ART 640_900: Literature of Art Education
3 credit hours
Distance Education: Extended Studies
Online Instruction: Blackboard

Instructor: Connie Bethards
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Office Phone: 352-9112
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Course Description: Study of the field of art education and pre-professional related areas including historical, philosophical, political, psychological and sociological foundations of art education; theories of child art; and critical examination of current research, trends and issues in art education. Learning theory, aesthetics, developmental stages of children will also be explored.

Rationale: This course produces a foundation for understanding key concepts of art education. Students will gain a philosophical underpinning of notions that will guide their curriculum planning and evaluation. A brief history of art education will be discussed and elaborates upon the political and educational policies that have impacted visual art practices in K-12 classrooms. Contemporary art practices and concerns in art education are presented, as well, to help students expand upon their understanding of the discipline. Students will develop an understanding of how state and national standards are often embedded in art education curriculum.

Objectives:
Examine theories of children’s and adolescents’ development in art.
Develop and articulate an understanding of the importance of art education in the intellectual and social development of all individuals.
Reflect on concepts from the readings through written responses.
Apply understanding of concepts from the course by writing a literature review composed of numerous authors discussing a topic/concern/movement within the field of art education.
Develop skills in teaching Colorado Academic Standards.
Combine aesthetic choices with pedagogical concerns in personal artwork and writing.
Prepare teaching resources from digital images of one’s own and from visual image files.

Outline of Course Content:
I. Adult influences on children’s art making
   A. Developmental stages in children and adolescent art
   B. Changing views on developmental theories of art
II. Essential conditions for art making
   A. Artistic Causality
   B. Idiosyncratic Meaning
   C. Intentional Symbolization
III. The use of narrative in children’s art making
   A. Description
   B. Invention
C. Negotiation

IV. Brief history of art education
   A. Art making for jobs
   B. Art making to support academic learning
   C. Art making for the spirit
   D. Art making for community

V. Current trends in art education
   A. Intro to visual culture and art education
   B. Intro to postmodern practices in art education

**Essential Knowledge/Essential Skills**

- Distinguish developmental stages of art making.
- Compare developmental stage theories.
- Interpret the use of narrative and play in children’s art making.
- Read and discuss art-making traditions in K-12 classes.
- Read and apply ideas from Visual Culture Art Education and Postmodern Practices.
- Synthesize notions from course in a research project (narrative account and literature review).
- Present ideas to class virtually through discussion board posts & threads.

**Graduate Course Requirements:**

1. **Complete** the reading assignments. All of the assigned readings will be posted on Blackboard. After 2 missed peer responses, 2 points will be deducted for each subsequent missing response.
2. **Participate** in discussions and assignments.
3. Written work must be typed or word-processed.
4. **Use Blackboard** as indicated on the schedule of assignments and post a response for the online discussion.
5. **Meet deadlines** and spend adequate time outside class to complete work.
6. **Complete** assigned papers and narrative account.

**Method of Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Paper/artwork of personal sociocultural influences in artmaking</td>
<td>20</td>
</tr>
<tr>
<td>Four Preparatory Assignments for Final</td>
<td>25</td>
</tr>
<tr>
<td>1) Write an abstract of chosen topic in art education from readings</td>
<td>5</td>
</tr>
<tr>
<td>2) Map your topic graphically</td>
<td>5</td>
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<tr>
<td>3) Write-up of first draft of literature review [4 sources]</td>
<td>10</td>
</tr>
<tr>
<td>4) Map topic themes using color-coding in 1st draft lit. review</td>
<td>5</td>
</tr>
<tr>
<td>Reading assignment responses [5] to Blackboard</td>
<td>25</td>
</tr>
<tr>
<td>Final Literature Review [8 sources]</td>
<td>20</td>
</tr>
<tr>
<td>Online Participation and Peer Responses</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total:** 100 points

**Grading Scale:**

- A=94-100
- A-=90-93
- B+=87-89
- B=84-86
- B-=80-83
- C+=77-79
Overarching Criteria for Evaluation:
A: All requirements thoroughly and exceptionally completed. Creative and original ideas are evidenced.
B: One or more of the listed requirements is missing or not adequately completed. The assignment is prepared at above average standards.
C: There is evidence that an effort has been made to prepare the assignment; however, the requirements were marginally realized.
D: The assignment was turned in, but is below required standards.
F: The assignment does not meet any of the requirements.

