Texas State University

Part-Time Faculty Excellence in Teaching Award
Nomination Form

Name  Sherry A. Snowden  Net ID  ss36

Department  School of Art and Design  College of Fine Arts and Communication

Current TXST teaching appointment FTE%  40%
Number of long semesters of TXST at 40%  25
Number of long semesters of TXST teaching at 50% or more FTE  None

Statement of Teaching Philosophy (300 words maximum)

“Find Your Voice and Inspire Others to Find Theirs”
-Stephen R. Covey

My passion for teaching and serving in visual art leadership roles has been expanded at TXST, to include the privilege of inspiring aspiring educators.

Teaching is sharing. Sharing my extensive and rich experiences as an educator is not limited to teaching the content, teaching to meet and/or master the objectives: it also includes reaching students at places within themselves where they are intrinsically motivated to learn. Responsibilities of learning are shared. From a teacher’s tutelage, mentoring and modeling, students learn to assume responsibilities for their learning and take ownership in their successes.

Earliest learning originated from sharing stories which recall influential voices from the past and recognize voices of visionaries. The sharing of stories complements best teaching practices and facilitates meaningful connections and discussions that impact learning.

Teaching is mutual sharing. Students give us glimpses into the uniqueness of the individual. We learn much from their actions and reactions, their dispositions, their needs, their wants, their aspirations, their challenges, their strengths, and their weaknesses. All are revealed to us. We receive them as they are. Our caring and considerations, actions and reactions directly influence outcomes. As educators, we have the potential to make significant differences in the personal and professional lives of others.

Teachers are empowered to engage with students on appreciable levels of learning that promote and support:
• inquiring minds
• multiple creative solutions
• collaboration, communication
• valuing differences in perceptions in self and in others
• personal and creative modes of expressing one’s self; and
• building visions and voices and paving pathways

Reflective Statement #1: Sherry A. Snowden

Teaching Strengths

The foundation upon which my teaching strengths have been built has been my continued respect for the noble profession of teaching. My passion for teaching has been sustained by the lives I have touched, and by the lives of those who have touched mine. Humanistic-encouraging skills are helpful in fostering mutual respect with students. On the first day of class, short self-reflections and multiple-intelligences inventories provide data, enabling me to adapt best teaching practices to create the most inviting and appropriate learning environment. Gleaning information to learn about my students demonstrates that I am a student-centered educator. Their reflections reveal that there are students facing a fear factor regarding this course and lack confidence in themselves as artists. As a result, they lack confidence in teaching art to children. It is imperative that students overcome this hurdle in order to embrace this course and gain confidence in their abilities. With intent to relieve stress, I initially construct group activities that engage minimal artistic skills, promote creative problem solving and induce laughter. Humor has the potential to make some of the most frustrating and challenging situations become more enduring.

An interested approach to life is evident in my enthusiasm to actively engage in continued learning. My extensive involvement in professional organizations and in leadership initiatives, are helpful in promoting leadership skills in my students. The opportunity to serve on several task committees for the State Board of Education and the Texas Education Agency, demonstrates to my students how one can become an active voice, making significant contributions towards the betterment of education. These current and meaningful, professional experiences are relative to teaching art in the 21st century. They are embedded into my course offerings, preparing students to address pertinent educational issues facing educators today.
Reflective Statement #2: Sherry A. Snowden

Teaching Improvement

Recently, significant changes have occurred at the national and state levels regarding the fine arts educational standards. As a result I have changed my instructional methods to help students to better understand the new visual arts standards and how to include them in their lesson plan formats. Frequently, some students are intimidated by the curriculum standards and confused with the complexity of navigating the Texas Education Association (TEA) site. These pre-service teachers will be expected to write-out the new Fine Arts Texas Essential Knowledge and Skills (TEKS) in their lesson components when they begin student teaching. Many of my students have not had any experience in writing formal lesson plans.

It was my privilege to serve on a state review and revision committee for the elementary art TEKS. This esteemed opportunity gave me first hand knowledge and experience on how to best implement the new visual art standards into curriculum. This experience improved how I designed activities for my students that impacted their learning.

