen. Ed. 4); and,
2. The students will demonstrate the ability to analyze, evaluate, and to make inferences from oral, written, and visual materials (Gen. Ed. 7).

EDUCATIONAL OUTCOMES:

[Aligned with select VSU General Education Outcomes & NASAD Standards]

Upon successful completion of this course:

1. The students will demonstrate the ability and desire to constantly seek out, evaluate, and apply new ideas and development in both art and education (NASAD 1.b.)
2. The students will demonstrate an understanding of philosophical and social foundations underlying art education (NASAB 3.b.);
3. The students will demonstrate the ability to express a rationale for personal attitudes and beliefs (NASAD 3.b.); and,
4. The students will demonstrate a basic knowledge of current principles and methods of developing curricula and the short- and long-term instructional units that comprise them (NASAD 3.e.).

Attendance:

The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes for a course will be subject to receive a failing grade in the course.

Email Communication:

This is a hybrid course that uses WebCT Blackboard as a shell and all email communications should be conducted through WebCT.

Student Access:

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Academic Integrity:

Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. **See the Student Handbook: Academic Integrity Violations – Cheating & Plagiarism:** www.valdosta.edu/studentaffairs.

The Student Success Center:

The Student Success Center (SSC) provides free peer tutoring in courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers Regents' Test Preparation, time management, and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall above the Tech shop. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

ARED 3000 Issues and Trends in Art Education Course Calendar and Outline

Instructor: Dr. J. Stephen Lahr, Professor

Office: F. A. 112

Office Phone: 229-333-5835

Office Hours:

Sample Course Calendar

Chapter Readings and Questions - listed below are the daily agendas with weekly reading assignments and the due dates for written answers to the Conclusions and Further Discussion Questions for selected chapters in the text. The student is responsible for reading each assigned chapter prior to the first class period each week and for completing all assignments for that week including any outside readings or projects on the date due.

Assignments – all assignments are listed in LiveText and are to be turned in electronically to LiveText. Assignments are due generally two weeks after the reading is assigned.

Readings for Reaction Papers - the student selects peer reviewed research articles from approved sources based on information and resources specified in the text chapter assigned. Additional references for topics may be found in the notes and reference sections of each chapter usually defined by the writer. Occasionally, the instructor will make suggested for these readings or additional assignments. It is the student's responsibility to select and read an appropriate article for review, which relates directly to the information in the text. An electronic copy of the article must be attached to an electronically. All assignments are to be uploaded to LiveText.

ARED 3000 – COURSE EXPECTATIONS AND GRADING POLICIES

Food and Drink Policy: There is no eating or drinking allowed in Fine Arts classrooms.

Electronic Devices: The following electronic devices ARE NOT allowed in class. - Cell Phones, I-Pods, I-Phones, Pagers, etc.

1. Cell phones, pagers, or other types of electronic devices including but not limited to I-Pods, Blackberries, etc. that make noise, take pictures or contain information are not allowed in the classroom at any time.
2. The first offense will result in the student being asked to turn off the device and leave the room with no credit for that day.
3. The second offense will result in automatic with-drawl from the course by the instructor (WD) prior to mid-term or an automatic failing grade after the mid-term date for the semester.
4. If a student has a valid reason to have a cell phone or pager, talk to the instructor as soon as possible, however it may not ring, buzz or play music at anytime.

Attendance Policy. *There are no excused absences* as per the University policy as stated in the [VSU Catalog](#).

1. There are 30 class sessions during the semester. You may not receive attendance points if a class is missed. If a student misses five class periods during the semester, he or she will be asked to with-drawl (WD) prior to mid-term. After Mid-term, the student will receive a reduced or failing grade.
2. Every student must use [WebCT Vista](#) and [LiveText](#), and purchase the textbook, Contemporary Issues in Art Education.

3. Habitual tardiness will not be tolerated. A student arriving late to class creates a disruption. Being late due to parking, coming late from work or from another class is not a valid excuse. If this is a problem you should consider dropping one of the classes, changing sections, arriving on campus earlier, and/or altering your work schedule.
4. Sleeping in class will automatically mean a deduction of points as will leaving class early.
5. Any work due or missed should be turned on the due date. Late work will be docked points. Work not submitted and shared in LiveText will be docked. You are expected to turn in all work assigned on time.

