

Teaching Artist: Theory and Methods

Fall 2009

LA 301, 3 Credits

Tuesday and Thursday

10:00–11:20AM

Western 402, note meetings locations on attached schedule

Lynda Monick-Isenberg, Associate Professor

lmi@cva.edu

Course website: <http://faculty.cva.edu/LMI/home4.html>

Office 651.757.4068

Office Hours

Mon – 12:00-3:00

Tues/Thurs – 3:00-4:00

Wed – 12:30-3:00 and by appointment by appointment Library second floor

I. COURSE DESCRIPTION

This is the first of a two-course sequence that prepares CVA students to become Teaching Artists. Teaching Artist: Theory and Methods engages students in the theory and practice of the Teaching Artist in the schools and community. Students explore teaching and learning in an historical and contemporary context, applying theory in both arts infused peer presentations and direct team teaching in the classroom. Teaching artists, arts administrators, and leaders in the art education community present models of teacher artist collaborations, inquiry based learning, arts-infused curriculum, classroom management strategies and school culture. The course provides the opportunity for peer teaching classroom observation and participation, and introduces students to teaching artist residency opportunities.

II. LEARNING OUTCOMES

- A. Develop and apply basic teaching skills
- B. Develop and implement arts classroom management skills and strategies
- C. Create, prepare, implement, and assess student visual arts infused lessons
- D. Familiarized and apply Minnesota Graduation Standards to visual arts planning
- E. Gain access to and information from Minnesota based arts organizations that offer artists residencies statewide
- F. Prepare for TA spring practicum experience

III. METHOD OF ASSESSMENT

Students will be assessed using the Tuning Protocol in group evaluations of peer and team teaching. A written evaluation form found on the website will be used by the instructor and each class member for individual and self evaluations of lesson presentation. Specified rubrics will be used for presentations, essays, and research papers.

IV. COURSE REQUIREMENTS**A. Evaluation and Grading**

Your performance in this class will be evaluated in several different ways during the semester. There will be a narrative evaluation at mid-semester as well as graded evaluations of your assignments. CVA academic policies specify standards for evaluation.

1. Classroom assignments and participation in class and presentation will determine 50% of final grade, out-of-class assignments 50%.
2. Final grade is derived from full participation and accomplishment in class, lab, lecture, and field trips; individual meetings regarding peer presentations with instructor outside of class meeting schedule; punctual completion of weekly assignments, Jackson school observations and team taught presentation; peer lesson plan preparation, presentation, and assessments; and research paper and deadlines.

3. Students are required to create two written lesson plans and promptly submit to the instructor through e-mail. One for the individual peer teaching projects and the other for the team-taught arts infused project at Jackson School.
4. Letter grades for assignments and class participation will be determined as follows:
 - A – excellent: advanced study, skill development, and execution evident in all assignments Exemplary leadership and participation in critique and class.
 - B – high quality that goes beyond average expectations: additional work, care, and thought evident in assignments and presentations surpassing the requirements of the assignment. Superior leadership and participation in critique and class.
 - C – adequate: requirements of the assignment and presentation met. Average leadership and participation in critique and class.
 - D – attempted: requirements of the assignment, presentation, critique and class not adequately met.
 - F – inadequate: does not fulfill the requirements

B. Attendance

Mandatory and full attendance and participation in labs, field trips, peer presentations, and team teaching lessons is necessary for this course. See CVA Attendance Policy as follows.

- Classes that meet 2 times per week recognize 4 absences as grounds for failure.
- Classes that meet 1 time per week recognize 3 absences as grounds for failure.
- 2 tardy are equivalent to 1 absence. After 15 minutes a tardy becomes an absence.

A student will forfeit all rights and privileges for the course failed due to attendance and/or tardy absences.

Excused absences are only granted due to hospitalization and/ or death in the family or required government service. Students are required to show documentation of their circumstance to their advisors.

CVA recognizes all religions and will grant excused absences for documented religious holidays. Students are required to register the particular times and dates of these holidays at the beginning of each semester with the Office of Academic Affairs. This office will communicate to the given faculty.

Students are responsible for understanding this policy and tracking their own attendance and tardiness.