I developed instructional prompts for the students to acquaint them with the new TEKS. In a computer lab, students searched the TEKS, specific to the four art strands, perception, creative expression/performance historical and cultural heritage, and critical evaluation. This activity also included locating the TEKS for additional content areas. As a result, students were prepared to design lessons with visual arts integration that would promote cross-disciplinary learning.

An extended group activity required students to critically analyze random art lessons downloaded from the web. They discussed which lessons were closely aligned with state standards by referring to the TEKS. In a second extended group activity students located the newly revised state standards. Students compared and contrasted the state and national standards and how the lesson plan complied, or not, to both frameworks of visual arts standards.
Teaching Challenge

A challenge has been to adapt the scope and sequencing of ARTT 3370, to the varying constraints of the differing semesters. I must be flexible yet insure content is not compromised in course outcomes.

Example:

It is important for aspiring educators to understand Lowenfeld’s theory of the six developmental stages of creative growth in children. Providing opportunities for students to observe real-life works of art created by children is challenging. I have adapted the following practice to promote my students’ understanding of Lowenfeld’s theory.

Each semester, for this activity, students are divided into groups. Each group receives a resource packet targeting one level of Lowenfeld’s, creative stages. Students analyze a collection of actual works created by children that reflect the ages within that stage of development. Students compare and contrast the works, determining emerging, proficient and advanced young artists. Groups present their findings to the class. Class discussions help to identify key characteristics of each one of the stages.

In the fall semesters, a private school brings third and fourth graders to our classroom on campus. Bobcats work in teams to create an art lesson that is age appropriate and results in a creative, original work of art for each child assigned to their group. My students write a reflection about their teaching experience and what they observed that reflected Lowenfeld’s theory.

March is youth art month. In the spring semesters, my students attend children’s art exhibits in local communities. Students write a reflection of what they observed in viewing the works on display and how the works reflect the creative development of children at different grade levels.

In the summer sections, my Bobcats teach Kid’s Kollege Art Camp. Daily reflections reveal their observations of developmental stages in the children as they engage in the lessons taught by the Bobcats.
Teaching is a people oriented profession in which cooperation, communication and building congenial character are critical tenets. To support this belief, I provide opportunities for students to interact in a variety of activities designed to stimulate teamwork as encountered in school communities. Two examples of techniques I employ are described below.

Everyone has the capacity to be creative. Some of my students come to me thinking otherwise regarding themselves. I quickly introduce a way to discover new solutions to problems. To Substitute, Combine, Adapt, Magnify, Put to Other Uses, Eliminate, Rearrange, (SCAMPER), is to apply a creative thinking tool developed by Bob Eberle. Utilizing this method, students individually respond to a simple prompt. I solicit solutions from those willing to share and take notice of those uncomfortable with the task. Students are then put into pairs to discuss their responses and their options. Their solutions multiply as they collaborate through problem solving. The stressed become believers.

Bloom’s taxonomy is a resource that can assist teachers in developing lessons that develop higher order thinking skills. Another activity I employ permits students to engage in all levels of intellectual behaviors represented on Bloom’s. The process introduces and showcases Feldman’s model of art criticism. In groups, students select two reproductions of masters’ artworks that are of the same genre. A Venn diagram is drawn on a large sheet of paper. Using sticky notes to record characteristics of each masterpiece, students compare and contrast the two works of art. They describe, analyze, interpret, and make judgments regarding the works. After discussing the reproductions and recording characteristics of the images, students present their findings to the class.

If teaching methods become stagnant then the effectiveness of teaching is minimized and learning is diminished. Adapting curriculum to best serve all stakeholders is a skill I embrace.
Please note: For all entries, list most recent items first.

