

ART 380 * CHILDREN'S ART * MONDAY-WED 2:00 p.m.

SPRING 2021 Course Guide & Syllabus; 3 Units; Instructor Dr. Lynette K. Henderson.

*** Synchronous (all together, live) required class meetings will take place online every week on Mondays. at 2:00 - 3:40 pm.**

*** Individual meetings will be held every week on Wednesdays. at 2:00 - 3:40 pm.**

Sign up required for ONE individual Zoom appointment per semester, around mid-term week.

How Can I Contact the Instructor?

Email: Lynette.Henderson@csun.edu, directly or through Canvas email notifications.

My office location: Office hours will be held using Zoom, with correspondence through CSUN email and/or through comments in Canvas.

My office hours: Tuesday, 12:30 pm-1:30 pm; Wednesdays, 12:45 – 1:45 pm; Thursdays, 4:00 pm – 5:30 pm., **sign-up and appointments required through Canvas.**

In addition to contacting me, if you have questions about the course, please use the designated “Questions about this course” discussion board for this course on Canvas. If you can help your fellow students, feel free to respond to the posts. If you have a private matter to discuss with me, then you may email me directly (**be sure to include “ART 380 2:00 P.M.” in the subject line**) and **I will respond Mon-Th within 24 hours.** Note that **I do try to check email over the weekend but may only respond to urgent matters.** I may redirect you to post in this "Questions about this course" discussion if it is something that everyone can benefit from seeing.

What Is This Course About?

Catalog Description

Recommended for Multiple Subjects Credential Candidates. Development of fundamentals and principles for determining art experiences for children. Understanding the significance of art in the child's development. Emphasis on developing basic art skills in criticism [appreciation & judgment], aesthetics, history, and studio production.

What Are The 4 Primary Activities for This Course?

1) Readings as assigned, including periodic evaluative exercises, such as quizzes, essay and discussion questions.

2) Research and 3) Writing related to:

- Content for artworks
- Photo references and documentation.
- Analysis of own and others' artworks.
- Art lesson planning
- (Virtual access only for Fall 2020) Gallery/museum visits.

4) Art production in a variety of media, inspired by student research, group themes, artists and artwork.

Please Note: Changes in content or activities may occur at instructor's discretion based on class and project needs, scheduling or other circumstances. However, such changes will not affect course policies.

Art Department Program Goals (Broad) Addressed in This Course Are:

- Students will acquire competent knowledge and skills in various art media, concepts and methodologies.
- Students will produce a competent body of individual and collaborative work suitable for a liberal arts degree, for the local, national and global marketplace.
- Students will solve visual problems at a competent level, including understanding/application of the elements of art and principles of design.
- Students will utilize and apply critical thinking skills to communicate ideas for their intended audience at a competent level in visual, oral, and written formats.
- Students will acquire historical and contemporary knowledge of diverse cultural and aesthetic contexts, including political, visual and material culture.

Student Learning Outcomes (Specific) For This Course Are:

Aesthetic Perception

Students utilize selected formal vocabulary of the visual arts to analyze works of art and aspects of visual culture, in artwork critique and writing.

Creative Expression

Students demonstrate knowledge of creative art processes, using visual, cognitive, and technical/material skills and concepts of art to express ideas in student artworks.

Historical and Cultural Context

Students acquire knowledge of art in cultural context, including knowledge related to world arts, the history and diversity of art in societies past and present, and cross-cultural themes in art.

Aesthetic Valuing

Students identify forms, purposes, media, and functions of art as they respond to, analyze, interpret, critique and write about their own and others' artworks.

History and Theories of Learning in Art

Students discover history and theories of art and art education and the role of arts in human development.

How Is This Course Graded and Evaluated?

- Grade points for lecture, writing, research, visual prep and reading will be generally be assigned to 380 (2 unit lecture section); grade points for completed visual projects will generally be assigned to 380L (1 unit lab section).

*Note: number of points per assignment may have minor changes based on group response, additional activity or deleting an art or lecture activity, or other related events/opportunities.

