

Course Syllabus

ART 3305 - Art for Secondary School

Winter, 2007

Art Department – Michael Collins, Chairman

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Melanie Leslie, Associate Professor, Art Department

STATEMENT AS TO THE FREQUENCY WITH WHICH REVIEW OF THIS COURSE OCCURS

ART 3305 – Art for Secondary School is offered once per academic year in the Winter Quarter.

INSTRUCTOR INFORMATION

Melanie Leslie, BFA, MFA, Associate Professor

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Office Phone: 281-649-3309

Office Location: Atwood I, 221

Office Hours: M-W 2:00-2:45 pm office, or alternate times by appointment

Web Page Address: www.hbu.artdept.edu and www.melanieleslie.com

TEXTBOOK

Required Textbook: NONE

Required Materials: **TEKS guidelines for middle school and high school grade levels**

COURSE DESCRIPTION

Art for Secondary School guides the art education student teacher through an exploration of strategies, materials and cultural contexts necessary for effective learning in a discipline-based environment. The Feldman model of art education is reviewed and age-specific subjects for appreciation are stressed. The laboratory / studio experience emphasizes two-dimensional and three-dimensional media appropriate for the adolescent and high school student.

COURSE SEQUENCE IN CURRICULUM

ART 3305 – Art for the Secondary School is a required course in the Art Education methods sequence for All-level Art certification.

PRE-REQUISITE INFORMATION

EDUC 4301: Curriculum and Instruction in the Elementary School is preferred prior to enrollment in ART education classes, but not mandatory.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

Art for Secondary School emphasizes a supportive atmosphere for education students (future classroom teachers) to examine the developmental stages of adolescents in terms of aesthetic awareness, to discover the correlation between this awareness and their creative thought processes, and to learn to stimulate productive creativity and problem solving processes.

RELATION TO COLLEGE GOALS AND PURPOSES

Art for Secondary School is intended to develop aesthetic appreciation, basic skills and creative growth among enrolled education students as well as effective lesson presentation for secondary school-age children.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES

Art for Secondary School provides students with an atmosphere conducive to examining and appreciating art forms, and to understanding more clearly how this development of awareness impacts the critical thinking processes of adolescents and high school students.

COURSE OBJECTIVES

Overview: Art for Secondary guides the art education student teacher through an exploration of strategies, materials and cultural contexts necessary for effective learning in a discipline-based environment. The Feldman model of art education is reviewed and age-specific subjects for appreciation are stressed. The laboratory / studio experience emphasizes two-dimensional and three-dimensional media appropriate for the Middle School and High School age adolescent.

Special emphasis is placed upon:

1. blending lesson content with multi-cultural elements relevant to the contemporary classroom; and
2. structuring lesson content around the essential elements for specific age groups, according to TEKS standards.

Aims for the course:

- Student (future teacher) will be introduced to social, administrative and disciplinary factors impacting art education in a contemporary environment
- Student (future teacher) will learn to identify and clarify classroom objectives reflecting state-required educational objectives.
- Student will be encouraged to conceive, develop and write relevant, age-appropriate instructional plans that invite and encourage divergent thinking and problem solving processes in adolescents.
- Student will research and apply art historical relevance to the art lesson / studio.
- Student will participate in field trip experiences relating to art education.
- Student will plan and participate in a first-hand classroom experience.
- Student will review the basic elements of art, principles of design, and techniques suitable for demonstration in the classroom (2D & 3D).
- Student will master specialized terms and vocabulary.

On completion of this course, ART 3305, students should be able to function in the adolescent classroom with a lesson that is relevant to the awareness level of the adolescent class and that challenges critical thinking through analysis / criticism of master works as well as aesthetic problem-solving and development of skills through studio experiences.

This course satisfies 3 credit hours toward a BA/BS - All-level Art Education degree.

TOPICAL OUTLINE

Class Date or Meeting

Topic or Assignment

NOTE: in addition to the outline listed below, there will be scheduled field experiences throughout the quarter as opportunities arise. Examples include museum trips, “Evening for Educators”, tours of artist studios and workrooms and visits to public classrooms for observations of children in art activity. The schedule for these activities will be provided in Week 3.