I. Academic/Professional Background

A. Name: Sherry Snowden Title: Lecturer

B. Educational Background

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>University</th>
<th>Major</th>
<th>Thesis/Dissertation</th>
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</thead>
<tbody>
<tr>
<td>Certification</td>
<td>2006</td>
<td>Texas State University</td>
<td>Post-Master's Principal EC-12</td>
<td>Action Research: Clarifying Roles and Responsibilities of Dept. Chairs as Instructional Leaders on Campus</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>1998</td>
<td>Southwest Texas State University</td>
<td>Elementary Education</td>
<td></td>
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<tr>
<td>B.S. Home Economics</td>
<td>1987</td>
<td>Southwest Texas State University</td>
<td>Interior Design</td>
<td></td>
</tr>
<tr>
<td>B.S. Education</td>
<td>1972</td>
<td>Southwest Texas State University</td>
<td>All-Level Art PK-12</td>
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C. University Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>University</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer - ARTT 3370 School of Art and Design</td>
<td>Texas State University-San Marcos</td>
<td>Fall 2013 –Spring 2015 Spring 2000-Spring 2012</td>
</tr>
<tr>
<td>Supervisor/Mentor for Intern: Department of Education</td>
<td>Texas State University-San Marcos</td>
<td>Fall 2013- Spring 2014</td>
</tr>
<tr>
<td>Per Course Instructor University Seminar</td>
<td>Texas State University-San Marcos</td>
<td>Fall Semesters 2007, 2008, 2009, 2013</td>
</tr>
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D. Relevant Professional Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>Entity</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Educator PK-6th Grade</td>
<td>VSA arts of Texas Saill Charter School, Austin</td>
<td>August 2007-August 2008</td>
</tr>
</tbody>
</table>
II. TEACHING

A. Teaching Honors and Awards:

- 2014 Selected as School nominee for a Part-time Excellence in Teaching Award.
- 2013 Higher Ed. Educator of the Year - Texas Art Education Association

B. Courses Taught: ARTT 3370 and University Seminar

C. Graduate Theses/Dissertations or Exit Committees (if supervisor, please indicate):

Action Research: *Defining the Roles and Responsibilities of Department Chairs as Instructional Leaders on the High School Campus*

I. Other:

III. SCHOLARLY/CREATIVE

A. Works in Print

David Burton of Virginia Commonwealth, included my photos and personal correspondence in regards to the student art gallery I designed for Hays High School. My contributions were printed in his book titled, *Exhibiting Student Art, 2006.*

2. Invited Talks, Lectures, Presentations:

*Invited Talks*

• Appeared before and presented testimony to the State Board of Education (SBOE), as committee representative, on our review and proposed revision of Texas Essential Knowledge and Skills (TEKS) for elementary art (grades K-2nd). July 19, 2012.

• Guest speaker on *Integrating the Visual Arts into Curriculum*, for Kappa Delta Pi, Texas State University, September 28, 2010.

• Served as a juror of student work in Aldine ISD, Houston, TX, Visual Arts Scholastic Event (VASE) – Regional competition. February, 27, 2010.

• Served as a panelist on webposium, sponsored by VSA arts of Texas, City of Austin Cultural Affairs Div., Create Austin and the Dana Foundation, *What do Teaching Artists need to know to be successful when working with Students with Disabilities?* Broadcasted live on January 29, 2010, Austin, TX.

• Guest speaker on the Professional Educators Expert Panel for Teri Evans-Palmer’s Art Education class, TXST.

• Invited by Dr. Nielsen of TXST, to speak with his Art Education class as an experienced master (art) teacher in the public school system. – Spring, 2010, Fall 2010, Spring 2011, Fall 2012.

**Presentations**


• Presented “Snapblocks” at Texas Art Education Association, San Antonio, November 12, 2012.

• Presented two workshops titled, *The Demise of the Cotton ball Bunny-Proven Projects to Simulate Creative Young Mind*, at the Texas Art Educators Association, State Conference, Austin, TX, November 12, 2011.

• Presented at National Art Education Association (NAEA), National Convention, March 18, 2011, in Seattle Washington. This presentation was a Best Practice Lecture, titled, *The Demise of the Cotton ball Bunny-Proven Projects to Simulate Creative Young Minds*.

• Presented two workshops titled, a *Good luck Hands: Good Luck Lessons, at the Texas Art Educators Association*, State Conference, Austin, TX, November 12, 2010.