Special Circumstances. *Although classes cannot be made-up*, if you know you are going to miss a class or should you miss a class or an exam due to illness you should notify the instructor via email jslahr@valdosta.edu or a phone call (333-5835).

Textbook: Contemporary Issues in Art Education, Gaudelius and Speirs, eds., Prentice Hall, ISBN 0-13-088688-2.

1. You are assigned one chapter each week. Due to the number of chapters in the text, we are going to read only selected writings. These include: Theoretical Frameworks chapters 1, 2, 4, 7, 8; Content Chapters 11, 12, 13, 14, and 19; Pedagogical Strategies chapters 21, 22, 24, and 25.
2. It is the student's responsibility to read each chapter prior to the class meeting when that chapter is to be discussed. It helps to read the questions at the beginning of each chapter. Answering these questions before reading the chapter will help the student to be prepared for the material in the chapter. Discussion of the chapter will be based on these questions.
3. Each chapter ends with set of questions also, which are called Conclusions and Further Questions. Students are required to turn in these questions and their answers electronic to LiveText weekly.
4. Power point presentations, outlines, and internet resources and references may be found in WebCT Vista under the agenda for that day. If links are down, please tell the instructor.

Course Requirements and Assignments. The following are a listing of required assignments:

1. Attendance. (280 points)
2. Complete all Conclusions and Further Questions for each chapter the week the chapter is assigned and upload questions with bolded answers to LiveText Assignments. (140 points)
3. Reaction Papers, two per five (5) week period or six (6) total: Theoretical Frameworks (2), Content (2), and Pedagogical Strategies (2). (150 points)
4. Mid-term project – develop an art education philosophy and upload to Initial Candidate Portfolio in LiveText. (100 points)
5. Additional Chapter Assignments : Chapter 7 – Power Point Presentation of Images of children; Chapter 8 - Identity Mapping, Chapter 14 -Goldsworthy Collaboration and

Power Point Presentation; Chapter 19 – Civic Memorial Lesson Plan Concept; Chapter 21 - Unpacking a personal object.; and Chapter 24 Personal Memorial. (175)

6. Final Project based on Chapter 25. (100 points)

Reaction Papers. This is a form with structured response categories that is to be completed after reading an article related to the chapter under discussion.

1. Topics for readings are not specified, but can be found in the text and in references found at the end of the chapter.
2. Specific professional journals and magazines must be used and are listed at the bottom of the form.
3. All articles must be full-text not abstracts.
4. The reaction form for you structured responses is provided in WebCT Vista.
5. Articles saved electronically (PDF) and uploaded to LiveText with a completed electronic Reaction Form. in.

Exam and Quizzes. There may be exams or quizzes during the semester.

Study Hints. To receive full credit for each class you must be prepared, which means doing the following each week.

1. Answering the Chapter Exploration questions found in WebCT prior to reading the assigned Chapter.
2. Then carefully reading the assigned Chapter in the text.
3. Completing the Chapter Conclusion questions, which are listed in WebCT, and save them. Upload them in LiveText and sharing them with the instructor when directed to do so.
4. Keep up with the reading and be prepared for class.
5. Check out the links and information on the daily agendas.
6. Paying close attention to class announcements on WebCT, check it prior to each class period.
7. Completing all assignments on time. .
8. Completing all special assignments on time including rough draft philosophy and completed philosophy, identity map, and images of children, etc.
9. Making sure you upload and shared required documents in LiveText with the instructor as asked for.

Grading Point Scale

A = 90 to 100% (900 to 1000 points)

B = 80 to 89% (800 to 899 points)

C = 70 to 79% (700 to 799 points)

Below 70 percent must repeat the course

TENTATIVE COURSE CALENDAR – SPRING 2012

Chapter Readings and Questions - listed below are the daily agendas with weekly reading assignments and the due dates for written answers to the Conclusions and Further Discussion Questions for selected chapters in the text. The student is responsible for reading each assigned chapter prior to the first class period each week and for completing all assignments for that week including any outside readings or projects on the date due.