C. Academic Honor Code (include copy below verbatim)

1. Principles

Every student at the College of Visual Arts must adhere to high standards of honorable behavior. Academic work for all liberal arts and studio classes must be a student's own, with appropriate credit given for use of the words, images, and ideas of another. If a student uses fraudulent means to obtain grades or other advantages in academic work, he or she has not truly gained in knowledge, understanding, or skill. Grades, honors, and other marks of achievement lose their meaning; the reputation of the College of Visual Arts is diminished and the value of its B. F. A. degree reduced. It is therefore essential to the integrity of the college that every member of the community -- students, faculty, staff, and administration -- uphold the highest standards of academic integrity.

2. Definitions and Examples of Academic Dishonesty

Cheating

- Copying another student's answers on a quiz or exam
- Using notes or other source materials on a quiz or exam without the instructor's permission
- Collaborating on a take-home exam meant to be completed individually
- Using electronic devices such as phones, computers, or calculators during an exam without the instructor's permission
- Copying another student's homework assignment
- Using answers from an instructor's version of a textbook for a homework assignment meant to be completed individually.

Plagiarizing

- Presenting for either a liberal arts or studio class the work of another without acknowledgement, as though it were your own

- Using the “cut and paste” method of constructing a paper from internet or print sources without synthesizing the ideas to create your own independent thesis or identifying the sources
- Using information, ideas, or images from any source (internet, book, article, a classmate’s research paper or artwork) without proper attribution
- Using the exact words of another without using quotation marks and citing the source
- Paraphrasing the words of another without citing the source

Making multiple submissions

- Submitting, without prior permission, a paper, project, or other assignment completed in one class to fulfill a requirement for another class

Facilitating academic dishonesty

- Allowing another student to copy answers from your exam paper
- Giving or selling another student a completed assignment, project, or paper
- Informing students in a later section of a class the questions on an exam

Stealing or defacing materials or other property

- Theft or defacement of any materials or property belonging to another student or member of the staff or faculty
- Theft or defacement of any materials or property belonging to the college
- Theft or defacement of library books or other materials
- Theft of proprietary software

Using materials in an unauthorized manner

- Unauthorized entry into college property such as classrooms, studios, computer labs, faculty offices, or library
- Unauthorized use or manipulation of studio equipment or computer programs

Falsifying academic records

- Alteration of grade books or files
- Use of personal relationships to gain grades or favors
- Any attempt to obtain grades or credit through fraudulent means.

3. Process for Dealing with Violations of the Honor Code

The College of Visual Arts will treat violations of the honor code with the utmost seriousness. If a student is accused of academic dishonesty, the student will be informed of the alleged violation and the evidence on which the allegation is based. If circumstances warrant, the instructor and relevant department chair, in consultation with the academic dean, may decide on a penalty such as a failing grade or 0 on the assignment or exam or a failing grade in the course. A record of the violation will be filed in the office of the dean, who will maintain a permanent record of reported student violations. Students may appeal to the relevant department chair. If dissatisfied with that decision, the student may appeal to the academic dean. The decision from that office will be final. In special circumstances a student may appeal to a standing hearing committee. Second and subsequent violations of the honor code will be dealt with by the academic dean. Students may appeal decisions to the standing committee, the decision of which is final.

4. Penalties for Violations

Penalties for students found to have engaged in academic dishonesty may include:

- A grade of F or 0 on an assignment, paper, or exam
- A grade of F for the course
- Suspension from the college
- Expulsion from the college

D. Student Responsibilities

- 1 Abide by the CVA Attendance Policy, Honor Code, Grievance Procedure and Code of Conduct
- 2 Arrive to class on time with all materials, ready to work.
- 3 All work must be turned in on time.
- 4 Use Teaching Artist website for assignments and schedule.
- 5 Use email to submit assignments and check daily for contact from instructor.
- 6 When meeting off campus allow enough travel time to be punctual. Use [Mapquest](#) before leaving.