• Presented and conducted one-day professional development workshop on Interdisciplinary Art to middle school and high school art educators. Copperas Cove. August 19, 2010.
• Presented to art educators, Region 10, San Antonio, for VSA arts of Texas, September, 2008


8. Exhibitions (title; date; location; group; Faculty Exhibit. Exhibited Photography work. January 2013. Texas State University

12. Workshops:

• July, 2009, contracted as a specialist in designing a 6 hour workshop for teaching artists. SAIL

• Member of committee: Universal Design in teaching art, addressing diversity in the classroom. Hawaii. Summer 2009.

• Coordinated and instructed *SMARTS,* summer art workshop , Department of Art and Design, Texas State University, June, 2008

• Conducted workshop for art educators, Region 10, San Antonio, VSA arts of Texas, September, 2008


• Conducted workshop at the summer Center for Educator Development in the Fine Arts (CEDFA) 2008, conference for VSA arts of Texas.

Awards, Honors:
2001 Teacher of the Year Jack C. Hays High School

Six times selected as a *Star Maker Teacher-* Hays High School Buda, TX 2003, 2004, 2006

**IV. SERVICE**

A. University:

• Volunteer at TSU, Paws Preview August 2012, 2013.
• Served as a mentor for sophomore student at TXST, Fall 2009; Spring, 2010, Fall 2013

B. Departmental:

• Fall 2014- Spring 2015: Coordinate, and collaborate with the University International Office, a hands-on art workshop for TXST, International Students, scheduled for April 10, 2015.
• Assist with Student Chapter of National Art Education Association at TXST. 2014/15.

• Plan, coordinate and instruct, Kid’s Kollege Art Camp, for June, 2015. Coordinated, directed and instructed Summer 2013 and 2014, Kids Kollege Art Camp.

• Plan, organize and coordinate TXST Annual BIG ART DAY for March 12, 2015. Planned, organized and directed first annual BIG ART DAY on TXST Campus. March 5, 2014.

• Created, organized and conducted six hands-on, art workshops for Common Experience: Mental Wellness theme. Fall, 2013.

• Planned, coordinated and instructed a Summer Art Educator’s Forum, for School of Art and Design, June 15-18, 2009.

• Planned, organized and conducted week-long art class for Art and Design Department – SMARTS - June 2008

C. Community:

Kid’s Kollege Art Camp: Coordinated, directed and instructed art camp through ARTT 3370, courses. Summer 2013 and 2014,

Current planning Kid’s Kollege for Summer 2015.

D. Professional - State:


• Served as juror for Region 13, Texas Art Education Association (TAEA), Visual Art Scholastic Event (VASE), high school level. February, 21, 2015.

• Represent TXST, Art Education Department at K-6 Arts Education Summit. January 24, 2015.

• Planned and coordinated agenda for forum on art education research. Secured graduate students, throughout Texas, to present their research initiatives at the TAEA Conference, San Antonio, Nov. 8th, 2014.

• Served as invited committee member by State Board of Education (SBOE) on TExES Fine Art committee to review, accept, revise or eliminate questions related to art education for Education Generalist exit exam. October 13, 2014.


• Region 13 , Served as TAEA, Jr. VASE Juror, Austin , TX, May 10, 2013

• Served as a committee member for the Generalists EC-6 Texas Examination of Educator Standards (TExES). Proposed and approve changes to the new Generalist EC-6 exam framework. Texas Education Agency and State Board of Education, May 14-16, 2013.
• Served as a state, education standards committee member, reviewed and revised the Texas Essential Knowledge and Skills (TEKS). Art Education grades K-2nd, for Texas Education Agency and State Board of Education, May 2012; June 2012; September 2012.

• Served as a juror of student work in Aldine ISD, Houston, TX, Visual Arts Scholastic Event (VASE) – Regional competition. February, 26, 2011.


E. Organizations

Professional: Current

• Charter Cadre Member of Center for Educator Development in the Fine Arts (CEDFA)

• Texas Art Educators Association (TAEA): 2014 -2016 Higher Education Division Chair-Elect; Texas Art Education Association; former Area 4 Representative

• National Art Educators Association (NAEA)

F. Service Honors and Awards

2013 Higher Ed. Educator of the Year - Texas Art Education Association
Instructor: Sherry A. Snowden
DEPT. Office Telephone: 512.245-2611 to leave a message.
TSU email: ss36@txstate.edu
Office hours: Friday by appointment. Office location: JCM 1111A

Recommended Textbook: Herberholz, Donald and Barbara. 

