

General Education Course Proposal

Proposed Course: IAS 108 Interdisciplinary Art Studies Units 3
Prefix No. Title

Department: Theatre Arts College/School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1 — A2 — A3 — B4 —
 Breadth: B1 — B2 — C1 — C2 — D — E —
 Integration: B — C D — International/Multicultural —



Existing Course — Revised Course — New Course

Course Included in Current GE Program —

New courses require the Undergraduate Course Proposal form in addition to this form.
 Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Basic theories and techniques in art education, including interdisciplinary studies in visual art, music, drama, and dance as they apply to the elementary curriculum (GEIC for Liberal Studies majors only.)

Enrollment limit per section: 50

Expected number of sections per semester - Year 1 1-2 Year 3 6

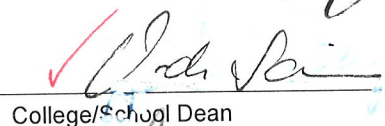
Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

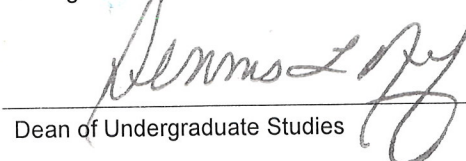
Approval for Inclusion in General Education

 10/3/06
 Department Chair Date

 9/28/06
 College/School Curriculum Committee Date

 10.2.06
 College/School Dean Date

 General Education Subcommittee Date

 12/4/07
 Dean of Undergraduate Studies Date

**Forward Original and TWELVE copies to:
 Dean of Undergraduate Studies Office, M/S TA 54**

1. Statement presenting the ways in which this course meets GE Specifications for Area IC

The primary goal for Area IC is to provide instruction at the upper-division level that integrates material from lower division Breadth Area C. This course meets the previous goal by reviewing basic concepts in all four of the Visual and Performing Arts and then examining the connection of the arts to each other and to other subjects. This subject matter is specifically designed for Liberal Studies majors who need to understand the arts both theoretically and experientially in order to effectively teach art concepts in the classroom. Students in this class will have the opportunity to explore all four art forms through readings, interactive web sites, and power point presentations. They will also attend and critique a live event for each art form (museum, gallery, concert, or other performance) The final project requires that students design and present an "Integrated Arts Lesson" that relates the instruction of specific art concepts to some other subject or area.

GE Writing Requirement

Every Upper Division GE Course requires a minimum of 2000 words in original student text. For IAS 108, the requirement is met in a number of ways. There will be four Critical Analysis Essays that critique arts events from the community (*500 word minimum for each essay*). These essays are submitted throughout the semester so that there is opportunity for feedback and revision. Additionally, Part B of each exam (midterms and final) will ask students to compose essays analyzing specific works of art by using appropriate terminology. The ten Web Discussion Boards (100 word minimum for each one) will give students ample opportunities to observe, analyze, and reflect on different art forms by writing about them. At least two of the assignments in the Web Board Discussions will ask students to compare and contrast the effectiveness of three essays responding to the same work of art. The General Education Scoring Guide will serve as a basis for the evaluation of all written work. Similar writing assignments will be required in all sections of the course.

Table For General Education Objectives

GE Objective/Goal	When	Methodologies Used
1. Demonstrate intellect, imagination, sensibility and sensitivity.	Weeks 3, 6, 9, 11-15	Readings, Power Point Lectures, Exams, Oral presentation of integrated arts lesson
2. Respond subjectively as well as objectively to experience	Weeks 7, 12, 15, Final	Written critiques of live visual and performing art events in the community
3. Develop a sense of the integrity of emotional and intellectual response	Weeks 5, 7, 10, 12, 15	Appraise available web sites in the Visual and Performing Arts
4. Cultivate and refine their affective as well as cognitive and physical faculties	Weeks 5, 7, 10, 12, 15	Examine aesthetic issues in the visual and performing arts through direct experience and critical essays
5. Become familiar with great works of the human imagination	Weeks 2-11	Visits to museums, concerts, plays; Exploration in readings and on the Web
6. Participate in individual aesthetic, creative experience	Weeks 7, 12-15	Visits to Museums, concerts, plays; Participate in oral presentations of Integrated arts lesson
7. Intellectually examine the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music	Throughout the semester	Online activities; Discussion Boards; direct experience through visits to museums, concerts, plays; reading and writing critical essays
8. Explain the interrelationship between the creative arts, the humanities and self	Weeks 1, 7, 12-15	Lecture, Readings, development and presentation of integrated arts lesson

