ART 3415, Art Education for Secondary Schools Studio

Please check one:

☐ New course  ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  ART 3415
2. Title (may not exceed 30 characters, including spaces): Secondary Art Methods Studio
3. Long title, if any (may not exceed 100 characters, including spaces):
   Art Education for Secondary Schools Studio
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  0-6-3
5. Term(s) to be offered:  ☒ Fall  ☐ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering:  ☒ Fall  ☐ Spring  ☐ Summer  Year: 2010
7. Course description (not to exceed four lines):
   This course is a studio intensive course designed to present art education students with experiences using art media and techniques appropriate for the secondary level. In addition to studio techniques, students will write lesson plans correlating to the studio activities. The studio activities are designed to reinforce and enhance reading assignments, activities and discussions in Art 3410. Must be taken concurrently with Art 3410.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
      There are no equivalent courses
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
      Art 3400, Art 3405, admission to the Art Education Program, and admission to the College of Education Teacher Certification Program.
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☒ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
      Must be taken concurrently with Art 3410
   e. Repeat status:  ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of  hours or  times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      None
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Students will:
   a) Analyze and experience a variety of secondary level art media by creating a series of art studio projects. Based on the art media and art projects, students will devise secondary level art lesson plans correlated to each art studio project.
   b) Analyze and evaluate current trends in teaching art at the secondary level to relate and apply theory into practical methodology by developing appropriate secondary level art lesson plans.
   c) Analyze how artistic development impacts the planning and expectations of art studio assignments by developing appropriate secondary level art lesson plans.
   d) Analyze and evaluate current computer drawing, painting, and art history programs to evaluate their effectiveness as instructional tools.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      N/A

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity
      N/A

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   1) Students will complete studio projects demonstrating and understanding of art media and technique.
2) Students will write in-depth lesson plans correlated to the art materials and techniques used in each studio project.
3) Students will revise and resubmit lesson plans for a final evaluation.
4) Students will write a paper that analyzes various computer drawing, painting, and art history programs to evaluate their effectiveness for use at the secondary level.

3. Explain how the instructor will determine students’ grades for the course:
   Studio projects constitute approximately 50% of the final grade.
   Lesson plans constitute approximately 25% of the final grade.
   Computer program evaluation paper constitutes approximately 25% of the final grade.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

   N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

   N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

   This course is writing intensive. Written assignments comprise 50% of each student’s final grade. Students will rewrite lesson plans and resubmit them for a final evaluation.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above. This course is 0-6-3 and will meet twice a week for 150 minutes per session. The following is an example only:
Week 1
  Introduction to course, lesson plan format and the plaster-craft project.
  Discussion of artists that use this art media.
  Demonstration of plaster-craft media and techniques.

Week 2
  Continuation of plaster-craft project.
  Demonstrations of advance techniques.

Week 3
  Demonstrations of finishing techniques.
  Complete plaster-craft project.
  Critique of plaster-craft project.

Week 4
  Introduction to the ceramic project.
  Discussion of artists that use this art media.
  Demonstration of ceramic media and techniques.

Week 5
  Continuation of ceramic project.
  Demonstrations of advance ceramic techniques.

Week 6
  Demonstrations of finishing techniques.
  Complete ceramic project.
  Demonstration on how to fire a ceramic kiln.
  Critique of ceramic project.

Week 7
  Introduction to the paper mache project.
  Discussion of artists that use this art media.
  Demonstration of paper mache media and techniques.

Week 8
  Continuation of paper mache project.
  Demonstrations of advance paper mache techniques.

Week 9
  Demonstrations of finishing techniques.
  Complete paper mache project.
  Critique of paper mache project.

Week 10
  Introduction to computer instructional software to teach drawing, painting, and art history content and techniques.
  Introduce the paper assignment to analyze and evaluate various computer drawing, painting, and art history programs to evaluate their effectiveness for use at the secondary level.

Week 11
  Introduction to the watercolor projects.
  Discussion of artists that use this art media.
  Demonstration of watercolor media and techniques.

Week 12
  Continuation of watercolor projects.
Demonstrations of advance watercolor techniques.

Week 13
Continuation of watercolor projects.
Demonstrations of advance watercolor techniques.

Week 14
Continuation of watercolor projects.
Demonstrations of advance watercolor techniques.

Week 15
Complete watercolor projects.
Critique of watercolor projects.
Turn in revised lesson plans and computer software analysis paper.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

Currently Art 3415 is a two-hour credit course and meets for 1.4 hours twice a week. Art education faculty believe that this format does not allow enough time to present and have students experience the wide range of appropriate art media and techniques. Therefore, we propose the increase the credit hour from 2 hours to 3 credit hours and change the format to entirely lab (studio intensive) format. Since typical Art Department studio courses are considered in a lab (studio intensive) format and carry a 3 credit hour value, art education faculty wish to make Art 3415 similar in format to typical studio courses.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   N/A
   b. If the course or some sections of the course may be technology delivered, explain why.
   N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is designed for art education majors that will be certified to teach art K-12 grade in the public schools. Art Education students must be admitted to the College of Education Teacher Certification Program as well as the Art Education Program. This course is the studio component for Art 3410, Secondary Methods in Art. Art 3415 is intended to be taken concurrently with Art 3410 and information from one class will be reinforced and utilized in the other class. As presented, Art 3415 would be a parallel course to our elementary methods art studio course, Art 3405.

3. If the course is similar to an existing course or courses, justify its development and offering.

   No similar course exists

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
4. **Impact on Program(s):**

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

      Required course in Art Education Option, BFA degree.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

      N/A

      If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

      See Attached Program.

**PART V: IMPLEMENTATION**

1. **Faculty member(s) to whom the course may be assigned:**

   Eugene Harrison or other qualified faculty

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

   N/A

2. **Additional costs to students:**

   There will be a $20 lab fee for this course.

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

   N/A

3. **Text and supplementary materials to be used (Include publication dates):**

   None.
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 10/3/08

Date approved by the college curriculum committee: 12/10/08

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 4/9/09

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).