Required materials.
- One 2” binder to contain handouts, activities etc. Binder will be assessed at the end of course.
- One white or light colored _poster board_ to serve as a portfolio containing coursework.

Course Description and Objectives:
ARTT 3370 introduces the theories and practices of children’s art learning for the non-art major. This combined Lecture/Lab course is rich in offerings and prepares pre-service, elementary teachers to successfully teach a discipline based art program in their classrooms. A comprehensive learning model which supports the Texas Essential Knowledge and Skills (TEKS), guides hands-on studio activities that emphasize the creative process in designing art lessons. Lectures, presentations, discussions, research and group activities will engage the pre-service teacher in realistic and meaningful learning experiences that are designed to promote personal and professional growth in aspiring educators of our nation’s youth.

“My mom was a mermaid.”
Scott Magnuson 3rd Grade

“Every child is an artist. The problem is how to remain one once he grows up.” - Pablo Picasso
PLEASE Be Respectful and Professional
SILENCE CELL PHONES. No texting during class.

A short scheduled break in the middle of class will permit phone access.

Special Needs Students:
Students with special needs (as documented by the Office of Disability Services (Ph 245-3451), should identify themselves during the first week of classes. Texas State is dedicated to providing special needs students with academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.

Academic Honesty: Texas State University Honor Code Policy Statement
Specific sanctions for academic dishonesty are outlined in the students handbook. 01.02 “TSU-San Marcos, expects students to engage in all academic pursuits in a manner beyond reproach. Students found in violation of the Honor Code are subject to disciplinary action.” 02.02 “Violation of the Honor Code includes, but is not limited to cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials.”

Fitness for Teaching
Should concerns arise and deem intervention, The Fitness to Teach Checklist, from the Office of Education Preparation, may apply to student accountability. This document is posted on our course TRACS site.

Attendance : Department Policy:  ATTENDANCE is crucial.
This class meets once a week on Fridays for 2 hours and 50 minutes.
Typically, other sections of this course meet twice a week, for a total of 3 hours and 40 minutes, a week.
Therefore, to keep the quality and quantity of teaching/learning/practice equitable across course outcomes, Friday classes must be structured to include a strict attendance policy.
The art education department holds the following requirements:
One absence permitted without penalty. All missed work - for any absence - must be made-up. The student must arrange time with instructor for make-up time to be held the following Friday in the next week.
A second absence will drop the final grade for the course one grade level, regardless of the standing student assessment grade. Example: if a student’s final grade is an A, but he/she has 2 absences, the posted grade for the course will be a B.
Upon having 3 absences, student will automatically fail this course.