<u>Lecture, 2 units: Quizzes, Writing, Visual Process</u> <u>(100% = 123 pts)</u>	<u>Lab, 1 unit: Completed Artwork/Lab Projects</u> <u>(100% = 120 pts.)</u>
Quiz #1: 8 pts. Project Reflections (3 x 10) 30 pts Lesson Plans: (1 x 20 and 1 x 30) 50 pts Digital Notebook* 30 pts Mid-term Individual Mtg. (1 x 5) 5 pts	Artwork #1: Collage (2 x 10 each) 20 pts. Artwork #2: Line Drawing 20 pts Artwork #3: Sculpture (2-3 parts) 60 pts Artwork #4: Color Study. 20 pts
*Digital notebook includes the following: <ul style="list-style-type: none"> • Class Notes with Intro Art activities • Reflection writing and Lesson Plans • Artwork/Lab Projects 	**All lab projects include the following: <ul style="list-style-type: none"> • Skill-building practice • Planning sketches • Research information • Final Artwork

- Grades are not based on effort but on **results**. If you are not clear on what the results should look like, you must **ask questions**.
- **Note That Practice Prior To Achieving Mastery Is Typical and To Be Expected**; instructor will expect students to work/rework assignments and projects until criteria are achieved, before turning in for grading.
- **Assignment Grades:** Grades are cumulative (they add up) and will be in the form of **numerical points for each project or assignment**. For example, a project or assignment may be worth 10 points, you will see a grade like this on your work: 9/10, which means you received 9 points out of 10, or you may see fractions such as 9.25/10. These are synonymous with **letter grades**, which are divided into the traditional percentages of 90%+ as A range, 80%+ as B range, 70%+ as C range, 60%+ as D range, 50% or below is the F range. A brief explanation of your grade points will be provided per project or assignment, based on project criteria.
- Note that in general, project points increase in value as the assignments become more complex.
- Draft writing may be submitted for feedback however it must be improved before submitting for grading. Artwork such as sketching or color mixing, for example - are part of a whole project and those skills must be mastered in order to apply them effectively to the final project. Again, **final grade is cumulative; missing assignments will affect your final grade outcome**.
- **POSTING COMPLETED ASSIGNMENTS TO CANVAS** – Posting the wrong document (such as the blank assignment sheet) as a completed assignment on Canvas will be docked grade points per usual course policy for late work (**see details on Late Work below**). **NO EXCUSES WILL BE ACCEPTED** without documentation and/or timely conversation with instructor.

- **Objectives** as stated by professor for each assignment and project **will be criteria for evaluation**, including four general achievement ranges:

- Does not meet criteria (below average, F to D+);
- Meets criteria (average, C- to C+);
- Above average to good (above average, B- to B+);
- Very good to outstanding: (A- to A+).

Ask instructor for examples of how to achieve any desired level for each assignment.

NOTE - WRITTEN WORK WITHOUT REQUIRED VALID **IN-TEXT CITATIONS & BIBLIOGRAPHY OR REFERENCE LISTS WILL BE CONSIDERED INCOMPLETE, AND WILL NOT BE ACCEPTED FOR GRADING.**

Letter	100 pt	4pt	Letter	100 pt	4pt
A+	98-100	4.0	C	76	2.3
A	93-97	4.0	C	75	2.2
A-	92	3.9	C	74	2.1
A-	91	3.8	C	73	2.0
A-	90	3.7	C-	72	1.9
B+	89	3.6	C-	71	1.8
B+	88	3.5	C-	70	1.7
B	87	3.4	D+	69	1.6
B	86	3.3	D+	68	1.5
B	85	3.2	D	67	1.4
B	84	3.1	D	66	1.3
B	83	3.0	D	65	1.2
B-	82	2.9	D	64	1.1
B-	81	2.8	D	63	1.0
B-	80	2.7	D-	62	0.9
C+	79	2.6	D-	61	0.8
C+	78	2.5	D-	60	0.7
C	77	2.4	F	59	0.0

- **3 OTHER CONSIDERATIONS** for grading include: 1) *attendance*, 2) *participation*, 3) *professional attitude and practice* (see details for each below).

What Are the Attendance Policies for this Course?

CSUN 2020-2021: A-4. Attendance (Class Attendance): <http://www.csun.edu/catalog/policies/attendance-class-attendance/>.

Students are expected to attend all class meetings. Students who are absent from the first two meetings of a class that meets more than once a week, or from the first meeting of a class that meets once a week, lose the right to remain on the class roll and must formally withdraw from the class, following University procedures and deadlines. Failure to formally withdraw from a class will result in the instructor assigning to the student a grade of “WU” (Unauthorized Withdrawal), which, in computing a student’s GPA, counts as a grade of “F.”