Week 1 & 2

- Introduction to course, syllabus, etc., characteristics of art education – its measurable value in the education of children – Art Education in America
- Fundamentals of Art – Review
- TEKS = Middle School & High School

Week 3

- Avenues to Motivation
- Evaluating Adolescent Art
- Art Appreciation for Adolescents
- Resource materials and ideas
- Building Interdisciplinary Units

CHRISTMAS HOLIDAY BREAK

Week 4, 5 & 6

- Instructor-led lessons
- Students begin unit research

Week 7 & 8

- Students write lesson plans to support their units

Week 9

Individual units / lessons presented
Provide all supplies

Week 10

Evaluation and Field observations

Week 11

Final Evaluation

TEACHING STRATEGIES

Class periods will involve any combination of the following:

Lecture/Slide presentations/Video
Research assignments/ Field Trips
Student presentations

- Lecture and class discussion will serve as a foundation for the first week of the course. Students will be expected to take notes and read chapter assignments, participate in discussions and group activity.
- Students will prepare and present a lesson to their peers. All students are expected to participate in the lesson presentations and to prepare a resource notebook of the accumulated lesson plans.

ASSESSMENT OF LEARNING

Final grades are determined by a cumulative point system:

• Participation in instructor-directed lessons*	200
• Preparation/presentation of individual unit / lessons Oral presentation with demo (100), 5 written lessons (20 each),	200
• Attendance	100
Possible points earned	500

Grading Standards:

Grades are based upon the **quality** of student work throughout the quarter. Students are expected to complete the specified body of work outlined herein and to participate in class meetings.

NOTE: Absences and failure to participate will substantially limit accumulation of

points toward final course grade.

Overall grading scale:

Cumulative points translate to final grade

450-500	= A
400-449	= B
350-399	= C
300-349	= D
Below 300	= NOT PASSING

Student appraisal

Students are encouraged to participate in the University Student Opinionnaire administered each quarter to ensure that students have a voice in appraising the effectiveness of their professors.

CLASS POLICIES

Academic Integrity: Houston Baptist University views any act of academic dishonesty as a violation of the very heart of the nature of the University. Academic dishonesty occurs when a student submits the work or record of someone else as his/her own, or when a student has special information for use in an evaluation activity that is not available to other students in the same activity. Any established instance of dishonesty in this course will result in a failing grade for the course. The details regarding dishonesty in academic affairs are thoroughly explained on pp 58-59 of the 2006-2008 Houston Baptist University Catalog.

Grievance procedures: The student through the office of the Dean in whose College the course was taught may appeal grades in academic courses. Students should first discuss disputed grades with the faculty member. If no resolution can be achieved, the Dean before a Standards Committee that exists in each college will schedule an informal hearing. More information regarding the grade appeals process appears on page 70 of the 2006-2008 Houston Baptist University Catalog.

Absence and tardy policies:

Academically speaking, this course will demand your presence in class. University policy requires a student to attend a minimum of 2/3 of the class meetings - any student having 7 absences automatically fails the course, regardless of academic standing. Students arriving to class more than ½ hour late or leaving class more than ½ hour early will be considered absent for that class period.

Late Work:

All work for the course must be completed no later than Friday, Feb 16, 2006

Work for this course will not be accepted after this deadline

Missed exams:

There are no "Make-up exams" – There will be a comprehensive evaluation offered at the scheduled Final Exam period.

Learning disabilities:

Students having been diagnosed with a disability and needing special accommodations must consult first with the office of Dr. Verna Peterson, College of Education and Behavioral Sciences, Hinton 314, 281-649-3094, and then discuss the accommodation with Ms. Leslie during the first week of the course.

Children:

This is a class for adult students. The presence of children changes the learning environment for those whom it is intended to serve. Do not surprise the class by bringing your child to class unexpectedly. Children are allowed in the classroom only with prior approval of the instructor and under extenuating circumstances. In such cases, it is the responsibility of the student to see that children are not disruptive to the class. If the child becomes restless, the student must immediately relocate outside the classroom.

Cellular phones and pagers:

Electronic devices such as cellular phones and pagers are not permissible in the classroom.

The content of this outline and schedule are subject to change at the discretion of the professors.

NOTE: Last day to drop is January 29, 2006.

Melanie Leslie, Associate Professor

Date

Date:

Student acknowledgement:

I have read and understand the content of this syllabus for ART 3381.01, and will commit my best effort in adhering to the requirements set forth in it.

Student name: _____

ID: H_____

Student signature: _____

Evening for Educators:

Jan 9 – Color

Feb 6 - MET