

Fall 2023

**Art 354: Art Education Elementary Methods (3 credits)
& Sec. Ed 366 Clinical Experiences (1 credits)**



- Instructor: JaeHan Bae (he/him/his), Ph.D.
- Meeting Place: S213
- Class Time: 10:20 am -12:30 pm Mondays and Wednesdays
- Office: 526 A/C
- Phone: (920) 424-7054
- Email: baej@uwosh.edu
- Office Hours: Mondays, Wednesdays, and Thursdays 12:40-1:40 and by appointment/Online office hours: Tuesdays and Fridays 8:00 – 10:10
- Side note: Special course fees may apply or Special technology course fee of \$10 will apply.

Course Description & Information

- Planning art experiences to meet the needs of elementary and middle schools while serving as an art specialist. Thematic curriculum design and sequential development of K-8 art program. The creation of art products and plans appropriate to grades K-8.
- Prerequisite: This course is only open to Bachelor of Fine Arts (BFA) majors who have completed three Foundations courses and Art 254: Foundations of Art Education in the Department of Art, with the intention of becoming art teachers.
- This course is one of the Art Education methods courses that pre-service art teachers must complete to be eligible for the Wisconsin K-12 teaching licensure in visual arts.
- This course also offers a community-based learning (CBL) opportunity where each student will engage with local ethnic grocery stores and restaurants. This interaction is designed to aid in the development of your culturally responsive teaching art unit plan.

Anti-Racism, Diversity and Inclusive Teaching Statement

The concept of diversity is a commitment to acknowledging and celebrating the varied characteristics that make individuals unique. It entails embracing acceptance, respect, and understanding that each person's uniqueness enriches our learning experience. It's crucial to foster and safeguard diversity, creating an environment where equity and mutual respect are integral. This class acknowledges that categories of difference can be fluid and respects the right to self-identification. It holds firm the belief that no one culture is intrinsically superior to another.

To enhance equity, I place great emphasis on recognizing each student's individuality and uniqueness in my teaching. I employ a range of teaching methods and assessment strategies that cater to distinct learning styles - be it visual, kinesthetic, written, or auditory - as well as to students' prior experiences and cultural backgrounds. I recognize that students arrive at the learning experience from different starting points due to their diverse backgrounds, experiences, and levels of knowledge. Providing a uniform teaching method to all students doesn't promote fairness or equality, as it doesn't consider the diverse needs and capabilities of each student.

To foster an inclusive, positive, and secure learning environment, I introduce classroom activities designed to nurture mutual respect and understanding. For instance, students might be asked to share personal stories associated with five visual culture items that hold significance to them. Through such activities, students (and I) gain a broader understanding of each other's diverse perspectives and come to appreciate how interpretations of visual culture can vary from person to person.

My aim for this class is to create a diverse, equitable, inclusive, positive, and dynamic learning environment. I aspire to develop egalitarian relationships with my students, without imposing my own political, philosophical, pedagogical, or aesthetic perspectives. I offer my teaching methods, publications, experiences, skills, and pedagogical knowledge as examples of professional practice in visual arts education and qualitative research. My ultimate goal is to ensure my class is a safe and welcoming space where all students feel valued, acknowledged, and are encouraged to pursue their intellectual curiosity, aesthetic sensibilities, and personal interests.