Assignments – all assignments are listed in LiveText and are to be turned in electronically to LiveText.

Readings for Reaction Papers - the student selects peer reviewed research articles from approved sources based on information and resources specified in the text chapter assigned. Additional references for topics may be found in the notes and reference sections of each chapter usually defined by the writer. Occasionally, the instructor will make suggested for these readings or additional assignments. It is the student's responsibility to select and read an appropriate article for review, which relates directly to the information in the text. An electronic copy of the article must be attached to an electronically. All assignments are to be uploaded to LiveText.

First 5 Weeks - Theoretical Frameworks

Week 1 (January 9 – 11, 2012)

Agenda Day 1 – Introduction, Course Structure, Course Policies, Course Procedures, BlazeVIEW and LiveText.

Agenda Day 2 - Chapter 1 – Ideas and Teaching: Making Meaning From Contemporary Art by Graeme Sullivan, pp. 23-38. Chapter 1 Power Point Presentation. Due on Friday January 13: Chapter 1 Conclusions and Further Discussion.

Week 2 (January 18, 2012)

(No Class on Monday January 16, 2012)

Agenda Day 3 - Chapter 2 - Narratives Empowering Teachers and Students: Educational, and Cultural Practice by Joyce Barakett and Elizabeth J. Sacca, pp. 39-50. Due on Friday 18: Chapter 2 Conclusions and Further Discussion.

Week 3 (January 23-25, 2012)

Agenda Day 4 - Tentative: Meet at Odum Library, might meet on Wednesday Day 5

Agenda Day 5 - Chapter 4 - Cultural Content, Identity, and Program Development: Approaches to Art Education for Elementary Educators by Andra Lucia Nyman, pp. 61-69. Due on Friday: Chapter 4 Conclusions and Further Discussion.

Week 4 (January 30-February 1, 2012)

Agenda Day 6 - Chapter 7 - Children Never Were What they Were: Perspectives on Childhood by Paul Duncum, pp. 97-107. Due on Friday February 3: Chapter 2 Reaction Paper.

Agenda Day 7 - Discussion, Power Point, Due: **Assignment** – Power Point of Images of Children before and after reading the chapter; Due on Friday February 3 Chapter 7 Conclusions and Further Discussion.

Week 5 (February 6-8, 2012)

Agenda Day 8 - Chapter 8 - Mapping Identity for Curriculum Work by Kristin G. Congdon, Marilyn Stewart, and John Howell White, pp. 108-118.

Agenda Day 9 – Due by class time on Wednesday February 8: Identity Map Assignment - Identity Mapping for Chapter 8; Begin work on philosophy. Due by Friday February 10: Reaction Paper for Chapter 4; and Chapter 4 Conclusions and Further Discussion

Second Five Weeks - Content

Week 6 (February 13-15, 2012) Skip to Chapter 14 Teaching Art in the Contexts of EverydayLife (pp. 180-197).

Agenda Day 10 – read Chapter 14 - Teaching Art in the Contexts of Everyday Life by Doug Krug, pp. 180-197. Goldsworthy DVD Rivers and Tides, power point presentation

Agenda Day 11 – Goldsworthy Collaborative Project. Due: Goldsworthy Power Point Presentation Assignment; and Chapter 14 Conclusions and Further Questions Chapter.

Due: Reaction Paper for Chapter 11; and Chapter 11 Conclusions and Further Discussion.

Week 7 (February 20-22, 2012)

Agenda Day 12 - Chapter 12 - Tools for Exploring Social Issues and Visual Culture by Carole Jeffers, pp. 157-169. Making connections between teaching and the real world.

Agenda Day 13 - Due: Reaction Paper for Chapter 12; and Chapter 12 Conclusions and Further Discussions.

Week 8 (February 27, 2012) MID-TERM - No Class on Wednesday February 29, 2012

Philosophies due – see LiveText Assignments

Agenda Day 14 - Chapter 13 - Thematic Curriculum and Social Reconstruction by Eleanor Weisman and Jay Michael Hanes, pp. 170-179. Building authentic thematic lessons.

Agenda Day 15 – NO CLASS WEDNESDAY. Due Friday March 2: Reaction Paper Chapter 13; and Chapter 13 Conclusions and Further Discussion.