2. Elements Common to All Sections

This course is unique because it presents material from four separate disciplines. Instructors from all four of the areas involved (Dance, Theatre Arts, Music, and Visual Arts) have determined that the best way to offer a course coming from four separate disciplines is to present material through online modules and use the many wonderful resources available on the internet as a teaching tool. Consequently, this class is being developed as a web-based course. All sections will have similar assignments including the Critical Analysis Essays reviewing live art events, the oral presentations of Integrated Arts Lessons, midterms, and a final exam. All sections will also need to be sure to cover the CCTC Content Standards for Visual and Performing Arts in order to meet accreditation requirements.

3. Syllabus (Sample syllabus attached)

4. Cost Factors (see Justification attached)

The initial offering of this course will be as a single offering (one section, 50 student limit, one semester) to determine the effectiveness of the online delivery. Within three years, it is expected that demand for the course will be 250-300 students per semester. The current plan is to offer one section of IAS 108 through one senior faculty member and one department (Theatre Arts) and divide the course into cohorts of 50 students. As enrollment expands, the administration of each cohort of 50 would be distributed among faculty and possibly even graduate teaching assistants from the College of Arts and Humanities.

This change in the Liberal Studies requirement for GE IC will have a large impact on enrollment in the current offerings of English 101, 102, and 103. The Department of English has been highly involved in the decision to propose IAS 108 for GE IC and is aware of the effect it will have. It is expected that the implementation of English 117W for all Liberal Studies majors will offset the enrollment decline from GE.

Interdisciplinary Art Studies
IAS 108
Departments of Theatre Arts, Art and Design, Music

Course Description:

The State Frameworks for Visual and Performing Arts calls for all students K-12 to have a sequential, comprehensive, and authentic education in the arts. With current resources, elementary teachers are often responsible for arts education, and therefore need experience and competency in four domains: 1.Dance; 2.Music; 3.Theatre Arts; and 4.Visual Arts. **Interdisciplinary Art Studies 108** focuses on an integrated approach to learning basic concepts in all four domains so students will develop the critical and creative thinking skills to analyze and participate in each of these art forms. They will also explore the interrelationship between these four art forms, other subjects, and the creative process.

In addition, students will become familiar with the State Content Standards for Visual and Performing Arts and apply this knowledge by designing an integrated arts lesson appropriate for the elementary classroom. The Liberal Studies Committee has approved this upper division GE IC course to meet content specifications in Visual and Performing Arts. It is a requirement in the undergraduate blended teacher preparation program for Multiple Subjects and is designed to cover information assessed in Subtest III of the CSET examination. **Only Liberal Studies majors may take this course for GE credit.**

Why an online course to study the arts?

The Internet has become a valuable resource for art study at all stages of development. Through cyber sources now available on the web, it is possible to view masterpieces in visual arts, review the basics of music theory, observe works from a dance concert, or watch excerpts from a Broadway performance on your computer screen. Furthermore, many of these sites are specifically designed for children or for use in the elementary classroom. Therefore, one of the major goals of this course is to acquaint you with some of the best web sites available in the field of arts education. As your knowledge base in the arts expands, you will increase your ability to access and evaluate information found on the web so it will become a powerful teaching tool for you in the future.

While much of the information in this course will be accessed through online resources, it is also important that you have opportunities to experience the arts in person. For that reason, you will also be expected to attend four live events (one in each art form) and to respond aesthetically to the experience.

Course Information:	Instructor Name: Kim Morin
Units: 3.0	Office Number: SA 140B
Telephone: 559-278-4342	Email: kimm@csufresno.edu
A MAJOR PORTION (75% or more) OF THIS COURSE IS WEB-BASED OR COMPLETED ONLINE. ALL ESSAYS AND WRITTEN ASSIGNMENTS ARE SUBMITTED ELECTRONICALLY THROUGH BLACKBOARD. THERE ARE 3 MANDATORY CLASS MEETINGS ON CAMPUS.	Office Hours:

Prerequisites: This course meets the requirements for GE Integration Area C for Liberal Studies majors ONLY.