In a compressed term or session of fewer than 15 weeks, the rule applies if the first class meeting is missed. An instructor may allow a student to continue in the class if the student notified the instructor that the absence would be temporary. If no instructor was assigned to the course in advance, students must notify the department chair that their absence from the class will be temporary.

ABSENCES, TARDIES & EARLY OUT: Any absence after the first (1) free absence causes lost grade points; after two unexcused absences grade may be dropped one letter grade (half letter grade for one). **Being late to class is not acceptable:** three lates = 1 absence; the same policy applies for leaving class early unexcused. Lateness begins immediately after the designated class time begins.

Reasons for absences must be in writing within one week of return to class (such as a doctor’s signed note or other official paperwork, such as jury duty notice, car tow or service receipt – must reflect date of absence). Students are responsible for contacting the instructor regarding absences, expected late arrivals to class or need to leave class early; **no contact with the instructor is interpreted as unexcused.**

Absentee/Tardy make-ups:

No more than 3 tardies/early-outs, and only one unexcused absence may be made up per semester; make-up time and method is **ONLY** per agreement with the instructor, and varies per semester.

***NOTE – ZOOM** generates attendance reports for every scheduled meeting (sign-in & out times); **CANVAS** also records participation time.

What Constitutes an Acceptable Excused Absence?

Non-Acceptable Excuse (Not Limited To) Examples: 1. (In person instruction) - not finding a parking space. 2. Employment obligations. 3. Other classes. 4. Dog (or other pet) ate my homework. 5. Someone is getting married. 6. Planned a vacation to Hawaii (or elsewhere). 7. Weather: it’s too hot, too cold, or it

rained. 8. Sorority, fraternity or club commitments. 8. Any social or community event, excluding events such as funeral, major illness, or caregiver obligations.

Acceptable Excuse (Not Limited To) Examples: receipt from clinic visit, note from doctor with signature and date, receipt for car service w/date and time, police report, court documents, any other type of signed documentation regarding time, date and unavoidable reason for absence. Events such as funeral, major illness, natural disaster evacuation, or caregiver obligations must be documented, see instructor for options.

Online Specific Problems: discuss with the instructor immediately on a case-by-case basis.

FINAL DAY attendance is optional. We will not have an additional exam during Finals; however I will be online during the Finals time for this course and available to talk to anyone who would like to chat.

**Note EMAIL contact* without documentation that you will not be in class, while helpful, does not necessarily constitute a viable excuse.

What Does Good Participation Look Like in this Course?

Participation in the form of reading, writing, individual, large and small-group activities is important to getting the most out of this course. Discussion and questions generated by students is important to learning for everyone, provided the issues are relevant to the activities and topics of the course. **Mandatory consultation with the instructor once per semester (5 pts lecture) is included in participation for this course; students should conduct regular review of your Canvas grade records;** consultation with instructor regarding grades is ongoing throughout the semester, as needed.

CANVAS Participation

NOTE - Since we're completely virtual this semester, visit this site: *Netiquette*, for info on good participation online: <http://www.albion.com/netiquette/corerules.html>. Update your *Canvas profile* to help others know more about you (optional): <https://community.canvaslms.com/docs/DOC-10628-4212710342>.

You Are Responsible for...

Checking CANVAS and CSUN email daily. See <https://community.canvaslms.com/docs/DOC-10701> to learn how to navigate Canvas course links. For **IT assistance** see: <https://www.csun.edu/it/need-help>.

REMINDER - Sign up for one individual Zoom appointment, around mid-term; **sign-up form with dates and times will be available near that time, provided by instructor.**

Use CSUN email address for all course communications and activities.

Make sure your actual name is visible on all Zoom meetings (not "Ipad" or other types of identification).

All course docs will be found on Canvas under "Files"; assignment docs and instructions for each assignment will be posted in the "Assignments" section of the course. Assignments, due dates, and grades are updated on Canvas, so be sure you receive course notifications; **it is your responsibility to stay informed about this course.**

Online Reminders:

- Save often while working on an assignment;
- Back up weekly on thumb drives and frequently on external hard drive;
- Work offline first, instead of entering posts directly into Canvas;

- Don't wait until the last minute, things happen;
- Manage your time each week –review your time management/schedule for the next week;
- Assignments are time stamped on Canvas.
- Make sure your name is visible on all Zoom meetings (not “Ipad” or other types of identification).
- **Be prepared to show lab assignments on camera during synchronous Zoom class times (Mondays).**

****Non-compliance with “participation”:** **negative participation examples** include the following: coming to class (online too) high or drunk; no consultation during the semester with instructor, sleeping, reading or working on other course materials, browsing the web, texting or other non-class related activities and behaviors – **such activities and behaviors can result in an additional 20% of final grade lost.** See below regarding policy for disruption of group activities. The CSUN Code of Conduct is available to view here: <http://catalog.csun.edu/policies/student-conduct-code/>.