4. Complete and submit assignments and peer evaluations on due dates.
5. Cite all research, text and image sources visit <http://www.shortstreet.net/mlacites.htm>
6. Use all available support services including advising, tutorials, and workshops.
7. Respect public school rules on dress, signing in, and professional behavior expectations
8. Each students is responsible for cleaning up the classroom space after peer teaching presentations.
9. Smoking is permitted only in designated outdoor smoking areas on campus.

V. RESOURCES AND READINGS

The following readings will be provided with addition articles, books and website provided during the semester:

ARTS FOR ACADEMIC ACHIEVEMENT—Models of Implementing Arts for Academic Achievement: R. Seashore, Amy R. Anderson, Eric Riedel, Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota, 2003

Challenging Contemporary Classroom Practice; Carol Freeman, Ph.D. Karen R. Seashore, Ph.D., Linnette Werner, Ph.D.; Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota, 2002.

Fads, Frills, and Basic Subject: Special Studies and Social Conflict in Chicago 1889; Studies in Art Education: A Journal of Issues and Research in Art Education; Patricia M. Amberg; Winter 2002.

Multiple Intelligences, Chapter 1; Howard Gardner; Harper Collins Publishers, New York, 1993.

Bibliography:

Art and the Creation of the Brain; Elliot Eisner, Yale University Press, New Haven, 2002.

Art and Human Development; Howard Gardner, Getty Publishing.

How to Talk so Kids can Learn; Adele Faber and Elaine Mazlish, Fireside, New York, 1995.

The Courage to Teach; Parker J. Palmer; Josey-Bass Inc. Pub., San Francisco, 1998.

Multiple Intelligences; Howard Gardner; Harper Collins Publishers, New York, 1993.

Minnesota State Graduation Standards K-12, Online [Minnesota Department of Education](http://www.mnstate.edu/education)

Observation Drawing with Children: a Framework for Teachers; Cicchetti, M. D., Clark, C. Fucigna, B. Gordon-O'Connor, B.A. Haller, M Kennedy; Teachers College Press, Columbia University, 1998.

Positive Discipline; Jane Nelsen, Roslyn Duffy, Linda Escobar, Kate Ortolano, and Debbie Owen- Sohocki, Prima Publishing, 1996.

Qualities of Quality: Steve Seidel, Shari Tishman, Ellen Winner, Lois Hetland, Patricia Palmer: Harvard School Publications, 2009.

Thoughts on an Art Education; Rudolf Arnheim, Getty Publishing.

Studio Thinking: The Real Benefits of Arts Education, Lois Hetland, Ellen Winner, Shirley Veenema, and Kimberly M. Sheridan, Teachers College Press, 2007.

Your Five-Year-Old to 14 Year-Old Series of books by Louise Bates Ames; Gesell Institute of Human Development; Dell Books, 1981.

VI. MATERIALS AND SUPPLIES

Each student procures and prepares materials for their peer presentation. The presenting student will provide a materials list the class period before their presentation. Materials are available in the TA supply closet for peer presentation. All supplies must be signed out of the closet and remaining supplies returned to the TA closet. See LMI for access. Personal expenses will arise from purchase of personal art supplies for peer presentations.

VII. COURSE METHODOLOGY

The course is facilitated by the CVA professor with additional presentations by visiting professors and professionals in the fields of education and Minnesota based arts organizations that offer teaching artist residency programs. Lectures and presentations will generally alternate with lab work, discussion, field trips, and student presentations and peer teaching. Students course work includes: research into educational movements; case studies in classroom management and child development; lesson plan creation; preparation, implementation, and assessment; familiarity with Minnesota Graduation Standards; purchase and preparation of classroom art materials; and development of classroom management strategies. A research paper; specified readings; presentation of historical contemporary educational theory and arts education models; arts integrated lesson in the students field of expertise prepared and presented to peers; and a elementary classroom observation and team taught lesson are required.

IX. AGREEMENT

I have received, read, and understand the course syllabus for FD100A Course Title as well as the CVA Student Handbook. The instructor has, within the structure of the class, explained the material contained within the syllabus.

I hereby agree to abide by the structure outlined in the syllabus and by the policies dictated in the CVA Student Handbook.

Student Signature: _____

Printed Name: _____

Phone: _____

Email addresses (print clearly): _____

Teaching Experience: