

ART 163 Art Education and Child Development

Moravian College Spring 2013
1/14/2013 - 4/27/2013
Room 7 Art Building, South Campus
MW 10:20-11:30am

Instructor: Kristin Baxter, Ed.D., Assistant Professor of Art
Office location: Art Building, South Campus, Office 2 (Level "L")
Office hours: Mon 9-10am & Tues 1-4pm call or email first to confirm
Office phone: 610.861.1680
Email: kbaxter@moravian.edu

Course Description

This is an introduction to the artistic development of children and adolescents and ways in which children's cognitive, social, physical, and emotional growth affects this development. Students learn how developmental theories are applied to educational contexts. This class meets requirements for the Pennsylvania Department of Education, including teaching instructional strategies for making *Accommodations and Adaptations for Diverse Learners in Inclusive Settings and English Language Learners*.

Required Texts (articles will be distributed or are on Blackboard; *textbook must be purchased)

Amorino, J. (2009). The Artistic Impetus Model: A Resource for Reawakening Artistic Expression in Adolescents. *Studies in Art Education: A Journal of Issues and Research in Art Education*, 50(3), 214-231.

*Day, M. & Hurwitz, A. (2012). *Children and their art: Art education for elementary and middle schools. (9th ed.)* Boston: Wadsworth, Cengage Learning.

Diket, R.M. (2003). The Arts Contribution to Adolescent Learning. *Kappa Delta Pi Record*, 39(4), 173-177.

Eubanks, P. (2002). Students who don't speak English. *Art Education*, 55(2), 40-45.

Hesser, J.F. (2009). Personal perspectives on Constructivism in a High School Art Class. *Art Education*, 62(4), 41-47.

Smith, J. (2000). Research into Adolescent Art Education: An Ill-Explored Territory? *Australian Art Education*, 23(2), 16-22.

Required Websites & Podcasts (links are on Blackboard)

Radio Program: Educating Latinos: An NPR Special Report: A Five-Part Series on a Crisis in Education

Radio Program: NPR: *This American Life: Middle School*, From October 28, 2011

Radio Program: NPR: *Understanding The Mysterious Teenage Brain*, From September 20, 2011

PDE Online Resources (links are on Blackboard)

Pennsylvania Department of Education Standards Aligned System

Pennsylvania State Academic Standards for the Arts and Humanities

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

1. Understand the artistic, social, and cognitive development of children and adolescents with diverse needs.
2. Critically evaluate theories of and adolescents' development in a variety of educational contexts.
3. Analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline.
(Art Department Goal: Visual Literacy)
4. Understand how art shapes and reflects cultural, national and personal identity.
(Art Department Goal: Cultural Values)
5. Develop an appreciation of the visual arts and the creative process in the fine arts.
(Art Department Goal: Arts Appreciation)

Course Requirements

Class Participation

25% of final grade

Final Project

Art Education Majors: Lesson Plan

Non-Art Ed Majors: Another project related to your professional and academic goals

10% of final grade (1st draft)

20% of final grade (2nd draft)

25% of final grade (final copy)

Museum Assignment

20% of final grade

Class Participation

94-100%

- fully engages in class discussions; asks relevant questions, responds to fellow students' comments, etc.
- always submits well-prepared graded and un-graded assignments on time
- completes all readings
- always takes notes during class
- understands the syllabus; records appointments into your calendar or daily planner; very organized
- on time for class; no absences; does not leave early, or leave the room during class

80-86%

- some initiative in class discussions, but has room for improvement
- usually submits most assignments on time; work shows some seriousness, but needs to show more initiative; work needs to be more fully developed; there is room for improvement; student needs to take more time to prepare
- needs to complete assigned readings more carefully
- sometimes takes notes during class
- reads and understands the syllabus; records appointments into your calendar or daily planner; somewhat organized
- late for class once or twice; one or two absences; does not leave early or leave the room during class

70-76%

- inconsistently takes initiative in adding to the conversation in class, and has much more room for improvement
- inconsistently takes notes during class
- evidence that the student is not reading the syllabus, not paying attention to schedule, deadlines, events, etc.
- submits assignments late, or they lack focus, or effort at revisions; ungraded assignments not turned in
- little evidence that the student completed assigned readings
- sometimes appears interested in the class, but mostly distracted or "zoned out"
- often late for class, frequently absent

60-64%

- says little or nothing in or outside of class; unprofessional attitude; falls asleep ☹️
- submits assignments incomplete, late, or never; they lack seriousness; no evidence that the student is completing readings; work appears to be prepared at the last minute, sloppy
- does not respond to constructive feedback from the instructor or other students
- not prepared for class; obviously hasn't read the syllabus; doesn't take notes during class
- often late for class, frequently absent

Attendance

For classes that meet twice a week, after the second unexcused absence, final grade will be dropped by one full letter. After the fourth 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 are unexcused absences:

- Being late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class 15 minutes 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 responsibility 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

