

Dr. Elizabeth Ashworth
Office: A243A
Office Hours: before and after class,
or by appointment

Phone: (705) 474-3461 x.4463
Email: liza@nipissingu.ca
Web site: <http://faculty.nipissingu.ca/liza>

COURSE OUTLINE

EDUC 4839 – Senior Visual Arts Teachable

Fall 2017

Course Description:

EDUC 4839 Visual Arts (Senior)

Prerequisite: This course is open only to Bachelor of Education students admitted on or after September 2015. Hours: 36

Credits: 3

Teacher candidates merge their own studio experience with current art education theory, philosophy, and methodology, and enrich their content knowledge in a variety of media. They explore portfolio building, long-term planning, visual inquiry, and studio work through various teaching strategies and approaches for senior division learners.

Course Learning Outcomes:

The standards of practice and the ethical standards for the teaching profession have been embedded in the learning outcomes for this course. By the end of this course, teacher-candidates will:

- Demonstrate a broad understanding of factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality);
- Understand a range of learning theories and how they support learning;
- Demonstrate understanding of diverse and inclusive learning environments;
- Develop interdisciplinary knowledge related to environmental awareness, social justice and equity, Indigenous education, technology, character education, local/national/global communities and citizenship, historical context, etc.;
- Develop subject-specific knowledge and pedagogy relevant to instruction, assessment, and evaluation;
- Develop awareness of various instructional resources that support learning;
- Develop critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment and evaluation to inform professional practice;
- Select appropriate teaching/assessment/learning methodologies to advance learner growth based on a process of gathering, reviewing, interpreting, and evaluating;
- Develop awareness of how various technologies enhance learning;
- Acquire an understanding of subject-specific and general teaching methodologies, strategies, and techniques;
- Demonstrate understanding of the relationship between assessment, evaluation, instructional planning, and their impact on learning;
- Select and justify the choice of subject-specific and general instructional methodologies, strategies, and techniques;
- Integrate into classroom instruction interdisciplinary knowledge related, but not limited to, curricular areas, environmental awareness, social justice and equity, Indigenous education, technology, character education local/national/global communities and citizenship, historical context, etc.;
- Respond to factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality) with adaptations to pedagogy where necessary;

- Select appropriate instructional resources to advance learner growth based on a process of gathering, reviewing, interpreting, evaluating;
- Construct appropriate learning plans (e.g., lesson plans, longer-range plans, individual education plans) within the context of assessment of learners' needs, the learning environment, provincial expectations, etc.;
- Actively engage in critical and analytical thinking through reflective practice before, during, and after teaching/learning opportunities;
- Demonstrate personal, practical, and professional growth in response to feedback provided in various settings;
- Demonstrate an ability to communicate accurately and reliably in various written and oral forms (e.g., multimedia, interviews, reports);
- Demonstrate and model ethical, professional, and appropriate language conventions in all communication;
- Interact ethically, professionally, and appropriately in a range of settings with diverse populations (e.g., learners, families, school administrators, universities, cultural groups, external audiences);
- Demonstrate an understanding of limits to their own knowledge and ability;
- Demonstrate an appreciation of the uncertainty, ambiguity, and limits to knowledge (e.g., self, student, content, context) and how this might influence learning (e.g., environment, instructional cycle);
- Demonstrate an understanding of the limits of educational systems in various contexts;
- Demonstrate an awareness of the changing nature of educational research/theory and how this impacts practice;
- Engage in ongoing reflective practice;
- Demonstrate an ability to manage their own learning in changing circumstances, both within and outside the discipline and to select appropriate professional development opportunities in order to improve practice and enhance learning;
- Practice in compliance with the *Ethical Standards* and *Standards of Practice for the Teaching Profession* of the Ontario College of Teachers, and the *Education Act*;
- Embody a sound professional identity through an ongoing process of observing, discerning, critiquing, assessing, and acting accordingly;
- Exhibit behaviour in multiple contexts consistent with academic integrity and social responsibility;
- Develop qualities and transferable skills necessary for further study, employment in non-educational settings, community involvement, and other activities requiring:
 - exercising initiative, personal responsibility and accountability in both personal and group contexts;
 - working effectively with others;
 - decision-making in complex contexts.