Note: Almost all art activities will take place in the studio setting of the classroom. The process of creating artwork with children is as (if not more) important than the final product. In order for you to understand and experience the full appreciation of engaging wee ones in creating original works of art, you must be present to benefit from the journey we engage in collaboratively, as we build best teaching practices.
<table>
<thead>
<tr>
<th>Class Date Friday</th>
<th>Topic/Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **JAN 23**        | Syllabus & Q and A  
Introduction activities  
Art Advocacy and Standards.  
*Group Activity* on determining DBA Lessons  
Harold and Purple Crayon; *Studio Activity* | |
| **30**            | STEM vs. STEAM  
Art as symbols in Science, Math Art  
Identifying and discussing Quality Lesson Plans  
Creating Discipline-Based Art Lesson Plans  
*Studio: Planet Symbols Part 1* | Bring in an example of an Art lesson |
| **FEBRUARY 6**    | Creativity Lecture & Activities: SCAMPER  
Understanding and Using the Elements and Principles of Art Color, line, Shape  
Studio: LP & Planet Symbols Part 2 | Bring in an example of an Art lesson |
| **13**            | Teaching Practices: Students with Special Needs:  
CEDFA: *Lowenfeld’s Developmental Stages (MT)*  
Studio: Color Wheel & Blob; Many Color Day | Web link Activity #1 Due |
| **20**            | Color Blob; & Many Color Day  
Scumbled Backgrounds  
Work on LP Project | Web link Activity #2 Due |
| **27**            | Teaching Practices: Group Activity. *Responding to Art; Describing Art/Art Criticism; (MT) Blooms; Venn Diagram  
Watercolor Samplers* | Present Lesson Plans and the completed project |
| **MARCH 6**       | Teaching Practices and studio  
House in the Night: Printmaking  
Studio…… | |
| **13**            | Elements of Art and Principles of Design Booklets  
Teaching Practices and studio | Art Advocacy Research Paper Due |
| **20 NO CLASS**   | SPRING BREAK | Have a great safe Spring Break! |
| **27**            | OPEN CLASSROOM  
Assignment TBA | |
<table>
<thead>
<tr>
<th>Class Date Friday</th>
<th>Topic/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL 3</td>
<td>Teaching Practices and studio Review Mid-Term Exam</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teaching Practices and studio:</td>
<td>Mid-Term</td>
</tr>
<tr>
<td>17</td>
<td>Teaching Practices and Studio</td>
<td>Art Enrichment Activity Event to be attended and paper due</td>
</tr>
<tr>
<td>24</td>
<td>Teaching Practices and Studio</td>
<td></td>
</tr>
<tr>
<td>MAY 1</td>
<td>LAST CLASS – Portfolios Due</td>
<td>All work due for final grades.</td>
</tr>
<tr>
<td>MAY 6TH WEDNESDAY</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The scope and sequence of topics, activities and due dates, may be changed by the instructor’s discretion, and/or unforeseen calendar conflicts such as inclement weather that cancels or delays classes. Additional out-of-class assignments may be required as a result of cancelled classes deemed necessary by the University.

*NO FEAR!* You will not be graded on your artistic ability but rather on your commitment to course responsibilities. The theory and research in this class is based upon the adult you are and the professional educator you aspire to become. The art making journey in this class addresses the child remaining in us all. The appreciation of your earnest efforts to develop as an artist and use this studio experience to help children grow as artists will define the level of your accomplishments.
### Assessment of Course Requirements and Expectations

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Note:</em> Three late arrivals to class after roll, and/or three early exits from class will result in one full “absence”. Proportionally, one-fourth, one-half of class (etc.) missed will result in a fraction of an absence.</td>
<td></td>
</tr>
<tr>
<td>• One absence will not affect your grade. All work must be made up, by arrangement.*</td>
<td></td>
</tr>
<tr>
<td>• A second absence will drop your final grade one letter grade. Points will be taken from “Professionalism in Class” to drop the letter grade</td>
<td></td>
</tr>
<tr>
<td>• A third absence=failed class.</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism in Class</strong></td>
<td>200 Points</td>
</tr>
<tr>
<td><strong>Attendance:</strong> Participation: solo &amp; group work to include contributions, work ethic and attitude in class Clean-up; Compliance to Fitness to Teaching; See posting in Resources in TRACS</td>
<td></td>
</tr>
<tr>
<td><strong>Web Link activity #1</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Web Link activity #2</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Elements and Principles Booklets</strong> (25 pts. each)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Research Paper:</strong> Art Advocacy</td>
<td>100</td>
</tr>
<tr>
<td><strong>Lesson Plan</strong> (50pts)&amp; Product (50 pts)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Visual Art Enrichment Experience</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Art Portfolio</strong> contains all completed* studio and out-of-class assigned artworks. * Incomplete work will result in loss of points.</td>
<td>200 Points</td>
</tr>
<tr>
<td><strong>Binder with coursework, handouts and designated activities .</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Mid-term</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>50</td>
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</tbody>
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### Total Points

**1000 Points Total**

**Grading Scale:**

- **A** 90-100%
- **B** 80-89%
- **C** 70-79
- **D** 60-69
- **F** below 60 or 3 absences
OPEN LAB:

Students may access the adjoining computer lab on Sundays, until the end of this semester.

The lab and classroom will be monitor assisted.

