I. Syllabus for EDU 41504 Integrated Visual Arts Methods I

A. Course number and title
   EDU 41504 Integrated Visual Arts Methods I

B. Catalog description
   Instructional objectives, teaching strategies, evaluation, and media instruction in the visual arts for age three through age 21. A twenty hour field experience is required for this course. This experience will be supervised by the instructor of the course.

C. Rationale
   Each course included in the BFA Program has a relationship to the department’s Goals, as stated in the BFA Program Policies Manual.
   This Studio Foundations Course is designed to instruct the student in key technical and formal skills necessary for application in a variety of media and methods.
   This course may be used to satisfy the content area of the Bachelor of Science in Education Degree, with licensure in Multi-Age Visual Arts. The content standards that this course addresses are the following:
   1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.3, 4.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 8.4, 3.5, 4.1, 4.4, 4.5, 4.6
   4.7, 7.5, 3.2, 5.3, 6.4, 6.5, 7.1, 7.2, 7.3

D. Intended audience
   Students enrolled in the Multi Age Visual Arts Licensure Program

E. Credits
   Four (4) credit hours.

F. Instructor
   Adjunct
   Office:
   Office Phone:
   Office Hours:

G. ADA Statement
   If a student wished to be identified as having a physical, mental, or learning disability that may require accommodation(s), that student must register with the Office of Accessibility as soon as reasonably possible. The registered student should identify himself/herself to each instructor in a reasonable timeframe by providing a written statement from the Accessibility Office which indicates the appropriate accommodations. The Office of Accessibility phone is (740) 245-7339 and is located in Rhodes Hall room 116.

II. Course Goals and Objectives
   The goal of this course is to prepare students to teach art history, studio art, art criticism and aesthetics to elementary through middle school students.
   The following objectives are created to enable the pre-service art teacher to:
   A. Clearly state goals and purpose for teaching in general, for art in particular, and for specific units of instruction within the field of art. The pre-service teacher will be able to construct these goals into a framework that integrates various methods of instruction and various art materials.
   B. Be familiar with art supplies and written materials available in the fine arts and be able to select materials appropriate to the stated goals of teaching experiences.
   C. Demonstrate knowledge of studio and content areas of art with contributions to class discussions.
   D. Be familiar with art experiences and materials that are appropriate for "at-risk" students including but not limited to multiply-handicapped students with
physical, emotional or mental handicaps, learning disabled students and poverty stricken students.
E. Be familiar with appropriate art experiences considering various multicultural populations.
F. Develop a variety of teaching methods appropriate for different ages and ability levels of students. These methods should be consistent with national and state standards.
G. Develop self-evaluation skills through self-assessment of teaching performances in simulated and real classroom settings.
H. Demonstrate skills in evaluating elementary and middle school level artwork and performance.
I. Develop an understanding of appropriate professional behavior, as well as recognize the need for professional relationships with local, state, and national art organizations.
J. Develop familiarity with current research in the field of art education through investigation of publications from the National Art Education Association and documents from other Art Education Associations.

III. Course Readings
These texts or the latest copyright of these texts will be utilized for instruction, as well as, other reading assignments that the instructor deems necessary.

IV. Instructional Procedures
A variety of instructional procedures will be used including by not limited to lecture, discussion, demonstration, hands-on experiences, peer teaching/critiquing, and multi-media presentations.

V. Course Requirements: Refer to included course requirements sheet.
Grading and Evaluation: Students will be graded through use of teacher observation and rubric formats as well as possible written evaluations. Students will be graded on but not limited to completion of course requirements, participation, completion of observational clock hours, and written assessments.

VI. Attendance Policy: Attendance is mandatory. Excessive absences will be reflected in the student’s final grade.

VII. Course Schedule
To be announced.

EDU 41504 Course Requirements: These requirements are subject to change as per
the instructors choice including additions and subtractions to the following list excluding the mandatory 20 clock hours of observational field experience.

3-Ring Binder should contain the listed below by the end of the semester:

1. A copy of student created resume with 3 references.
2. Cover letter
3. Philosophy of Education
4. Ohio Visual Art Standards
5. National Visual Art Standards
6. Calendar of Semester (what you have to do and when, where you need to be and when) in an effort to stay organized.
7. Pre-service teacher’s classroom rules and those of participating in-service teacher.
8. Time sheet (Record of observational clock hours, signed by participating teacher)
9. Videotape of lesson being taught in a mock format with other pre-service teachers as students.
10. Videotape of one lesson being taught during field experience hours.
11. Interview questions and answers.
12. 10 Elementary Art Lessons including assessment rubric. Three to Five of these lessons should show a scope and sequence either horizontal or vertical to the curriculum.
13. 5 Middle School Art Lessons including assessment rubric
14. Section for notes/handouts.
15. Classroom handouts that request student response.
16. Choose 6 lessons to write out completely from beginning to end how the lesson would progress in an approx. 40-minute class period.
17. Critique of other classmates mock lesson.
18. Self-evaluation critique of mock and actual lesson with particular attention to similarities and differences in the two lessons. Student should address what works, what didn’t work, and what to do differently to achieve desired outcome.
19. Questions that the student would like to have answered from a veteran teacher.
20. Daily reflections of class time and observational clock hours.