Teacher-Candidate Outputs:

By the end of this course, teacher-candidates will:

- demonstrate a level of competency in modelling the appropriate uses of materials, tools, resources, studio techniques, and media experiences appropriate for visual arts learners in the Senior grades;
- successfully complete a hands-on art history project;
- create a course plan appropriate for senior secondary learners that is informed by Ministry guidelines and current art education research.

Important Course Policies:

1. This course outline contains all pertinent information with regard to the outcomes and outputs for this course.
2. Students are expected to arrive for class on time, be prepared (e.g., required readings completed before class), and to conduct themselves professionally. This means that activities such as talking out of turn, completing work for other courses, listening to music, checking phone messages, web-surfing, and using

computer applications such as e-mail and Facebook are inappropriate in-class activities and are a distraction to you, your classmates, and the instructor.

3. Students must use their Nipissing e-mail address when e-mailing the course instructor. All e-mail communication should be professional in tone and content, and in keeping with the Foundations of Professional Practice as found on the website for the Ontario College of Teachers.
4. If a student is absent for a scheduled test or in-class assignment, it is the student's responsibility to contact the instructor as soon as possible. The student must provide documentation for the absence before a request to make up missed work will be considered.
5. Students are responsible for keeping back-up copies of all written work and assignments for this class.
6. All of the components for evaluation must be completed in order to gain the credit associated with this course. Assignments have identified due dates. Work must be submitted on time. Extensions must be negotiated prior to the due date and will only be considered in cases of extenuating circumstances and at the discretion of the professor. A late penalty of **5 per cent** per instructional day will be assessed on all late assignments.

Intellectual property, copyright and privacy:

All materials developed for this course, including, but not limited to, lectures, lecture notes and slides, assignments, examinations and syllabi, that are provided in class or online, are the intellectual property of the course instructor. Recording lectures in any way is prohibited unless express written consent has been granted by the instructor. Posting, providing, sharing or selling unauthorized audio, video, or textual material violates an instructor's intellectual property rights, the Canadian Copyright Act, and may violate the rights and privacy of others in the classroom. Failure to follow these instructions is in contravention of the university's Code of Student Rights and Responsibilities. Participation in this course constitutes an agreement by all parties to respect the intellectual property and privacy of others during and after their association with Nipissing University.

Additional Information:

The **attendance policy** is found at the following link:

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Attendance.aspx>

Please refer to the Nipissing University **policy on academic dishonesty** in the Course Calendar -

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#dishonesty>

For **appeals** unrelated to academic dishonesty, please refer to the Student Appeals Committee guidelines -

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#appeals>

Students who require **additional services and accommodations** in class and for exams are encouraged to self-identify with disability services at the beginning of the term so that accommodations can be made to meet the students' needs. All accommodations are arranged through Disability Services, not by the course instructor. Please refer to the Disability Services site for more information and forms -

<http://www.nipissingu.ca/departments/student-development-and-services/disability-services/Pages/default.aspx>

Course Content:

The importance of a visual arts education in the growth and development of intermediate learners will be addressed. Current curriculum issues, trends, and design techniques will be discussed and integrated into all components of the course via direct instruction, small group interaction, peer presentations, inquiry, problem solving, and co-operative learning. Workshops in design, studio, and history will augment course candidates' prior visual arts knowledge and respond to individual needs. Course candidates will have opportunities to create supportive networks, receive feedback from peers and the instructor, and show response to art creation

and professional reading via reflective practice. This course is part of a connected and integrated professional preparation program.

