

# Introduction to Arts Education

## 視覺藝術教育理論

**MV 5102, Fall 2008**

**3 Credit hours (Gradate)**

Time: Thursday. 9:10 am ~12:00 noon

Room: 美教 307

National Dong Hua University- Meilun

College of the Arts

Dept. of Visual Arts Education

Office TEL: 03/ 822-7106 ext. 1930

### Instructor:

Rita Chu, Ph.D. (朱景美)

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Office: 美教 307-3

Office Hours: TBA (to be announced) and by appointment

### Course Description:

This course is to introduce you to critical studies in the field of art education. Issues and arguments will be introduced to you and further discussed. The history of art education will come to embrace you, while you are becoming a member of art education. This course is not meant to give you answers. Rather, it is intended to raise more questions in you. In so doing, you are to become a critical thinker who is accustomed to careful consideration of theories and practices in the field of art education.

### Course Objectives:

It is hoped that through reading, discussion, lecture, and various activities in this course, you will

- Obtain a broad understanding of contemporary issues commonly discussed in the field of art education;
- Develop some conceptual tools that can facilitate your learning and research;
- Begin to question what you have learned, thereby constructing your own knowledge, rather than taking in everything as given; and
- Begin to consider what other art educators are considering and start to look for better understanding and solutions to the problems that bug many art teachers. Put it simply, you'll become a reflective art educator.

### Format of the Course:

This class will take place in such formats as reading, writing, discussion, presentation, and in-class exercises. The artist-study assignment is intended to prepare you as an art teacher who is also an independent researcher.

### Required Texts:

A packet of readings will be put together for you. Ask the TA for this class about it.

## Responsibilities and Course Policies:

1. **Attendance:** As you will be a teacher, timely attendance is a sign of your professionalism. Your regular and timely attendance is required. **All absences require an email to the instructor explaining the reason for the absence, preferably before the class meeting.**

In order for an absence to be excused, you must provide appropriate documentation (i.e., a medical excuse from your doctor). The document must be received **no later than** the class following the absence, unless otherwise arranged with the instructor. **A student's final course grade will be reduced by half a letter grade for each unexcused absence that occurs after one excused or unexcused absence.** A student may fail the course due to poor attendance. It is your responsibility to meet with the course instructor to discuss extended periods of absence due to medical problems.

Three (3) incidents of unexcused tardiness and/or leaving class early equals to one unexcused absence.

2. **Guidelines for Class Discussions:** Students are expected to use appropriate terms and language within all course discussion. Racial slurs, derogatory names or remarks disrespectful of the rights and dignity of "others" will not be tolerated. Beliefs and worldviews divergent from yours may be shared, and respect for those differences is to be maintained within the classroom.
3. **Class Participation:** Active participation in classroom activities, discussions, and fieldtrips is a course requirement and counts for 10% of the final course grade. Class participation is evaluated daily. Therefore, excessive absences and highly inconsistent participation will impact class participation grades negatively. Quality participation includes consistent attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions and other activities, working constructively in large and small groups and submitting assignments on time.
4. **Late Assignments:** **Assignment grades are reduced by 1/2 a letter grade for every weekday an assignment has not been handed in after the assigned due date.** Late assignments can be handed in at the beginning of class on scheduled class days, during office hours, or in the instructor's mailbox. Written assignments cannot be handed in as email attachments unless a student has received the instructor's prior approval. All assignments are due in **hard copy** form at the start of class.
5. **Plagiarism:** Copying/claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. APA citation style should be used when using words or ideas of other people. Suspected cases of plagiarism will lead to serious consequences that range from probation to expulsion. Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

## ADA Statement:

If you need an accommodation based on the impact of a disability (in accord with the Office for Disability Services), please contact me as soon as possible so that we can discuss the course format, anticipate your needs, and explore potential accommodations.

## Assignments:

### Leading Discussion:

Learning takes place in its application. By discussing what you have read, your own ideas start to take shape. Discussing your understanding about the reading actually helps yourself while helping others.

Discussion leaders will be assigned to lead the discussion about the reading in the class. But worry not. You are not discussing alone. I am always with you. If you want extra materials, need help, or have certain creative ideas, you are welcome to discuss with me. Creativity is always welcome.

To be an engaging discussion leader, you might consider the following:

- 1.1) **Prepare an outline of the article** for everyone in the class (don't forget about me);
- 1.2) **Design activities** that promote an investigation of important concepts, theories, issues, images, etc. presented in the article;
- 1.3) Provide images, objects, or additional presentational aids related to the reading to stimulate discussion;
- 1.4) Share your own personal experiences to invite others to share theirs;
- 1.5) Relate the topic to the current social events or common practices;
- 1.6) Provide **some guiding questions** that encourage discussion from both theoretical and self-reflective perspectives. Good questions always encourage discussions.

### Reflections and Questions (R'n'Q):

On each assigned reading, you are required to write your reflections upon what you have read. It needs not to be long, but it should be closely related to the main ideas the reading is discussing. Your reflections are an important part of this course, as they help you personalize what you read and often lead you to new insight and ideas.