Week 9 (March 7, 2012)

SPRING BREAK NEXT WEEK MARCH 12-16, 2012

Agenda Day 16 – NO CLASS ON MONADAY March – read Chapter 11 - Context, Subtext, School text: Building Art-Centered Curricula by Sara Wilson McKay and Susana Monteverde, pp. 145-156. The hypertext curriculum.

Agenda Day 17 - Due Friday March 9: Reaction Paper for Chapter 11; and Chapter 11 Conclusions and Further Discussion.

Week 10 (March 19-21, 2012)

Agenda Day 18 - Chapter 19 - Teaching Art with Historic Places and Civic Memorials by Joanne K. Guilfoil, pp. 250-263. Memorials, Installations, Monuments. Due Friday March 23: Civic Memorial Lesson Plan Concept; and Chapter 19 Conclusions and Further Discussions.

Agenda Day 19 – Complete Chapter 19 - report on projects

Third Five Weeks - Pedagogical Strategies

Week 11 (March 26-28, 2012)

Agenda Day 20 – Chapter 21 - Exploring Culture and Identity Through Artifacts: Three Art Lessons Derived from Contemporary Art Practice by Julia Marshall, pp. 279-290.

Agenda Day 21 - Chapter 21 – Class presentations of Unpacking Familiar Object Assignment. Due Wednesday March 12 in class assignment - Unpacking Project; Chapter 21 Reaction Paper; and due Friday March 30: Chapter 21 Conclusions and Further Discussion in LiveText.

Week 12 (April 2-4, 2012)

Agenda Day 22 - Chapter 22 - Interpreting Art: Building Communal and Individual Understandings by Terry Barrett, pp. 291-301.

Agenda Day 23 - Chapter 22 - Interpreting Art: Building Communal and Individual Understandings by Terry Barrett, pp. 291-301. In class gallery activities project. Due: Chapter 22 Reaction Paper; and Chapter 22 Conclusions and Further Discussion.

Week 13 (April 9-11, 2012)

Agenda Day 24 – Chapter 22 – discussion of gallery activities. Due: Chapter 22 Reaction Paper; and Chapter 22 Conclusions and Further Discussion.

Agenda Day 25 - Chapter 24 - Elementary Instruction Through Postmodern Art by Melody K. Milbrandt, pp. 317- 326.

Week 14 (April 16-18, 2012)

Agenda Day 26 – Class presentations of Personal Memorials. Due: Assignment – Construct personal memorial, artwork, and write about it; and, Chapter 24 Conclusions and Further Discussion.

Agenda Day 27 - Chapter 25 - Open Spaces, Open Minds: Art in Partnership with the Earth by Karen Keifer-Boyd, pp. 327-344.

Week 15 (April 23-25, 2012)

Agenda Day 28 – Discussion of Chapter 25. Due: Chapter 25 Conclusions and Further Discussions. Introduction of material for final presentations.

Agenda Day 29 – All course work due by today.

Week 16 (April 30, 2012)

Agenda Day 30 – Prepare for Final Presentations

Final Project Presentation – On Final Exam date published.

COURSE EXPECTATIONS

Class Format: This is a hybrid class, 2/3 face time and 1/3 online. The class will meet on most Mondays and Wednesdays from 2 to 2:50 pm in FA 235. Mondays will often be used for lecture by the instructor and Wednesdays will be review, discussion, presentation of projects, etc.

Food and Drink Policy: There is no eating or drinking allowed in Fine Arts classrooms.

Electronic Devices Policy: The following electronic devices ARE NOT allowed in class. - Cell Phones, I-Pods, I-Phones, Pagers, etc.

1. Cell phones, pagers, or other types of electronic devices including but not limited to I-Pods, Blackberries, etc. that make noise, take pictures or contain information are not allowed in the classroom at any time.
2. The first offense will result in the student being asked to turn off the device and leave the room with no credit for that day.
3. The second offense will result in automatic with-drawl from the course by the instructor (WD) prior to mid-term or an automatic failing grade after the mid-term date for the semester.
4. If a student has a valid reason to have a cell phone or pager, talk to the instructor as soon as possible, however it may not ring, buzz or play music at anytime.