Artificial Intelligence (AI) Policy

You are welcome/expected to use Artificial Intelligence (AI) in this class. In fact, some assignments may require it. Learning to use AI is an emerging skill, so utilizing it to develop your assignment will help you learn to use this tool. Because of this, I will assume that all written work has been co-authored or entirely written by AI. Since much of the writing may be automated through AI, this also raises my expectations that you will adequately research the topic, provide valuable insight, resources, and citations in your work. I will grade your writing as I normally would, but your grade will be a reflection of your ability to harness these new technologies as you prepare for your future in a workforce that will increasingly require your proficiency with AI-assisted work. Although I will allow and even encourage the use of AI in this course, there may be times it is not allowed (e.g. team assignments, clinical observation note). If you will not be allowed to use AI it will be clearly labeled. I am happy to meet and help with these tools during office hours or after class. Just be aware of the following limits of AI:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.
- It is your responsibility to verify any information provided by generative AI. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check it with another source. You will be responsible for any errors or omissions provided by the tool, so it works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. If you use AI in completing any coursework, you must explicitly acknowledge its use. Include a paragraph at the end of the assignment explaining its use and the specific prompts used to get the results. Failure to do so is in violation of [academic integrity policies](#).
- Your use of AI tools must be properly documented and cited to stay within university policies on [academic integrity](#).

- You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contains misinformation or unethical content).
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

Late Assignments and Make-Up Work Policy

- **Individual Assignments:**
 - I strongly urge you to submit individual assignments on time. If you foresee any difficulty in meeting deadlines, kindly get in touch with me to discuss the reasons.
 - You will be granted a maximum of two extensions/excuses during the semester. Beyond these two instances, any late submission will result in a deduction in your grade, particularly in the areas of work ethic and timely submission.
- **Team Assignments:**
 - Team assignments should be worked on, completed, and submitted during class meetings. It's essential that each student participates actively in these assignments.
 - If you are absent during a class where a team assignment is being worked on or discussed, you may lose points in criteria such as work ethic and participation.
- **Missed Classes:**
 - If you miss a class and, as a result, are unclear about key ideas and concepts related to art education, I recommend referring to the instructional resources on Canvas. Furthermore, please don't hesitate to ask me for clarification or guidance.

Course Objectives and Outcomes

Future art teachers will be able to:

- Understand the following components of art education: studio art, art criticism, art history and contemporary art, aesthetics, technology in art instruction, various and feasible assessment strategies, Teaching for Artistic Behavior (TAB) and Studio Habits of Mind (SHoM).
- Develop conventional and non-conventional art lessons/unit plans/learning segment that will be used in K-8 art classrooms.
- Develop their own culturally responsive teaching art unit plan, drawing on data from CBL experiences.
- Learn about how to write visual arts curricula and visual art unit plans/learning segment.
- Teach art lessons in an actual classroom and complete their art units teaching by the end of this semester.
- Analyze and evaluate their teaching and students' learning outcomes in order to become an effective art teacher.
- Utilize others' feedback to promote their professional growth.
- Learn about the effective art classroom management strategies through class discussion and online art class observations.
- Design formative/informal and summative/formal assessments based on goals and learning objectives.
- Gradually build up the role of the k-8 art specialist and develop their teaching philosophy of visual art.

Required Textbook: (You could buy these books as e-books.)

- Douglas, K. M., & Jaquith, D. B. (2018). *Engaging learning through artmaking: Choice-based art education in the classroom (TAB)* (2nd Ed.). Teachers College Press.
- Hogan, J., Hetland, L., Jaquith, Diane, & Winner, E. (2018). *Studio thinking from the start: The K-8 art*

educator's handbook. Teachers College Press.

- The previous Art 253 Foundations of Art Education textbook: *Teaching and Learning in Art Education: Cultivating Students' Potential from Pre-K through High School* (2020) by Deborah C. Sickler-Voigt www.routledge.com/cw/sickler-voigt (This website includes each chapter summary ppts, forms, and resources.)

Online Resources:

- Teaching for Artistic Behavior: <https://teachingforartisticbehavior.org/index.html>,
- Studio Thinking Habits of Mind: <http://www.studiothinking.org/>,
- Teachers College Webpage for Studio Thinking for the Start: <https://www.tpress.com/studio-thinking-from-the-start-9780807759158>

Readings (Recommend):

- APA Manual 7th edition Purdue OWL at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- Marshall, J., & Donahue, D. M. (2014). *Art-centered learning across the curriculum: Integrating contemporary art in the secondary school classroom*. Teachers College Press.
- Ardalan, S., & Adler Iozzo, C. (2021). *Art and technology: Innovative K-12 digital lessons*. Teachers College Press.
- Stewart, M. G., & Walker, S. R. (2005). *Rethinking curriculum in art*. Davis.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development.