After reflection of the reading, you need to raise a question based on the reading or your reflections. Please keep this question as one paragraph by itself.

Following question paragraph, you answer your question in one or two, or more, paragraphs. To do so, your question should not be a simple, easily-answered question. Otherwise, you might not be able to write much thereafter, and the quality of this answering will not be high.

The R'n'Q paper is due at the beginning of the class when the respective reading is due. No make-up for this assignment, unless otherwise arranged.

Should you have to be absent, please email me your R'n'Q before the class, even though you won't be able to attend the class.

### Artist Study:

Some children's story books about Western greatest artists have been reserved for you in the Meilun-campus library. You are expected to pick one from them as your choice of the artist to study. The study will be your teaching lesson for the class. Thus, the class will be your students, and the book is the content of your teaching. You are very welcome to add extra materials to help your learners understand their learning subject.

**Final Paper:**

For this assignment, you need to write an essay at least 8 pages and no more than 12 pages. The topic for your final paper can be derived from your R'n'Q papers. Sometimes, this process can lead you to a good research topic for your thesis in the future.

**Grading:**

|                                     |           |
|-------------------------------------|-----------|
| Leading Discussion                  | 15        |
| Assignment 1                        | 5         |
| R'n'Q                               | 10        |
| Artist study                        | 10        |
| Final paper:                        |           |
| (Proposal & Draft 1)                | 10        |
| Final Draft                         | 25        |
| Final Presentation                  | 10        |
| <u>Participation and activities</u> | <u>15</u> |
| <br>TOTAL                           | <br>100   |

(Note: This total is only 2/3 of your final grade of this course)

**Grading Scale:**

|            |           |                     |
|------------|-----------|---------------------|
| A : 100-95 | A-: 94-91 |                     |
| B+: 90-87  | B : 86-83 | B-: 82-80           |
| C+: 79-75  | C : 74-70 | C- /F: 69 and lower |

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MV 5102, Fall 2008

## Tentative Schedule

|         | Thur.                 | Activities                      | Assignments                                            | Reading Due                                                                          | Disc           | Artist   |  |
|---------|-----------------------|---------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------|----------------|----------|--|
| W<br>1  | 09/18                 | Syllabus overview               |                                                        |                                                                                      |                |          |  |
| W<br>2  | 09/25                 | Discussion                      | <b>Due:</b><br>Assignment 1:<br>Instructional<br>tools | In the Trenches                                                                      | 玫吟             |          |  |
| W<br>3  | 10/02                 | Discussion                      |                                                        | A Disciplines approach to Comprehensive Art Education (DBAE)                         | 芸竹<br>明栖<br>惠琳 | 玫吟<br>貴軒 |  |
| W<br>4  | 10/09                 | Discussion                      |                                                        | A Disciplines approach to Comprehensive Art Education (DBAE)                         |                | 韻竹<br>可玉 |  |
| W<br>5  | 10/16                 | Discussion                      |                                                        | <i>Curriculum Problems at Century's End: Art Education &amp; Postmodernism.</i>      | 貴軒<br>淑玫       | 孟潔<br>芸竹 |  |
| W<br>6  | 10/23                 |                                 |                                                        | <i>Curriculum Problems at Century's End: Art Education &amp; Postmodernism.</i>      | 安娜             | 姿羽<br>季湄 |  |
| W<br>7  | 10/30                 | Discussion                      |                                                        | <i>Making the Familiar Strange: A Community-Based Art Education Framework (CBAE)</i> | 姿羽<br>韻竹       | 安娜<br>明栖 |  |
| W<br>8  | 11/06                 | Discussion                      | Start your final paper                                 | <i>Children Never Were What they Were: Perspectives on Childhood</i>                 | 孟潔<br>可玉       | 昇宏<br>瑋晏 |  |
| W<br>9  | 11/13                 | Discussion                      |                                                        | <i>Beyond Visual Culture</i>                                                         | 瑋晏<br>季湄       | 淑玫<br>惠琳 |  |
| W<br>10 | 11/20                 | Discussion                      |                                                        | <i>Beyond Visual Culture</i>                                                         | 昇宏             |          |  |
| W<br>11 | 11/27                 | Independent Study               |                                                        |                                                                                      |                |          |  |
| W<br>12 | 12/04                 | Presentations                   | <b>Due:</b><br><b>Final paper</b>                      | Presentations<br>(Everyone has to be present.)                                       |                |          |  |
|         |                       |                                 |                                                        |                                                                                      |                |          |  |
|         |                       |                                 |                                                        |                                                                                      |                |          |  |
|         |                       |                                 |                                                        |                                                                                      |                |          |  |
|         | <b>2009<br/>01/01</b> | <b><i>Happy New Year !!</i></b> |                                                        |                                                                                      |                |          |  |
|         |                       |                                 |                                                        |                                                                                      |                |          |  |