Representative Texts and Instructional Materials:

- Sporre, Dennis J. Reality Through The Arts. 5th ed. Upper Saddle River, NJ: Prentice Hall, 2004.
- Sporre, Dennis J. Perceiving the Arts. 8th ed. Upper Saddle River, NJ: Prentice Hall, 2006.
- Cornett, Claudia. Creating Meaning Through Literature and the Arts: An Integration Resource for Classroom Teachers, 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2004.
- Gilmore, Barry. Drawing The Line: Creative Writing Through The Visual And Performing Arts. Portsmouth, NH: Heinemann Drama, 1999.
- CD-Rom- Benton, Janetta Rebold, and Robert DiYanni. Arts and Culture: An Introduction to the Humanities. Combined ed. Upper Saddle River, NJ: Prentice Hall, 2001.

Video resources:

Art Is... Elements and Principles of Design with Gerald Brommer. Crystal Video
The Arts in Every Classroom: A Video Library K-5. Annenberg/CPB Series
The Arts in Every Classroom: A Workshop for Elementary Teachers. Annenberg/CPB Series.
Connecting With the Arts: A Teaching Practices Library, 6-8 (12 Video series) Annenberg/CPB Series.

Software

The software required to download documents from Blackboard is Microsoft Office 2000 or later. If you do not have this software installed on your computer, you may purchase it from the Kennel Bookstore for a student discount. For more information, go to <http://www.csufresno.edu/ait/ait-links.htm#Software>. If you use any other word processing software you or your instructor may experience difficulty when downloading documents. To read some classroom documents or handouts, you may also need to download Adobe Reader

Computer

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS>) or the University Bookstore (<http://www.csufresno.edu/ait/Access95.htm>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Email Account

This course requires the use of your university email account. The University provides free email accounts to all students. Students may sign up for email online at my.csufresno.edu. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>. **STUDENTS ENROLLED IN THIS COURSE MUST CHECK EMAILS FROM THEIR ACCOUNTS ON A REGULAR BASIS.**

BLACKBOARD

YOU MUST BE ABLE TO ACCESS BLACKBOARD TO COMPLETE THIS COURSE.

This is a web-based course that uses Blackboard to access materials, turn in assignments, receive announcements, and check the status of grades. To access Blackboard, you must have access to a PC or Mac computer with an Internet connection. The software required to download documents is Microsoft Office 2000 or later. For more information, refer to the Spring 2003 "Quick Start Guide" included with your syllabus or go to http://www.csufresno.edu/digitalcampus/students/bb_access.htm.

Problems With The Blackboard System

If you experience problems accessing the Blackboard System or turning in assignments, you need to notify your instructor as soon as possible so the problem can be addressed. You can also contact the Help Desk at 278-6892.

PLEASE NOTE:

To attain your goals in this class, start all assignments early; do not wait until the last minute. Instructors are not available 24/7, and difficulties with passwords, technology, etc. need to be reported as early in the assignment period as possible, so that there will be sufficient time to deal with them. Incomplete or late assignments, even due to technological difficulties, will not be accepted.

Learning Outcomes:

The goals for this course are aligned with General Education Goals for Area IC as well as the CCTC Content Standards for Visual and Performing Arts. They are delineated as follows: *(A complete list of the CCTC standards and a table of when GE Goals are addressed are attached)*

Student Learning Outcome	GE IC Goals	CCTC Standards
1. Analyze the value and contribution of the arts to human culture, education, and brain development.	8. <i>Explain the interrelationship between the creative arts, the humanities and self</i>	II.C
2. Identify terminology and basic concepts in all five areas of the CCTC Content Standards for Visual and Performing Arts: Dance, Music, Theatre Arts, Visual Arts, and Integrated Arts.	7. <i>Intellectually examine the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music</i>	1.2, 2.2, 3.2, 4.2
3. Compare and contrast significant works of art within their historical and cultural context.	5. <i>Become familiar with great works of the human imagination</i>	1.4, 2.4, 3.4, 4.3, II.A
4. Identify basic techniques and principles for creating art with children in the Visual and Performing Arts,	1. <i>Demonstrate intellect, imagination, sensibility and sensitivity.</i>	1.3, 2.3, 3.3
5. Critique visual and performing arts events within the local community <i>(one in each art form)</i> .	2. <i>Respond subjectively as well as objectively to experience</i> 6. <i>Participate in individual aesthetic, creative experience</i>	1.5, 2.5, 3.5, 4.4, II.A
6. Formulate and articulate opinions regarding aesthetic issues in the visual and performing arts	4. <i>Cultivate and refine their affective as well as cognitive and physical faculties</i>	II. C, II. D
7. Appraise informational web sites for Visual and Performing Arts	3. <i>Develop a sense of the integrity of emotional and intellectual response</i>	
8. Design and participate in integrated arts lessons based on the California State Content Standards.	6. <i>Participate in individual aesthetic, creative experience</i>	1.3, 2.3, 3.3
9. Analyze components and strands of the California Visual and Performing Arts Framework and Student Academic Content Standards, and examine the connections among them.	8. <i>Explain the interrelationship between the creative arts, the humanities and self</i>	1.1, 2.1, 3.1, 4.1, 4.2, Part II.B
10. Demonstrate competency in the content knowledge required for the Visual and Performing Arts on Subtest 3 of the CSET for the Multiple Subject credential.	1. <i>Demonstrate intellect, imagination, sensibility and sensitivity.</i>	All CCTC Content Standards for VAPA