Professional Membership (Optional)

Preservice/art education student membership in the National Art Education Association (NAEA)/[Wisconsin Art Education Association \(WAEA\)](http://www.wisconsinarteducation.org/). Please get your membership as soon as possible. It is about \$40 a year. You may get newsletters and six *Art Education* editions for a year. They also offer discount prices if you want to buy art education books or their products. Please visit their official website for more information: www.arteducators.org/promo/join

Clinical/Practicum Experiences and Hours

1. **Art Classroom:** As part of your Art Education methods course this semester, you will be required to complete 16 hours of clinical experience. A substantial portion of this experience will involve hands-on immersion in a K-8 art classroom. This will offer you the opportunity to hone your teaching skills and gain a profound understanding of your students. You are required to arrange observational and participatory experiences in local elementary or middle school art classes for at least 12 hours. Rather than simply observing, you are strongly encouraged to actively participate in these art lessons, functioning as an assistant to the art teacher. Engaging with the teacher, students, and other school staff members, such as paraprofessionals and classroom teachers, will provide you with invaluable insights and experience. This course further invites you to take on a more active role by teaching small art lessons one to three times in your assigned clinical placement's art classrooms, under the supervision of your mentor teacher, or independently if you feel confident. This opportunity aims to increase your comfort level in teaching art and engaging with students. For these teaching sessions, there is no need to

create your own art lessons; you can follow the existing lesson plans laid out by your mentor teacher. This aspect of your clinical experience is aimed at building your confidence and skills within an actual classroom environment, thus preparing you for your future role as an art educator.

2. **Community-based Learning (CBL):** According to the University of Colorado Boulder [website](#):
Community-based learning is an intentional pedagogical strategy to integrate student learning in academic courses with community engagement. This work is based on reciprocal and mutually beneficial partnerships between instructors, students, and community groups. The goal is to address community-identified needs and ultimately create positive social change. Critical reflection is an essential component of community-based learning; it serves to enhance students' learning of course content, understanding of the community, and sense of civic agency.

The aim of CBL is to help you, as an art educator, understand and embrace the cultural diversity present in our community. Culturally responsive teaching in art education involves developing a curriculum that is reflective of and sensitive to the diverse cultural and linguistic backgrounds of all students. This approach creates an inclusive learning environment where every student feels valued and recognized. As part of your clinical hours, you will be encouraged to engage with community cultural spaces, seeking out environments where you can learn about cultures different from your own. One such method could involve engaging with local ethnic establishments such as restaurants or grocery stores. These locations serve as contemporary cultural hubs where immersion experiences are possible.

For those specifically interested in exploring Hmong American culture and lifestyle, a visit to a Hmong grocery store could offer valuable insights. Such stores often stock food items and ingredients not readily available in mainstream franchise grocery stores. These grocery trips are more than just shopping experiences; they are cultural explorations that can provide valuable insights into the everyday lives of the Hmong community. Using the lens of educational ethnography, you are required to visit your chosen site for at least 60 minutes, four times during this semester. During these visits, observe the environment and engage in meaningful interactions with customers, employees, and possibly even the owners. Remember to record your observations and experiences as they will serve as the basis for your community-based art unit project, which is the final assignment for this course.

By the end of this course, you will have not only deepened your understanding of culturally responsive art education but also have a hands-on experience with a community's culture that will inform your teaching practices.

You are required to write observation notes a total of three times. Each observation note should include detailed information and your personal reflections. You may also consider taking photos for reference. These observation notes will serve as valuable data when creating your culturally relevant teaching art unit plan.