Disruption of instruction to the group or behavior interpreted as *teacher abuse* will be identified by the instructor and will not be tolerated. Further action may result in consultation with the Art Dept. administration and/or the Dean of Student Affairs for assistance with disciplinary policies and procedures.

Classroom environment:

Teaching and learning is an *emotional* experience as much as it is *cognitive*. Especially during this pandemic and with forced virtual instruction, it is important to be aware how your moods and behavior affects your learning and that of your classmates, as well as instruction to the group.

- Respect the individual rights, uniqueness, diversity and opinions of all class members and those of the instructor; if you don't already have it, cultivate politeness when addressing others.
- Listen with an open mind to the ideas and opinions of others. Remember that listening to many different points of view, no matter how different or controversial, by contrast allows you *to understand your own views better*.
- Actively listen, join in, and participate in classroom activities and discussions.
- Take ownership of your thoughts, comments and actions.
- Help maintain this classroom (online and in-person) as a safe place to learn, explore and grow.

What Does Professional Attitude And Practice Look Like?

Developing a professional attitude and practice for teaching is important; part of that development is respect for yourself as a student and your personal learning, as well as respect for the instruction and learning of other students and the instructor, in the classes in which you agree to be a member. Ideally, a classroom is a community where members meet and participate for their own and others' benefit. The more you put into it, the more you will get out of it, and the more investment you will have in what happens in the classroom.

Accountability is also an important aspect: for attendance, assignments, and communication with both teacher and fellow students. As a student in this class, think about what kind of role model you would like to be for *your* students, and act accordingly.

Review online etiquette here: <http://www.albion.com/netiquette/corerules.html>.

What Are Some Key Standards For Professional Practice:

Review online etiquette here: <http://www.albion.com/netiquette/corerules.html>.

The following is a detailed list of the standards for professional practice as a student, future or current teacher, self-employed professional, and/or employee for any company:

- **Coming to class on time and prepared to participate in all course activities.**
- Maintaining a positive, professional, constructive attitude.
- Substantively and positively contributing to group and class dynamics.
- Participating enthusiastically in whole class activities, small group activities, and collegial presentations.
- Offers relevant, insightful, and constructive comments during class, but does not dominate discussions.
- Review online etiquette here: <http://www.albion.com/netiquette/corerules.html>.

****Non-professional behavior** includes the examples provided above for attendance, participation, and is the opposite of the items in the standards list. **Up to 20% additional final grade points can be lost** if behavior and attitude is detrimental to instruction, and action with Dept. of Art administration, and/or Office of Student Affairs may be taken, if a student is unresponsive to requests for change. Also see <http://catalog.csun.edu/policies/student-conduct-code/>.

Devices...

What Electronic Devices Do I Need For This Course?

Must have regular access to a laptop, tablet or other electronic device for all activities of this class, including *synchronous* (meeting together in real time) class periods and all *asynchronous* (on your own time) activities. This also means that you must have regular access to Wifi for internet use.

Can I Have My Cell Phone Out During Class?

No text messaging, no internet browsing unless class-related, no video-gaming, working on homework or projects for other classes. If you have an emergency and need to access your messages, take or place a call during class, please inform the instructor in advance and make sure to mute and turn off your video for that purpose.

What Is the Policy for Late Work?

Work is due on due-date by time specified unless otherwise agreed upon in advance with the instructor. If no agreement has been reached, for every day that assignment or project is late, grade is dropped ½ the acquired points; NOTE THAT ONLINE SUBMISSION IS TIME-SPECIFIC, AND WITHOUT VALID EXCUSE, FOR EVERY HOUR LATE 5% OF ACQUIRED POINTS WILL BE DOCKED.

*Reminder that Canvas assignments are date-and time-stamped when uploaded.

POSTING COMPLETED ASSIGNMENTS TO CANVAS – Posting the wrong document (such as the blank assignment sheet) as a completed assignment on Canvas will be docked grade points per the usual course policy above. NO EXCUSES WILL BE ACCEPTED without documentation.

After Grading What is the Policy for Revised Work?

