



Peru State College
ART 308 ART EXPLORATION
Syllabus – Spring – 2012

Instructor: Terry Van Gundy
Office Hours: By Appointment
Office Telephone: None
Email Address: tvangundy@peru.edu
Course Meets: TuTh 9:30-10:45AM

Required Textbook: Art in the Elementary School, Marlene Gharbo Linderman, McGraw Hill.

Required Software: None

Course Description & Objectives

A study of the purpose of art education in the elementary school program. The student is presented with a survey of the history and philosophy of art in the elementary school and becomes actively involved in art activities designed for the elementary classroom.

Prerequisites: None

Upon completion of this course you should be able to:

1. Plan and construct curriculum units for teaching art, primarily at the elementary level.
2. Conduct meaningful research about art, art styles, and artists for teaching content.
3. Develop resource files to use in the classroom.
4. Explore art production ideas (drawing, painting, sculpture, pottery, printmaking, collage, etc.) and connect these ideas to developmentally appropriate art learning experiences.
5. Understand and practice DBAE (Discipline Based Art Education)

At the beginning of the course, we will discuss how these objectives fit into the College's and School's mission and goals.

Expectations & Instructional Approach

Classes will include lecture, library research, handouts, slides, videos, in class studio activities, and student presentations.

Attendance and participation are vital to the learning experience. Consequently, I expect you to be at each class having read the material and ready to participate in the day's discussions and exercises. Please be in class on time. In order to foster a climate conducive to learning, please join me in treating your classmates with respect. I encourage students to ask questions, seek my help when they need it, and help their classmates understand the material.]

Assessment, Grading & Student Requirements:

You may contact me through email at tvangundy@peru.edu Under "subject" enter "Art 308" this title will help me to better track correspondence. I **WILL NOT** open **ANY** email that does not have Art 308 in the subject area.

Student Requirements: ****Professionalism*. Art Exploration is a graduation requirement for Education Majors. As an Education Major I can only assume that you intend to become a teacher. As a prospective teacher I will expect you to show respect for the subject and to your fellow classmates. (See class etiquette at the end of this section)

1. Class attendance and participation. All students must complete and participate successfully in classroom assignments, activities, daily assignments, and class discussions. When an activity consists of "art production" **a lesson plan for that activity (separate from #5) is required** (you may either write the lesson plan or find a lesson plan on the internet for the SAME activity, either method is acceptable). Students will also be responsible for leading class presentations on material covered in the textbook as well as follow up questions relating to that material. Copies will be made and handed out of those presentations for all students in class. Those should be kept in your resource file notebook.

2. Lesson Plans/ Units of Study. Plan and construct a unit of study. Four Lessons including appropriate visuals (separate from #5). **These lessons should have a DBAE emphasis.** These four lessons should be on one subject/theme. Pick a subject such as the "Solar System", make a determination as to what you will cover about the subject (grade appropriate) and develop/find four art project lessons that will compliment your teaching.

3. Interview. Observe an art lesson and conduct an interview, at a school site, with an elementary teacher that teaches art in his/her classroom. Construct a set of questions (10) that are both procedural and conceptual in nature. Do a report including the questions and answers as well as a one-page summary of the experience.

4. Quizzes/Test. Successfully complete two tests (mid-term & final) over vocabulary, textbook, and information covered in class.

5. Resource File/Notebook. The resource file will contain several sections that will be covered thoroughly in class. You will be given a separate handout that covers the format for this.

6. Bulletin Board. Research, plan and develop (1) bulletin board display of an artist. You will draw an artist's name from a hat that you will build your bulletin board around. You must emphasize the artist, style, location or theme. You will need to write a short biographical sketch of the artist. Include 3-4 reproductions of various sizes (preferably in color) that characterize the style of the artist, and include appropriate vocabulary words (at least four). You should mount your bulletin board on illustration board or poster board (min 22x27"). In addition to the bulletin board you will need to do a lesson plan that will provide your students with an exercise that directly relates to your chosen artist. Due to the fact that this presentation is much smaller than an actual bulletin board it is necessary to think about proportion. Neatness DOES count.