Assignments and Requirements:

- **Art 354.** A perfect score for this course is 100 points (pts.). The student's grade will be assessed as follows:
 1. **Chapter Discussion Leaders for 4 times:** You assign four chapters for your small group chapter discussions throughout the semester. You should summarize you assigned chapters during your group discussion with at least 4 key questions that well connects to each chapter. Please submit your chapter summary (A FULL two-page summary with double spaced): **5 points x 4 presentations=20 points total**
 2. **Team Assignments 1 to 7 (TA 1 to 7) and presentations:** Based on our weekly assigned chapters, your team member work on each weekly group assignment during our meeting class times See our calendar

for more information. **(3 points x 7 TAs =21 points total)**. Every team member must submit your TA to Canvas.

3. **Team Assignments 8 to 11 (TA 8-11) and presentations:** These TA assignments will take more time and effort because your team need to write an art unit plan together and each member creates art samples. **(5 points x 4 TAs = 20 points total)**. Every team member must submit your TA to Canvas.
 4. **Four Reflection Papers:** Please submit your reflections of what you have learned something about art education. Each reflection must be two pages long, double spaced and 12-font size (Times New Roman or Calibri). Please refer to Calendar to know when due dates of your reflections are. Rubric is available in Canvas **(4 points x 4 times=16 points total)**
 5. **Individual Culturally Responsive Teaching Art Unit Plan Package** consists of unit overview 3 to 4 consecutive lesson plans along with each least two or three instructional resources, and summative assessment form and well-made teacher sample and your presentation on the last day of class **(23 points total)**.
- **Secondary Education 366 Clinical (Pass or Fail): This course has a different Canvas site of Art 354!**
 1. You are required to write two, two-page reflection papers (these will correspond to your 4th and 5th observation forms) based on your Community-Based Learning (CBL) experiences. In your reflections, consider discussing what you have learned about culture from your observations and interactions with the people you've met. Also, contemplate how you might incorporate the cultural aspects you've learned into your art teaching methods.
 2. CBL logistics: You are responsible for reaching out to your Community-Based Learning (CBL) location for observations. If you already know where you will visit, please go ahead and arrange your visit dates, making sure to explain the purpose of your CBL experience to the owners. If you are unsure where to visit, please refer to the provided CBL Partner List or consult with JaeHan. The primary purpose of this CBL is to collect data for the development of your culturally responsive teaching art unit, so you should begin your CBL in October. As you underwent criminal background checks for your previous clinical experience last year, you won't need to repeat this process. Please ensure you follow the owner's guidelines during your observation. Aim to learn as much as you can about their culture and cultural artifacts at your CBL location. I will be posting a sample Community-Based Learning (CBL) letter for owners on Canvas. You can utilize this letter when reaching out to the proprietors of your chosen CBL location.
 3. CBL Partner List:
 - Oshkosh
 - Oshkosh Mediterranean Food Market Grocery store 914 E Murdock Ave · (920) 216-8513
 - NAYARIT MARKET MEXICO L.LC Mexican 258 W 8th Ave · (920) 385-1152
 - Golden Ocean Foods Grocery store 1014 Ohio St · (920) 233-3946
 - Bee's Oriental Foods Market 1120 N Main St · (920) 230-6055
 - XiangKhouang Market Grocery store 2875 Jackson St · (920) 385-0985
 - Appleton
 - Russian Delight Grocery 2171 W Wisconsin Ave, Appleton, WI 54914 (920) 882-0003
 - GOLDEN GREEN INDIAN GROCERIES 2333 W Wisconsin Ave · (920) 903-8030
 - CHOPRA GROCERS - INDIAN GROCERIES 1575 N Casaloma Dr · (920) 735-6550
 - [Long Cheng Marketplace](#) 1804 S. Lawe Street Appleton, WI 54915 920-428-2072
 - [LINDO MEXICAN RESTAURANT & SUPERMARKET](#) 207 N RICHMOND ST APPLETON, WI 54911
 - [Halal International Market](#) 2310 W College Ave Unit D Appleton, WI 54914 Phone: (920) 512-2761

