

Independent Study Course Syllabus

Course Number: ART 901

Course Title: Bulletin Boards and Room Environments

Online Distance Learning

Instructor: Jill Gomas Faison
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Units: 3
Grade Level: K-8

Course Description

Teachers who enroll in *Bulletin Boards and Room Environments* will complete monthly bulletin boards and environmental decorations using commonly available materials, plus learn four simple approaches to attractive and unique bulletin board lettering. Having been specifically designed to build confidence in the K-8 teacher with little or no previous art training or background in art education, this unique art course requires no “artistic talent” or “skill”.

Numerous templates for adaptation to individual classroom settings are included along with the course book, and are to be used for course completion. This series of well-planned bulletin board ideas includes both holiday and seasonal themes. Developed to support the National Visual Arts Standards, this course presents each experience in a simple, step-by-step format that guarantees enjoyment, learning, and success. To receive course credit, these bulletin boards need not be actually installed, but may be “arranged” on a table or the floor at the school site or at home, and photographed for submission to the instructor for review.

Students of this course will enjoy virtually unlimited access to the instructor, and will receive specific, individualized feedback in writing on each experience submitted in order to track their own progress through the course.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Course Materials

Bulletin Boards and Room Environments, originally written and developed by Ralph Gomas, and now revised by Jill Gomas Faison, is the course book. This book contains not only a brief overview of art education and philosophy, but also in-depth instructions for completing all of the required experiences, as well as instructions for involving classroom students at a later date. A variety of materials commonly found in the K-8 classroom will also be needed to complete the letters, numbers, and bulletin boards. Additionally, a set of life-size templates is included and will be used to complete course requirements.

Course Requirements

1. Read the course book, *Bulletin Boards and Room Environments*.
2. Complete and submit the Teaching Space Survey for review.
3. Complete and submit photographs showing your required letters and numbers.
4. Complete and submit photographs of bulletin boards and room decorations to the instructor for review.

National Visual Arts Standards

Content Standard 1

Understanding and applying media, techniques, and processes

Content Standard 2

Using knowledge of structures and functions

Content Standard 3

Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard 4

Understanding the visual arts in relation to history and cultures

Content Standard 5

Reflecting upon and assessing the characteristics and merits of one's own work and the work of others

Content Standard 6

Making connections between visual arts and other disciplines.

Learning Objectives / Outcomes

Upon completion of this course, students will have:

- **Successfully completed their own series of lettering, bulletin boards, and room decorations.**
(National Content Standards 1, 2, 3, 4, 5, 6)
- **Identified potential points of difficulty that their own students might encounter after having completed the experiences themselves.**
(National Content Standards 1, 2, 3, 4, 5, 6)
- **Become confident in their ability to present any of the art experiences to their own students.**
(National Content Standards 1, 2, 3, 4, 6)

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- **Experienced firsthand different media techniques and processes, as well as their unique responses and communicative qualities.**
(National Content Standards 1, 2, 3, 4)
- **Considered connections between the visual arts and other disciplines in their curriculum.**
(National Content Standard 6)
- **Created and used different visual structures and functions of art to convey their own individual ideas.**
(National Content Standards 2, 3, 4, 5)
- **Selected and used subject matter, symbols, and ideas to communicate meaning.**
(National Content Standards 2, 3, 4, 5)
- **Analyzed and reflected upon the different and various purposes for creating works of art – both personally and socially.**
(National Content Standard 3, 4, 5)
- **Engaged in reflective dialogue with the instructor about their own experience with this course – and the potential for use in their own classrooms.**
(National Content Standards 3, 4, 5, 6)

Schedule of Topics and Assignments

- Complete the Teaching Space Survey and submit it to the instructor for review.
- Complete the four required sets of bulletin board letters and numbers. Photograph them and submit photos to the instructor for review.
- Complete the remaining bulletin board and room environment decorations as outlined in the course book. Submit photographs to the instructor for review. (These may be submitted in any order, and in “batches” of as few or as many as desired.)

Evidence of Learning

- Course instructor observed that the student completed the Space Survey in a thoughtful manner.
- Course instructor observed that each set of bulletin board letters and numbers were completed as outlined in course book as evidenced by photographs.
- Course instructor observed that specific requirements outlined for each of the bulletin board and room environment decorations were followed as evidenced by artwork submitted in photographs. (Requirements such as materials, size, elements, amounts, etc.)
- Course instructor observed a high degree of effort and involvement as evidenced by artwork submitted in photographs. (Effort and involvement should be clearly understood to mean personal investments of things such as time, care, self-expression, and exploration as opposed to “artistic talent”, or “skill” – which are NOT course requirements.)

Grading Policies and Rubrics

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Rubric for Evaluating Assignments

Instructor comments adhere to the following rubric:

Superior – the highest level of effort and involvement

Outstanding – an exemplary level of effort and involvement

Excellent – a great deal of effort and involvement

Good – an acceptable level of effort and involvement

Ok – a minimal level of effort and involvement

Redo or Resubmit – failure to reach a minimal level of effort and involvement

The final grade will be determined by the level and frequency of comments earned. For example, a student earning all “Excellent” and “Outstanding” comments would be eligible for a grade of “A”. Work earning comments of “Good” and “Ok” would be eligible for a grade of “B”.

Students who enroll in this course for a letter grade must earn an “A” or a “B”. As an example, receiving a majority of “Ok” comments would necessitate work being redone in order to receive a letter grade, since a majority of “Ok” comments would be less than “B” work. Work earning less than a “B” would demonstrate limited effort and involvement and therefore would not be worthy of credit. Students are encouraged to resubmit work at any time prior to course completion in order to improve their final grade.

Instructor/Student Contact

Instructor / student contact shall be facilitated in several ways.

Students will submit their Teaching Space Survey to the instructor for review and feedback.

Students will submit their bulletin board letters and numbers for review and feedback.

Students will submit the remaining bulletin board and room environment assignments in any order they choose to the instructor. These may be submitted in large “batches” or in smaller groups as is convenient for the student.

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Each time the student sends in work for evaluation, the instructor will respond in writing to each experience completed in the hope that it will help students to better gauge their own progress and whether or not they are meeting course expectations.

Students are encouraged to contact the instructor by e-mail, phone, or fax for any questions, help, clarification, or encouragement they might need.

References/ Resources

- Burchenal, P., & Housen, A., Rawlinson, K., Yenawine, P. (2008, April). Why do we teach arts in the schools? NAEA News, 50 (2), 1 & 3.
- Costa, A. (2008, February). The thought filled curriculum. Educational Leadership, 65 (5), 20-24.
- Danko-McGhee, K., & Slutsky, R. (2007). The Impact of Early Art Experiences on Literacy Development. Reston, VA: National Art Education Association.
- Davis, J. (2008). Why Our Schools Need the Arts. New Your, NY: Teachers College Press.
- Dobbs, S.M. (1998). Learning in and through art. Los Angeles, CA: The J. Paul Getty Trust.
- Jensen, E. (2001). Arts with the brain in mind. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mansilla, B., & Gardner, H. (2008, February). Disciplining the mind. Educational Leadership, 65 (5), 14-19.
- Rabkin, N., & Redmond, R. (2006, February). The arts make a difference. Educational Leadership, 63 (5), 60-64.
- Tishman, S. (2008, February). The object of their attention. Educational Leadership, 65 (5), 44-46.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty,

including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.

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Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.