**Beginning Dates: Times: Feb. 1st through May 3rd 2015**

Sundays: 6:00 pm – 9:00 pm

**Note:** The lab and classroom will not be open March 15, the Sunday, before Spring Break week nor April 5th, Easter Sunday.

****Financial Aid Information****

**Non-Attendance and Financial Aid**

If you are a Pell Grant, Iraq-Afghanistan Service Grant (IASG) or TEACH Grant recipient, federal regulations require you to have begun attending the courses for which you are enrolled and receiving these grants. If on the census date roster (e.g., 12th day of each fall and spring semester) you are reflected as not attending a course, you are assumed (for financial aid purposes) not to have begun attendance for that course. Your grant will then be adjusted or cancelled based on the courses you have actually begun attending.

**Unofficial Withdraws and Financial Aid**

If you fail to earn a passing grade in at least one of your courses (i.e., all U’s, all I’s or a combination of all U’s, W’s or I’s) during a semester, you are considered to have, for purposes of federal Title IV funds, unofficially withdrawn from the university. As a result, a federal withdrawal calculation must be performed to determine the amount of Title IV funds that you must repay. Once the amount you must repay is determined, Financial Aid and Scholarships will mail you a letter with the repayment details.

Note: A grade of U (Unearned Failing) is awarded to students who do not officially withdraw from but fail to complete a course (i.e., did not take a final exam, stopped attending, etc.) and failed to achieve the course objectives.

**Satisfactory Academic Progress (SAP) and Financial Aid**

Federal regulations require you to meet certain minimum academic standards in order to remain eligible for financial assistance. The requirements are that you: 1) maintain a minimum cumulative Texas State GPA; 2) complete at least 70% of all your coursework; and 3) not exceed a maximum limit of attempted hours toward your degree or certificate program.

Additional program-specific requirements also exist (e.g., TEXAS Grant). You can view these SAP criteria in more detail at [www.finaid.txstate.edu](http://www.finaid.txstate.edu) by selecting Undergraduate Aid or Graduate Aid from the dropdown menu and then Maintain My Eligibility.
ARTT 3370 Student Signature Form

Acknowledgement of Syllabus Content: SPRING 2015

Name: ____________________________________________

Class Section:_____________  Time:________

I have read the course syllabus for ARTT 3370. I understand the requirements and expectations for this course and my responsibility to complete all required work and assignments.

I have read the following attendance policy:

**One absence permitted** without penalty. All missed work - for any absence - must be made-up. The student must arrange time with instructor for make-up time to be held the following Friday in the next week. **A second absence will drop** the final grade for the course **one grade level**, regardless of the standing student assessment grade. *Example:* if a student’s final grade is an A, but he/she has 2 absences, the posted grade for the course will be a B. **Upon having 3 absences**, student will automatically **fail this course**. Point deductions will be debited from the *Professionalism in Class* in Gradebook upon final grade submission.

*I understand the attendance policy as stated above and that my final grade will be subject to a grade drop or failure in this course due to multiple absences.*

*Student Signature* ____________________________________________  *Date:* __________

**Note:** Prior notice of known absences are appreciated but do not qualify as an excused absence.

• Only absences with a Dr. release form/notice; artifact to validate a death in the family; or faculty contact/notice resulting in a valid need for absence will be taken into consideration.
ARTT 3370 Binder Contents

The following topics should be in your binder. They should be labeled and sequenced as shown in this list. This binder will be turned in towards the end of the semester. It will include all handouts in addition to the contents listed below. Additional items may be included.

Bold text indicates suggested tabs. (10 tabs.)

1. Teaching Practices/Standards - TEKS
2. Creativity Handouts & activities
3. Developmental Stages - Lowenfeld
4. Art Criticism – Describing Art
   To include Blooms New Taxonomy and Venn Diagram
5. Papers:
   To be submitted and assessed on line. Print out a copy and include in binder.
   • Art Advocacy – Research & Response Paper
   • Visual Art Enrichment Experience – Event Reflection
6. Internet Links – Website worksheets (Internet Assignments)
7. Lesson Plan/s –
   I. Student Initiated Lesson Plan in template form (to be presented and turned in)....
   II. Handouts: Two Lesson Plan Examples:
       Planet Symbols
       House in the Night
8. Elements and Principles of Design
   • Handouts on Line, shape etc.
   • Elements of Design - Booklet
     Line
     Shape
     Form
     Space
     Value
     Color
     Texture
   • Principles of Design - Booklet
     Pattern
     Rhythm & Movement
     Balance
     Proportion
     Emphasis
     Variety
     Unity
10. Additional Items
The excerpt below it is the closing paragraph of a personal reflection that concluded a research paper written on art advocacy in our public schools. This student is currently in my ARTT 3370 course. The reflection portion of assignment began with the student sharing childhood memories about the adaptive process of creating art as a child with cerebral palsy.