Types of Assessment/Assessment Instruments
Performance-based: Online group discussions and posted peer-feedback/responses
Written papers: Reading responses, personal exploration of sociocultural influences in art making, literature review, and abstract.
Formative: Weekly posts to Blackboard discussion board.
Summative: Final research project: Literature Review of a selected topic cluster [e.g. visual culture art education]

Required Text for 640:
All required readings are posted on Blackboard.
• No particular textbook required

Disability Support Services:
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

ART 640 specifically addresses the following Performance-Based Standards for Teachers:

III. Knowledge of Standards & Assessment
3.1 Standards-based instructional plans
3.2 Valid and reliable assessment tools for the classroom
3.5 Assessment data as a basis for standards-based instruction
3.6 Feedback shaping improvement in student performance on CMCS

IV. Knowledge of Content
4.1 Use content knowledge to ensure student learning
4.2 Enhance content instruction via understanding CMCS
4.4 Integrate literacy into content area instruction

V. Knowledge of Classroom and Instructional Management
6.5 Understanding cognitive processes related to kinds of learning & emphasis on those learning processes to achieve mastery of CMCS
The Final Literature Review

The Literature Review is intended to help you clarify the meanings of a particular topic within the field of art education relevant to your research interests and to your encounters with students, art, and teaching. The process of synthesizing a variety of viewpoints [pro, con, and negotiated] will encourage you to reflect upon concepts which otherwise might not be discussed, implemented, or explored and are vital to this course. I have designed the process so that you are supported along the way through 4 assignments: an abstract, a graphic map, a preliminary draft, and coded map of the draft. Each step along the way deserves your thoughtful attention and discerning energy.

The Literature Review needs to include the following information:

1. **In your own words, summarize and/or synthesize the key findings relevant to your study.**
   - What are the key arguments, characteristics, concepts, methodologies, and/or figures? What are the existing debates/theories?
     - Who is the author?
     - What is the author's main purpose?
     - What is the author’s theoretical perspective? Research methodology?
     - Who is the intended audience?
     - What is the principal point, conclusion, thesis, contention, or question?
     - How is the author’s position supported?
     - How does this study relate to other studies of the problem or topic?
     - What does this study add to your project?

2. **Evaluate, compare, and critique the strength and weaknesses of the work.**
   - How do the different studies relate? What is new, different, or controversial? What evidence is lacking, inconclusive, contradicting, or too limited?
     - What research designs or methods seem valuable or unsatisfactory?

3. **Once you have summarized, synthesized, compared, and critiqued your chosen material, you can begin to organize it.**
   - You may consider whether the literature…
     - Breaks into a number of divergent topics (topical).
     - Demonstrates a hierarchy of topics/subfields (distant to close).
     - Shows an ongoing debate.
     - Undergoes a chronological shift.
     - Centers on a seminal study or studies.
4. Then you revise it [most likely more than once]; quality writing is in the revision process.

The Final Literature Review should be 2,000 words [approximately 8-10 page paper] that synthesizes 8-10 sources pertaining to a selected topic within the art education discipline. It must be word-processed and double-spaced. It is important that you use correct spelling and grammar. You must also include a reference list and correct citations according to APA format. Visit the OWL website for a great resource guide for APA formatting at: http://owl.english.purdue.edu/owl/section/2/10/

Preparatory Assignments:

- **2-page abstract of your Literature Review Topic**
  Details of abstract need to include:
  1. Explain the topic and its relevance to the field of art education [initial understandings].
  2. Why did you choose this particular topic [rationale].
  3. Provide overview of selected authors’ perspectives.
  4. Provide a potential reference list of readings.

- **Graphic mapping of your chosen topic, author’s, their stances, affordances, & limitations.**

- **Generate your first draft of the literature review using 4 authors’ scholarly work in approx. 1,000 words [3-4 pages].**

- **Color-coding of author’s voices, thematic topics, affordances, & limitations of first draft literature review.**

**Part I: Synthesis of Authors on Sociocultural Influences in Art Making (12 pts)**

Exploring the sociocultural influences in art making draws upon synthesizing selected authors that have been studied to date within ART 640. Sociocultural theorists behold the artist, young and experienced, in relation to multitudinous forces; that art making does not occur in isolation and separated from one's lived experiences. Over the course of our time in ART 640 you have explored child development theories, historic-ideological movements, philosophical stances, among stances for narrative, visual, and material culture in art education. Each is in relationship to sociocultural influences in art making: supportive, oppositional, or negotiated.

Your charge for this assignment is to wade through and revisit the content and construct an argument using three authors of your choosing. Provide specific examples and arguments through direct citation of your selected authors, but be sure to explain WHY each selection is important and extend it with your personal interpretation, which ultimately frames your argument. Beyond a mere synthesis of authors’ ideas you are to tie-in personal memory-work and current ideas/issues important in your artmaking. So, each selected author should service your personal relationship to art making as you reflect upon your personal artmaking process.


