Art 392-001: *Developmental Art for Primary Grades* (Credits: 2)

- Meeting Time: Wednesdays 4:10 pm – 6:20 pm (CDT)
- Meeting Place: S213 A/C
- Instructor: Dr. JaeHan Bae (he/him/his)
- Office: Room 526 A/C
- E-mail: 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
- Office Phone: (920) 424-7054

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 Description:

This course is designed to give the early childhood special education teacher candidate an opportunity to learn about children's continued use of visual art to process their encounters with the world. Candidates will be empowered to use visual art with children across the curriculum.

Prerequisites: N/A

Course objectives (Aligned to InTASC Standards)

Specific to the developmental needs of the preschool child,

- Standard 1—Learner Development. The teacher understands how learners grow and develop in terms of visual language development.
- Standard 2—Learning Differences. The teacher understands individual differences and maintains inclusive learning environments that acknowledge the development and use of visual language.
- Standard 3—Learning Environments. The teacher works to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning and self-motivation.
- Standard 4—Content Knowledge. The teacher understands the central concepts, tools of inquiry, and the structures of art and visual language. The teacher creates learning experiences that make art and visual language development accessible and meaningful for learners.
- Standard 5—Application of Content. The teacher understands how to connect visual language development to literacy development.
- Standard 7—Planning for instruction. The teacher plans instruction that supports every student.

Attendance Policy:

Attendance is crucial for this course. While we understand unforeseen circumstances can arise, each student is granted only one excused absence without any point deductions. Please prioritize using this excuse for emergencies.

Point Deductions:
- After utilizing your one excused absence, the following point deductions will apply:
  - **5 points** will be deducted for each absence.
  - **2 points** will be deducted for arriving 10 minutes late.
  - **2 points** will be deducted if you leave class early without prior approval.

Important Notes:
- There will be no provision for make-up times.
- Handouts will not be provided, and significant concepts will not be revisited due to any student's absence.

- If you accumulate more than 5 absences, regardless of the reason, you will not pass this course.

Your commitment and punctuality are essential to ensure that you benefit fully from this course. We urge you to prioritize your attendance.

Online Class Etiquette: During presentations, please mute your microphone and turn off your webcam. When you are presenter, please turn on your webcam and unmute your microphone. When you talk about something, please use hand-raise function so that I can identify that you are addressing something.

Academic Misconduct and Plagiarism

If you violate the University Academic Policy, you will fail this course. Refer to www.uwosh.edu/deanofstudents/university-polices-procedures/documents/ChapterUWS14.pdf for more details.

Required Reading

Naughton, B. (2020). *Adaptive art: Deconstructing disability in the art classroom*. Davis.

Requirements and Evaluation (Please submit your all assignments to Canvas!!!)

I grade all your requirements, and you need to grade them as well. Your grade will be based on six components. Following are criteria and weights for grades:

1. **2 times Chapter Discussion Leader for your team** (**15 points x 2 times=30 points**): Once you assigned your chapters, you should summarize a chapter and lead your team discussion about the chapter. Your chapter discussion lasts 20 minutes. Please write a full two-page summary (12 points, double spaces) of this and submit it to Canvas within two days from your chapter discussion.
2. **Individual Hybrid Animal book and its worksheet (20 points)**: You make a hybrid animal book and PPT including a few pictures of making process, picture of life cycle of the animal, each page of your book and submit your PPT to Canvas.
3. **Two reflection papers** about your learning experience (10 points x 2 times=20 pts.)
4. **Adaptive Art Portfolio (30 points)**: You will make your adaptive art. You can use adaptive art lesson ideas based on our textbook and make your two or three adaptive art per week (between 15- and 20-pieces total). For your digital portfolio, you need to take a picture of each adaptive artwork and put it to our digital portfolio templates.
5. Attendance and Class Etiquette (Read attendance and class etiquette policy above!)

Letter grades will be assigned using the following points (pts) scale:

A = 93 – 100 pts.	C = 73 – 76.9
A- = 90 – 92.9	C- = 70 – 72.9
B+ = 87 – 89.9	D+ = 67 – 69.9

B = 83 – 86.9	D = 63 – 66.9
B- = 80.0 – 82.9	D- = 60 – 62.9
C+ = 77 – 79.9	F = Below 59.9 pts.