Peer Learning Groups

Peer Learning Groups (PLG's) will be set up at the beginning of the third week of classes after students have completed drop/add. During the third week of class please look on the Discussion Overview page for more information about Web Board Discussions with the other members of your Peer Learning Group. Students will meet with their Peer Learning Groups in person during the last week of the semester to view and participate in the oral presentations of the integrated arts lessons.

Readings/Media:

Specific readings, web quests, or videos will be assigned for each week; success in this course will depend upon close reading of the material, along with taking and reviewing notes on the information. These materials will provide

you with the basic information you will need to pass the course; the objective questions on the Practice Tests and the Module Exams will come directly from the text, videos and assigned web sites.

Grades

Grades will be based on the following criteria:

Weekly Assignments (*including Practice Tests and Web Board Discussions*) (30%)

Three midterm exams *Module I, Module II, Module III* (30%)

Four Critical Analysis Essays (20%)

Final Exam (20%)

The grading scale for the class will be as follows:

A	900 to 1000 points	=Excellent Work
B	800 up to 899 points	=Strong Work, Well Above Average
C	700 up to 799 points	= Average/Satisfactory Work
D	600 up to 699 points	= Below Average
F	0 to 599 points	

Assignment and Exam Schedule:

Date	Assignment/Activity	Student Outcomes	Points Possible
Weeks 3, 6, 8, 11, 14	Practice tests (online - 20 pts each)	1-9	100 (10 %)
Weeks 1, 2, 4, 5, 7, 9, 10, 12, 13, 15	10 Web Board Discussions (100 word minimum per entry; 20 pts ea)	1-9	200 (20%)
Week 7	Midterm Module I (online exam) Dance and Music	1, 2, 3, 4, 6	100 (10%)
Week 12	Midterm Module II (online exam) Theatre Arts and Visual Arts	1, 2, 3, 4, 6	100 (10%)
Weeks 14, 15	Midterm Module III (online exam)	4, 8, 9	100 (10%)
Weeks 7, 12, 15, Final	4 Critical Analysis Essays (500 word minimum per essay-50 pts ea) Dance Concert, Music Concert, Theatre Performance, Art Museum	5	200 (20%)
Weeks 14, 15	Final Exam Part A (oral presentation in person)	4, 8, 9	100 (10%)
Final Exam	Final Exam Part B (objective, cumulative, in person)	10	100 (10 %)

Summary of Assignments

Weekly Assignments (300 pts 30 %)

In an online class you need to monitor your own progress so you can complete assignments in a timely manner. It is easy to get behind when you do not meet with the professor in person. Therefore you will have at least one assignment due each week of the semester. These weekly assignments will either be in the form of **Practice Tests** or **Web Board Discussions**, and are worth 20 points each. In order to receive full credit for the weekly assignment, it must be submitted by Sunday at midnight during the week it is due. The GE Scoring Guide for writing will be used as a guideline for all written assignments.

Practice Tests (100 points; 10%)

After reading and studying each assignment on the various art forms, you must complete the on-line practice tests. The tests include objective questions based on the content information and will prepare you for the Module Exam. The questions on the Practice Tests and on the Module Exams cover the same material, although they are not the same questions, so the more often you take the Practice Tests, the better you will do on the Exams. The weekly assignments on the Web Discussion Board will give interactive opportunities to experience the different art forms and will also support information tested on the exams.

You may complete each practice test or learning activity as often as you wish within the given time frame to get the highest score possible. The more often you take the Practice Tests, the better chance you have of getting a high grade on the Module Exams. Practice Tests must be completed before the Module Exam and cannot be taken late. If you wait until the last day to take these tests, the server may be slow or not responding, and you may not be able to complete your work. Start early and take each test repeatedly.

