

EDUC 266/546 Processes & Structures

Moravian College

Fall 2015

MW 1:10-2:20

Room 7 Art Building & HILL 309 South Campus

“The goal is to eradicate those kinds of art projects that can’t help but lead to visually and conceptually uniform outcomes, and replace them with art experiences you design in which the essential artistic thinking and doing is placed in the minds and hands of the artists themselves, your students.”

-Mary Hafeli

Instructor: Kristin Baxter, Ed.D., Associate Professor of Art
Office location: Art Building, South Campus, Office 2 (Floor L)
Studio location: Art Building, South Campus, Room 103 (Floor 1)
Office/Studio hours: MW 9:00-10:00am & Fridays 9:30-11:30am
Look for me in my office or studio during those hours
Office phone: Art Dept: 610.861.1680
Email: kbaxter@moravian.edu
My (work-in-progress) website: <http://baxterk8.wix.com/steammaker>
Art Department on FB: <https://www.facebook.com/MoravianCollegeArtDepartment>

Course Description

In this course, students investigate the possibilities and limitations of materials in the shaping of ideas for studio art practices. Students also apply theories of children’s and adolescents’ artistic development to written art lesson plans that embody Big Ideas.

Through experimentation with digital media as well as traditional materials and skill building in paper, watercolors, ink, paint, text, and collage, 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. Students study the origin of ideas, creativity, and the imagination in their quest of understanding the artistic process more fully.

With this new understanding and building upon prior knowledge of the artistic development of children and adolescents, students in this course create a website that includes an art lesson based on the exploration of processes and structures. Lesson plans exceed National Standards and Pennsylvania Academic Standards and apply differentiated instructional strategies so that all learners can succeed.

Praxis Exam

This course will provide you with many practical skills for using materials and processes in your art classroom, in your lessons, and in your own studio art practice. Your written reflections, including using and defining art terminology related to each studio project, will also help you prepare for the Praxis exam, required for your teaching certification. Therefore, you should take all the written assignments seriously and save your books and class notes to help you prepare for the Praxis.

Moravian College Student Chapter of the [National Art Education Association](#) (NAEA)

This course will also help you begin to transition from college student to art education professional. All students who become **active members of our NAEA Student Chapter** will have their NAEA membership reimbursed. This is a professional development club designed to help art education students prepare for their career in teaching K-12 art in schools, museums, or art centers.

Required Readings - Links are on Blackboard

Baxter, K. (2015). Art Education Lesson Plan format. Unpublished manuscript. Bethlehem, PA: Moravian College.

Coleman, M. B., & Cramer, E. S. (2015). Creating Meaningful Art Experiences with Assistive Technology for Students with Physical, Visual, Severe, and Multiple Disabilities. *Art Education*, 68(2), 6-13.

Eubanks, P. (2002). Students who don't speak English: How art specialists adapt curriculum for ESOL students. *Art Education*, 55(2), 40-45.

Hafeli, M. (2015). Rethinking the role of materials in studio practice. In *Exploring Studio Materials: Teaching Creative Art Making to Children*. (pp. 3-21). New York: Oxford.

Wexler, A., & Luethi-Garrecht, A. (2015). Beyond Accommodations: Designing for Nonverbal/Nonauditory Learners in the Inclusive Art Room. *Art Education*, 68(2), 15-21.

Required Texts - To be purchased

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2013). *Studio Thinking2: The Real Benefits of a Visual Arts Education*. 2nd edition. New York: Teachers College Press.

Wakley, D. (2013). *Art Journal Freedom: How to Journal Creatively with Color and Composition*. Blue Ash, Ohio: North Lights Books.

