

ART-903 – Building Self-Esteem Through Elementary Art

Independent Study Correspondence Course Syllabus

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Number of Graduate Semester Units: 3 units

Target Audience: K - 8th teachers

Course Description

The art experiences in Building Self-Esteem Through Elementary Art have been specifically designed to assist students in developing a concrete realization of their own uniqueness and worth, as well as their important contribution to the whole. Filled with thoughtful, meaningful art experiences designed to support the National Visual Arts Standards, Building Self-Esteem Through Elementary Art focuses on some of the following: helping students develop their own creative skills; helping students learn to appreciate the artistic work and efforts of others; and helping students recognize the worth and importance of their own ideas, feelings, and contributions to the group.

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”. Building Self-Esteem can serve as a first-time exposure to art education, or it can serve as a continuum in a teacher’s elementary art training. (It’s worth noting that teachers who do possess a significant background in art and art education will find this course to be of value as well.) 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. What’s more, each of these classroom-ready lessons have been written in such a way that will make presenting them to one’s students at a later date effortless. Included in each of the art experiences presented in this course, is 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 and reflection, this course also includes numerous suggestions for a wide variety of curriculum connections and lesson integration.

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.

Note: Required course material is included in your course fees and will be delivered after enrolling.

Required Texts and Course Materials

Course Materials: Building Self-Esteem Through Elementary Art, 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 both completing and presenting each of the 20 featured art 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 20 experiences.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Arts Visual Standards- (<https://www.arteducators.org/learn-tools/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.

Continuing Education Program Student Learning Outcomes

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| 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. |
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| 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. |

Student Learning Outcomes (SLOs) for This Course

| Student Learning Outcomes for This Course By the end of this course student will be able to: | National Standards Addressed in This Course* | Continuing Education Program Student Learning Outcomes Addressed** |
|---|---|---|
| 1. Successfully complete their own series of 20 art experiences. | National Content Standards 1, 2, 3, 4, 5, 6 | |
| 2. Identify 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 | |
| 3. Demonstrate confidence in their ability to present any of the art experiences to their own students. | National Content Standards 1, 2, 3, 4, 6 | |
| 4. Experience firsthand different media techniques and processes, as well as their unique responses and communicative qualities. | National Content Standards 1, 2, 3, 4 | |
| 5. Consider connections between the visual arts and other disciplines in their curriculum. | National Content Standard 6 | |
| 6. Create and use different visual structures and functions of art to convey their own individual ideas. | National Content Standards 2, 3, 4, 5 | |
| 7. Select and use subject matter, symbols, and ideas to communicate meaning. | National Content Standards 2, 3, 4, 5) | |
| 8. Analyze and reflect upon the different and various purposes for creating works of art – both personally and socially. | National Content Standard 3, 4, 5 | |
| 9. Engage 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 | |

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

| Module Module Title | Module Assignments and Activities | Points Possible for Each Assignment |
|------------------------|---|--|
| Module 1 | <ul style="list-style-type: none"> Read the course book, Building Self-Esteem Through Elementary Art and complete the 20 art experiences exactly as they are outlined. | Outstanding - OK |
| Module 2 | <ul style="list-style-type: none"> Thoughtfully complete one evaluation/reflection form after finishing each art experience. | Outstanding - OK |
| Module 3 | <ul style="list-style-type: none"> Submit a photograph(s) of artwork along with an evaluation/reflection form for each of these 20 experiences to the instructor for review. | Outstanding - OK |

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics

| Grade | Percentage | Description | Rubric |
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| A | 90-100% | Excellent | Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship. |
| B | 80-89% | Very Good | Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship. |
| NC | Below 80% | Unacceptable | Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship. |

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.

- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

Instructor/Student Contact Information

This course requires a minimum of two contacts between the student and the instructor. The first contact point occurs after the student enrolls in the course. The instructor contacts the student by email to welcome them to the course and Fresno Pacific University. The instructor provides an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction also establishes a foundation for future interactions (via email or phone). The final conversation occurs at the end of the course. This interaction provides a final check that all assignments have been completed, final grade request has been submitted, and answer any final questions or concerns.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes

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| 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. |
| Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study. |
| Information Literacy: 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. |