Web Board Discussions (200 points 20%)

You will be required to complete 10 Web Board Discussions; Each entry should be a minimum of 100 words; sample topics may include: a self-introduction and analysis of VARK Learning Styles, an appraisal of an art web site, an analysis of a Sample Short Essay on a Composition of Music, a Visual Artwork, or a performance in theatre or dance, an analysis of a Sample Design for a Multi-Arts Lesson. (*See attached for sample discussion boards*)

These web board discussions will happen in Peer Learning Groups of 6-8 students. Web Board Assignments must be completed within the Peer Learning Group on time in order to get credit. You will also be expected to respond to the classmates within your PLG. No late Web Boards posted outside of the Peer Learning Group or posted after the deadline will be accepted.

Module Exams (300 points; 30%)

Three Module Exams will be given online on the material assigned for this course. Module I will cover the Content Domains of Dance, and Music. Module II will cover the Content Domains of Theatre Arts and Visual Arts. Module III will cover the Visual and Performing Arts Content Standards and the integration of the arts into an interdisciplinary arts lesson. Each exam will be divided into two parts. Part A will consist of objective questions (such as multiple choice) and Part B will have an essay question. Module III will ask you to critique an integrated arts lesson as your essay.

Students will get a limited amount of time to complete Part A on all three exams, so you must be prepared for the test when you log on to take it. The exam is open book, however, you will not have much time to use your texts for Part A, nor will you be able to go out of the exam once you have logged on. For Part B, you will be given the essay questions ahead of time. On the week before the Exam opens, you will be able to access the Essay Question and begin drafting your response. You may use your text or other resources for reference, but the written essay must be your own work. It is NOT appropriate to cut and paste information or quotations from any other source within your essay. Part B must be completed and submitted by the due date. *All exams must be completed on time in order to get credit; no late work can be accepted.*

Critical Analysis Essays (200 points; 20%)

Four critical analysis essays are required in this course, one critique for each art form (dance, music, theatre arts, visual arts). You must participate in arts activities in the community or on campus to find the subjects for these four essays; this requirement means going *during this semester* to museums, galleries, concerts, or theaters in the community or on campus. Because the course is designed to help students engage in the arts in their communities, analyzing the dance on a video clip on MTV or a popular song on the radio will not be sufficient to complete the assignment. A list of local art events and helpful web sites is available under Resources on Blackboard.

Each essay will be a minimum of 500 words and will receive up to 50 points. Essays will be graded based on the General Education Scoring Guide. Students may opt to revise any essay to improve their grade, but revised essays must be submitted as hard copies on the date of the Final Exam. If you use any sources you must cite them and document them using MLA documentation.

Format for References:

Author, I. (2001). Title. *Journal*, 33(3), 52-55.
Author, II. (1998). *Book title*. Place: Publisher.

Final Exam (200 points 20%)

The cumulative Final Exam will be administered in person on campus. For Part A you will present an integrated arts lesson with the members of your Peer Learning Group during the last week of the semester. Part B is a cumulative written exam that will be administered in person on the date of the final exam. To pass the Final exam, you must attend both class meetings for Part A and Part B. You must pass the final exam in order to pass the course.

COURSE POLICIES

GE Writing Requirement

Every Upper Division GE Course requires a minimum of 2000 words in original student text. This requirement is met in a number of ways. There are four Critical Analysis Essays that critique arts events from the community (*500 word minimum for each essay*). Students may opt to revise these essays to improve their grade. In Web Board Discussions, students will also be asked to compare and contrast the effectiveness of essays responding to works of art in the different domains. Additionally, Part B of each Module exam will ask students to compose essays analyzing specific works of art by using appropriate terminology. The ten Web Discussion Boards (100 word minimum for each one) will give students ample opportunities to observe, analyze, and reflect on different art forms by writing about them. The General Education Scoring Guide will serve as a basis for the evaluation of all written work.

Attendance, Participation and Self-Motivation

While this is not a traditional classroom-based course, participation is crucial to student success. You are required to attend three mandatory meetings with your instructor on campus during the semester: one for orientation, one for the oral presentation of your Integrated Arts Lesson, and one for the Final Exam. You will also be required to attend at least four Visual or Performing Arts events (one for each art form) within the community in order to complete your critiques. A list of acceptable events will be provided.

Additionally, there will be three meeting times available during the semester for students who desire more face-to-face contact with the instructor. It is *OPTIONAL* for students to attend these meetings. The purpose will be to discuss concepts and interpretations of works of art as a review for the Module exams. The instructor will also be available for consultation during regularly scheduled office hours.