Optional - Download Free iBooks

Cathy Hunt, *iPad Art: Lessons, apps, and ideas for the iPad in Visual Art*

Cathy Hunt, *More iPad Art: Lessons, apps, and ideas for the iPad in Visual Art*

Note about assigned readings for Art Education Majors:

The articles and books that were selected for this course reflect current research in our field. Some books that are used in our class have been revised over many years and are considered the "canonical" texts for the field of Visual Arts Education. Therefore, Art Education Majors are urged NOT to rent or sell back books after our course. Save these books. Organize the articles into folders or binders by topic.

You will use these materials in the coming years. For instance, you may need to refer to these materials as you prepare your work for the Senior Thesis Exhibition and professional portfolios. They will be essential references for you in later Art Education and general Education courses, while studying for the Praxis exam, in student teaching, and throughout your career. If students work with me on a SOAR project, these books and articles will be essential.

Course Goals

Students will

1. develop an appreciation of the visual arts and the creative process in the fine arts (**Art Department Goal: Arts Appreciation**)
by understanding how art processes and materials influence forms and structures through dynamic and reflexive interactions.
2. analyze art and its intention and critically evaluate works of art using vocabulary germane to the discipline (**Art Department Goal: Visual Literacy**)
by understanding the fundamentals of composition in works of art and apply those concepts to their own artwork.
3. develop a critical framework for thinking and looking at images with increased attention to emerging media and new technologies (**Art Department Initiative 4**)
by writing an art lesson plan with multi-modal educational tools that is presented in the form of a website.
4. Consider their work for this class as opportunities to develop their professional identity, to develop their own teaching philosophy, to practice teaching skills, to become aware of the professional development opportunities through the Pennsylvania Art Education Association (PAEA), and begin to develop an online professional presence.

Class Expectations/ Class Participation Grades

Your class participation grade is posted on Blackboard at Mid-Term; this can improve or decline for the remaining half of the semester; Final class participation grade is posted at the end of the semester.

Expectations regarding Assignments

- Read the weekly schedule in this syllabus and complete the assignments due each day. Be prepared.
- Read and understand all assignment sheets. These give you details about requirements and grading.
- Complete assigned readings and all Google Forms. (You lose 5 points on Class Participation for each Google Form you miss. They are due at the beginning of class).
- Lead the class in discussions about readings, on specific days that you sign up for. (You lose 5 points on Class Participation if you do not do this on the day you signed up.)

Expectations regarding Art Materials

- Conserve art materials. Use them wisely.
 - Use scrap paper first when possible. Don't use a new sheet of paper as scrap paper.
 - Use up paints in an almost-empty container first, before opening a new bottle.
 - Take less of everything than you think you'll need. You can always go back for more.
- Wash paint palettes, brushes, water containers; wipe tables; return supplies to the supply table. Clean up after yourself.
- Wipe up the sink area; mop up floor near sink if there's lots of water!

Expectations regarding Technology in class

- Some of our classtime will be in the mac lab, or you might be using your own laptop or iPad if you have one. There will be other times when you may **not** use your gadgets, such as when someone is simply addressing the class, giving a presentation, or during the art-making parts of class.
- When we are making artwork or when someone is giving a presentation, put away all of your gadgets, *unless the presenters ask you to use them*.
- During presentations and discussions, be mindful, present, and respectful to the presenter. Take notes. Look at the presenter. Ask questions. Don't check the time or check your texts. And avoid those alligator yawns in the middle of class.
- And don't wear earbuds... even if you're not listening to anything.
 - Don't even have them dangling from your ears. Just put them away.
- If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked "absent" for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

Bathroom breaks

- Stay in the classroom for the entire class period. Send your texts, use the bathroom, check who's posted pictures of their breakfast on instagram BEFORE you get here. (If you absolutely need to use the bathroom during class, just go. You don't need to ask me.)

Food and Drink

- Drinks are fine. But don't eat during class, except on those days when we plan on eating together. Food and drinks aren't permitted in the computer labs.

