

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- ☒ Course is **currently** a “General Education” course
 - ☐ Course is listed in the current catalog, but is **NOT** a “General Education” course
 - ☐ New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **Art**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Charity-Mika Woodard
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **ART**
- F. Course number: **311**
- G. Credit hours: **3**
- H. Title of course: **Art Education**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **Yes**
If “Yes”, please provide a detailed explanation: **Potentially offered during summer term online.**
- L. Semester(s) course will be offered (choose all that apply): **Fall and Spring**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **n/a**

- O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element


- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - Students will communicate effectively.
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - Students will analyze data logically.
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - Students will explore global systems conscientiously.
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - Students will explore global systems conscientiously.
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - Students will explore global systems conscientiously.
- Personal and Professional Behavior
 - **Wellness Strategies**
 - Students will model productive behaviors purposefully.

- P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If "Yes," please select one: Non-verbal and Creative Expression

- Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone II
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)
- R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved ☒ Not Approved ☐


Department Chairperson Signature
12/18/18

Date

Faculty Senate General Education Committee Approved ☐ Not Approved ☐

Faculty Senate General Education Chairperson Signature

Date

Faculty Senate Approved ☐ Not Approved ☐

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

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| Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number |
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Art 311 Art Education
Pittsburg State University
College of Arts and Science

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|---|---|
| Art 311 3 credit hours | Instructor: Charity-Mika Woodard |
| Art Education | Email: cwoodard@pittstate.edu |
| Section 1- T/TH 2-3:15 Section 2- T/TH 9:30-10:45 | Office hours: Monday 12-3 Tuesday 11-2 Wednesday 12-3 Thursday 11-2 |
| Course delivery method: Face-to-face class | |
| Meeting place: 303 Porter Hall | Office: 303 Porter Hall |
| Appointments: Follow this link to make an appointment: charitymikawoodard.youcanbook.me | |

As an elementary education major, you are preparing to play a significant role in promotion and encouragement of artistic development and practice in children. Creativity and the arts are essential to the whole-brained child. You have the potential to integrate quality art education experiences are relevant to students' lives and connect to learning in other subject areas, thus make meaning in their world.

COURSE DESCRIPTION

Introductory survey of concepts and theories relevant to understanding visual art.
Appropriate for education majors.

| Major Course Goals | Objectives (Pathways marked with a P or Art Department Outcomes marked with an A) | Assessment/assignments |
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| Develop awareness of the important role of visual art in culture | <p>Generate art content knowledge through hands-on activities (A:1, Pathways: Non-verbal and Creative Expression)</p> <p>Use methods of educational art criticism to write about different kinds of art (A:3)</p> <p>Apply various aesthetic theories to visual art objects (Pathways: Global understanding)</p> <p>Research art objects to realize art cultural meaning and context. (A:3)</p> <p>Use art resources, including but not limited to community museums, arts agencies, media centers, books, journals, on-line, and printed art curricula.</p> | <p>Assessment will be undertaken through: Creative projects, Canvas Discussion Forum Big Board Book Mid-term test on Drawing stages/Elements and Principles of Design</p> |
| Know standards for and ways to teach art | <p>Write comprehensive art lesson plans that include instructional objectives and evaluative performance criteria (A:5, Pathways: Non-verbal and Creative Expression)</p> | <p>Assessment will be undertaken through: Personal Website/blog posts Lesson Plan Unit including SLOs, Rubric, and 50-minute presentation.</p> |

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| | Select teaching methods appropriate for art learning cognitive, affective, and psychomotor levels. (A:5) | |
| Realize varied aesthetic theories and forms. | Communicate effectively and think critically. (Pathways: Non-verbal and Creative Expression) Function responsibly in the world in which they live. | Assessment will be undertaken through: Art Criticism Paper Blog Posts |

PITTSTATE PATHWAYS:

This course meets the Pittstate Pathway Essential Studies Element: Global Understanding and Civic Engagement: Human Experience in a Global Context- Students will explore global systems conscientiously. This course addresses the Companion Element: Non-verbal and Creative Expression.

REQUIRED TEXTS AND MATERIALS:

Readings:

All required readings will be provided electronically through ebooks or downloadable PDFs

Smart Phone: You will be taking photos of your completed work and blogging about each studio project and lesson plan.

Art Materials: Most art materials will be provided for you in the classroom, however you will need to bring during the semester: poster board, paper towel tubes, newspapers, glue sticks, and choice materials that you need for your lesson plan and bulletin board.

TEACHING/ASSESSMENT STRATEGIES:

- Present and review information through readings, lecture, discussion, and audio-visual media.
- Promote class discussion through reading assignments and verbal Socratic questioning strategies.
- Structure student learning focus through selected readings, and individual and/ or group problems and projects.
- Demonstrate art techniques and teaching methods.
- Organize forum and format for student presentation of art lessons as well initiate and coordinate critiques of lesson presentations.
- Assess students' learning with performance-based assessment strategies such as journaling, individual/group projects, problem-solving and small group discussion as well as the traditional formats of assessment such multiple choice and short answer tests.