Attendance Policy: There are no excused absences as per the University policy as stated in the VSU Catalog.

1. There are 28 class sessions during the semester (15 weeks, with twoe class meeting per week unless otherwise specified.
 - **You will not receive attendance points for a missed class for any reason.**
 - **All assignments in LiveText must be turned in to LiveText by the deadline. Late work will be docked on letter grade or more.**
 - Exams may not be made-up.
 - Missed class time cannot be made-up by doing extra credit work. If a student misses five classes during the semester, he or she will be asked to with-drawl (WD) prior to mid-term. After Mid-term, the student will receive a reduced or failing grade.
2. Every student must use BlazeVIEW and LiveText, and purchase the textbook, Contemporary Issues in Art Education.
3. Habitual tardiness or missing class more than five (5) will not be tolerated. Students arriving late to class create disruptions. Being late due to parking, coming late from work or another class is not a valid excuse. If this is a problem you should consider dropping one of the classes, changing sections, arriving on campus earlier, and/or altering your work schedule.
4. Sleeping in class will automatically mean a deduction of points as will leaving class early.
5. As previously mentioned, all work should be turned on the due date in LiveText. Late work will be docked points. Students are expected to turn in all work assigned on time.

Special Circumstances: Although classes cannot be made-up, if you know you are going to miss a class or should you miss a class or an exam due to illness you should notify the instructor via email using the class email in BlazeVIEW or a phone call (333-5835).

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1. You are assigned one chapter each week. Due to the number of chapters in the text, we are going to read only selected writings. These include:
 - Theoretical Frameworks chapters 1, 2, 4, 7, 8;
 - Content Chapters 11, 12, 13, 14, and 19;

- Pedagogical Strategies chapters 21, 22, 24, and 25.
2. Each chapter ends with set of questions, which are called Conclusions and Further Questions. You should write out answers to the questions as they are posted in LiveText and upload them on or before the due date.
 3. Power point presentations, outlines, and internet resources and references may be found in BlazeVIEW in the daily agendas.

Course Requirements and Assignments: The following are a listing of required assignments:

1. Read each required chapter then complete the Conclusions and Further Questions that are posted in LiveText or the bring the completed project to class on the date posted for discussion and explanation. Some chapters have both questions and a project.
2. Assigned Projects by Chapters:
 - Chapter 7 – Images of children (images collected prior to reading the chapter and images collected after reading the chapter – make power point presentation in class;
 - Chapter 8 - Identity Mapping complete the questions asked of you and submit via LiveText.
 - Chapter 14 -Goldsworthy Collaboration Project – document with photographs and make group presentation in class using Power Point, upload to LiveText;
 - Chapter 19 - Lesson Planning Assignment;
 - Chapter 21 - Unpacking a personal object – bring personal object in class and make presentation.)
3. Reaction Papers, two per five (5) week period or six (6) total: Theoretical Frameworks, Content, and Pedagogical Strategies are required. Reaction Paper forms are in BlazeVIEW and LiveText.
4. Reaction Papers. This is a form with structured response categories that is to be completed after reading an article related to the chapter under discussion.
 - Topics for Reaction Paper Readings are not specified, but can be found in the text and in references found at the end of the chapter.
 - Specific professional journals and magazines must be used and are listed at the bottom of the form.
 - All articles must be full-text not abstracts.
 - Articles used must be PDF copies and attached to the Reaction Form when turned in.
5. Mid-term Project Re-write and post your art education philosophy in the Initial Candidate Portfolio (by Mid-term, March 2, 2012)

Study Hints: In order to receive full credit for each class you must be prepared, which means doing the following each week.

1. Carefully read the assigned Chapter in the text each week and complete the assigned questions or assignment on time. Uploading completed questions to LiveText. Keep up with the readings and assignments and be prepared to discuss the information learned during class.
2. Be aware of what is expected by reviewing the calendar in BlazeVIEW each week.

3. Complete all assignments and turn in on time.
4. Completing all projects on time and be prepared to present in class that week, usually on Wednesday.
5. Complete a rough draft and final draft of the philosophy.
6. It is a good idea to complete and upload assignments and projects to LiveText before they are due.