90-100%:	Meets or exceeds all expectations, consistent, outstanding effort in all expectations; makes significant improvements from the first half of the semester – changing behavior in positive ways
80-89%:	Inconsistently meets expectations, does not work to potential; some effort to make positive changes
70-79%:	Mediocre efforts at meeting expectations; little effort at making positive changes
69% and below:	Does not meet class expectations; no effort to make positive change

Course Requirements

Course Goals	PDE 354 Goals	Assignment	Percentage of Final Grade	Approximate number of hours per week spent on this project, outside of class
4	III.A.	Sign up for Blackboard by 9/7	5%	
3	II.B.C.D	2 drafts of lesson plan as a Google Doc	5% each= 10%	2 hours per week
3	II.B.C.D	1st draft of website	10%	3 hours per week
3,4	II.B.C.D III.A.	Final, revised website	15%	
1,2	I.C. I.D.	7 (minimum) process-based works of art with written reflections	15%	1-2 hours per week
1,4	I.C. I.D. III.A.	Lead and facilitate 2, in-class art-making sessions - one before fall break, and one after	10% each= 20%	1 hours per week
1,3,4	III.A	Class Participation Complete Google Forms related to assigned readings Lead class discussion of assigned readings	15%	1-2 hours per week

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 8-10 hours per week, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour course. For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework including class time.

Attendance & Grading

If you are using your gadgets or you're wearing earbuds (even dangling around your ears) during class or during a presentation (except if you are asked to use them), **you will be marked "absent" for the day (unexcused)**. See section in the syllabus about how attendance affects your final grade.

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, Academic Support Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Academic Support Services. Documentation is required for sports. Students are permitted to miss class, with advanced notice, for games or matches, but not for practice. Students should provide the instructor with a schedule, if you know you will be missing a class due to a game or match. Practice is not an excused absence. Students must make arrangements to cover any missed class material and turn in assignments on the appropriate date.

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 bring supplies to 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.

If a project is due on a day that you have an EXCUSED absence, that project is due on the day you return to class; if it is not turned in at that time, it receives a grade of "0."

If a project is due on a day that you have an UNEXCUSED absence and that project is not submitted to the professor on that due date, the project receives a grade of "0." You can upload assignments to your student folder in DRIVE for our class or you could have another student deliver it to me. Absences do not give you extensions for deadlines. If you have an UNEXCUSED absent on the day a project is due, you are still required to submit that assignment - either through email, Google Drive, or having another student deliver a hard copy to me by the due date. Late assignments receive a grade of "0."

Do not wait until the last minute to complete your work

Technological problems are NOT AN EXCUSE for turning in work late or not turning it in at all. PLAN AHEAD. If you know you have to upload something or use technology for an assignment, DO NOT WAIT UNTIL THE LAST MINUTE to test it out and make sure all the technology works.

All deadlines are listed on the syllabus and reviewed during our first meetings. Do not wait until the last minute to complete your assignments.

Grading

- In fairness to all students, it is not possible to receive an extension for deadlines, even if you ask in advance. Due dates are firm.
- Late work earns a "0"
- There is no "extra credit" offered in this class.
- All grades count. I do not "drop" lowest grade.
- It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.

Assignment Sheets

Each assignment has a detailed, corresponding "Assignment Sheet" that describes the requirements and grading rubric for each project. It is the student's responsibility to read and follow the assignment sheets and understand the grading rubrics.

On-going Grades on Blackboard

All grades are posted on Blackboard throughout the semester. I will return assignments and grades to you throughout the semester, but it is the student's responsibility to check grades on Blackboard regularly so you know how you are doing in class.

Final grades on Blackboard

The “Final Grade” column on Blackboard does NOT factor any drop in grades because of attendance. See syllabus for details about how absences will lower your final grade. Your Class Participation grade may also fluctuate. Your Class Participation grade is posted on Blackboard at Mid-Term. This can improve or decline for the remaining half of the semester, depending on your work in class. Final Class Participation grade is posted at the end of the semester.

