

Valdosta State University - College of the Arts – Art Department

ARED 3012 SECONDARY ART METHODS

Credit load: 1-4-3

CATALOGUE DESCRIPTION: Prerequisites: ARED 3000. Instructional Methods; curricular structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education programs.

TEXTS - REQUIRED

1. Anderson, Tom and Milbrandt, Melody. *Art for Life: Authentic Instruction in Art*. New York: McGraw-Hill, Inc., 2005. (ISBN 0-07-250864-2)
2. *LiveText* software.

SUGGESTED

1. Eisner, Elliot. *The Educational Imagination: On the Design and Evaluation of School Programs*, 3 ed. Upper Saddle River, NJ: Merrill Prentice Hall, 2002. (ISBN 0-13-027153-5)
2. Ocvirk, Otto, et al. *Art Fundamentals: Theory and Practice*, 8th ed. New York: McGraw-Hill, 1998. (ISBN 0-697-34033-3)

STANDARDS, GOALS, OBJECTIVES and/or OUTCOMES:

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

Upon successful completion of this course the students will demonstrate:

1. The ability to express themselves orally and in written form in clear, logical, and precise terms, and demonstrate competence in reading and listening. (Gen. Ed. 4)
2. The ability to analyze, evaluate, and make inferences from oral, written, and visual materials. (Gen. Ed. 7)
3. The ability and desire to constantly seek out, evaluate, and apply new ideas and development in both art and education. (NASAD 1.b.)
4. Proficiency with basic expressive, technical, procedural, and organizational skills, and conceptual insights. (NASAD 2.a.)
5. Knowledge of and skill with traditional as well as contemporary postmodern processes and with newer technological developments in environmental and functional design. (NASAD 2.a.)
6. An understanding of pre-teen and teen development and the identification and understanding of psychological principles of learning as they relate to art education. (NASAD 3.a.)
7. An understanding of philosophical and social foundations underlying art education. (NASAB 3.b.)
8. A basic knowledge of current principles, practices, and methods for the development of lesson plans, units of study, and curriculum in the visual arts. (NASAD 3.e.)
9. The ability to apply a variety of assessment techniques to determine levels of student performance and achievement based on objectives and standards. (NASAD 3.g.)

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SELECTED ASSESSMENTS and/or EVALUATIONS: Methods of evaluation may include:

1. Attendance, daily preparation, completion of all assignments on time, and active class participation.
2. Development, design, and writing of procedural lesson plans.
3. Collaborative peer assignments and instruction.
4. Successful practicum experience.
5. Demonstration of effective schools teaching strategies.
6. Demonstrated understanding of course content and textbook materials through verbal discussions, written quizzes, and oral explanations.

Attendance:

There are no excused absences at Valdosta State University. If you are not in class, you are absent. The University expects every student to attend all regularly scheduled class meetings held for instruction or examination, including final exams. Attendance policies are explained in the course syllabus. The student is responsible for knowing and understanding the specific attendance requirements as prescribed by the instructor and the procedure for making-up work missed. If and when a student knows he or she will be absent from class, it is his or her responsibility to notify the instructor via email or by a phone call. Any student who misses more than 20% of the scheduled classes for a given course will be subject to receive a failing grade in the course.

Email Communication:

This is a hybrid course that uses BlazeVIEW as a software shell and all email communications should be conducted through the BlazeVIEW email tool.

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. Plagiarism means that someone borrows or copies an idea, thought, or work from another be it an author, famous person, or fellow student. Any such "borrowed" work must be properly cited. **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.

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Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

Course Lab Fees:

This course requires a lab fee and many materials needed to create support instructional demonstration pieces or artworks for the purpose of teaching will be provided.

End Note:

The course syllabus provides standard information related to accreditation, department, and university standards and policies. The instructor's course outlines are aligned with the syllabus and provide detailed information related to a specific section of each course. Students should refer to the course outline for specific expectations and policies related to the course section.

