

ARED 318 Art in 7-12 Programs -DEAdd-2019-8-20

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Form Information

 **The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:**

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click "SAVE" on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
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**Indicates a required field*

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Course Level*	undergraduate-level
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course - If adding to an Existing Course - please check to see if it has already been approved [HERE](#) (On Documents Page) - **before** completing the form

NOTE - if already approved - a new proposal **DOES NOT NEED TO BE COMPLETED**

Course Prefix /Number*	ARED 318
Course Title*	Art in 7-12 Programs
Type of Proposal*	<i>See CBA, Art. 42.D.1 for Definition</i> online

Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Course Description: ARED 318 will allow students to explore a number of practical and theoretical approaches related to the teaching of studio art in 7-12 public school settings. Of primary interest will be the potential for application of college-level art theories and techniques in 7-12 settings, the exploration of a variety of research writing techniques, and possibilities for adapting instruction for different learning styles including students with special needs.

Course Goals: Students in ARED 318 will: (1) raise and explore pedagogical issues related to art education in 7-12 public school settings (2) understand a wide range of contemporary forms of artmaking and their relationship to broader personal, cultural, and social contexts; (3) develop practical classroom applications to be used in the teaching of art, including the integration of aesthetics and art criticism within larger curricular structures, and adaptations for students with special needs; (4) explore various approaches related to research writing, including personal narrative, qualitative research methods, and writing using developing technologies.

Course Objectives:

Through the completion of ARED 318 students will be able to:

- Understand the personal, cultural, and historical relevance of a wide range of artistic techniques and theories.
- Become familiar with appropriate strategies for the implementation of various studio art resources, including visuals, periodicals, electronic media, etc, as well as strategies for adapting lessons for students with special needs.
- Develop research strategies that will allow for the integration of studio art themes and topics within 7-12 curricula.
- Explore techniques for incorporating personal and cultural 'ways of making' within larger course goals, including the utilization of local artists, art museums, and cultural centers.
- Synthesize course information into a coherent studio art unit plan, and present this information to their peers.

Assessment in the course will be determined based on the following requirements:

1. Classroom Participation

2. Course Assignments

- studio journal
- final presentation
- final unit plan
- **Classroom Participation:** Your participation in online discussions is very important and will be a component of your final grade. Participation includes knowledge of the assigned readings, willingness to connect readings to personal experiences and beliefs, as well as respect for a variety of viewpoints and positions. *This class relies upon the ability for individuals to express themselves in a supportive environment. Any form of disrespect or intimidation will be taken seriously.*
- **Course Assignments:** You will be developing five assignments related to each of the course units. Each assignment will relate to the themes and theories discussed in each unit of course, and will explore a variety of research techniques that deal with the teaching of art in 7-12 settings. You will have the flexibility to adapt each project to your own interests and needs. For instance, if you are most interested in one artistic technique, one cultural style, one media, etc., you might tailor each assignment to reflect these interests. Or, if you would like to explore aspects of artistic creation and production that are not as familiar, you might use these assignments as your opportunity to try something new. Each assignment will inevitably reflect a fusion of both the familiar and the unfamiliar. The goal for these writings is that you exit the class with a number of ideas that might be expanded and applied at a later time, as well as a diverse set of approaches related to researching ways of seeing, making, and thinking about art. Each assignment will be discussed in detail prior to its due date.
- **Studio Journal:** For each of the five units you will create a journal entry that restates the ideas discussed, reproduces images related to the unit, and responds to the theories and themes. Most importantly, your journal will be a place for you to record data relating to your explorations and experiments with various materials and media discussed in class. Each unit will include response questions, which must be answered. In addition, your journal entries could include your personal reflection on the reading. You may use your journal for your notes as well, but it *must* include a particular entry for each set of readings. You will be graded on the quality of your interpretation and reflection of the journal, which will be submitted during the last week of the semester.
- **Final Unit Plan:** The final unit plan will allow you to develop at least one of your previous assignments into an extensive study, discussing topics such as historical relevance, new media and materials, and contemporary challenges to art education. You will be required to include relevant instructional materials such as visuals, background information on art, artists, as well as providing historical and cultural data. You are encouraged to utilize electronic media in the collection and presentation of information, including but not limited to: webpage development, social media augmentation, use of digital video and video editing software, etc.
- **Final Presentation:** Your final presentation will be your chance to share the information in your final unit plan with your peers in a professional manner. You should think of the presentation as your chance to test out your ideas from the semester, in an environment that is supportive, and that will allow constructive criticism that will ultimately strengthen your pedagogy. We will discuss the presentations in detail prior to their due date.

Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</p>	<p>The instructor has taught multiple courses online, both at IUP and at the University of Arizona. Most recently, the instructor taught the complementary K-6 Art Methods course online in Fall Semester 2017. The instructor has taught in the IUP Art Education program for five years, and has been teaching Art Education in Higher Education for 10 years. Prior to this, the instructor was a PreK-12 Art Teacher for five years.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</p>	<p>1. Understand the personal, cultural, and historical relevance of a wide range of artistic techniques and theories. (NTASC 1, 4,8) Online Discussion Forums, Studio Journal, Final Unit Plan</p> <p>2. Become familiar with appropriate strategies for the implementation of various studio art resources and pedagogical approaches for a wide range of populations including special needs students. (NTASC 4,5,6) Course Assignments, Online Discussion Forums, Studio Journal</p> <p>3. Develop research strategies that will allow for the integration of studio art themes and topics within 7-12 curricula. (NTASC 2,3) Course Assignments, Online Discussion Forums, Studio Journal, Final Unit Plan</p> <p>4. Explore techniques for incorporating personal and cultural 'ways of making' within larger course goals, including the utilization of local artists, art museums, and cultural centers. (NTASC 8,10) Course Assignments, Online Discussion Forums, Studio Journal, Final Unit Plan</p> <p>5. Synthesize course information into a coherent studio art unit plan, and present this information to their peers. (NTASC 1-5, 7) Final Unit Plan, Final Presentation</p>
<p>How will the instructor-student and student-student interaction take place?* (if applicable)</p>	<p>Through written feedback offered in d2l assignment boxes, through online discussion forums, and through video conferencing technologies.</p>
<p>How will student achievement be evaluated?</p>	<p>The assignments remain consistent with the traditionally offered course. Those assignments are already submitted via d2l, and students are given feedback in this way. Assignments and rubrics will not change. In addition, this is a Writing Intensive Course, and that criteria and assessment will not change in its DE form.</p>
<p>How will academic honesty for tests and assignments be addressed?*</p>	<p>The course does not include tests but does include original written assignments such as reading responses and lesson plans. While it is difficult to plagiarize these materials, use of technology within the d2l format to check for originality will be employed.</p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>