Late work earns a “0.”

Standard numeric grading scale for Final Grades

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

“The starting point for the creative individual, through the engagement with artistic materials, is the development or discovery of a previously unrealized question.”

-Diane F. Baker & Susan J. Baker

Course outline and schedule - Subject to change
Class is held in Room 7, unless otherwise noted

WEEK 1

Mon Aug 31 & Wed Sept 2

Welcome and Introductions

(Optional) Thursday, Sept 3rd

6:30-8 pm

Payne Gallery Reception – Tiger Strikes Asteroid (contemporary gallery)

WEEK 2

Mon Sept 7

Sign up for Blackboard by midnight tonight 5% of your final grade!

Reading Due: Hafeli, M. *Rethinking the role of materials in studio practice*

Complete Google Form - part of your Class Participation grade

(Optional) Tuesday, Sept 8th

4:30 pm HUB Gallery Reception – Kris Kotsch “As the Crow Flies”

Wed Sept 9

Reading Due: *Art Journal Freedom*, pp.6-49

Sign up in advance to lead an art-making activity from this section of the book. _____

WEEK 3

Mon Sept 14

Due: Using Pinterest or other search engine/website, bring in 3 ideas for art lessons. We will select 1 for our “group” lesson. Each student will also begin to determine the art project for her own lesson plan as well.

Wed Sept 16

Reading Due: *Art Journal Freedom*, pp.6-49

Sign up in advance to lead an art-making activity from this section of the book. _____

WEEK 4

Mon Sept 21:

Meet in Reeves today; Afterword Cafe

Bring your iPad, if you have one. Download Cathy Hunt's free iBooks

Reading due: *Studio Thinking*, pages 1-11.

Complete Google Form - part of your Class Participation grade

DISCUSSION LEADER _____

Wed Sept 23

Library Orientation: Online Curriculum Resources for art educators; iPad resources for Art Educators

WEEK 5

Mon Sept 28

We will continue to construct a "group" lesson plan.

Wed Sept 30

1st Draft of lesson plan DUE.

This will be GRADED: Share your lesson plan as a Google Doc with me.

Art Journal Freedom, pp.50-77

Sign up in advance to lead an art-making activity from this section of the book. _____

WEEK 6

Mon Oct 5

Meet in HILL 309: Introduction to starting a website.

We will continue to construct a "group" lesson plan.

Wed Oct 7

Skype visit from Cathy Hunt, Brisbane, Australia: *iPad Art in the Visual Arts*. Bring your iPad, if you have one.

(Optional) Thursday October 8

6:30-8 pm

Payne Gallery Reception – Jules Buck Jones (installation sculptor)

WEEK 7

Mon Oct 12

No Class Fall Break

Wed Oct 14:

DUE: Photos of your first 3 process-based artworks, with written reflections. Place in your folder in DRIVE. Share with me.

WEEK 8

Mon Oct 19
NO CLASS

Wed Oct 21
Meet in HILL 309: Website tutorials

WEEK 9

Mon Oct 26:
Meet in HILL 309: Website tutorials

Reading Due:

- Eubanks, *Students who don't speak English*
- Coleman, M. B., & Cramer, E. S. *Creating Meaningful Art Experiences with Assistive Technology*
- Wexler, A., & Luethi-Garrecht, *Beyond Accommodations*

Due: Complete Google Forms prior to class
Complete Google Form - part of your Class Participation grade
DISCUSSION LEADER _____

Wed Oct 28
Reading Due: *Art Journal Freedom*, pp.78-101
Sign up in advance to lead an art-making activity from this section of the book. _____

WEEK 10

Mon Nov 2
2nd Draft of lesson plan DUE.
This will be GRADED: Share your lesson plan as a Google Doc with me.

Reading Due:
Complete Google Form - part of your Class Participation grade

DISCUSSION LEADER _____

Wed Nov 4
We will continue to construct a “group” lesson plan.