7. Technology. Create a list of Art websites (10). There is a wealth of information on the web about art museums, artists, and lesson plans (art as well as interdisciplinary plans) that you could connect to/from your classroom. Tour a museum on the web. Research an artist/style; look for lesson plans (grade appropriate), etc. Include your findings in this section. Make sure you give me a **brief description of what each particular site has to offer.**

8. Children's Books. Assemble a list of (include title, author, ISBN# and publisher) and review children's art books (8 min.). Check libraries and/or bookstores in Peru, Auburn, Lincoln, Omaha, etc. Books should focus on artists, style, history or conceptual teaching of an idea or art element. **This should include a brief description of what each book is about, the pros and cons of the book, how you might use it in your classroom, and whether or not you would purchase it.**

9. Requisitions. Locate online and request a catalogue for Elementary Art supplies, or work directly online (It is more difficult to shop and compare this way) video aids, computer software, etc. Compile a hypothetical requisition of materials that you might purchase or need, for a classroom of 24 students (\$500 budget). Also make a list of the type of items that could be brought from home.

10. Community Resources for the Visual Arts. Compile a list (20) of galleries, Museums, Artists, resource speakers, artists-in-residence, or other opportunities. Your list must be made up of possibilities within a 200-mile radius of Peru. **No more than 5 entries may be from any one town or city. In addition to the names include addresses and phone numbers. You need to also include a brief description of what this artist, museum, has to offer.**

11. Review the exhibit of Randy Walm in the PSC Gallery upstairs. Take the time to carefully look and inspect the entire show. Give me an overall statement concerning your impressions of the gallery and specifically of the work. Then after viewing his works in the gallery pick your 'most favorite' and 'least favorite' piece and explain why (color, composition, style, subject matter, etc.), then make a closing statement. A hint when writing; imagine that you are responding to the aforementioned categories to someone on the phone. If you keep in mind that the person on the phone cannot see the artwork, your descriptions will be more complete and understandable. This paper should be no shorter than 1 page: 1" margins, 12 point Arial Font. Please try and abide by these parameters or you may be asked to resubmit the paper when corrected. Your review is due **Tuesday, January 24, 2012**. To gain additional insight, you can meet and listen to the artist on the evening of January 17, 2012, from 7-8 o'clock.

The assignments (#'s 1-11) **ARE NOT GROUP PROJECTS**. If you choose to work with, or use someone else's work, either from this or a previous class, as yours, **YOU WILL RECEIVE AN "F"** for the course and your name will be forwarded to the Dean of Education. See Academic Dishonesty in this document and refer to pages 75 & 76 in the current PSC catalogue.

*** The materials for the above (1-3 & 5-11) categories should be submitted for grading sequentially and labeled properly in a file separate from #5. I will explain this thoroughly later in the semester with due dates.

Supplies

General supplies may be announced as needed. (Calendar)

Class Etiquette

1. All **cell phones** are to be **turned off** or silenced during class time. Use it during break time. If you insist on using it during class time, you will be asked to leave and that will count as one absence.
2. No "iPods" are allowed in class.
3. A seating chart is necessary for me to learn who you are, please respect it and sit where you are assigned.
4. Talking is not an option during lecture and class presentation time. When I am talking or your peers are talking, you should listen. Just as you would expect your students to do when you are their classroom teacher.
5. Food is not to be brought into class, although you may bring a drink. If you spill, you clean it up.
6. Try and take care of restroom obligations before class. If it is necessary to leave please do so quietly and return in a timely manner.

Assessment Method/Grading: Grades are based on several factors: professionalism, class attendance/participation, lesson plans, interview, Mid-term/Final, resource file, bulletin board, technology, interview, children's books, requisitions, community resources for the visual arts assignments, and the Gallery Exhibition.