“Before coming to your class, I was having a hard time in life and I feel that working on visual arts every week has been beneficial for me. Every week I look forward to coming to your class to work on art because it truly is my art therapy. It gives me a sense of happiness because you encourage me and gives me tips. That alone is something I am not use to and week after week I see myself doing a little better and getting out of my comfort zone to try new things with art. I never thought I would say this but I like doing art. You gave me a different perspective on what art is. You made me believe in myself in an area where no hope existed because of you I see myself becoming a better me. I aspire to be as wonderful as you as an educator because you truly brought me out of the dark and I am starting to see light again; and if I could give that feeling to the children I teach then I would feel invincible. Visual arts has changed my world and the way I see things.”

Thank you Mrs. Snowden!
Mrs. Snowden,

Thank you for your kind words, and encouraging us throughout this tough but exciting change. I know for a fact, that if I hadn't of had you as a teacher I would be lost. You showed so much kindness to our entire class, and I look up to you so much. You truly have a kind warm heart, and I can't begin to thank you for the hard work you put everyday into helping each individual, including myself. My life, I know, has been bettered with your help, and guidance. I will NEVER forget you! Coming to Texas State I felt like an odd ball, because I am so young. I graduated a year early from high school to come here this year and I never felt like I had a place. But thanks to you and Matt, I feel comfortable here, and I have made friendships that will last me a lifetime. Thank you for the best first semester of college!

Again, thank you for giving me hope

Much love,

Kaley

Sent from my iPhone

On Dec 5, 2013, at 9:19 PM, "Sherry Snowden" <> wrote:

Dear Bobcats,
I thoroughly enjoyed your reflection presentations today. Thank you! It was a welcomed sharing, especially after the "tough-love" soapbox stance I felt I needed to take to (hopefully) drive home some important tenets. It was a last "ditch" effort to spur you onto what I hope is an incredible, life journey. I know I took a risk of boring some of you to reach receptive ears that hopefully took my best intentions to charge. You all have it in you to obtain your goals and aspirations. Develop a relentless spirit to self-motivate and accept the opportunities in place that are available to help you achieve success in any endeavor. You alone can only see the deepest core of inner-self...and you must initiate the betterment of being... but...you are not alone in your quest. There are those of us that care deeply that you will find your right place in this world, making contributions that enlighten futures. I have faith in you. Best of all things and Happy Trails.

Fondly, Mrs. Snowden
Dear Sherry,

Hello stranger. I hope all is well with you. How is your year going? Did the new school year bring about a lot of new changes for you? I hope not too many. I just found The Fred Factor. It got packed before we moved and I couldn't find to give it to you before we moved. Anyway I will be putting it in the mail this week. Everything is going well here. I have almost seven weeks under my belt, and feel great about what I am doing.

I wanted to let you know how incredibly grateful I am to have been placed with you for my student teaching. I know I was paired with the best. The only hardship that was created because of my time spent with you is that I came into my new job with extremely high standards of what an art teacher and art space should be. With you and your classroom as an example the bar has been set extremely high. But that is definitely a good thing. Needless to say what I found wasn't anywhere near my standards. Art was considered a blow-off class where the students were not expected to do anything. In turn they learned nothing. I am dealing with these issues right now. Hopefully in a year or two I can get the art program going in the direction that I want.

Anyway, I am not compromising my standards. I am standing firm on the example you have set for me. I hope to hear from you. Take care.

Thank You for everything.
I would not be half the teacher I am if I hadn't met you.

Sincerely,
Daniel Fisher