REQUIRED:
7:00pm Wednesday, November 4th: Skype workshop with Cathy Hunt, Brisbane Australia
If you have another class at this time, please talk to me about this.

Fri Nov 6: OPTIONAL TRIP NYC Trip

Can be listed under “Professional Development” in your CV Contact Jan if you'd like to go.

10:30am: [Guggenheim Museum](#) - Meeting with Sharon Vatsky, Director of Schools and Family Programs and Rebecca Mir, Associate Manager, Digital Media and Online Learning

1:30pm: [Museum of the City of New York](#) Meeting EY Zipris, Assistant Director, Frederick A.O. Schwarz Children's Center

WEEK 11

Mon Nov 9

Meet in HILL 309
Work on Website

(Optional) Tuesday, Nov 10th

4:30 pm
HUB Gallery Reception – Matt Beniamino '13 – Invision Photo Festival
Curated by Kris Kotsch

Wed Nov 11

Art Journal Freedom, pp.78-101
Sign up in advance to lead an art-making activity from this section of the book. _____

(Optional) Thursday, Nov 12

6:30-8 pm
Payne Gallery Reception – Mavis Smith (egg tempera painter)

Week 12

Mon Nov 16

Reading Due: *Art Journal Freedom*, pp.78-101
Sign up in advance to lead an art-making activity from this section of the book. _____

Wed Nov 18

Due: 1st version of website
Come to class prepared to share your work

WEEK 13

Mon Nov 23:

Meet in HILL 309
Work on website

Wed Nov 25 & Fri Nov 27: No Class: Thanksgiving

WEEK 14

Mon Nov 30

Reading Due:
Reading due: *Studio Thinking*, pages 13-29
Complete Google Form - part of your Class Participation grade

DISCUSSION LEADER _____

(Optional) Monday, Nov 30th, 4:30 pm HUB Gallery – closing reception for Art Department student show

Wed Dec 2 *Art Journal Freedom*, Sign up in advance to lead an art-making activity or technique from ANY section of the book that we have not covered! _____

Week 15**Mon Dec 7 & Wed Dec 9****Meet in HILL 309 for final days of working on website/ Wrap Up****(Optional) Friday, Dec 11**

11:45 am

HUB Gallery Reception – Dr. Baxter’s FYS Class Show

FINAL EXAM WEEK**no later than Monday, Dec. 14, 1:30PM**

Final website due: Email me your URL

Photos of all 7 process-based artworks (minimum) and written reflections: Upload to your folder on DRIVE

Syllabus is subject to change

We will follow this syllabus as closely as possible, but sometimes changes must be made for various reasons (the college closes because of inclement weather; a guest speaker cancels; a trip is canceled due to weather; students need more/less time on particular content, etc.). Students will receive a revised schedule (in print, on Blackboard, and emailed) if we must make changes to the syllabus. It is the student’s responsibility to keep track of revised schedules.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in this link: [Moravian College Student Handbook 2015-2016](#).

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.

This course meets the following Pennsylvania Department of Education (PDE) Chapter 354 General Standards and Specific Program Goals:

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2>

Knowing the Content

I.C. Aesthetics including: aesthetic dimension of experience, theories of art aesthetics, purposes and meaning of art, influences of the arts and humanities on shaping our heritage, philosophy of art

I.D. Criticism of works in the arts and humanities including: analyzing and synthesizing, interpreting, classifying and forming a critical response, evaluating using concepts of critical response

Performance

II.B. Planning of instruction, done independently and in collaboration with other educators, based upon: art education subject matter, students and the community, Pennsylvania Academic Standards, content analysis with specific objectives, instructional methods, including materials and activities, results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from simple reproductions, and graphic demonstrations, to "essay-style" homework, class exhibitions, demonstrations, projects, and utilizing traditional tools as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse learners

Professionalism

The professional education program provides evidence that each teacher certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development