Accommodations

The University of Wisconsin Oshkosh supports the right of all enrolled students to a full and equal educational opportunity. It is the University's policy to provide reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students are expected to inform Instructors of the need for accommodations as soon as possible by presenting an Accommodation Plan from either the Accessibility Center, Project Success, or both. Reasonable accommodations for students with disabilities is a shared Instructor and student responsibility. The Accessibility Center is part of the Dean of Students Office and is located in 125 Dempsey Hall. For more information, email accessibilitycenter@uwosh.edu, call 920-424-3100, or visit the Accessibility Center Website: https://uwosh.edu/deanofstudents/accessibility-center/ Here is the online request form: https://uwosh.edu/admissions/accessibility-center-request/

Bias Incident Reporting

A bias incident is any speech, behavior, expression, or action where an individual(s) is motivated by bias towards another person(s) based on their actual or perceived sexual orientation, race, religion, gender, gender identity and expression, language, disability status, class, ethnicity/national origin, size, age, etc. Examples include: slurs/epithets, hate symbols, street harassment, bullying/cyberbullying, etc. A hate crime is a bias incident that has escalated to the level of a crime. If you experience or witness a bias incident you can fill out a bias incident report form where a team will review, collect the data, and also respond as appropriate. You can fill out the form anonymously, or select to identify yourself. A confidential online Bias Incident/Crime form can be filled out at this website: http://www.uwosh.edu/ staff/bias-motivated-incident-crime-reporting-form

Title IX Reporting https://www.youtube.com/watch?v=AKC72NYykXQ

Title IX is a federal civil rights law which prohibits sex discrimination, sexual violence, and sexual harassment in educational programs and activities receiving federal funding. If you believe a Title lX incident has occurred you can report it. A report can be made in 2 ways: Confidential reports: Not shared with any other individuals or offices without your permission. The offices which allow for confidential reporting include the Campus Victim Advocate, the Counseling Center, and the Student Health Center. 6 of 13 Non-confidential reports: All other staff and faculty are required to submit reports, which go to the Title IX Coordinator (Director of Equal Opportunity & Access), Dean of Students, Director of the Counseling Center, and the Campus Victim Advocate. The University will investigate the incident and take appropriate action. You can make a report at any time through the UW Oshkosh online reporting at https://uwosh.edu/titleix/You have rights as a complainant.

Religious Holidays

Wisconsin law (Chapter 36.43) and UWO Faculty Policy require that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. Please see the link for more information: www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/general-personnel-materials-faculty-and-academic-staff/gen-4-instructional-policies/part-b-classroom-teaching-policies/gen-4-b-16-religious-accommodation

UW Oshkosh Student Conduct Policy

UW Oshkosh Student Conduct Policy: All students enrolled in the course are required to adhere to the UWS 14, Wisconsin Administrative Code. In essence, this policy stipulates that you must complete and hand in your own work and not cheat on examinations. Those who violate the honor code will be subjected to appropriate university sanctions. I have decided that ordinary sanctions would include the student receiving a zero for that assignment or a significant reduction in grade on the assignment on which the violation occurred. However, depending on the circumstances, an F for the course or dismissal from the University may be appropriate for certain instances of academic misconduct. The specific language used in the university's policy pertaining to Academic Dishonesty may be found in sections Chapter UWS 14. · For more information, please visit: www.uwosh.edu/deanofstudents/university-policies-procedures/academic-misconduct · www.uwosh.edu/deanofstudents/university-policies-procedures/documents/ChapterUWS14.pdf

Academic Dishonesty/Plagiarism

In the learning environment, professional attitude begins in the classroom. For that reason, students and faculty will not tolerate or commit any form of academic dishonesty. Any form of deception in the completion of assigned work is considered a form of academic dishonesty. This includes, but is not limited to:

- Copying work from any source.
- Assisting, or allowing another to assist you, to commit academic dishonesty.
- Any attempt to share answers whether during a test or in the submittal of an assignment.
- Any attempt to claim work, data or creative efforts of another as your own.
- Resubmitting graded assignments for use in multiple classes (recycling your work).
- Knowingly providing false information about your academic performance to the college.

Plagiarism is defined as copying the language, phrasing, structure, or specific ideas of others and presenting any of these as one's own, original work; it includes buying papers, having someone else write your papers and improper citation and use of sources. When you present the words or ideas of another (either published or unpublished) in your writing, you must fully acknowledge your sources. Plagiarism is considered a violation of academic integrity whenever it occurs in

written work, including drafts and homework, as well as for formal and final papers. To avoid plagiarism, do not "copy and paste" into assignments without using quotation marks and citing, in APA format, the source of the material.

ADA Statement

Students with disabilities needing academic accommodations should: 1) register with and provide documentation to the Student Disability Resource Center (SDRC); 2) bring a letter to the instructor from SDRC indicating that you need academic accommodations. This should be done within the first weeks of class. This and other class materials are available in alternative format upon request.

Academic Honor Statement

The Academic Honor System of the University of Wisconsin Oshkosh is based on the premise that each student has the responsibility: 1) to uphold the highest standards of academic integrity in the student's own work, 2) to refuse to tolerate violation of academic integrity in the University community, and 3) to foster a high sense of integrity and social responsibility on the part of the University community.

