COURSE SYLLABUS

Course Number: ARE 4740

Prerequisite(s): ARE3313, ARE3314, ARE 4355

Course Credit: 3

Course Title: Art Education II–Professional Orientation and Critical Evaluation

College: Arts & Sciences

Department: Visual Arts, Humanities & Theatre

Course Hours: 3

Required Text

Faculty Name: Nan Liu

Term and Year: Spring 2010

Place and Time: 107 Foster Tanner Fine Arts – Tuesday and Thursday 5:00-6:15pm

Office Location: 204 Foster Tanner Fine Arts-West

Telephone: 850-599-8756

E-mail: liunan88@yahoo.com or nan.liu@famu.edu

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
</table>

Course Description

This course is designed for students who are interested in teaching art at K-12 public and private schools or related institutions. The course will emphasize preparing teachers of art education. In this course, students will observe art classes in local public/private schools. Students will also interview art teachers. An in-depth qualitative research report will be created based on field observations and interviews.

Course Purpose

See Course Description

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Description</th>
<th>F</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,6,7</td>
<td>3</td>
</tr>
<tr>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>5,7</td>
<td>3,8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5,6</td>
<td>3</td>
</tr>
</tbody>
</table>

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Description</th>
<th>F</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 (K)</td>
<td>Know fundamental concepts in technology.</td>
<td>12</td>
<td>1,6</td>
</tr>
<tr>
<td>2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Description</th>
<th>F</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>6</td>
<td>2,5</td>
</tr>
<tr>
<td>3.2 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
<td>11,6</td>
<td>9,10</td>
</tr>
<tr>
<td>3.3 (S,D)</td>
<td>Show respect for varied (groups) talents and perspectives.</td>
<td>5,6</td>
<td>3</td>
</tr>
<tr>
<td>3.4(D)</td>
<td>Be committed to individual excellence.</td>
<td>3,9</td>
<td>5,9</td>
</tr>
<tr>
<td>3.5(D)</td>
<td>Recognize the importance of peer Relationships in establishing a climate for learning.</td>
<td>7,2</td>
<td>5,10</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

• CF 4
• Through this focal area, the FAMU professional education candidate will:

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Approved/Revised 10/30/07
| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F: 4,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F: 1,4 | I: 1,8 |

**PROFESSIONALISM**

- **CF 5**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5,9 |

**URBAN/RURAL EDUCATION**

- **CF6**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |

**Overall Goals of the Course**

Students will observe art classes in local public and private schools. Students also will interview art teachers. From field observations and interviewing art teachers, students interpret the meaning of teaching art in the context of contemporary K-12 public and private schools. The teaching methodologies, teaching philosophy, subject matter, and other aspects of teaching and learning applied by the art teachers will be examined.

**Specific Behavioral Objectives**

1. Field observation. Students will understand the real teaching in art classroom and find out some issues in teaching and learning art.
2. Interviewing art teachers. Students will interview art teachers, and learn the teachers’ training background, teaching philosophy, and teaching methodologies.

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4. Assessment. Students will understand important art theories and concepts applied by art teachers, and they will critically analyze professional teaching using art vocabularies in description, interpretation, and evaluation.

5. Knowledge of Subject Matter. Students will experience the four disciplines of art education: art production, art history, art criticism and aesthetics. They will learn techniques for integrating these components into the elementary/secondary classroom curriculum.

6. Critical Thinking. Student will explore critical/evaluative models for qualitative inquiry and reporting in educational contexts.

7. Role of the Instructor. Students will understand the role of the teacher in the classroom setting, including the idea of teaching and caring, empathy and communication with parents and school administration.

8. Diversity. Students will learn the meaning of multiculturalism through observing and communicating with teachers and students with diverse cultural backgrounds.

**National and State Standards Addressed in the Course**

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards:**

INTASC.1.D D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

INTASC.1.F D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

INTASC.1.G D: The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline.

INTASC.1.J P: The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.

**National Art Education Association (NAEA) content and achievement standard for Visual Arts K-12:**

6. Content Standard: Making connections between visual arts and other disciplines

Achievement Standard: Students

a. understand and use similarities and differences between characteristics of the visual arts and other arts disciplines

b. identify connections between the visual arts and other disciplines in the curriculum.

