

Syllabus for
ART 106—Elementary, Secondary Methods/Evaluation
1 Credit Hour
Fall 2013

I. COURSE DESCRIPTION

A seminar class including but not limited to pertinent subjects, guest speakers from the education community, demonstrations, and exercises that are outside the scope of the other courses offered at ORU.

Course fee: \$15.

II. COURSE GOALS

The goal of the seminar is to allow students the opportunity to observe and participate in the creative and technical processes involved in being an Art Educator.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Upon successful completion of this course the student will be able to do the following:

1. Assemble a personal resource file containing ideas for possible solutions to a variety of complex problems in the organization and operation of the Art Lab.
2. Research the requirements to becoming a national board certified teacher.
3. Display a professional self-image as a Christian Educator.
4. Develop ideas for and applications of videos tailored to fit their individual needs in the classroom.
5. Discuss how to develop a portfolio of work for use in the Elementary, Middle or High School class room. (SC 1)
6. Plan an elementary through high school art curriculum that would cover a year long program. (SC 1)
7. Plan an art curriculum based on learning the elements of Art and how to organize them into a meaningful art work for the student's visual awareness rather than produce artwork for a show. (SC 12, 14)
8. Correlate the teaching of art with other projects; such as, math, science, or other classes in the school curriculum.(SC 4)
9. Incorporate art history with other projects. (SC 3)
10. Use different media and materials successfully, (SC 8)

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies 1, 2,3,4,7, 9, 10, 11, 12, 13, and 14.

This course is designed to help students meet subject competencies:

SC 1: The candidate has a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.

- SC 2: The candidate has an understanding of past, current, and future trends and issues in art education as well as art education research.
- SC3: The candidate has knowledge of developmentally appropriate visual art content including aesthetics, art criticism and art history, around a core of art production.
- SC 4: The candidate has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines.
- SC 7: Establishes a communication climate which encourages reflection, creativity, and critical thinking
- SC 9: The candidate has proficiency in teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities.
- SC 10: Understands and uses teaching strategies appropriate for the analysis and presentation of a variety of forms (genres) of public address available in electronic media and from printed sources.
- SC 11: Understands the importance of effective communication skills in the personal and professional arenas.
- SC 12: The candidate has knowledge of a wide variety of arts resources including community resources, materials, equipment and information about exhibitions and/or major collections.
- SC 13: The candidate recognizes the important role of technology in education and that it may serve as a supportive tool in art education.
- SC 14: The candidate understands the competencies in the *Priority Academic Student Skills / Common Core* in art and knows how to incorporate them into various arts classes.

This Course meets the following institutional standards (IS). 1,5,6,7,9,10.

- IS 1: The candidate is a reflective transformed educator who continually evaluates the effects of his/her decisions, dispositions, practices, and actions on others in the learning community from a Christian worldview.
- IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
- IS 6: The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he/she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
- IS 7: The candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
- IS 9: The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, spiritual, personal and career development.
- IS 10: The candidate demonstrates an understanding of the legal aspects of education

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

A. Textbooks

Prince, E. (2008). Art in Fundamentals. Chicago: Zephyr Press. ISBN# 9781569762165

B. Other

A list of needed supplies will be provided.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' major.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class

meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse. Your absence will affect your partner in a negative manner.

2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. Arrange to complete missed work within one week.
 - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy Policy**—The Communication, Arts, and Media Department does not accept for credit any written assignment which contains more than an average of three grammatical and/or typographical errors per page.
6. **Whole Person Assessment**—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on **Academics**, then **WPA**, then **Department Resources**, then **CAM Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures
The student's grade in the seminar is determined in the following manner:

Lesson plans	50%
Participation	25%
Projects	25%
	100%

2. Whole Person Assessment Requirements: students are responsible for including this portfolio item.
 - a. Notebook made up of lesson plans, Philosophy paper and curriculum outline.
 - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Other Policies and/or Procedures

Any examination not taken at the scheduled time due to an excused absence must be made up at a time arranged with or by the instructor. Generally, tests missed for an unexcused absence cannot be made up. The University's \$15.00 late-test fee must be paid in advance.

VI. COURSE CALENDAR

Welcome. Introduction
Lesson plans
Lectures
Projects
Guest speaker
Practicum
Lectures

Course Inventory for ORU's Student Learning Outcomes

ART 106—Elementary, Secondary Methods/Evaluation Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation	X			
2E	Intellectual creativity			X	

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences				X
4D	Responsible citizenship				X
4E	Leadership capacity			X	