

ED-SE 505  
**Special Methods Content Area**

**Winter 2009**

Course Instructor: Dr. Dianne Turner, Professor of Art Education  
Office: EDU 120  
Office phone, 654-2422 Email: dturner@csub.edu  
Winter Quarter Office Hours: TBA  
Web-page: <http://www.csub.edu/~dturner/>

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**Course Description**

A special methods course may not be offered at CSUB in some of the major subject areas. In such cases an appropriate related subject may be substituted (with prior approval) or a special methods course may be used/ completed from another institution. Ten hours of observation in a junior or senior high school classroom is required.

**Course Objectives**

1. Be able to identify the academic standards and the goals of fine arts in secondary education.
2. Know appropriate content standards for Secondary Fine Arts instruction.
3. Be able to develop a power point presentation appropriate in content for teaching fine arts at the secondary level.
4. Identify issues affecting the teaching of art at the secondary level
5. Have an understanding of teaching methodology and practices appropriate for teaching secondary fine arts.
6. Be able to analyze an fine arts lesson plan appropriate for the secondary level.
7. Develop a comprehensive resource file using the Internet for teaching secondary fine arts.

## **STUDENT EXPECTATIONS**

This course is designed for each student to have knowledge in planning an effective and appropriate fine arts program for secondary level students. The course requires that each student be responsible for completed work including completion of assigned outside readings. Projects are due the day they are expected. No late work accepted. If you do not turn in an assignment on time it is automatically an “F”. No excuses are accepted. All projects must be completed when turned in or you will not pass the course.

## **TEXTS AND RESOURCES**

You are expected to use both texts and internet sources appropriate for your discipline.

It is encouraged for you to join your national and state sponsored fine arts education organizations.

You should also access the California Framework for you individual subject area. You must use the APA style of writing for all written assignments and especially for reference citations.

## **CRITERIA FOR GRADING**

Grades for projects will be based on the following:

1. Individual Project Assignments
2. Reading and research
3. E-mailing projects on time-emails must use proper grammar and spelling
4. Correct spelling and grammar in each of the papers
5. Professional attitude toward assignments and instructor

Upon completion of each your projects you will be e-mailed as to what your grade you have earned.

Your projects are accepted on e-mail only when you receive an acknowledgement from the instructor. If you do not receive an acknowledgement from the instructor, your project has not been successfully sent.

## **TPA**

For any questions regarding the TPAs contact Merry McCalley [mmccalley2@csub.edu](mailto:mmccalley2@csub.edu) or 661-654-323, office is EDU 119.

## **PROFESSIONAL OBLIGATIONS**

You are expected to e-mail each project on its assigned due date by 5:00pm and time stamped on the e-mail. No late work is accepted. Keep hard copies of all of your projects. Papers will not be accepted prior to due dates.

## **GRADING SCALE**

The following scale indicates the number of points for each grade

3.90-4.0=A  
3.89-3.5=A-  
3.49-3.3=B+  
3.2-3.0=B  
2.9-2.8=B-  
2.79-2.5=C+  
2.49-2.3=C  
2.29-2.1=C-  
2.09-2.0=D  
Below 2.0=F

## **Project Grade Value: All projects are due at 5pm Friday on email Unit lesson**

on four periods of your fine arts area. Write 4 lesson plans that are based on periods of your discipline using the template on TPA assessing learning. Each lesson must be a different period. Due Friday week 2 of quarter. Use template format for TPA task 3 assessing learning. Contact **Merry McCalley** in EDU 119 if you have questions about the TPA. Templates are on: <http://www.csub.edu/soe/caltpa/#cases>

- **PowerPoint** appropriate for secondary education in the 4 periods (20 slides total include illustrations). These must be in hardcopy format and delivered to my office. These must include illustrations. Do not email this project. Print in 3 slide notebook format, staple and put your name on it. Due Friday week 4 of quarter 5pm to EDU 120 under my door in a sealed envelope. This is the only assignment you turn in to my office in hardcopy!! **If you fail to you will fail the project! Worth 20%**
- **Reference list** from 5 area secondary schools of tests and resources teachers in your discipline use in the classroom (minimum 10 books (can be texts or books on various mediums, genre's instruction, etc., and at least 10 resources for web sites); list as references using APA format. Due Friday 5pm week 6 of quarter. Worth 20%
- **Budget** for class (make a list of materials and supplies needed for a beginning and advanced class in your discipline). Find an online or printed source such as a catalog and detail the cost for each item complete with item numbers. Your budget for both classes is \$5,000 for 300 students in 5 classes; 4 begging classes and one advanced ( of any area within your discipline (can be an intro to art, or intro to music, etc.). You must include the contact information of the company you are using. Be sure to include the name of the company and the web address, otherwise no credit for the project. Use the table example below to write out your

budget. Format an excel sheet using the items listed below. Due Friday at 5pm week 8 of quarter. Worth 20%