4. Write five observation forms from your art classroom (The observation form is available in Canvas.): This form must be typed and submitted to Canvas. I do not accept your hand-written scanned forms. Here are due dates: **9/25, 10/9, 10/23, 11/6, 11/27**. But due dates are flexible.
5. PowerPoint Presentation of your clinical experiences in art classrooms and CBL experiences (**Due December 4**)
 - Take pictures of student work, art room, school building, and CBL places.
 - Share your clinical experiences in class. For example, what you have learned from your clinicals, how your students work on art project, how your mentor teacher conduct art lessons, and anything that you have learned from your clinical placements including art classrooms and CBL places.
 - Submit your PPT to Canvas by December 4 at 1:50 PM.

Attendance: I highly expect you to attend entire class meetings during the semester. However, you have three excuses for our meetings during this fall semester. If you miss class for four times, it costs you 6 points off. If you fail to appear in class on time, I deduct 2 points.

Grading Points Scale (Points (pts)):

- | | |
|--------------------------|------------------------|
| • A = 92 pts – 100 pts | • C = 73.3 – 76.5 pts |
| • A- = 88 pts – 91.9 pts | • C- = 70.0 – 73.2 pts |
| • B+ = 85 pts – 87.9 pts | • D+ = 66.6 – 69.9 pts |
| • B = 83 – 84.9 pts | • D = 63.3 – 66.5 pts |
| • B- = 80 – 82.9 pts | • D- = 60.0 – 63.2 pts |
| • C+ = 76.6 – 79.9 pts | • F = Blow 59.9 pts |

Academic Honesty

Please follow standards stated in UW Oshkosh Student Handbook.

Facilities

The University of Wisconsin Oshkosh does everything to ensure that your valuables and artwork are handled and stored adequately but we are not responsible for damage, loss or theft.

Accommodations Statement

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester.

University Resources

Academic Support of Inclusive Excellence: The Division of Academic Support of Inclusive Excellence (ASIE) is dedicated to the academic growth and personal development of UW Oshkosh students comprising first-generation, low-income, students of color, women, and LGBTQ+ students.

Advocacy for all students

ASIE aims to empower and inform students, faculty, staff and the broader community to create an equitable, diverse and inclusive campus climate through outreach initiatives, educational programming, leadership opportunities and multicultural events. For more information, view the website (<https://uwosh.edu/aside/>), call 424-3080, email aside@uwosh.edu

Indigenous Student Support and Wellness (ISSW) is dedicated to helping American Indian students grow academically and develop a stronger cultural identity. ISSW provides leadership development, educational guidance and support, and offers cultural events that educate the campus and community. For more information, view the website (<https://uwosh.edu/issw/>).

Writing Center: The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (<http://www.uwosh.edu/wcenter>), call 424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Reading Study Center: The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the website (<http://www.uwosh.edu/readingstudycenter>), visit them in Nursing Ed Room 201, or call 424-1031.

Polk Library: Polk Library/Information Literacy*: Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu. (Description written by Ted Mulvey)

CBL Resources:

- [UWO Center for Civic and Community Engagement](#)
- [Local Hmong Stores Visit](#)
- [A Taste of Home: How Ethnic Grocery Stores Create Community](#)
- [Conflict Kitchen Art Project](#)
- [A Simple Guide to Ethnography](#)

Disclosure Statement

“Students are expected to abide by the UW Oshkosh Student Academic and Non-Academic Disciplinary Procedures during community-based learning courses. This policy can be found in the student handbook: <https://uwosh.edu/handbook/policies>

Art 354 and Sec. Ed 366 Clinical Calendars

Week Date	Course	In-Class/Field	Due	Preparations for Next Class
Week 1 9/6 (Wed)	Art 354	<ul style="list-style-type: none"> • Introduction • Reviewing the previous art education course Art 253 Foundations of Art Education • Forming teams and select a team leader and secretary. 		<ul style="list-style-type: none"> ❖ Read Chapter 1: The Studio Habits of Mind from <i>Studio Thinking from the Start</i> (STS) <ul style="list-style-type: none"> ○ Chapter Presenter: JaeHan ❖ Read Chapter 1: Defining Teaching for Artistic Behavior from <i>Engaging Learners through Artmaking</i> (ELA) <ul style="list-style-type: none"> ○ Chapter Presenter: JaeHan