It is the nature of a course like this that you will need to monitor and motivate yourself in order to be successful. However, if you find yourself struggling or lost, you should be sure to contact the instructor right away. Practice Tests, Module Exams, Critical Analysis Essays, and all Web Board Discussions must be completed in a timely manner. *All assignments must be completed on time in order to get credit; no late work will be accepted.*

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Writing Center

The Fresno State Writing Center is a resource for any student looking for help at any stage of the writing process. Students may enroll in a one-unit lab for a Group Tutorial, in which they meet for two hours a week with two other students and one peer tutor. The Writing Center also offers one-on-one Walk-in tutoring, and accepts online submissions for feedback. It is located in ED 184 in the Education Building on the Northwest corner of Shaw and Maple. For additional information, go to <http://www.csufresno.edu/writingcenter>

Plagiarism

Papers will be submitted through "Turnitin.com" so the computer can check for duplication or plagiarism. Using other people's words or ideas constitutes plagiarism and will not be tolerated. Plagiarism in your writing will result in a "0" for that assignment and may result in failure of the course.

The University Policy for Cheating and Plagiarism is as follows:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies)

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Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Course Schedule

Please note: Designated face-to-face meetings with your instructor have been noted in the schedule as ****Meet On Campus**. All other topics, readings, discussions and assignments are online. Some weeks there are multiple assignments due, so be sure to plan ahead!

Week	Topic/Readings	Assignments Due	Student Outcomes
1	Topic: Why Study the Arts? An Introduction Chapter 1 <u>Perceiving the Arts</u> (pp 1-26) View Video "Introducing Arts Education" from The Arts in Every Classroom A Video Library K-5" Series Handouts: Syllabus; Guidelines for Attending Art Events in the Community; Access to Blackboard, Course Documents, and other information	**MEET ON CAMPUS (Mandatory) Weekly Assignment: Complete Web Board Discussion #1 "Getting Started: Orientation to IAS 108"	1
2	Topic: Basic Concepts/Terminology in Dance View Power Point Lecture "Arts and the Brain" Read chapter 7, "Dance," <u>Perceiving the Arts</u> pages 159-175	Weekly Assignment: Web Board Discussion #2	2,3
3	Topic: Dance in Education Read chapters 1 & 9-10, <u>Creating Meaning...</u> pages: 4-36 & 286-331	Weekly Assignment: Complete Practice Test #1 Dance	2,3,4
4	Topic: Basic Concepts/Terminology in Music Read chapter 4, "Music," <u>Perceiving the Arts</u> pages 91-117	Weekly Assignment: Web Board Discussion #3	2, 3
5	Topic: Music Aesthetics Web Quest: Music Notation/Theory Basics/ Listening to the Masters Power Point Lecture "Listening Maps" for music	Weekly Assignment: Web Board Discussion #4: Short Essay comparison of two Music Compositions	2, 3, 6, 7
6	Topic: Music in Education Read chapters 11 & 12, <u>Creating Meaning...</u> pages: 332-388	Weekly Assignment: Practice Test #2 Music **OPTIONAL MEETING ON CAMPUS Review for Module 1	2, 3, 4
7	Topic: Basic Concepts/Terminology in Theatre Arts Read Chapter 5, "Theatre," pages 118-140 Web Quest: Streaming Videos from Broadway	MODULE I EXAM CRITICAL ANALYSIS ESSAY 1 DUE Weekly Assignment: Web Board Discussion #5	1, 2, 3, 4, 5, 6, 7
8	Topic: Drama in Education Read chapters 7 & 8, <u>Creating Meaning...</u> pages: 225-285	Weekly Assignment: Practice Test #3 Theatre Arts	2, 3
9	Topic: Basic Concepts/Terminology in Visual Arts Read chapters 2-3, "Pictures" & "Sculpture," <u>Perceiving the Arts</u> pages 27-90	Weekly Assignment: Web Board Discussion #6	2, 3, 4
10	Topic: Aesthetics in Visual Arts Web Quest: Appraise Web sites from Art Museums Power Point Lecture: Elements and Principles of Design	Weekly Assignment: Web Board Discussion #7: Short Essay Analysis of a Visual Artwork	2, 3, 6, 7
11	Topic: Visual Arts in Education Read chapters 5-6, <u>Creating Meaning...</u> pages: 152-224	Weekly Assignment: Practice Test #4 Visual Arts **OPTIONAL MEETING ON CAMPUS Review for Module II	2, 3, 4
12	Topic: State Content Standards for Visual and	MODULE II EXAM	1, 2, 3, 4,