- **Field observation** 10 hours in a classroom. Documentation of Field Work due week 10 of quarter by Friday 5pm. Worth 20%

Format for budget excel sheet:

Item #	Qty.	Unit	Page # Or place on the website (if using a print catalog	Description	Size/Color	Unit Price	Price	Subtotal

## **CANDIDATE DISPOSITIONS**

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.*

### **Professional Collaboration**

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

### **Reflective Practitioner**

Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

### **Ethical Professional**

Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

### **Student/Client Centered**

Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

### **Professional Leader**

Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

### **Professional Competence**

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

Adopted January 2006

Revised 9/20/06

## **ACCOMMODATIONS FOR SPECIAL NEEDS**

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a

disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

## **RIGHTS AND RESPONSIBILITIES OF STUDENTS**

### **Academic Integrity**

The principles of truth and integrity are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and without giving unauthorized assistance. Faculty have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be encouraged and positively reinforced.

There are certain forms of conduct that violate the university's policy of academic integrity. **ACADEMIC DISHONESTY (CHEATING)** is a broad category of actions that involve fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of the misuse of published or unpublished works of another by claiming them as one's own. Plagiarism may consist of handing in someone else's work as one's own, copying or purchasing a pre-written composition and claiming it as one's own, using paragraphs, sentences, phrases, words or ideas written by another without giving appropriate citation, or using data and/or statistics compiled by another without giving appropriate citation. Another example of academic dishonesty (cheating) is the **SUBMISSION OF THE SAME, OR ESSENTIALLY THE SAME, PAPER** or other assignment for credit in two different courses without receiving prior approval from the instructors of the affected courses.

When a faculty member discovers a violation of the university's policy of academic integrity, the faculty member is required to notify the CSUB Dean of Student Life and CSUB Student Conduct Coordinator and the student(s) involved. A course grade of 'F' may be assigned or another grade penalty may be applied at the discretion of the course instructor. Additional academic sanctions are determined by the student conduct coordinator. Academic sanctions may include disciplinary probation, suspension, permanent expulsion from the university or from the California State University system, administrative hold on the release of records, and withholding a degree. Disciplinary probation shall be noted on the student's formal academic record only for the duration of the probationary period. Disciplinary suspension and expulsion are a part of the student's permanent record.

The student may pursue a formal hearing or make a settlement agreement with the student conduct coordinator. CSUB Dean of Student Life and CSUB Student Conduct Coordinator shall conduct an investigation, confer with the faculty member, students and any witnesses identified, and review all evidence. The student is entitled to a formal hearing scheduled by the CSUB Dean of Student Life and CSUB Student Conduct Coordinator, in which the evidence of the alleged violation shall be presented before an

impartial Hearing Officer (appointed by the President) and the student shall be present to provide an explanation or defense. The Hearing Officer shall submit a written report to the President containing the findings, conclusions, and recommendations. Alternatively, a settlement agreement may be made with the CSUB Dean of Student Life and CSUB Student Conduct Coordinator. The settlement agreement will specify the academic sanctions, the length and terms of disciplinary probation or suspension, and the conditions the student is expected to meet in order to remain in good standing (e.g., training or regular meetings with the CSUB Dean of Student Life and CSUB Student Conduct Coordinator). All sanctions are reported to the instructor reporting the incident, the student's Chair, and the student's Dean.

Any repeated violation of academic integrity shall result in more serious academic sanctions. Normally, this will include suspension or expulsion from the university with a note on the student's permanent record.

## **Academic Freedom**

Freedom to pursue truth and to achieve personal and intellectual development is essential to CSUB's community of scholars. The University is firmly committed to such freedom for both students and faculty. Academic freedom is the University's guarantee of freedom of expression by all students and faculty under the First Amendment.

For the achievement of academic freedom, a necessary condition for such pursuit is an acceptance of the spirit of inquiry and appreciation for diverse ideas, viewpoints, cultures, and life-styles. Acceptance must be demonstrated not only in the classroom but in all other areas of the campus. The achievement of academic freedom, however, must occur within a respect for law and the protection of the opinions and dignity of others.

## **Civility and Respectful Conduct**

The classroom is essential for the achievement of academic freedom, the pursuit of truth, and the development of students. Because of its importance, students are expected to exhibit respect for the views of others, the professionalism of the instructor, and the goals of academic freedom whenever they are in the classroom.

Faculty are obligated to recognize and respect student diversity, ideas, perceptions, and opinions. At the same time, faculty have a fundamental responsibility to maintain the integrity of the learning environment. When confronted by unreasonable disruption in the classroom, faculty are expected to initiate actions to correct such conditions. Such actions may result in disciplinary action ranging from removal from the classroom to formal disciplinary sanctions, including probation, suspension, or expulsion.