9/8 (FRI)	Clinical	Reach out to your local elementary art teacher to discuss the possibility of joining their art class as a clinical student. During this conversation, make sure to discuss potential dates for your visits.		Note: While the clinical schedule provided by the professor is merely a suggestion, you are allowed to conduct your clinical experience on different dates if necessary. However, I strongly recommend adhering to the suggested schedule to ensure a smooth and structured clinical experience.
Week 2 9/11 (Mon)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of two Chapters by JaeHan • Troup Assignment (TA)1: Create a mixed media visual poster about Studio Habits of Mind 		<ul style="list-style-type: none"> ❖ Read Chapter 1: The Studio Habits of Mind from STS ❖ Read Chapter 1: Defining Teaching for Artistic Behavior from ELA
9/13 (Wed)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of two Chapters by Jaehan • TA1: Create a visual poster about Studio Habits of Mind • Present your team SHoM poster. 	Submit your TA 1 to Canvas after the class	<ul style="list-style-type: none"> ❖ Read: Chapter 4: Portraits of Planning from STS (pp. 81-106) ❖ Read Chapter 2 Curriculum from ELA.
9/15 (FRI)	Clinical	<ul style="list-style-type: none"> • First meeting and observation of your elementary art teacher's art lessons. • Tours of your school and art classroom. 		This schedule is suggested. You may also do this another day.
Week 3 9/18 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapters with team members • TA 2 Create your art curriculum yearly planner with team members. 		<ul style="list-style-type: none"> ❖ Read: Chapter 4: Portraits of Planning from STS ❖ Read Chapter 2 Curriculum from ELA.
9/20 (WED)	Art 354	<ul style="list-style-type: none"> • Continue to work on your art curriculum planner. • Present and share your team art curriculum planner 	Submit TA 2 to Canvas after the class	<ul style="list-style-type: none"> ❖ Read Chapter 3 Portraits of Practice "Let's Make Some Art" – Julie Toole (pp. 56-64) from STS ❖ Read Chapter 4 The Learning Environment & Chapter 5 Ideas from ELA

9/22 (FRI)	Clinical	<ul style="list-style-type: none"> Observe art class (4 or 5th or other graders) that is taught by your elementary art teacher. Complete your observation form. 		<ul style="list-style-type: none"> Submit your first observation form to Canvas by 9/25.
Week 4 9/25 (MON)	Art 354	<ul style="list-style-type: none"> Presentation and discussion of Chapters with your team members TA 3 Create visual instructional prompts/posters with you team members refer to Art teacher Julie Toole’s art lessons. 		<ul style="list-style-type: none"> Read Chapter 3 Portraits of Practice “Let’s Make Some Art” – Julie Toole (pp. 56-64) from STS Read Chapter 4 The Learning Environment & Chapter 5 Ideas from ELA
9/27 (WED)		<ul style="list-style-type: none"> Continue to create your visual instructional prompts/posters with your team members. Presentation and discussion of your visual instructional prompts/posters 	<p>Submit your TA 3</p> <p>Submit your 1st reflection paper by 10/1 to Canvas</p>	<ul style="list-style-type: none"> Read Chapter 3 Portraits of Practice “Hand, Mind, Heart, and Community-Celia Knight (pp. 65-71) from STS Read Chapter 6 Quality from ELA
9/29 (FRI)	Clinical	<ul style="list-style-type: none"> Observe art class (3rd or 4th graders or other graders) and write the second observation form. 		<ul style="list-style-type: none"> Write and submit your second observation form by 10/1.
Week 5 10/2 (MON)	Art 354	<ul style="list-style-type: none"> Presentation and discussion of Chapters by your assigned team members TA 4 Create a self-checklist and chart that improve art quality and work ethic with your group members. 		<ul style="list-style-type: none"> Read Chapter 3 Portraits of Practice “Hand, Mind, Heart, and Community-Celia Knight (pp. 65-71) from STS Read Chapter 6 Quality from ELA
10/4 (WED)	Art 354	<ul style="list-style-type: none"> Continue to work on a self-checklist and chart that improve art quality and work ethic with your group members. Presentation and discussion of your student’s self-checklist and chart. 	Submit TA 4 to Canvas	<ul style="list-style-type: none"> Read Chapter 3 Portraits of Practice “I have something that might work better for you” – Kitty Conde from STS Read Chapter 8 Exhibition from ELA
10/6 (FRI)	Clinical	<ul style="list-style-type: none"> Observe art class and wire the third observation form Visit your Community-Based Learning (CBL) location and 		<ul style="list-style-type: none"> Write and submit your third observation form to Canvas by 10/9. Begin your CBL

