

EDUC 213.2 PM Z Creative Expression (the Arts)

Moravian College Fall 2012

8/27/2012 - 10/15/2012 Mondays, 6:30-9:30pm

Art Building Room 007

Instructor: Kristin Baxter, Ed.D., Assistant Professor of Art
Office location: Art Building, South Campus, Office 2 (Level "L")
Office hours: Wed & Fri 9:45am-11:45am, call or email first to confirm
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Course Description

The course introduces pre-service educators who are earning their teaching certification in early childhood education, to the origin and development of creativity and imagination in children. Through intensive analysis of readings combined with studio activities that focus on exploration of materials, students come to understand the purpose of art instruction in early childhood education settings. A culminating project is an interdisciplinary art lesson that supports and challenges children's artistic development. Particular focus is on instructional strategies for diverse learners, such as English Language Learners and children with disabilities.

Required Texts (all available on Blackboard)

Erikson, J.M. (1985). Vital senses: Sources of lifelong learning. *Journal of Education*, 167(3), 85-96.
Furniss, G. (May/June 2007). Practical considerations for teaching artists with Autism. *School Arts*, 6.
Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.
Lord, L. (1996). *Collage and construction in school*. New York: Bank Street College of Education.
McCollister, S. (2002). Developing criteria rubrics in the art classroom. *Art Education*, 55(4), 46-52.
Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138(4), 17,41.

PDE Online Resources (all available on Blackboard)

Pennsylvania Department of Education Standards Aligned System
Pennsylvania State Academic Standards in the Visual Arts
Pennsylvania Department of Education/ Language Proficiency Standards for English Language Learners PreK-12
Pennsylvania's Code of Professional Practice and Conduct for Educators

Goals of the course

Students will be able to:

1. Develop interdisciplinary art lessons for children in pre-k through grade four that support their cognitive, social and artistic development and encourage constructive play, sensory exploration, and metaphorical thinking through the development of ideas for works of art that have personal and global meaning. **(Art Department Goal: Interdisciplinary Learning)**
2. Write an interdisciplinary art-based lesson that exceeds Pennsylvania State Academic Standards and identify strategies for teaching students with diverse needs, such as English Language Learners. **(Art Department Goal: Visual Literacy)**
3. Understand the development of creativity and the sources of ideas for art-making; expand their creative thinking skills; awaken and open their imaginations so that they may create lessons that foster the same in their students. **(Art Department Goal: Arts Appreciation)**

Course Requirements See separate assignment sheet for each requirement

Three Studio projects

50% of final grade

1 lesson plan

20% of final grade (draft of lesson)

30% of final grade (final copy of lesson)

Attendance

The Art Department established this department-wide attendance policy to apply to students in all art classes. For classes that meet once a week: After the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade. An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services. Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence. Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is your responsibility to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead, contact a fellow student in the class.

Standard numeric grading scale

A	94-100
A -	90-93
B+	87-89
B	84-86
B -	80-83
C +	77-79
C	74-76
C -	70-73
D +	67-69
D	64-66
D -	60-63
F	below 60

It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

Course outline and schedule

Date	Readings Due	Topics in class
Aug 27		Review syllabus Sensory explorations of paper and paper structures
Sept 3	No Class	
Sept 10	Discussion Leaders: _____ -Erikson, J.M. (1985). Vital senses -McCollister, S. (2002). Developing criteria rubrics in the art classroom.	Paper creatures Write story about your creature Review grading rubric for studio projects
Sept 17	Discussion Leaders: _____ -Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. -PA ELL Proficiency Standards, Glossary,p.101-102 -Furniss, G. (May/June 2007). Practical considerations for teaching artists with Autism. -Vize, A. (2005). Making art activities work for students with special needs.	Review lesson plan format and grading criteria Draft is due next week Begin painting assignment
Sept 24		Critique of paintings Bring in two copies of your complete draft of your lesson. (THIS WILL BE GRADED.)
Oct 1	Lord, L. (1996). <i>Collage and construction in school</i>	Nicole gives PAEA presentation for students Begin Collages & Constructions
Oct 8	No Class	
Oct 15		Final lesson plan uploaded to Blackboard Give description of your lesson plan to the class Critique of Collage/Constructions

Syllabus is subject to change

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Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian College Student Handbook 2011-2012 found online at:

<http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Attention Education Majors: All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.