Moberly Area Community College  
Common Syllabus  

ART225 Art for the Elementary Teacher

Instructor:
Office Number:
Office Hours:
Contact Information:
Classroom Number:

Catalog Description:  ART225 Art for the Elementary Teacher  (3-0-3)
The purposes and philosophies of elementary art education will be examined. This course will orient the student to the elementary art teacher’s role, giving the student an opportunity to develop lesson plans and to work with various media and processes used in the elementary art program. This course may be taken for pre-professional education credit.

Prerequisite/Co-Requisite:  None

Text:  Title: Emphasis Art  
Author: Wachowiak  
Publisher: Pearson Education, Inc.

Other Required Materials: (Materials will be the responsibility of the student)  
Scissors  
Glue ---- Rubber cement and Elmer's  
Low heat glue gun  
Ruler  
Compasses  
Markers ---- Thick and thin  
Assorted construction paper, 9x12 and 12x18  
White paper, 11 x 14  
Oak tag  
Poster board  
Modeling clay  
Colored chalk  
Paints, Tempera - Watercolor  
Brushes (assorted sizes)  
Water container  
Crayons  
Colored pencils, pencils  
Recycling materials (see page 379)
Portfolio for finished projects  
Notebook for lesson plans

**Purpose of Course:** Art for the Elementary Teacher will offer students an insight into the planning of the art classroom, lesson plans (curriculum) and materials needed to implement an art program.

**Course Objectives:** To give students an understanding of the function art serves in the elementary classroom. Students will be introduced to the visual elements, formal aspects, and the media and techniques used by art educators in creating an image. By taking this course students will develop their skills in curriculum development, presentation, adaption, and evaluation.

Upon successful completion of this course, students will be able to:
- Demonstrate basic knowledge of the characteristics found in various mediums of elementary art.
- Demonstrate basic knowledge of the characteristics found in the various periods of art.
- Demonstrate basic research and presentation skills for the development of course curriculum.
- Demonstrate basic skills in critical thinking, reading, and writing.
- Demonstrate basic skills in the adaptation and evaluation of art for students grades K-8.

**Course Content:** Students will be exposed to teaching strategies, curriculum design for K- 8 grades, working with gifted and students with disabilities, art appreciation, and integration with other subjects. Time will be spent on art production, design of the art classroom, and assessment of students’ artwork.

**Assessment of Student Learning:** Grades will be based of attendance, class participation, lesson designs, portfolio, test and final exam.

<table>
<thead>
<tr>
<th>Total class points</th>
<th>1000</th>
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<tbody>
<tr>
<td>Test</td>
<td>300</td>
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<tr>
<td>Portfolio – projects visual</td>
<td>400</td>
</tr>
<tr>
<td>Lesson designs</td>
<td>300</td>
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</tbody>
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For each absence or partial attendance (being tardy or leaving early) five (5) points will be deducted from the final “total points”

**Grading Scale:**
- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

**Expected Study Time Commitments:** Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.
Description of Major Assignment(s):

1. Prepare and present an art lesson or activity to the class, using demonstrations and or examples.
2. Design as art box or portfolio with all your completed art projects labeled or systemized that will be reviewed at the end of the semester. You will need to have at least 5 lessons for each grade level. A notebook of lesson plans will be compiled and graded at the end of the semester. Include an art file of examples that can be used to motivate students.
3. Prepare, set up and present a learning center that would help children learn several of the fundamental elements of art while crossing curriculums of other subject areas.
4. Prepare and display a bulletin board that focuses on art history

Schedule of Student Assignments/Activities: Per instructor

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information**: Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- **Valuing**: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies**:

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy**: Students are expected to attend all class sessions for which they are enrolled.
The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

<table>
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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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Hybrid Course

Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:

• Completion of quizzes or exams during class meetings and online
• Submission of assignments during class meetings and online
• Participation in discussions during class meetings and online

Online Course

Active participation in an online course includes the following:

• Completion of quizzes or exams
• Submission of assignments
• Participation in threaded discussions

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

**Tardiness:** Per instructor’s policy

**Make-up and late work:** Per instructor’s policy

**Extra Credit:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.