		meet with the owners. During this visit, make sure to explain the purpose of your CBL experience.		
Week 6 10/9 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapters by assigned team members. • TA 5 Create your interactive exhibition ideas with your team members. • TA 5 Create your flow chart that encourage your student to think deeply about finalizing their work. Please refer to charts and tables from your STS this weekly reading. 		<ul style="list-style-type: none"> ❖ Read Chapter 3 Portraits of Practice “I have something that might work better for you” – Kitty Conde from STS ❖ Read Chapter 8 Exhibition from ELA
10/11 (WED)	Art 354	<ul style="list-style-type: none"> • Continue to work on your interactive exhibition ideas and flow chart. • Present and discuss these artifacts. 	Submit TA 5 to Canvas	<ul style="list-style-type: none"> ❖ Read Chapter 5 Assessment from STS ❖ Read Chapter 7 Assessment for TAB Art Programs from ELA
10/13 (FRI)	Clinical	<ul style="list-style-type: none"> • Observe art class and write the fourth observation form. • Second observation of CBL 		Write and submit your fourth observation form by 10/16.
Week 7 10/16 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapters by assigned team members. • TA 6 Work on assessment ideas of Studio Habits of Mind and Teaching for Artistic Behavior a long with the National Core Arts Standards 		<ul style="list-style-type: none"> ❖ Read Chapter 5 Assessment from STS ❖ Read Chapter 7 Assessment for TAB Art Programs from ELA
10/18 (WED)	Art 354	<ul style="list-style-type: none"> • Continue to work on your assessment ideas • Present and discuss your assessment ideas 		<ul style="list-style-type: none"> ❖ Read Chapter 6 Beyond the Art Room from STS ❖ Read Chapter 9: Advocacy from ELA
10/21 (FRI)	Clinical	<ul style="list-style-type: none"> • Observe art lesson and write your fifth observation form. • Third observation of CBL 		Write and submit your fifth observation form.

Week 8 10/23 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapters by assigned team members • TA 7: Work on your team's art advocacy plans and ideas as elementary art teachers • Present and discuss your team advocacy plans and ideas. 	Submit TA 6 after the class	<ul style="list-style-type: none"> ❖ Read Chapter 6 Beyond the Art Room from STS ❖ Read Chapter 9: Advocacy from ELA
10/25 (WED)	Art 354	<ul style="list-style-type: none"> • Discussion on your learning experience in both course and clinical experience. 	Submit TA 7 after the class The 2nd reflection paper is submitted by October 30	<ul style="list-style-type: none"> ❖ Read Chapter 10 Drawing and ❖ Chapter 11 Painting from ELA
10/27 (FRI)	Clinical	<ul style="list-style-type: none"> • Observe art class and interview with your art teacher. • Fourth observation of CBL 		You could still submit your observation form if you missed the previous due dates.
Week 9 10/30 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapters by assigned team members • TA 8 Working on your group art unit plan of drawing and painting and create teacher sample 		<ul style="list-style-type: none"> ❖ Read Chapter 10 Drawing and ❖ Chapter 11 Painting from ELA
11/1 (WED)	Art 354	<ul style="list-style-type: none"> • Continue to work on your team unit plan and make teacher samples. • Present and discuss your team unit plan. 	Submit TA 8 to Canvas after the class	❖ Read Chapter 12 Moving into Three Dimensions from ELA
11/3 (FRI)	Clinical	<ul style="list-style-type: none"> • Observe art class or teach small art lesson. 		You could still submit your observation form if you missed the previous due dates.
Week 10 11/6 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapter 12 by assigned team members. • TA 9: Work on your team 3-D unit plan and create teacher samples 		❖ Read Chapter 12 Moving into Three Dimensions from ELA
11/8 (WED)	Art 354	<ul style="list-style-type: none"> • Continue to work on your 3D unit plan and create teacher samples. 	Submit TA 9 to Canvas after the class	❖ Read Chapter 13 More Media Centers

		<ul style="list-style-type: none"> • Present and discuss your team unit plan and teacher samples 		
11/10 (FRI)	Clinical	<ul style="list-style-type: none"> • Observe art class or teach small art lessons. 		You could still submit your observation form if you missed the previous due dates.
Week 11 11/13 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapter 13 by assigned team members. • TA 10: Work on your team print-making and digital arts combined art unit and create teacher samples. 		❖ Read Chapter 13: More Media Centers from ELA
11/15 (WED)	Art 354	<ul style="list-style-type: none"> • Continue to work on your team print-making and digital arts combined unit plan or any combinations art unit (e.g., sewing and create teacher samples • Present and discuss your team unit plan and teacher samples. 	Submit TA 10 to Canvas after the class	❖ Read Chapter 14 and 15 from ELA
11/17 (FRI)	Clinical	<ul style="list-style-type: none"> • Teaching art lessons 		
11/20 (MON)	Art 354	<ul style="list-style-type: none"> • Presentation and discussion of Chapters 14 and 15 by assigned your group members • TA 11: Work on your unit plan based on art examples from Chapter 14 and create art samples 	Submit your third reflection by 11/27	❖ Read Chapter 14 and 15 from ELA
11/22		No Class due to Thanksgiving		
Week 12 11/27 (MON)	Art 354	<ul style="list-style-type: none"> • Continue to work on your unit plan and create art samples. • Present and discuss your team unit plan and teacher samples. 	Submit TA 11 to Canvas.	❖ Think about your own art unit idea for elementary art class.
11/29 (WED)	Art 354	<ul style="list-style-type: none"> • Work on your unit plan, instructional resources, and teacher sample. 	Submit your clinical PPT to Canvas by 12/4.	❖ Working on your clinicals PPT.
Week 13 12/4 (MON)	Art 354	<ul style="list-style-type: none"> • PPT presentations of your clinical experiences • Working on your individual culturally responsive teaching art unit plan assignment 		❖ Work on your art unit study
12/6 (WED)	Art 354	<ul style="list-style-type: none"> • Working on your final assignment 		❖ Work on the art unit study ❖ Bring your draft

		<ul style="list-style-type: none"> Peer-reviewed activity 		
12/9 (FRI)	Clinical	<ul style="list-style-type: none"> Write and send a thankyou letter to your mentor teacher and CBL location owner 		
Week 14 12/11 (MON)		<ul style="list-style-type: none"> Working on your assignment Peer-reviewed activity 		❖ Write up your final reflection paper about what you have learned and experienced as a future art educator.
12/13 (WED)		<ul style="list-style-type: none"> Culturally Responsive Teaching Art Unit Plan PPT Presentations 	<p>Submit Art unit plan by 12/16</p> <p>Submit your fourth weekly reflection paper to Canvas.</p>	

Note: If any substantive changes are made in the course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available. It is expected that the grading criteria, as distributed to the students, will be adhered to throughout the term.