

EDUC 266 Processes & Structures

Moravian College Fall 2012

Mondays 1:10-3:45pm

PPHC Art room 7

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
Office phone: My Office: 610.861.1463; Art Dept: 610.861.1680
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Course Description

Through experimenting and skill building in paper, paint, text, collage, and artists' books, students investigate the possibilities and limitations of materials in the shaping of ideas for works of art. At the same time, students learn to compose those materials in purposeful and meaningful ways to effectively communicate their ideas to others. Students study the origin of ideas, creativity, and the imagination in their quest of understanding the artistic process more fully. With this understanding and building upon knowledge of the artistic development of children and adolescents, students write an art lesson based on the exploration of processes and structures. Lesson plans exceed Pennsylvania Academic Standards and apply differentiated instructional strategies so that all learners can succeed.

Prerequisites: Education 160 and 130, Art 163.2, QPA of 2.70. One 3-hour period.

Required Texts (to be purchased)

Sketchbook: You may use the same book you have for other ART courses, or a sketchbook you have already started on your own; no need to purchase a separate sketchbook for this class.

Hasselschwert, J. & Wigg, P. R. (2001). *A handbook of arts and crafts*. (10th ed.) New York: McGraw Hill.

Required Texts (to be downloaded from Blackboard)

Erikson, J.M. (1985). Vital senses: Sources of lifelong learning. *Journal of Education*, 167(3), 85-96.

Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.

J. Paul Getty Museum. (2011). *Principles of Design & Elements of Art*.

Lokerson, J.E. & Joynes, A.C. (2006). Students with learning disabilities. In B.L. Gerber & D.M. Guay (Eds.). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. (pp. 83-106)

Lombardi, J. (May/June 2008). Beyond Learning Styles: Brain-Based Research and English Language Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v81 n5 p219-222.

PA English Language Proficiency Standards, found on Blackboard, Glossary, p. 101-102

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

Course Goals

Students will be able to

1. Understand that creativity flourishes in a supportive studio environment that encourages risk-taking, problem-solving, problem-seeking, and a high tolerance for ambiguity.
2. Understand the origin of creative ideas and the role of all of the senses in human development, cognition and art-making. **(Art Department Goal: Arts Appreciation)**
3. Understand the fundamentals of *strong composition* in works of art and apply those concepts to their own artwork; describe, critique, interpret, and evaluate *composition* in the artwork of others. **(Art Department Goal: Visual Literacy & Art Department Initiative 2: Students will gain the knowledge of the formal and material elements of painting and drawing.)**
4. Write an art lesson plan based on explorations of processes and structures that exceeds Pennsylvania State Academic Standards and identify strategies for teaching students with diverse needs, such as English Language Learners.

Course Requirements See separate assignment sheet for each requirement

Studio projects

20% of final grade

Artist's book. Bring this with you to class everyday.

20% of final grade (mid term review of book)

30% of final grade (finished book at end of term)

1 lesson plan

10% of final grade (draft of lesson)

20% 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	B -	80-83	D	64-66
A -	90-93	C +	77-79	D -	60-63
B+	87-89	C	74-76	F	below 60
B	84-86	C -	70-73		
		D +	67-69		

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 and Artist's Book Assignment
Sept 3	No Class	
Sept 10	Discussion Leader: _____ Erikson, J.M. (1985). Vital senses <i>A handbook of arts and crafts</i> . pp 13-15.	Sensory explorations of paper and paper structures
Sept 17		Review grading rubric sheet for studio projects Sculptural Creatures
Sept 24	<i>A handbook of arts and crafts</i> . "Design," pp 37-43. J. Paul Getty Museum. (2011). <i>Principles of Design & Elements of Art</i>	Share your research you found on artists who could influence your work Mid-point critique of creatures Write story about your creature in Artist's Book At the end of class, Artist's Books WILL BE COLLECTED AND GRADED.
Oct 1		Nicole gives PAEA presentation for students Final critique of creatures
Oct 8	No Class	
Oct 15	<i>A handbook of arts and crafts</i> . pp 3-13; & 17-19 Story/notes/narrative about your creature is complete	Review Lesson Plan format Nicole gives recap of PAEA conference Begin painting project
Oct 22		Share your research you found on artists who could influence your work Mid-point critique of paintings
Oct 29	Discussion Leader: _____ Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. Lombardi, J. (May/June 2008). Beyond Learning Styles: Brain-Based Research and English Language Learners. <i>PA English Language Proficiency Standards</i> , found on Blackboard, Glossary, p. 101-102	Peer review of lesson plan (ungraded) Continue to work on paintings
Nov 5	Discussion Leaders: _____ Lokerson, J.E. & Joynes, A.C. (2006). Students with learning disabilities.	Final critique of painting Peer review of lesson plan. Bring in TWO copies. One will be collected and GRADED.
Nov 12	Discussion Leader: _____ Lord, L. (1996). <i>Collage and construction in school</i> .	Feedback on lessons Collage (2D) or Construction (3D)
Nov 19		Share your research you found on artists who could influence your work Mid-point critique of collages/constructions
Nov 26		Final critique of collages/constructions
Dec 3		Due: Artist's Books; Select 5 pages that refer to "composition." Upload to Blackboard. Due: Lesson Plan. Upload to Blackboard.

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.