<table>
<thead>
<tr>
<th>_synthesis of selected authors on sociocultural influences in art making: 12 points</th>
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<tbody>
<tr>
<td>Overall synthesis of multiple authors is framed with a particular stance: pro, con, negotiated (3 points)</td>
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<tr>
<td>Clear central idea from beginning to end is well developed with supporting information.</td>
</tr>
<tr>
<td>Idea isn’t fully developed, without supporting information or citations. Leaves the reader wanting more information.</td>
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<tr>
<td>Lacks a clear central idea. Topics are randomly addressed throughout the paper without consideration of flow.</td>
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<tr>
<td>Specific Sociocultural influences are explored (3 points)</td>
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<tr>
<td>Writing is thorough and includes specific examples relevant to particular authors.</td>
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<tr>
<td>The writing includes some examples but would benefit from more specifics.</td>
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<tr>
<td>Writing is missing examples.</td>
</tr>
<tr>
<td>Personal connections, extensions, and insights are explored in relationship among selected authors (3 points)</td>
</tr>
<tr>
<td>Personal connections and insights extend selected authors’ content in depth.</td>
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<tr>
<td>Personal connections and insights are explored as they relate to selected authors’ content but could be pushed further.</td>
</tr>
<tr>
<td>Personal connections and insights need to be further explored and developed as they relate to selected authors’ content or they are missing.</td>
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<tr>
<td>Professionalism (3 points)</td>
</tr>
<tr>
<td>APA format (if you use citations), double-spaced, spelling and grammar are cogent, paper is on time, and met 1,000 words [approx. 4 pgs].</td>
</tr>
<tr>
<td>Minor misspellings, or citation issues.</td>
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<tr>
<td>APA format isn’t followed, spelling and grammar mistakes, paper is late, or doesn’t meet word requirement</td>
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</tbody>
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**Part II: Corresponding Artwork on Sociocultural Influences in Art Making (8 pts)**

The second portion of this assignment is to manifest your explored ideas, concepts, arguments, and stances pertaining to the selected authors in relationship to your interpretations (e.g. supportive, oppositional, or negotiated). The form and media is your choice. Considerations: WHAT you choose to generate, represent, and convey is as important as HOW you choose to generate, represent, and convey your ideas. The WHY is expressed in your writing for Part I. Be sure to allow enough time to complete the artwork – professionally. Document it for uploading to Blackboard: crop tightly, utilize “good” lighting, and be sure, if your work is square/rectangular that you don’t capture it as a trapezoid. You may also resize it so that it doesn’t take too long to load [e.g. nothing over 1 mb].

<table>
<thead>
<tr>
<th>Art work based upon sociocultural influences in art making: 8 points</th>
</tr>
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<tbody>
<tr>
<td>Specific Sociocultural influences are</td>
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<tr>
<td>Imagery, form, or content corresponds to</td>
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<tr>
<td>Imagery, form, or content could be</td>
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</table>
|Artwork doesn’t correspond to the
explored (3 points) | relevant ideas presented in your paper. | further explored relevant to ideas in paper. | relevant ideas of selected authors.
---|---|---|---
**Personal connections, extensions, and insights are explored in relationship among selected authors (3 points)** | Personal connections and insights extend selected authors’ content in depth through the use of imagery, form, or content. | Personal connections and insights need to be further explored and developed as they relate to selected authors’ content. | Personal connections and insights appear to be missing in artwork.

**Professionalism (2 points)** | Highly polished and completed work of art contingent upon the choice of media. Art show quality. | Artwork details, edges, or areas within the composition could be pushed further or further polished. | Artwork appears to be incomplete, unfinished, or rushed.

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**Reading Responses (5)**

Throughout the semester, there will be five short reading responses in which you will respond to 2-3 prompts documenting your thoughts, criticisms, insights, summaries, and questions pertaining to the required weekly readings. You should provide in-text citations, when necessary, while including relevant information and your personal interpretations, insights, or understandings.

The Specifics: Each reading response is to be single-spaced, 12 point font, which is approximately 400 – 600 words (1 page in length). Be sure to include at least one quality reference from the text(s) in your response by paraphrasing or using direct quotes and cite the pages referenced. If you include a quote, be sure to synthesize the information- WHY is this quote important? Reading responses are graded based on content and professional writing. Be sure to proofread responses.

- 1 point for including at least 1 direct/paraphrased reference quote from the text (be choosy)
  - keep each quote less than ~40 words
- 2 points for synthesizing your information: personal interpretations and connections to the text, while meeting the req. length
- 2 points for attending to the prompts

Visit the Online Writing Lab, “Owl” at Purdue to learn about APA formatting: http://owl.english.purdue.edu/owl/resource/664/01/

**Sample Readings**

**History, Philosophy, & Trajectory:**


Child Art Theories:

Material Culture:

Visual Culture:

Additional References for 640

**Honor Code:**
All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. 8-24-09 S. Pope

**UNC Policies:**
UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html).