	<p>Performing Arts Domain 1 Dance and Domain 2 Music View Videos: "Teaching Dance" and "Teaching Music" from The Arts in Every Classroom A Video Library K-5" series Web Quest: Explore the Standards</p>	<p>CRITICAL ANALYSIS ESSAY 2 DUE Weekly Assignment: Web Board Discussion #8</p>	5, 6
13	<p>Topic: State Content Standards for Visual and Performing Arts Domain 3 Theatre Arts and Domain 4 Visual Arts View Videos: "Teaching Theatre" and "Teaching Visual Art" from The Arts in Every Classroom A Video Library K-5" series</p>	<p>Weekly Assignment: Practice Test #5 Arts Integration and the Standards **OPTIONAL MEETING ON CAMPUS Review for Module III</p>	8, 9
14	<p>Topic: Model Lessons in the Arts View Videos "Designing a Multi-Arts Curriculum Unit" and "The Role of Assessment in Curriculum Design" from The Arts in Every Classroom A Workshop for Elementary Teachers Series</p>	<p>MODULE III EXAM CRITICAL ANALYSIS ESSAY 3 DUE Weekly Assignment: Web Board Discussion #9</p>	8, 9
15	<p>Topic: Model Lessons in the Arts View Videos: "Students Create a Multi-Arts Performance" and "Borrowing From the Arts to Enhance Learning." from The Arts in Every Classroom, A Video Library K-5</p>	<p>**MEET ON CAMPUS (Mandatory) FINAL EXAM PART A: Oral Presentations of Integrated Lessons Weekly Assignment: Web Board Discussion #10</p>	8, 9
Final Exam		<p>**MEET ON CAMPUS (Mandatory) FINAL EXAM PART B (cumulative, objective) FINAL CRITICAL ANALYSIS ESSAY DUE Student Evaluation Surveys completed online</p>	10

Content Specifications in Visual and Performing Arts

Domain 1: Dance

- 1.1 Identify the components and strands of dance education found in the Visual and Performing Arts Framework and Student Academic Content Standards.
- 1.2 Able to identify various elements of dance such as space, time, levels, and force/energy.
- 1.3 Use basic techniques to create dance/movement with children.
- 1.4 Are able to identify and explain styles of dance from a variety of times, places, and cultures.
- 1.5 Are able to make judgments about dance works based on the elements of dance.

Domain 2: Music

- 2.1 Understand the components and strands of music education found in the Visual and Performing Arts Framework and Student Academic Content Standards.
- 2.2 Able to identify various elements of music such as pitch, rhythm, and timbre and music concepts, including music notation.
- 2.3 Use basic techniques to create vocal and instrumental music with- Children
- 2.4 Are able to identify and explain styles and types of music and instruments from a variety of times, places, and cultures.
- 2.5 Able to make judgments about musical works based on the elements and concepts of music.

Domain 3: Theatre

- 3.1 Identify the components and strands of theatre education found in the Visual and Performing Arts Framework and Student Academic Content Standards.
- 3.2 Able to identify various elements of theatre such as acting, directing, design, and playwriting
- 3.3 Can apply these elements and principles in order to create dramatic activities with children including improvisation and character development.
- 3.4 Able to identify and explain styles of theatre from a variety of times, places, and cultures.
- 3.5 Are able to make judgments about dramatic works based on the elements of theatre.

Domain 4: Visual Art

- 4.1 Identify the components and strands of visual arts education found in the Visual and Performing Arts Framework and Student Academic Content Standards.
- 4.2 Able to identify various principles of art such as balance, repetition, contrast, emphasis, and unity and are able to explain how works of art are organized in terms of line, color, value, space, texture, shape, and form.
- 4.3 Able to identify and explain works of visual art from a variety of times, places, and cultures.
- 4.4 Interpret works of art to derive meaning and are able to make judgments based on the principles of art as they are used to organize line, color, value, space, texture, shape, and form in works of art.

Part II: Integrated Arts

- Part II.A Candidates for Multiple Subject Teaching Credentials are able to make informed judgments about the quality of works in the arts based on the elements, principles, and/or concepts of the art form. They develop criteria for their judgments and justify their interpretations with plausible reasoning.
- Part II.B Candidates analyze the components and strands of the Visual and Performing Arts Framework and Student Academic Content Standards, and examine the connections among them.
- Part II.C Candidates consider the origins, meaning, and significance of works in the visual and performing arts; raise questions that have been asked by people, past and present; and determine how their responses have varied in significant ways over the years.
- Part II.D Able to consider, weigh, and express ideas about aesthetic issues in the visual and performing arts.