Week	Readings & Assignments Due	Readings & Assignments Due
1	Mon Jan 14 Review syllabus & Blackboard	Wed Jan 16 Review Assignment Sheets
2	Mon Jan 21 No Class Dr. Martin Luther King Jr. Day	Wed Jan 23 Review Lesson Plan Format & Ideas for Final Projects
3 Manipulative Stage Pre-k-K	Mon Jan 28 -Hurwitz & Day, The Manipulative Stage, Ch 3: Children's artistic development, pp.39-46 & Ch.6 pp. 99-101	Wed Jan 30 -Non-Art Ed Majors: Written ideas for Final Project -Art Ed Majors: Draft of Lesson Plan Sections 1-4 -Sign up for one-on-one meetings with Dr. Baxter
4	Mon Feb 4 -Hurwitz & Day, The Manipulative Stage, Ch 3: Children's artistic development, pp.39-46 -Eubanks, Students who don't speak English	Wed Feb 6 - DUE: GRADED: 1st DRAFT of Final Project OR Lesson Plan Sections 1-6; Turn in to Dr. Baxter and we will discuss during one-on-one meetings
5 Symbol Making Stage Gr 1-4	Mon Feb 11 -Hurwitz & Day, The Symbol-Making Stage, Ch 3: Children's artistic development, pp.46-54 &p.101	Wed Feb 13 One-on-one meetings with Dr. Baxter
6	Mon Feb 18 -Hurwitz & Day, The Symbol-Making Stage, Ch 3: Children's artistic development, pp.46-54	Wed Feb 20 One-on-one meetings with Dr. Baxter
7	Mon Feb 25 - Hurwitz & Day, Ch 4: Children with disabilities, p.65-79	Wed Feb 27 -Non-Art Ed Majors: Draft of Final Project -Art Ed Majors: Draft of Lesson Plan Section 7-10
SPRING BREAK	SPRING BREAK Week of March 4	SPRING BREAK
8 Preadolescent Stage Gr 5-8	Mon March 11 -Hurwitz & Day, Preadolescent Stage, Ch 3: Children's artistic develop: p.54-63 & pp. 102-113 -Listen to NPR: <i>Educating Latinos: Part One: Communities and the growing Hispanic population</i>	Wed March 13 DUE: Drafts of Final Projects OR Lesson Plan Sections 11- 12
9	Mon March 18 Hurwitz & Day, Preadolescent Stage, Ch 3: Children's artistic develop: How children grow and learn, p.54-63	Wed March 20 DUE: GRADED: 2nd COMPLETE DRAFT of Final Projects or Lessons with ALL SECTIONS
10	Mon March 25 -Listen to NPR: <i>The Mysterious Teenage Brain</i> -Listen to NPR: <i>This American Life: Middle School</i>	Wed March 27 -Hurwitz & Day, Ch 13: Art History, pp. 219-243 -Review Museum Assignment Sheet
12 Note Museum Trip on Friday	Mon April 1 Easter Break No Class	Wed April 3 -Hurwitz & Day, Ch. 15: Visual Culture in Art Education, pp. 265- 281 -Prepare for Museum Visit Friday April 5 NYC Museum trip
13 Note schedule change this week	Mon April 8 No class Class rescheduled for Saturday, April 13 from 1-3pm "Differentiated Instruction: Teaching Art to Children with Diverse Needs" with Dr. Heather Fountain	Wed April 10 No class
14 Secondary Art Education	Mon April 15 DUE: 1 page response paper to Dr. Fountain's lecture -Diket, The Arts Contribution to Adolescent Learning -Amorino, The Artistic Impetus Model -Smith, Research into Adolescent Art Education -Hesser, Constructivism in a High School Art Class -Sign up for Final Presentations	Wed April 17 -DUE: MUSEUM ASSIGNMENT -Final Lesson or Project Due & Student Presentations
15	Mon April 22 No Class	Wed April 24 Senior Thesis Exhibition, Payne Gallery DUE: 1 page response paper: how does artistic development extend into adulthood?

Syllabus is subject to change

Students will be given an updated syllabus in writing, if changes are made. However, if you are late or absent, it is **your responsibility** to find out 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.

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 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.

Resources for teaching English language learners

English Language Learners in Pennsylvania Schools: Legal Issues and Advocacy Opportunities

<http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

Eubanks, P. (2002). [Students who don't speak English](#). *Art Education*, 55(2), 40-45.

Goldenberg, Claude. "Teaching English Language Learners What the Research Does—and Does Not—Say," *American Educator*, Summer, 2008. <http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners. *Art Education* 60(6), 33-39.

NPR Radio Program: Educating Latinos: An NPR Special Report: A Five-Part Series on a Crisis in Education

http://www.npr.org/programs/atc/features/2002/nov/educating_latinos/series.html

WhelanAriza, E. (2010). Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student, 2/E. NY: Allyn & Bacon.

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association .

Teachers of English to Speakers of Other Languages, TESOL

<http://www.tesol.org/>

National Association for Bilingual Education, NABE.

<http://www.nabe.org/>

WIDA World-Class Instructional Design and Assessment

<http://www.wida.us/>

PA Language Proficiency Standards for English Language Learners PreK---12 (ELPS) and PA academic standards.

http://www.portal.state.pa.us/portal/server.pt/community/measurements_standards_policies/7531/elps_for_ells/509513

2012 Accommodations for ELLS on PSSA

http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations___security/7448

TESOL English Language Proficiency Standards PreK-12

<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>

<http://www.manythings.org/>

A wonderful comprehensive bilingual site for families and educators of students who are ELLs. This site is filled with useful information, strategies, activities, and resources for ALL teachers of students who are ELLs

<http://www.colorincolorado.org/>

Center for Research on Education, Diversity, and Excellence (CREDE) <http://crede.berkeley.edu>

National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA) □ online library; useful links to national, regional, and state educational resources and databases; lesson plans, and practical classroom information

www.ncela.gwu.edu

Stephan Krashen's Webpage www.sdkrashen.com/SL_Acquisition_and_Learning/index.html

Jim Cummins' Webpage www.iteachilearn.com/cummins/bicscalp.html

Activities for students who are ELLs (many different languages too!) <http://a4esl.org/>

Great articles and ideas for teaching children who are ELLs <http://www.readingrockets.org/article/c61/>