Art Supplies: We will use very basics for making your art projects such as color pencil, markers, copy paper, glue, scissors, watercolor, brushes, etc.

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/asie/), call 424-3080, email asie@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)

Disclosure Statement: The following disclosure statement: "Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:
https://uwosh.edu/financialaid/consumer-information/."

Calendar

Date	Topics & Activity	For Next Class
9/6	• Introduction & Orientation • Form teams	
9/13	• Introduce a hybrid animal project. • Brainstorm, plan, and discuss your assignment.	Read Chapter 1 and 2
9/20	• Discuss Chapter 1 and 2 in a team and whole class. • Make your team schedule for the assigned chapter discussion leader assignment. • Continue to work on your hybrid animal book (HAB) project. •	Read Chapter 3 Sensory Stimulation
9/27	• Present and discuss Chapter 3 by an assigned member of your team. • Select one or two adaptive art lesson ideas from the chapter and create your artwork and take a picture of each piece for your artwork portfolio. • Continue to work on your HAB project.	Read Chapter 4 Low Muscle Tone (Hypotonia)
10/4	• Present and discuss Chapter 4 by an assigned member of your team. • Select one or two adaptive art lesson ideas from the chapter and create your artwork and take a picture of each piece for your artwork portfolio. • Continue to work on HAB project.	Read Chapter 5: Visual Impairments

10/11	• Present and discuss Chapter 5 by an assigned member of your team. • Select one or two adaptive art lesson ideas from the chapter and create your artwork and take a picture of each piece for your artwork portfolio. • Continue to work on HAB project.	
10/18	• Discuss your learning experience. • Write and submit your first reflection paper about your learning experience. • Continue to work on your hybrid animal book project.	Read Chapter 6 Gross Motor Impairments
10/25	• Present and discuss Chapter 6 by an assigned member of your team. • Select one or two adaptive art lesson ideas from the chapter and create your artwork and take a picture of each piece for your artwork portfolio. • Continue to work on your animal project.	Read Chapter 7 Fine Motor Delays
11/1	• Present and discuss Chapter 7 by an assigned member of your team. • Select one or two adaptive art lesson ideas from the chapter and create your artwork and take a picture of each piece for your artwork portfolio. • Continue to work on your animal project.	Read Chapter 8 Intellectual Disabilities
11/8	• Present and discuss Chapter 8 by an assigned member of your team. • Select one or two adaptive art lesson ideas from the chapter and create your artwork and take a picture of each piece for your artwork portfolio. • Finish your animal book project.	
11/15	• Discuss your learning experience of HAB. • Present and exhibit HAB project.	Read Chapter 9 Hearing Loss
11/22	Thanksgiving: No Class	
11/29	• Present and discuss Chapter 9 by assigned members in your team • Select two or three adaptive art lesson ideas from the chapter and create your artwork and	Read Chapter 10 Emotional Behavioral Disabilities and Chapter 11 Final Thoughts

	take a picture of each piece for your artwork portfolio.	
12/6	• Present and discuss Chapter 10 and 11 by assigned members in your team . • Select two or three adaptive art lesson ideas from the chapter and create your artwork and take a picture of each piece for your artwork portfolio.	
12/13	• Discuss your learning experience. • Write another reflection paper about your learning.	

Websites for Art Lesson Ideas

- www.prekinders.com/category/art-ideas/
- kinderart.com/preschool-art-lessons/
- www.crayola.com/lesson-plans/pre-kindergarten/all-lesson-plans/
- education.asianart.org/explore-resources/no-keys/29%2C35
- www.enasco.com/free-activities-lesson-plans-arts-crafts
- www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/
- theartofeducation.edu/lesson-plans/?articleType=lesson-plan&hm_grade_level_terms=k-2

Online Resources of the Hybrid Animal Book Project

Botanical and animal illustrations:

- https://artsandculture.google.com/project/natural-history
- https://www.thisiscolossal.com/2020/01/biodiversity-heritage-library-free-download/
- https://www.smithsonianmag.com/smart-news/over-150000-illustrations-wildlife-are-available-online-free-180974167/

Pictures of mythological animals

- https://timesofindia.indiatimes.com/religion/web-stories/10-lesser-known-mythical-creatures-from-hindu-mythology/photostory/100091513.cms
- https://en.wikipedia.org/wiki/List_of_legendary_creatures_from_China
- https://en.wikipedia.org/wiki/List_of_Greek_mythological_creatures

Skelton of Pocket Monster illustrations

- https://www.deviantart.com/christopher-stoll/art/Pikachu-Anatomy-Pokedex-Entry-577285742

Life cycle illustrations:

- https://stock.adobe.com/search?k=animal%20life%20cycle

- https://www.istockphoto.com/illustrations/plant-life-cycle

Artists:

- Walton Ford
- Eva Sutton
- Beto Val
- Alexis Diaz

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.