

APPLIED ARTS
School of Health, Education and Human Services
Fall, 2016



COURSE OUTLINE

EAES 310

Introduction to Arts Education

**39 HOURS
3 CREDITS**

PREPARED BY: Ellen Johnson

DATE: September 2016

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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APPLIED ARTS DIVISION
Introduction to Arts Education
3 credits
Fall, 2016

INTRODUCTION TO ARTS EDUCATION

INSTRUCTOR: Ellen Johnson

OFFICE HOURS: TBA

OFFICE LOCATION: TBA

CLASSROOM: A2101

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TIME: Mondays, 9:00am - 12pm

TELEPHONE: 867.688.8845 (HEHS office)

DATES: September 12 - December 20, 2016

COURSE DESCRIPTION

Introduction to the disciplines of art, dance, drama, music and literature in the elementary classroom as reflected in the provincial curriculum. Strategies and rationale for teaching the core competencies and “big ideas” of Art Education, as well as for integrating the arts into core curriculum will be addressed.

LEARNING OUTCOMES

Students will:

- Gain an understanding of the elements of each art form,
- Actively participate in arts production experiences,
- Practice strategies for observing and appreciating art,
- Develop lesson plans for teaching the arts,
- Consider ways of evaluating student learning in the arts,
- Become aware of the “big ideas” in the new BC Arts Education document,
- Investigate ways to support or deliver other curriculum goals through the arts.

COURSE FORMAT

Each art form will be explored through class discussions and activities, readings in the text or handouts, instructor explanation and demonstration, sharing of lesson ideas, hands-on arts activities, looking at art, and working with resource materials. Students will investigate arts resources in the community and create a personal arts resource portfolio.

ASSESSMENTS

Evaluation

Attendance and Participation	20%
Assignments (5% each)	25%
Community Arts Observations (5% each)	10%
Lesson Presentations (10% each)	20%
Response and Resource Portfolio	25%

Note: All assignments must be completed in order to receive a passing grade in this class.

Attendance

Because this is an experiential course, attendance and participation are essential. Students are expected to arrive on time and stay until the end of class. Portions of classes missed will be considered in the total time absent. If a student is unable to attend on a given day he/she must call, text or e-mail the instructor, then arrange for getting notes/information, turning in assignments, and completing arts assignments done that day. See attached University of Regina attendance policy.

Participation

Good participation involves contributing to class discussions, being prepared for class by completing readings and assignments, approaching arts experiences with an open mind and a willingness to try new things, appreciating the efforts of other students, and working on art projects until a feeling of quality and completion is reached.

Assignments

There will be 5 short assignments; two of these will be observation assignments to be completed during the practicum experience.

Community Arts Observations

Students will attend two different arts events during the class term. Suggested places to visit and events will be shared in class. These may include gallery openings or showings, dance presentations, music concerts, plays, puppet shows, etc. Within one week after the event or visit, the student will write a 2 page response paper (typed, normal font, double spaced, good grammar and spelling) that tells the following:

- what the overall experience was like,
- what elements of the art form you noticed or appreciated,

- what questions arose or made you curious,
- if you were to take students to this show or event, what would you ask them to look for that would help them understand and construct meaning from the experience? What would you want them to learn - or how could it support learning in another subject area?

Both observations are due by November 28.

Lesson Presentations

Each student will plan a visual art or music lesson for October 17 and a movement or drama lesson for November 28. The lesson will be an introductory lesson in the art form - i.e. the lesson will not assume students have previous knowledge or experience with the art form. Due to time constraints the entire lesson will not be shared in class but the following must be shared : objectives of the lesson, arts vocabulary of the lesson, how the lesson could be integrated with other curricular areas, instructions for the activity and a simple rubric or criteria that will let students know what constitutes excellence. If time allows some lessons may be demonstrated. A copy of the lesson plan must be turned in and will be shared with all students.

Response and Resource Portfolio

This project will be checked on November 7 and the final project is due by Friday, December 2. Materials should be collected throughout the term and organized in a suitable manner e.g. binder, accordion file, sectioned box, etc. Make sure your portfolio shows the time and effort you put into it - it will be a valuable source of ideas when you teach.

You must include:

- All lesson plans from the class presentations
- Printouts from at least three quality websites pertaining to arts education (philosophy, lesson ideas, resources)
- A list of resources shared in class and others that you have found, including contact information for artists, programs, etc.
- Examples of the art projects done in class with instructions and criteria. Include art projects you have done in the past, projects your children have done, ideas from schools you have visited - remember this is a compendium of ideas for you to use as a resource when teaching.
- A creative response to each art form. Reflect on what you have learned and experienced. Express your thoughts and feelings by drawing a picture, writing a chant, poem or song, taking photos, making a collage, video yourself performing, any creative way
- Any other articles, resources, ideas from this course or others.

RECOMMENDED TEXTBOOK AND MATERIALS

Cornett, C. E. (1999). *The arts as meaning makers: Integrating literature and the arts throughout the curriculum*. Upper Saddle River, NJ: Merrill.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/Admissions & Registrations web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, top graduate from any Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

University of Regina & Faculty of Education Summary of Academic Regulations & Reminders (Undergraduate)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to "[Responsibilities of Students](#)" (§5.1), "[Student Behaviour](#)" (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the [Centre for Student Accessibility](#), located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality (§5.3)** - *Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.*
4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
 - The University of Regina Academic Regulations
 - The Canadian Teachers' Federation Code of Ethics
 - The Saskatchewan Teachers' Federation Code of Ethics
 - The Education Act, 1995, Saskatchewan
 - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
 - Student Review Policy, Faculty of Education.
6. **Progress in the Program (§11.5.2)** - *Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.*
7. **Faculty Action**: At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.
8. **Student Behaviour (§5.13)** - *Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.*
8. **Academic Misconduct (§5.13.2.2)** - *Acts of academic dishonesty or misconduct include acts which contravene the general principles described in [§5.13.1](#). In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see [§5.13.5](#).*

Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Plagiarism - Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

9. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.
10. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.
11. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.

12. **Harassment & Discrimination Prevention Policy** (**§8.4.5**) - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306-585-5400 or email at respect@uregina.ca.
13. **U of R Email** (<https://webmail.uregina.ca/>) -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. **Please ensure that you monitor your university email account regularly.** All students are provided email, Novell and Unix accounts. Students have a **2GB** quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. **Email delivery cannot be guaranteed if it is being forwarded.**
14. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self-Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to-date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar – p. 39)

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

5.9.1 GRADING DESCRIPTIONS

5.9.1.1 Percentage grades

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49

Unacceptable performance.

5.9.1.2 Alphabetical grades

With the exception of the grades of NP and XF (see "Calculation of Grade Point Averages," below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.