ARED 3012 COURSE EXPECTATIONS

Professional Standards: The student performance and achievement is organized in the Initial Art Education Candidate Portfolio under one of the following Standards. Course work, course assessments, and program assessments are all tied to the student's performance on each of these standards and artifacts, assignments, and examples of what a student knows and is able to do become a permanent part of the portfolio. The following are the standards found in your Initial Art Education Candidate Portfolio (also see student outcomes in the course syllabus):

1. **Content and Curriculum:** Teachers demonstrate a strong content knowledge of content areas appropriate for their certification levels.
2. **Knowledge of Students and Their Learning:** Teachers support the intellectual, social, physical, and personal development of all students.
3. **Learning Environments:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Assessment:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
5. **Planning and Instruction:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
6. **Professionalism:** Teachers recognize, participate in, and contribute to teaching as a profession. Each student is expected to act and dress in a professional manner at all times.

Professional Behavior: Students are expected to dress and act professionally, especially when working in the schools during the Practicum Experience. Excessive piercings or tattooing, short skirts and low cut blouses are not appropriate for the public school educational setting. Language is also important, please speak and act like an art teacher not an art student. Behave and act like a professional at all times. Do not carry smart phones or other devices with you into the schools and if you do as in this class make sure they are turned-off. When making a presentation to your peers in class, act professionally; think of anything you do in this class as an interview for a future job.

Attendance: Each student is expected to attend all classes. As per University policy, there are no excused absences allowed. If a student misses or skips a class points will be deducted and all

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work must be made-up within a reasonable period of time. Each student is expected to be actively engaged in learning as evidenced by always being prepared and always completing lessons on time. Habitual tardiness or leaving class early cannot be tolerated. Class begins at 8 A M and runs until 10:05 A M Every student will be asked and expected to collaborate and participate in extra-curricular activities including classroom visitations, seminars and conferences on his or her own time.

Class Structure: The course meets two days a week, Tuesdays and Thursdays from 8 until 10:05. It is a lecture/lab class combination. There will be a lecture component from one to two hours per week, and a lab component, two or more hours per week. Some of the labs will be in the schools (see below). Most supplies and materials needed for projects have been purchased through student fees, however students may be required to purchase some materials to support lesson planning and execution of projects to support the lesson plans. There are also clinical components and the practicum experience, which require visiting schools during class ten (10) times during the semester. Students are required to provide their own transportation to the school sites. Students will earn up to three (3) hours of pre-service experience per visit or 30 hours for the semester. Additional visits may be required on the student's own time. There are some volunteer clinical experiences and some compensated experiences available. Additional opportunities for pre-service experience will be announced as the semester progresses.

The Textbook: Anderson, Tom and Melody Milbrandt. Art for Life: Authentic Instruction in Art, McGraw-Hill, 2005. The book has 16 chapters and there will be a reading assignment each week with questions to answer in LiveText for the first eight chapters. Respond to the selected questions in detail and as completely as possible. These will be assessed in LiveText weekly. Think of these answers as being a weekly journal. Every student is expected to purchase this textbook and bring it with them to class.

The Practicum Experience: Each student will be assigned to work with a mentor art educator in the Lowndes or Valdosta secondary schools for a period of five weeks. In some cases, two students may be assigned to one mentor due to the circumstances and the ability to utilize qualified mentors. Transportation to and from the school is the responsibility of the student. Students are responsible for being at the school when it begins. Some schools like Valdosta High start at 7:30 AM, which means that the student assigned to that school should be there a minimum of 15 minutes before class begins. Scheduling may be adjusted based on the mentor's teaching schedule and the student's schedule. The process will be explained in more detail prior to assignment. The Practicum This experience will account for approximately 30% of the course grade.

The Course Calendar: A tentative schedule for each day and week can be found in the course calendar, which is also linked to the daily agendas. Students should always check the daily agenda before coming to class and pay close attention to the course calendar as well as announcements in BlazeVIEW. Dates to for turning in assignments in class are in LiveText.

Assessments and Grading: See the Course Information plus the Assignments and Grade Scale pages in BlazeVIEW for more complete information. Students earn points for assignments completed, attendance, and exams with the exception of the Content Test, which will be taken at

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Mid-term and again during the Final Exam. Most assignments are to be turned in to LiveText. The points earned for each assignment will be posted in the BlazeVIEW grade book.

Electronic Devices: TURN-OFF ALL ELECTRONIC DEVICES BEFORE ENTERING THE CLASSROOM AND DO NOT TAKE THEM WITH YOU INTO A PUBLIC SCHOOL. Electronic devices are not allowed to be used during class with the exception of a laptop. Any texting, use of social media, any other disruptive behavior will not be tolerated. The penalty for the first infraction will be loss of points for attendance on that day. The penalty for a second infraction will be a request that the student withdraw before mid-term or dismissed from the course with a failing grade after mid-term. If you have a valid reason for having a cell phone or pager, see the instructor. Laptop computers, digital cameras, etc., are allowed and encouraged for note-taking and for research. NO TEXTING DURING CLASS or when visiting schools!

BlazeVIEW: This is a "Web Enhanced Course." Each student is required to use BlazeVIEW for course information, announcements, and all e-mail correspondence. Instructions on the use of this software can be found on the BlazeVIEW homepage. This means that the course materials are all on BlazeVIEW. Grades are also routinely posted in BlazeVIEW. However, all assignments are posted in LiveText and all most all assignments should be turned in electronically to LiveText by the date due.

LiveText: Each student in class is required to have and to use LiveText account. All assignments will made and graded through LiveText. Many of the materials generated in this class can be added directly to your student portfolio as evidence of what you know and are able to do. This includes digital images, digital videos, lesson plans, projects and/or other assignments completed in this class. Chapter question responses, classroom observations, essential questions, and all work that is to be graded will be done through LiveText.

Collaboration: Many of the activities and assignments in this class require collaboration. It is important that each student do his or her fair share of the work assigned. Team work is difficult for many reasons, class schedules, work schedules, outside activities, and the list goes on. But one of the most important things you can learn as a future art educator is how to work effectively with others. There are many implications and some will be discussed in class along with a few activities that will emphasize various ways to act collaboratively.

Eating and Drinking in the Classroom: The Dean has posted signs in the Fine Arts Building and asked that no one eat or drink in any classroom in the building. The instructor allows students to have water, but no food. If we are caught with anything other than water, it will not be pretty!

INSTRUCTOR INFORMATION

Instructor: Dr. J. Stephen Lahr, Professor of Art
Office: 112 Fine Arts Building – First Floor
Phone: 229-333-5835
Office Hours: 9:30 to 10:45 MW, 10:10 to 12 noon TR, for other times please call the art office

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TURNING IN ASSIGNMENTS IN LIVETEXT

Please follow the following instructions when turning in answers to questions posed in LiveText Assignments:

1. Always include your name and the course designation (ARED 3012) at the top of your paper and make sure that **the answer to the question is bolded**. The answer should be directly beneath the questions asked.
2. Answers that are not your own should be cited with the authors last name i.e. Anderson and Milbrandt plus the page number (p. 7) or pages (pp. 21). When the question asks you for what the authors say, the answer should be cited from a specific place in the chapter. If the answer asks for what you think or your opinion, unless you use another source, you do not need to cite the answer.
3. Save as a word document in the following manner: first initial, middle initial, last name, ARED 3012, chapter X responses or something like this (**jgdoeared3012chapter1responses**). When you get your paper back it will have the word “reviewed” added to the title.
4. Answer questions in complete sentences and a paragraph should be a complete thought. A paragraph is usually from three to six sentences. Use the spell checker and grammar checker. Be aware that Word reacts to certain words and phrases in strange ways, don't always go with what it says, use your best judgment.
5. Many of these papers, if correctly done will go into your portfolio. On occasion, I will return the paper asking for further work, a rewrite, or more information. Always check your assignments to see if a paper has been returned. You do not have the rest of the semester to fix it; it should be returned within a week.
6. When a paper has been assessed, check your points in both LiveText and in BlazeVIEW, My Grades. It may take a couple of days to transfer points from LiveText to BlazeVIEW but it will get done. If you see a low score, double check your paper. Usually there will be comments and corrections. If intend on using the paper in your portfolio, fix it first. It is not a good idea to include papers that are marked-up by the instructor.
7. Think of this class as being a Professional Job Interview. Do you best and treat this class and the work as you would a job.

TENTATIVE COURSE CALENDAR - FALL 2012 (revised 8/15/2012)

Week 1(August 14 and 16, 2012)

Day 1 (Tuesday, August 14)

The First Day of Class –

- Class Introduction (PPP) including the course syllabus, class expectations, attendance procedures, the point system and grading, class structure, expected workload, the textbook,
- LiveText online assignments – using LiveText and keeping your Portfolio up-to-date
- Assessments – written papers, quizzes and exams
- Explanation of online electronic components – LiveText, BlazeVIEW, and McGraw-Hill (textbook)

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- What is the practicum experience and how does it work in this course?
- Pre-service class opportunities – Boys and Girls Club at the Turner Center, Valdosta Early College Academy, etc. – select one to work with.
- Annual Fall GAEA Professional Learning Art Conference, Valdosta, GA, Conference Center and Valdosta State University, November 1-4, 2012. Members of this class who are NAEA Student Chapter members may be doing a presentation.
- Planning for instruction – a simple collaborative lesson as time allows.

Day 2 (Thursday, August 16)

- **For class today - read Chapter 1 Art for Life: Authentic Instruction in Art(pp. 4-21) – complete questions in LiveText for Chapter 1 and be prepared to discuss in class.** What questions or concerns do you have about the material covered? What don't you grasp or understand?
- What does take to be a good art teacher? What are the characteristics, skill sets, knowledge, values and attitudes of a truly good art educator? - discussion

Week 2 (August 21 and 23, 2012)

Day 3 (Tuesday, August 21)

- What is the ARED Lesson Plan Format and how is it to be used in this class and beyond?
- State Performance Standards– GPS Fine Arts Visual Arts
- How do you document and site resources when you write?
- What is the Educational Taxonomy and how is it used? (Practice - Writing performance based outcomes based on GPS Visual Arts Standards)
- What are Performance Based Objectives/Outcomes? (Practice)
- How do you find “authentic” resources for art education?
- How do you cite sources for vocabulary, art terms, and art jargon properly?

Day 4 (Thursday, August 23)

First School Observation, Lowndes High School, Norman Drive, south of St. Augustine Rd., Meet in the front office at 7:45 am. Sherry Bennett, Art Teacher.

- Bring Observation Forms from LiveText Assignment – download, complete and bring to class on Tuesday August 28, 2012.

Week 3 (August 28 and 30, 2012)

Day 5 (Tuesday, August 28)

- Review School Visit – please complete all three forms and bring with you for in class discussion
- **For class today – read Chapter 2 Authentic Instruction: The Theoretical Foundation of Art for Live (pp. 22-39) – complete questions for Chapter 2 in LiveText and be prepared to discuss in class.**
- Authentic Instruction: The model for Art for Life
- Building Authentic Teaching and Learning in art
- Assessment part of Authentic Instruction

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- Examples of Authentic Learning in Art as Real-World Practice
- What are tessellations? - An approach to a unit of study
- DVD Tessellations: How to Create Them with Jim McNeill
- Planning and lesson development – in class time to plan and work

Day 6 (Thursday, August 30)

- **SecondSchool Observation Day – Lowndes Middle School, 2379 Copeland Road – take Patterson Street south from the University, go over the railroad viaduct and turn right onto the airport highway at the first stop light. Go to Copeland Road on the left, sign on the right, turn at Goble Saw Shop go to the far school entrance and park as you can. There will be a lot of traffic so leave early. We are observing Mrs. Debi Davis, Art Teacher. Meet at 7:30 am sharp!**
- Bring Observation Forms from LiveText Assignments - download, complete and bring to class on Tuesday September 18, 2012.