COURSE REQUIREMENTS:

As a participant, you will complete weekly readings and reflection along with in-class studio projects into your self-made blog. These assignments will be your experimental space for the creative process in which you will verbally and visually respond to required content, while expressing your own identity and interests. This course requires your participation in the creation and of studio projects and lesson plans, as well as the presentation of an interdisciplinary art-based unit for the elementary level.

GRADING AND PROFESSIONALISM POLICY

Grading System

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|---------|-----------------|
| 90-100% | A Excellent |
| 80-89% | B Above Average |
| 70-79% | C Average |
| 60-69% | D Poor |
| 0-59% | F Failure |

I believe participants in this course are professional people involved in and committed to their own learning, growth and development. Therefore, I will assume that all of us are concerned about the quality of the work and interactions we share in this course. Let us strive towards standards that reflect our commitment to excellence as professionals. The communication, research, and products of our efforts should all reflect this commitment to excellence. I ask you to hold everyone in this course with at least the same regard as you would your coworkers in your local community.

Teaching is a profession. By definition, a professional is a person who displays the characters and values of a profession. Some of

the professional values in teaching are respect (for people, time, and materials), a positive attitude focused on problem solving and academic inquiry, organization (this includes maintaining order in human relationships, in projects and assignments, and in classroom appearance), creativity, truthfulness (honesty, sincerity), and responsibility, as well as others. Each student is expected to maintain a professional and courteous attitude and behavior toward the instructor, other students, university staff, course content, university computing equipment, etc.

All grades assume attention to professionalism and due dates. Meeting assignment deadlines is essential to collaborative learning and demonstrates respect for your colleagues.

- A one-day grace period will be extended before points are deducted from assignments (10% deducted from final earned score). This grace period may be used only one time during the semester. If you chose to use your grace period, please let your professor know in email correspondence.
- If more than one day late, an assignment can be submitted for up to 50% of the total points.
- In order for any late assignments to count towards your final grade, they must all be submitted by the final day of class.

ATTENDANCE POLICY

A sign-in sheet will be available for the first 5 minutes of class. It is your responsibility to sign in. If you arrive after the sign-in sheet has been picked up, you may not sign-in and will be counted absent. It is also your responsibility to obtain missed work and notes. You will not be able to complete the studio assignment or write blog entry for that day, as you will not have attended the class or participated in the class discussion. No make-ups are given for missing in-class activities. Find a friend in class whom you might be able to contact as a resource in the event that you miss class and need assistance. Attendance will be recorded on Canvas and equals 100 points factored into your overall grade. Professional standards would indicate no more than 2 missed classes or (1 week) of the semester.

COURSE OUTLINE

| Week | Topics/Activities | Readings due this week | Assignments due |
|--------------------------------|---|---|---|
| Week 1 January 16/17/18 | Syllabus What is art? Why teach art? Setting up your blog/Canvas assignments | Articles TBD- article on the benefits of Art education | Canvas Discussion Forum Blog |
| Week 2 January 22/23/24/25 | How do we look at art? Elements of Art Principles of Design | Articles TBD- Formal evaluation of Art | Canvas Discussion Forum Design Grid |
| Week 3 January 29/30/31/1 | Elements and Principles at work Color Four Steps of Art Crit | Articles TBD-Art Critiques | Color Wheel Blog Post |
| Week 4 February 5/6/7/8 | Elements/Principles Class Visuals Studio Days | Articles TBD | Art Criticism Paper |
| Week 5 February 12/13/14/15 | Social elements and Visual Culture | Articles TBD- Visual culture reading | Big Board Book Book Blog post Show and Tell |
| Week 6 February 19/20/21/22 | Children's Drawing Stages | Articles TBD- Children's drawing stages | Canvas Discussion/Blog Post |
| Week 7 February 26/27/28/29 | VTS/ Museum field trip how-to | Articles TBD- VTS articles | Discussion forum/Blog post |
| Week 8 | Lesson Plan Unit | Articles TBD- | Mid-term test on Drawing |

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| March 5/6/7/8 | Lesson Plan steps- demonstration with Rain Sticks | Lesson Plan steps | stages/Elements and Principles |
| Week 9 March 12/13/14/15 Mid-term grades due 3/12 Spring Break March 19-23 | National Visual Standards Learning styles | Articles TBD- Standards and Learning styles NCCAS website | Blog post |
| Week 10 March 26/27/28/29 | Student Learning Outcomes Rubrics | Articles TBD- SLO and measurable assessment | Discussion Forum |
| Week 11 April 2/3/4/5 | Accommodations Classroom Management | Articles TBD- accommodations in the art room | Lesson Plan Unit Due |
| Week 12 April 9/10/11/12 | Lesson Preparation | Articles TBD | Lesson Plan Participation/evaluation |
| Week 13 April 16/17/18/19 | Lesson Preparation | | Lesson Plan Participation/evaluation |
| Week 14 April 23/24/25/26 | Lesson Presentations | | Lesson Plan Participation/evaluation |
| Week 15 May 30/1/2/3 Dead Week | Lesson Presentations | | Lesson Plan Participation/evaluation Blog post (X2) |
| Week 16 May 7/8/9/10 Finals week | Classes will not meet during Finals week, and there is no final exam required in this class. | | |

SYLLABUS SUPPLEMENT

Follow link to the syllabus supplemental materials: <https://www.pittstate.edu/office/registrar/syllabus-supplement.dot>