- "A" Total of (11) activities. Do all assignments.
Tests at 90% or above. Resource notebook at 90% or above. No more than 3 absences.
- "B+" Total of (11) activities. Do all assignments.
Tests at 85% to 89%. Resource notebook at least 85%. No more than 3 absences.
- "B" Total of (11) activities. Do all assignments.
Tests at 80% to 84%. Resource notebook at least 80%. No more than 3 absences.
- "C+" Total of (11) activities. Do all assignments.
Tests at 75% to 79%. Resource notebook at least 75%. No more than 3 absences.
- "C" Total of (11) activities. Do all assignments.
Tests at 70% to 74%. Resource notebook at least 70%. No more than 3 absences.
- "D+" Total of (11) activities. Do all assignments.
Tests at 65% to 69%. Resource notebook at least 65%. No more than 3 absences.
- "D" Total of (11) activities. Do all assignments.
Tests at 60% to 64%. Resource notebook at least 60%. No more than 3 absences.
- "F" Tests less than 60%.

****These options do not guarantee this grade unless work is completed on the normative level of quality for all projects, paper options, and due dates.***

*****No extra credit is given to boost test scores. That is, if your test scores are in the 80 to 84% range and you do all 11 activities your final grade would be a "B". You will not pass the course if you fail both exams even though you may have all your projects completed.***

Attendance Policy:

Students are expected to attend class regularly, to arrive punctually, and to complete all assigned work. Due to the twice a week nature of this course, class attendance is mandatory. You will be granted **Three** absences. On absence number four, your final grade will be lowered one full letter grade, and lowered an additional letter grade per absence beyond that. In the event that you are absent please realize that it does not exempt you from an assignment or what was covered in class during your absence. Attendance is a privilege and a responsibility represented by not only the student's investment, but also by a significant investment by the State of Nebraska.

Project Activity Schedule Art 308 Spring 2012

WEEK 1	Jan. 10 Jan. 12	Syllabus / Assignment #1 Production – Self Portrait / Chapter Readings Assigned
WEEK 2	Jan. 17 Jan. 19	Chapter Presentations / Lecture/Video - Is It Art? - Gallery Production - Weaving
WEEK 3	Jan. 24 Jan. 26	Chapter Presentations / D.B.A.E. / Art Elements Production - Painting / Color Wheel, Value Scale
WEEK 4	Jan. 31 Feb. 2	Chapter Presentations / Lecture / Video - Abstract Production - Painting, Abstract Animal
WEEK 5	Feb. 7 Feb. 9	Chapter Presentations / Lecture / Video - Principles Production - Watercolor / Crayon Resist
WEEK 6	Feb. 14 Feb. 16	Chapter Presentations / Lecture / Video - Maria Production - Clay, Coil Pottery
WEEK 7	Feb. 21 Feb. 23	Chapter Presentations / Lecture / Video – Prints are Made Production - Printmaking, Relief
WEEK 8	Feb. 28 March 1	Chapter Presentations / Review / Production Mid Term - Test
WEEK 9	March 5-9	Mid-Term Break
WEEK 10	March 13 March 15	Chapter Presentations / Lecture / Video – Art History Production - Painting, Tempera Batik, Pointillism
WEEK 11	March 20 March 22	Production - Painting, Tempera Batik, Pointillism Chapter Presentations / Lecture / Video - Masks
WEEK 12	March 27 March 29	Production - Sculpture, Paper Masks Chapter Presentations / Lecture / Video – Chuck Close
WEEK 13	April 3 April 5	Production - Drawing, Scale, Group Project Production - Drawing, Scale, Group Project
WEEK 14	April 10 April 12	Chapter Presentations / Lecture / Video - Fantasia Production - Painting, Music
WEEK 15	April 17 April 19	Chapter Presentations / Lecture / Video – Casting Production - Casting, Plaster
WEEK 16	April 24 April 26	Chapter Presentations / Lecture / Video – Eric Carle Production - Collage, Book Cover, Animal, Title
WEEK 17	May 1-4	Finals - Test

College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).