Week 4 (September 4 and 6, 2012)

Day 7 (Tuesday, September 4)

- Review School Visit – please complete all three forms and bring with you for in class discussion
- **For class today - Chapter Read Chapter 3 Art - Education and Visual Culture (pp. 42-63)**
Educational Theory – complete questions for Chapter 3 in LiveText and be prepared to discuss in class – this will be the basis for a presentation at the GAEA Conference in November – time will be set aside for opportunities to plan in September and October.
- Visual Culture
- Visual Culture Art Education (VCAE)
- Historical Perspective
- Contemporary Trends
- Example: Addressing Environmental Concerns (ARED 3000)
- Work on collaborative Tessellations lessons

Day 8(Thursday, September 6, 2012)

- **For class today – read Chapter 4 Individual Expression and Creativity (pp. 64-78) – complete questions for Chapter 4 in LiveText and be prepared to discuss in class.**
- Individual and Social Creativity
- Creative Traits and Art Instruction: A Social Perspective
- Creativity as Cognition: The Crucial role of Metaphor
- Developing a Creative Environment at School
- Creative Problem-Solving models and approaches – in class activities
- Work on tessellations lessons plans as time allows

Week 5 (September 11 and 13, 2012)

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Day 9 (Tuesday, September 11)

- **For class today - read Chapter 5 Aesthetics (pp. 80-96) – complete questions for Chapter 5 in LiveText and be prepared to discuss in class.**
- What is Aesthetics?
- What Are the Primary Concerns of Aesthetics?
- What do Aestheticians Do?
- Aesthetics as Critical Inquiry: A Course of Study
- Video from the Getty on Aesthetics
- Review Practicum Experience – guidelines, expectations, and assessments

Day 10 (Thursday, September 13)

- **Third School Observation - Hahira Middle School, Highway 122 east, Hahira, GA. Take Patterson Street north, right, onto highway 41 north, between Cash Burch Dodge and the Flash Foods Gas Station. Go about 8 miles to Hahira, go to first stop light on highways 41 and 122, turn right onto highway 122 about three blocks to Hahira Middle School on the right. We are visiting Mrs. Rebecca Carter, Art Teacher. Wait in the front office. Be there by 7:45 am. Sharp! It takes 20 to 30 minutes from VSU to get to Hahira Middle.**
- Bring Observation Forms from in LiveText Assignments – download, complete and bring to class on Tuesday September 18, 2012.

Week 6(September 18 and 20, 2012)

Day 11 (Tuesday, September 18)

- Review school visitation – refer to the three (3) forms in LiveText assignments
- **For class today read Chapter 6 Art Criticism (pp. 98-115) - complete questions for Chapter 6 in LiveText and be prepared to discuss in class.**
- What Is Art Criticism and Why Do We Do It?
- Some Premises of Art Criticism
- Educational Art Criticism
- Models for Instruction
- Additional Art Activities: Criticism Strategies
- Gallery Work using art criticism models
- Identification of Artistic and Aesthetic Styles
- The Need to work from Primary Sources
- The Need to Preview before taking students to a gallery or museum
- Token Response Game
- Feldman's Critical Model

Day 12 (Thursday, September 20)

- **Fourth School Observation, Valdosta High School, 3141 North Forest Street. Take Patterson Street north to Jerry Jones, turn right and go about 3 miles to Forest Street (W.G.Nunn), turn north, left, onto Forest street and go about 3 miles to Valdosta High School. Check in at the little house for parking and go in the right front door. We will meet at approximately 7:15 am; school begins at 7:30 am.**

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- Bring Observation Forms – LiveText Assignment – download complete and bring to class on Tuesday October 2, 2012

Week 7(September 25 and 27, 2012)

Day 13 (Tuesday, September 25)

- Review Practicum Experience – refer to the three (3) forms in LiveText assignments
- **For today read Chapter 7 Art History (pp. 116-137)- complete questions for Chapter 7 in LiveText and be prepared to discuss in class.**
- The Social Construction of Art History
- The Practice of Art History
- The Bayeux Tapestry: An Example of Authentic Art Instruction’
- Developing Social Consciousness through Art History
- Activities for Art History

Day 14 (Thursday, September 27)

Week 8(October 2 and 4, 2012)

Day 15(Tuesday, October 2)