**Sunshine State Visual Arts Standard for K-12:**

Creation and Communication

Standard 1:

VA.B.1.2.11. Understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

**Florida Educator Accomplished Practices (FEAPs):**

1. Assessment
   1. PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.
   1. PRE. j Interprets, with assistance, data from various informal and standardized assessment procedures.

2. Communication
   2. PRE.g Provides opportunities for students to learn from each other.

3. Continuous Improvement
   3. PRE.f Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
   3. PRE.h Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.
   3. PRE.i Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

3. PRE.m Learns from peers and colleagues and develops professional relationships.

4. Critical Thinking
   4. PRE.a Provides opportunities for students to learn higher-order thinking skills.

5. Diversity
   5. PRE.a Accepts and values students from diverse culture and linguistic backgrounds and treats all students equitably.

6. Ethics
   6. PRE.g Maintains honesty in all professional dealings.
8. Knowledge of Subject matter
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skill using that knowledge.
8. PRE.a Communicates knowledge of subject matter in a manner that enables students to learn.
8. PRE.b Increases subject matter knowledge in order to integrate the learning activities.
8. PRE.d Acquires currency in her/his subject field.
9. Learning Environments
9.1 The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.
9. PRE.a Practices a variety of techniques for establishing smooth and efficient routines.
10. Planning
10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately.
10. PRE.a Identifies student performance outcomes for planned lessons.
11. Role of the Teacher
11.1 The Preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.
11.PRE.a Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws(State and Federal) and court-ordered Consent Decrees which assure the rights of students.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

15. Knowledge of art criticism processes
15.5. Judge the relative merit of an art work based on established criteria.
17. Knowledge of major theories of learning in art
17.1 Identify events and persons instrumental in the historical development of art education.
17.2 Identify the social and philosophical foundations of art education.
18. Knowledge of research, professional organizations, and journals
18.1 Identify issues and trends in current art research.
18.2 Identify activities in professional art and art education organizations.
18.4 Identify and interpret resources that can be used to address a range of educational objectives.
19. Knowledge of equity, fairness, and diversity in art education
19.1 Identify modifications and accommodations specific to the instruction of art to meet individual needs of students.
19.3 Identify curricula to include various cultural and ethnic groups.
20. Knowledge of assessment and evaluation in art education
20.1 Identify formative and summative methods for evaluation of student learning.
20.2 Apply evaluative and diagnostic processes to individual works of students.
21. Knowledge of connections between visual arts, other disciplines, and real-world applications
21.2 Determine art resources and activities within the community.
21.3 Determine the relationship of art to other disciplines.
21.4 Identify the roles of visual images in contemporary culture.

**Professional Organization/Learned Society Standards**
National Art Education Association (NAEA)-National Visual Arts Standards for Grades K-12; Sunshine State Standard-Visual Arts K-12; Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills; Florida Educator Accomplished Practices (FEAPs); Interstate New Teacher Assessment and Support Consortium (INTASC) Standards; and the Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC Standards</th>
<th>FEAPs</th>
<th>FTCE</th>
<th>NAEA</th>
<th>SSS</th>
<th>PEU Conceptual</th>
</tr>
</thead>
</table>
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Approved/Revised 10/30/07
<p>| Field Research Assignment | 1. Students observe art classes in local public and private schools. 2. From field observations and interviewing art teachers, students interpret the meaning of teaching art in the context of contemporary K-12 public and private schools. 3. Teaching methodologies, teaching philosophy, subject matter, and other aspects of teaching and learning applied by the art teachers will be examined. 4. Students understand the role of the teacher in the classroom setting, including the idea of teaching and caring, empathy and communication with parents and school administration. | 1.D; 1.F; 1.G; 1.J | 1. c;1.j;2. g; 3.f;3.h;3.l;3.m;4.a; 5.a; 6. g;8.1; 8.a; 8.b;9.1; 9. a;10.1; 10. a;11.1. | 15.5;17; 17.1; 17.2;18;18.2 ; 19;19.1;19.3 ; 20;20.1; 20.2; 21; 21.2;21.3; 21.4. | V.A.B.1.2.11 | 1.1;1.2;1.3;1.4;3. 1.3.2;3.2;3.4;3.5 ;5.1;5.3;5.4;5.6; 5.7;6.1;6.2;6.3. |
| Interviewing Art Teachers | Students conduct three interviews to art teachers. | 1.F; 1.G | 3.f; 6.g; | 3.1; | V.A.B.1.2.11 | 2.3;2.5; |
| Current Issues in Art Education | Current issues of teaching art education in public/private school will be | 1.D; 1.F; 1.G; 1.J | 8.b;11.a; | 18.1 | 6.a;6.b; |</p>
<table>
<thead>
<tr>
<th>Assessment Trends in Art Education</th>
<th>Students understand important art theories and concepts applied by art teachers, and they will critically analyze professional teaching using art vocabularies in description, interpretation, and evaluation.</th>
<th>1.D; 1.J</th>
<th>19.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Report</td>
<td>Consisting of a critical/interpretive examination, field notes, and report on a program of the student’s choice. Evaluation of the final report will be based on the holistic sense of the paper as being genuinely reflective of the experience reported (60%),</td>
<td>1.D; 1.J; 3.1;</td>
<td>18.4; V.A.B.1.2.11 4.1; 4.3; 4.4</td>
</tr>
</tbody>
</table>

