

## Independent Study Course Syllabus

**Course Number: ART 904**

**Course Title: Ideas to Draw From**

☐ Online      ☒ Distance Learning

**Instructor:** Jill Gomas Faison

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**Units: 3**

**Grade Level: K-8**

### Course Description

This course provides an opportunity to personally explore 10 unique drawing experiences – each designed to build confidence in the K-8 teacher with little or no background in art education. Teachers who enroll in this course will also be asked to develop two lessons from these ten, which they will then present to their own students and reflectively evaluate.

*Ideas To Draw From* can serve as a first-time exposure to drawing – there is no pre-requisite course – or it can serve as a continuum in a teacher’s elementary art education. Like its companion course, *Drawing Magic*, this course uses commonly available materials in unusual ways, and presents each experience in a simple, step-by-step format that guarantees enjoyment, learning, and success.

*Ideas To Draw From* differs from its companion course in several important ways. Students who enroll in this course will find that there is an increased focus on practical application. This “field practice” will consist of planning, implementing, and reflecting on two *Ideas To Draw From* lessons that course enrollees will have adapted and modified to meet the needs of their own specific classroom students. Additionally, this course also includes numerous suggestions for a wide variety of curriculum connections and integration.

Embedded in each of the drawing experiences presented in this course, are a list of materials to be used, lesson objectives/learning outcomes, and suggestions for motivation and procedure. In addition to emphasizing critical thinking and higher order questioning/reflection during each art experience, this course has also been developed to support the National Visual Arts Standards.

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## **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**

*Ideas To Draw From*, written 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 both completing and presenting each of the 10 featured drawing experiences. An evaluation form for the student's written reflections is also included. A variety of materials commonly found in the K-8 classroom will also be needed to complete the 10 experiences.

## **Course Requirements**

1. Read the course book, *Ideas To Draw From* and complete the 10 drawing experiences exactly as they are outlined.
2. Thoughtfully complete one evaluation/reflection form after finishing each art experience.
3. Submit a photograph(s) of artwork along with an evaluation/reflection form for each of these 10 experiences to the instructor for review.
4. Develop two lesson plans based on two drawing experiences of their choice from this course for their specific classroom – including any special modifications/changes that are necessary to meet the needs of their particular students.
5. Present these two lessons to their students.
6. Evaluate their lessons by filling out the “lesson reflection forms”.
7. Send photographs and lesson reflection forms to the instructor for review. (Photographs may be taken during and/or after the lessons are complete – being sure to include pictures of artwork produced by the children.)
8. Send the instructor a mid-course reflection email, writing about experiences with the course up to that point. This provides an additional opportunity for the student to share any questions, concerns, insights, etc. that they might have.

## **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 10 drawings.**  
(National Content Standards 1, 2, 3, 4, 5, 6)
- **Identified potential points of difficulty that their own students might encounter after having completed each of the 10 drawing experiences themselves.**  
(National Content Standards 1, 2, 3, 5)
- **Become confident in their ability to present any of the 10 drawing experiences to their own students.**  
(National Content Standards 1, 2, 5, 6)
- **Experienced firsthand different media techniques and processes, as well as their unique responses and communicative qualities.**  
(National Content Standards 1, 2)
- **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)
- **Selected and used subject matter, symbols, and ideas to communicate meaning.**  
(National Content Standards 2, 3)
- **Analyzed and reflected upon the different and various purposes for creating works of art – both personally and socially.**  
(National Content Standard 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 5, 6)

### **Schedule of Topics and Assignments**

- Complete any 5 experiences themselves and submit photographs and evaluation forms for those first 5 to the instructor for review.
- Select one experience from the first 5 completed and develop an individualized lesson plan for their students based on that experience. Present and then reflect on that lesson.

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Photographs and “Lesson Number One: Review Form” should be sent to the instructor for review.

- Send mid-course reflection e-mail to the instructor.
- Complete the remaining 5 drawing experiences themselves and submit photos and evaluation forms for those final 5 to the instructor for review.
- Select one experience from the final 5 and develop an individualized lesson plan for their students based on that experience. Present and then reflect on that lesson. Photographs and “Lesson Number Two: Review Form” should be sent to the instructor for review.

### **Evidence of Learning**

- Course instructor observed that specific requirements outlined for each of the 10 drawing experiences was followed as evidenced by artwork submitted in photographs. (Requirements such as materials, size, elements, amounts, etc.)
- Course instructor observed thoughtfully written evaluation/reflection sheets regarding each of the 10 drawing experiences.
- 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” – which is NOT a requirement.)
- Course instructor observed the results of two individualized, thoughtfully planned, and carefully implemented drawing lessons as evidenced by the completion and submission of 2 Lesson Reflection Forms along with photographs which depict the lessons in-progress and/or the children’s artwork resulting from those lessons.
- Course instructor observed a thoughtfully written mid-course reflection e-mail upon completion of any 5 of the drawing experiences and 1 lesson from those taught.

### **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

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**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 send in photographs of 5 assignments at the beginning of their course work. This work, along with the self-reflection/evaluation sheets, will be reviewed by the instructor and comments will be made on each individual art experience and mailed to the student. This early communication ensures that the student is on the right track, and provides an opportunity for any problems and concerns to be addressed. (Students are urged to wait until after they have received comments on these first 5 experiences before beginning the lesson planning and implementation stage of the course.)

The instructor will comment on the first lesson photographs and lesson reflection form submitted by the student, addressing any questions/concerns.

After the completion of the first 5 experiences and the first lesson has been taught, the student is required to send a mid-course reflection e-mail to the instructor in which thoughts may be shared about the student’s progress, any special areas of difficulty, any areas of growth and/or strength, as well as any other issues the student and instructor may wish to discuss.

Following the mid-course reflection e-mail, students may finish their remaining 5 drawing experiences and submit their photos and evaluation/reflection sheets to the instructor. (Students are urged to wait until after they have received comments on these final 5 experiences before beginning the second lesson planning and implementation stage of the course.)

The instructor will comment on the second lesson photographs and Lesson Reflection Form submitted by the student, addressing any questions/concerns.

Each time the student sends in photographs of their work and their self-reflection/evaluation

sheets, 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.

At any time throughout the course, students are encouraged to contact the instructor by phone, fax, or e-mail 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.

Chancer, J., & Rester Zodrow, G. (1997). Moon journals. Portsmouth, NH: Heineman

Costa, A. (2008, February). The thought filled curriculum. Educational Leadership, 65 (5), 20-24.

Dobbs, S.M. (1998). Learning in and through art. Los Angeles, CA: The J. Paul Getty Trust.

Edwards, B. (1979). Drawing on the right side of the brain. Los Angeles, CA: J.P. Tarcher, Inc.

Hanes, J.M., & Weisman, E. (2008, January). Mages and scimitars: finding meaning in a pre adolescent's drawing. Art Education, 61 (1), 45-50.

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.

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## **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**

<b>Student Learning Outcomes Oral Communication:</b> 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.
<b>Written Communication:</b> 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.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> 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.
<b>Critical Thinking:</b> 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.

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<b>Moral Reasoning:</b> 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.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.