- Review Practicum Experiences – refer to the three (3) forms in LiveText assignments
- **For today read Chapter 7 Art History (pp. 116-137) - complete questions for Chapter 7 in LiveText and be prepared to discuss in class.**
- The Social Construction of Art History
- The Practice of Art History
- The Bayeux Tapestry: An Example of Authentic Art Instruction’
- Developing Social Consciousness through Art History
- Activities for Art History

Day 16 (Thursday, October 4) - Mid-Term

- **Meet in a designated computer lab to take a Program Content Pre-Test.**
- Discuss and work on Initial Candidate Portfolio in LiveText

Week 9 (October 9 and 11, 2012)

Day 17 (Tuesday, October 9)

- **For today read Chapter 8 Making Art (pp. 138-153) -complete questions for Chapter 8 in LiveText and be prepared to discuss in class.**
- Making Art for Meaning
- Making Art as a Symbolic Communication in a Medium
- The Process of Making Art
- Trusting Your Knowing Hands

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- Qualitative Instruction in Making Art
- Introduction to Reflective Teaching Approach

Day 18(Thursday, October 11)

- Reflective Teaching
- Work on GAEA Presentation – Visual Culture Art Education
- Review lesson planning as time may allow

Week 10 (October 16 and 18, 2012)

Day 19 (Tuesday, October 16)

- **NO CLASS TODAY – FALL BREAK**

Day 19 (Thursday, October 18)

- **For today read Chapter 9 New Technologies and Art Education (pp. 154-168) – complete questions for Chapter 9 in LiveText and be prepared to discuss in class**
- Technology and Culture
- New Technologies: Artists, Issues, and Ideas
- New Technologies: Issues, Content, and Strategies for Art Education
- Studying Bill Viola: An Example of Technologically Based Teaching and Learning
- Work on GAEA Presentation – Visual Culture Art Education

Week 11 (October 23 and 25, 2012)

Day 20 (Tuesday, October 23)

- **For today read Chapters 10, 11, and 12 (pp. 172-196) – no questions to complete**
- What Drives You? Research Notebooks and Sense of Self
- A Sense of Community: Krzysztof Wodiczko and the Social Responsibility
- A Sense of Place and Community: Sea Full of Clouds—Ceil Bergman, Nancy Merrill, and Ecological Consciousness

Day 21 (Thursday, October 25)

- **For today read Chapters 13 14, 15, and 16 (pp. 199-255) – no questions to complete**
- A Sense of Self, of Place, of Community -- Fred Wilson's Installation Art and Reconstruction of the Historical Narrative
- A Sense of Self and of Community – Exploring Issues of Identity through the Artwork of Charnelle Holloway

Week 12 (October 30 and November 1, 2012)

Day 22(Tuesday, October 30)

- **First Day of Practicum - report to your school**

Day 23 (Thursday, November 3)

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- **Second Day of Practicum - report to your school**

Week 13 (November 6 and 8, 2012)

Day 24(Tuesday, November 6)

- **Third Day of Practicum - report to your school**

Day 25 (Thursday, November 8)

- **Fourth Day of Practicum - report to your school**

Week 14 (November 13 and 15, 2012)

Day 26(Tuesday, November 13)

- **Fifth Day of Practicum – report to your school**

Day 27 (Thursday, November 15)

- **Sixth and Final Day of Practicum – report to your school**

Week 15 (November 20 and 22, 2012)

Day 28(Tuesday, November 20)

- Review Practicum Experience
- Designing the art room
- MSDS and Classroom safety issues
- **All assignments are due by next Tuesday November 27, 2012**

Thursday, November 22 – NO CLASS - HAPPY THANKS GIVING!

Week 16 (November 27 and 30, 2012)

Day 27 (Tuesday, November 27)

- Complete all assignments by today and submit LiveText Portfolio for Review
- Please Take Time to complete the Student Opinion of Instruction (SOI) for this class – ARED 3012 Secondary Art Methods (CRN 82088) online.

Day 30 (Thursday, December 29)

- Meet in computer lab - Post-text Assessment – no final in this class