Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  __X___ NEW  ____ MODIFY  _____ DELETE

Local Unit:  Art and Visual Technology  Graduate Council Approval Date:

Course Abbreviation:  AVT  Course Number: 605

Full Course Title: Issues and Research in Art Education

Abbreviated Course Title (24 characters max.): Issues & Research Art Ed

Credit hours: 3  Program of Record:  Art and Visual Technology

Repeatable for Credit?  ___ D=Yes, not within same term  Up to  ___ hours
               ___ T=Yes, within the same term  Up to  ___ hours
               __X_ N=Cannot be repeated for credit

Activity Code (please indicate):  __X_ Lecture (LEC)  ____ Lab (LAB)  ____
               ____ Recitation (RCT)  ____ Studio (STU)  ____ Internship (INT)  ____ Independent Study (IND)____
               Seminar (SEM)

Catalog Credit Format  3:3:0  Course Level:  GF(500-600)  __X__
               GA(700+)  ____

Maximum Enrollment:  15  For NEW courses, first term to be offered:  Spring 2005
Prerequisites or co-requisites:  Admission to the AVT graduate program and permission of the instructor.

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses.:

605 Issues and Research in Art Education (3:3:0)  Prerequisite: Admission to the AVT graduate program and permission of the instructor.
Readings and projects explore historical and contemporary ideas, issues, philosophies, pedagogy, and research in Art Education. Investigates teachers’ use of research-oriented questions/data to explore issues in the classroom and to improve teaching and learning.
For MODIFIED or DELETED courses as appropriate:
Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:
Submitted by:  ________________________________ email: ________________
Department/Program: ________________________________ Date: ________________
College Committee: ________________________________ Date: ________________
Graduate Council Representative: ________________________________ Date: ______
AVT 605 Issues and Research in Art Education
3 credits
Dr. Shirley Hayes-Witzel
Phone: 703-477-1813
E-mail: switzel@gmu.edu

Course Description:

To enable knowledgeable, flexible and fluent teachers, researchers, and intellectuals, readings in this course encourage diverse perspectives and understandings that explore historical and contemporary ideas, issues, philosophies, pedagogy, and research in Art Education. Various pedagogical theories provide tools to maneuver among an array of methods, approaches, and strategies that support the art and science of visual art teaching. The course also explores ways that teachers may use research-oriented questions and data to explore issues and research in the classroom to improve teaching and learning. Students will design and complete a mini-research project.

Course Objectives:

- To explore contemporary issues and research in Art Education including historical/traditional, critical, feminist, and progressive theories and pedagogies;
- To critically examine and relate the histories of art education to contemporary practices;
- To explore theoretical and practical tools to maneuver among an array of methods, approaches, and strategies that support the art and science of high quality visual art teaching;
- To explore ways that teachers may use research-oriented questions to explore issues and research in the classroom and beyond in order to improve teaching and learning;
- To explore a range of qualitative and quantitative research methodologies such as historical, ethnographic, content analysis, survey, causal comparative, correlational, and experimental approaches;
- To develop a mini-research project that reflects understandings of chosen aspects of research and/or issues which can provide meaningful insights and ideas for the field of education.

Required Texts and Readings:
Packet: Available at GMU bookstore
Texts:


Grading:
Participation: 10%
Presentations: 30%
Essays and Synopses: 30%
Research Project: 30%

Important Student Responsibilities & Course Policies

1. Attendance: As the course involves writing, discussions, media presentations, and field experiences, regular and timely attendance is required. All absences require an email to the instructor explaining the reason for the absence, preferably before the class meeting. In order for an absence to be excused, a student must provide appropriate documentation (i.e., a medical excuse from your doctor) and/or have the instructor’s approval (i.e., family emergencies, funerals.) A student’s final course grade will be reduced by half a letter grade for each unexcused absence that occurs after one excused or unexcused absence. A student can fail this course due to poor attendance. It is the student’s responsibility to meet with the course instructor to discuss extended periods of absence due to medical problems. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

2. Guidelines for Class Discussions: Students are expected to use appropriate terms and language within all course discussion. Beliefs and worldviews divergent from yours may be shared, and respect for those differences is to be maintained within the classroom.

3. Class Participation: Active participation in classroom activities, discussions, and fieldtrips is a course requirement and counts for 10% of the final course grade. Class participation is evaluated daily. Therefore, excessive absences and highly inconsistent participation will impact class participation grades negatively. Quality participation includes consistent attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions and other activities, working constructively in large and small groups and submitting assignments on time.

4. Essays and Synopses: Two major essays or written assignments are required in this course and will include a mid-term paper and a final paper which will be graded as a part of the research project. Two synopses of the student’s choice
from assigned reading materials will be required for each group meeting unless otherwise specified. Each will be no longer than 80 words and will be shared with the group via our web system. This type of summary writing is an invaluable skill in learning to condense major ideas which is a most useful life skill.

5. **Research Project**: Understandings of function, purpose, and content in this course will culminate in a final research project to be determined by the interest of the student. A final class presentation along with the final paper and accompanying materials will be expected. Details will be discussed in class.

6. **Rewriting Assignments**: Students may choose to re-write major papers that were handed in on time once. All rewrites are due ONE WEEK from the date your original paper is returned from the instructor. If the rewritten paper shows significant improvement, the grade may be improved up to one letter grade (e.g., a C becomes a B). **There is no make-up or re-do for leading a discussion or for written synopses. There is no re-write for the final paper. Students cannot rewrite any paper that was handed in late.**

7. **Late Assignments**: Assignment grades are reduced by 1/2 the points or letter grade for every weekday an assignment has not been handed in after the assigned due date. Late assignments can be handed in at the beginning of class on scheduled class days, during office hours, or in the instructor’s mailbox with e-mail notification to the professor. Written assignments cannot be handed in as e-mail attachments unless a student has received the instructor’s prior approval.

8. **Returning Graded Assignments**: Papers will be returned within two weeks after the instructor receives papers. Papers are typically returned during regular scheduled classes. The final paper can be picked up by students outside the art education office.

9. **Email and WebCT**: Email is used as a means of communicating with students about the course. Email is sent to your GMU email account. It is the student’s responsibility to forward emails to an account that he/she checks regularly. In addition, WebCT will be used to post grade information for this course.

10. **Plagiarism**: Copying/claiming someone else’s words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the appropriate university committee. That committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor if you have questions about plagiarism, paraphrasing, quoting, or collaboration.

11. **Students with Special Needs/Disabilities**: If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as
soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on GMU's Disability Resource Center @ 703-993-2474 for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Disability Resource Center, I encourage you to do so.