Table For General Education Objectives

GE Objective/Goal	When	Methodologies Used
1. Demonstrate intellect, imagination, sensibility and sensitivity.	Weeks 3, 6, 9, 11-15	Readings, Power Point Lectures, Exams, Oral presentation of integrated arts lesson
2. Respond subjectively as well as objectively to experience	Weeks 7, 12, 15, Final	Written critiques of live visual and performing art events in the community
3. Develop a sense of the integrity of emotional and intellectual response	Weeks 5, 7, 10, 12, 15	Appraise available web sites in the Visual and Performing Arts
4. Cultivate and refine their affective as well as cognitive and physical faculties	Weeks 5, 7, 10, 12, 15	Examine aesthetic issues in the visual and performing arts through direct experience and critical essays
5. Become familiar with great works of the human imagination	Weeks 2-11	Visits to museums, concerts, plays; Exploration in readings and on the Web
6. Participate in individual aesthetic, creative experience	Weeks 7, 12-15	Visits to Museums, concerts, plays; Participate in oral presentations of Integrated arts lesson
7. Intellectually examine the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music	Throughout the semester	Online activities; Discussion Boards; direct experience through visits to museums, concerts, plays; reading and writing critical essays
8. Explain the interrelationship between the creative arts, the humanities and self	Weeks 1, 7, 12-15	Lecture, Readings, development and presentation of integrated arts lesson

SAMPLE ESSAY QUESTIONS FOR MODULE EXAMS

SAMPLE FOR MODULE I

1. For this essay, go to the San Francisco Symphony Keeping Score web site at <http://www.keepingcore.org/web.html>. *These music selections are also available at <http://www.classicalarchives.com/> or in the Music library.*
 - a. Choose one of the following works and "Companion Web Sites"
 - i. Tchaikovsky Symphony No 4
 - ii. Beethoven "Eroica" Symphony No 3
 - iii. Aaron Copland Appalachian Spring
 - iv. Igor Stravinsky Rites of Spring
 - b. Analyze one movement from the work (your choice) in terms of its basic elements. (Use the Basic Analysis Outline on pp 116-117 in your text as a guide) Be sure to include your own personal or emotional reaction to the piece. (*Note-you will probably need to listen to the selection more than once*)
 - c. What do you think the composer was trying to say? Explain its historical context and why the work was considered "revolutionary" at the time it was written.

SAMPLE FOR MODULE II

1. For this essay use the cyber source Artcyclopedia <http://www.artcyclopedia.com/>
 - a. Go to the Artcyclopedia web site and browse through the pages (see "Masterpieces" and the "Top 30 Artists.") Choose a work of art (painting, print, or sculpture) that you would like to have on display in your home or living space.
 - b. First, identify the work of art. List the artist, medium, date, historical period or movement, and any other features you think are significant (size, for example). Be sure you include the web address where you found your work of art.
 - c. Analyze the work of art you have chosen in terms of its basic elements of design. You can use the "Basic Analysis Outline" in your text (pp 65-66 for pictures or pp 88-89 for sculpture)
 - d. Explain why you have chosen this particular piece. What is your emotional response? What meaning does it have for you or why does it draw your attention? Where in your home would you put it on display? Is it something that you would keep for many years to come, or do you think you might tire of it in time?

SAMPLE FOR MODULE III

2. For this essay, you will view, and critique a video demonstration of an elementary level arts lesson.
 - a. Watch one or more of the 30-minute videos from the series The Arts in Every Classroom A Video Library K-5. (Series is available as streaming video at <http://www.learner.org/resources/series165.html#> or on DVD in the Music Library)
 - b. Identify the video, grade-level, teacher(s) and art or arts being taught in the lesson you have chosen to analyze.
 - c. Analyze the arts lesson using the following questions as a guide: What key concepts or subjects were being taught? What strategies did the teacher or teachers use to teach these concepts? What were the most effective parts of the lesson? Why do you think this lesson was chosen as a model for a demonstration?
 - d. Include a paragraph responding on a personal level. What parts of what you observed might you incorporate into your own teaching? What additions or changes would you make? What questions did you have after viewing the lesson?