The Senior Visual Arts teachable supports the Ontario Ministry of Education document:

Aboriginal perspectives: A guide to the teacher's toolkit (2009)

Acting today, shaping tomorrow: A policy framework for environmental education in Ontario schools (2009)

Creating pathways to success, an education and career/life planning program for Ontario schools: Policy and program requirements, kindergarten to grade 12 (2013)

Environmental education: Scope and sequence of expectations (2011)

Growing success: Assessment, evaluation, and reporting in Ontario schools, first edition, covering grades 1-12 (2010)

The Ontario Curriculum, Grades 11 and 12, The Arts (revised)

Evaluation Procedures:

In order to be successful in this course, teacher candidates must complete **all** assignments. The penalty for late submission of an assignment is **5% per calendar day**. Exceptions will be made for special circumstances; however, teacher candidates must request an extension by contacting the professors in writing prior to the due date. Failure to complete or submit an assignment will result in an assigned grade of **"0"** for the assignment. Punctual and regular attendance is essential for the successful completion of this course. In case of an absence, please contact the professor and Carrie Demers (Faculty of Education office, ext. 4888). If a teacher candidate is absent for 20% of the total hours (approximately 7.2 hours) in connection with this course, the Division Chair and the Associate Dean will be contacted and the candidate will be in jeopardy of losing the course credit.

Assignments and Due Dates:

1. Re-design Assignment = 30% Due by Friday, September 29, 2017

Each teacher candidate will be responsible for creating a new design for a public space at Nipissing University, with the intent that the space could be used as a teaching/learning space and incorporate the elements and principles of design. More information will be provided in class.

2. Long-term Planning Assignment = 50% Due by Friday, December 1, 2017

Each teacher candidate will be responsible for writing a course plan, including unit plans, appropriate for teaching senior secondary level learners (grades 11-12). It may be media-based or theme-based in content. More information will be provided in class.

3. Hands-on Art History Assignment = 20% Due by Friday, December 15, 2017

Each teacher candidate will be responsible for creating a hands-on art history sculpture and writing a reflection as to its place in the Senior visual arts curriculum (e.g., planning, implementation, etc.). More information will be provided in class.

References:

All references and resources are available on my web site.

EDUC 4839 (Senior Visual Arts) Course Schedule:

WEEK	DATE	LENGTH	TOPIC	HOMEWORK
Observation Week	Sept. 5-8	Have	Fun	Observing!
1	Sept. 11, 14	2 x 2 hours	Introductions; Course outline, resources; design review and drawing activity; intro to re-design assignment; assignment planning & prep time	See course outline, re-design assignment, drawing & design resources on Liz's web site
2	Sept. 18, 21	2 x 2 hours	Senior visual arts curriculum; re-design assignment prep-time	See curriculum resources on web site; work on re-design assignment; Gallery Hop in downtown North Bay (Friday evening)
3	Sept. 25, 28	2 x 2 hours	Assessment & evaluation; re-design assignment prep time; assignment sharing session (September 28)	See assessment & evaluation resources on web site Work on re-design assignment; Re-design assignment due by Friday, September 29 (30%)
4	Oct. 2, 5	2 x 2 hours	Intro to unit and course planning; intro to long-term planning assignment; assignment prep time	See long-term planning assignment and resources on web site
Practice Teaching	Oct. 9- Nov. 10	Have	Fun	Teaching!
5	Nov. 13, 16	2 x 2 hours	Painting workshop; long-term planning assignment prep time	See painting resources on web site; work on long-term planning assignment
6	Nov. 20, 23	2 x 2 hours	Printmaking workshop; long-term planning assignment prep time	See printmaking resources on web site; work on long-term planning assignment; Gallery Hop in downtown North Bay (Friday evening)
7	Nov. 27, 30	2 x 2 hours	Painting and printmaking, cont'd; long-term planning assignment prep time; assignment sharing session (Nov. 30)	Work on long-term planning assignment; Long-term planning assignment due by Friday, December 1, 2017 (50%)
8	Dec. 4, 7	2 x 2 hours	Intro to art history/criticism, sculpture in the senior grades; intro to hands-on art history assignment; assignment prep time	See art history/criticism, sculpture resources, hands-on art history assignment on web site; work on hands-on art history assignment
9	Dec. 11, 14	2 x 2 hours	Marketing and management for high school art programs; hands-on art history assignment prep time; assignment sharing session (December 14); professor evaluations	See marketing/management resources on web site; work on hands-on art history assignment; Hands-on art history assignment due by Friday, Dec. 15, 2017 (20%); Take all artwork home, have a restful holiday, see you at convocation!