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(K)=Knowledge  (S)=Skill  (D)=Disposition
the grammar, spelling, syntax, and organization of the paper (20%), the quality and relevance of the supporting materials (20%).

Topical Outline

The content will include a 30 hours field observation of art classes and 3 interviews of art teachers in local public/private schools, weekly written field notes and a final research report.

Teaching Methods

a. Lecture
b. Field observation
c. Interview
d. Writing field observation notes
e. Critical evaluative models for qualitative inquiry

Course Evaluation

There are three components in this course: class participation, weekly field observation notes, and final report consisting of a critical/interpretive examination, field notes, and report on a program of the student’s choice. Evaluation of the final report will be based on the holistic sense of the paper as being genuinely reflective of the experience reported (60%), the grammar, spelling, syntax, and organization of the paper (20%), the quality and relevance of the supporting materials (20%). The final grade will be an average of the grade received on all assignments.

Attendance……………………………………….30%
Weekly field notes………………………………..40%
Final report………………………..........................30%

Grading

1. Personal efforts and improvement.
3. Successfully completing all assignments.
4. Class participation and attendance.

A. Superior: Excellent work in concept and professional knowledge development. Shows thought and strong effort.
B. Work which surpassed the project’s requirements. Research is of good quality and shows above average level of effort.
C. Average work which is acceptable and fulfills the project requirements.
D. Below average work. Poorly conducted and shows a lack of effort.
F. Incomplete projects resulting from excessive absences.

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I. An incomplete grade is reserved for a student with a passing grade that cannot complete the course because of extraordinary circumstances. The work is to be completed the next term that the student is enrolled or the grade will become an F.

Course Policies

Attendance

**Attendance is mandatory to take advantage of the information and the varying exercises provided in class.** Each student is allowed one (1) unexcused absence per credit hour. Each absence (unexcused) over that prescribed amount will result in the lowering of the final grade by one letter grade (e.g.: A to B, B to C, etc.).

The Sign-in Roll is collected each class period. Punctuality is important and can have an adverse effect for excessive tardiness. Please try to be in class on time. Early departure can also have an adverse effect so be prepared to work the entire class period.

No cell phone in class.

Assignments

All assignments must be completed by the specified due date. There will be no submissions thereafter. Late work will not receive full credit. Your attendance is essential due to the experiential nature of this course. An email or phone message is expected when a class must be missed.

The final research report must consist of 30 hours field observation notes (at least 30 pages) and 3 interviews transcripts (at least 3 pages) and 10 pages critical interpretive examination. Photographs, drawings, and other supporting artifacts or primary source materials are highly encouraged.

Tentative Course Calendar

**Calendar (Subject to Change)**

**Week 1**
Introductions/course requirements

**Week 2**
Contact schools and art teachers for possible observations and interviews. Start first week’s observation.

**Homework**: Write field observation notes (5-10 pages).

**Week 3-10**
Continue observations.

**Homework**: write field observation notes (40 pages).

**Week 11-15**
Interview art teachers and write research report.

**Homework**: write interview transcripts (6 pages), and research report (10 pages).

BIBLIOGRAPHY

**Required Text (available at FAMU Bookstore)**


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**Additional Journal Readings**

1. Art Education
2. Studies in Art Education
3. School Art