Revisions must be only upon agreement with the instructor. Only selected (by instructor) assignments and projects may be revised following the date work is returned; credit for revisions is for completed sections only. Incomplete work will not be accepted for revisions. Revision allowances change per semester.

What Are CSUN and Course Policies Regarding Special Needs?

Students who desire accommodations with testing, course content and activities may wish to review the Center on Disabilities website for detailed information on how to register and access resources for assistance. Please see the instructor as early as possible in the semester regarding special needs and accommodations. Center on Disabilities website: <http://www.csun.edu/cod/>, (818) 677-2578.

What are the CSUN Drug and Alcohol Policies Regarding Use on Campus?

"While students possessing legally prescribed marijuana may be free from criminal prosecution under California law, they are, nonetheless, required to adhere to the Student Conduct Code. Students who are in possession of legally prescribed cannabis are **not exempt from the University's prohibition against the manufacture, possession, or use of marijuana on campus**, or off campus while on university business or participating in University sponsored functions." (CSUN Policy No. 900-06; Effective 11/7/2006.)

Use of alcohol **or being under the influence** of alcohol, marijuana or other illicit drugs (as defined by CSUN) **while online in class OR on campus** is also prohibited, and could result in disciplinary action (see Participation section above).

What Are the Course Policies Regarding Plagiarized Work?

Plagiarized work will not be accepted, revisions may not be allowed, and the matter referred to the Office of Academic Affairs (see details below).

CSUN Policy on Plagiarism

The following is cited on the CSUN Library website ([library/csun.edu](http://library.csun.edu)) from the page on *Research Strategies, Citing Your Sources: Plagiarism*; <https://libguides.csun.edu/research-strategies/citing-sources>

"The maintenance of academic integrity and quality education is the responsibility of each student within this University and the CSU system. Cheating or plagiarism in connection with an academic program at a CSU campus is listed in Section 41301, Title 5, California Code of Regulations as an offense for which a student may be expelled, suspended or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend on the integrity of the University's programs." For more detail see <https://catalog.csun.edu/policies/academic-dishonesty/>.

Plagiarism [definition]: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

Direct Quotation: Every direct quotation must be identified by quotation marks, by appropriate indentation or by other

means of identification and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the “MLA Style Sheet” or K. L. Turabian’s *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.

Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment . . .” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.

Borrowed Facts or Information: Information obtained in one’s reading or research that is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Fabrication

Intentional falsification or invention of any information or citation in an academic exercise. Comments:

- 1 “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. It would be improper, for example, to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
- 2 One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review [secondary source] and indicate that the quotation was obtained from the book itself [primary source].
- 3 Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit. (<http://www.csun.edu/catalog/policies/academic-dishonesty/>; CSUN catalog).

NOTE - WRITTEN WORK WITHOUT REQUIRED VALID IN-TEXT CITATIONS AND BIBLIOGRAPHY OR REFERENCE LISTS WILL BE CONSIDERED INCOMPLETE, AND WILL NOT BE ACCEPTED FOR A GRADE. See Video - <https://lib.ku.edu/video-tutorials/citation-very-brief-introduction> (Links to an external site.)

What Are Required Texts* for this Course?



- ***Understanding Art* by Fichner-Rathus (covers above);** Chapters from the 10th and 11th Editions. [Assigned chapters are all posted on Canvas for this class]
*If you want the whole book - 9th and 10th editions available used very cheap online; (not sure about 11th being cheap for purchase), or relatively cheap rentals of 11th Ed. at www.Amazon.com
- **News Articles; a list of News sources for student research on selected topics will be provided by the instructor** the first week of class, and the **list will be posted on Canvas.**
- **California State Arts Standards for Visual Arts -** <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>. PDF will be posted on Canvas.

- **Common Core Standards, English Language Arts** - <http://www.cde.ca.gov/re/cc/>. - PDF will be posted on Canvas. (free, online only, no print)
- **ELD (English Language Development) CA State Standards:**
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf> - PDF will be posted on Canvas.

***The sets of materials described above constitute the course texts and are REQUIRED for reference and reading.**

What are the Required Materials and Supplies for this Course?

Purchase/collect as soon as possible.

(**Michael's** – 18030 Chatsworth St. [Reseda north to Chatsworth, right on Chatsworth];
Amazon - www.amazon.com; **office supply store, drug or grocery stores**)

- ❖ Computer or tablet, also access to a printer (black and white okay).
- ❖ Flash or thumb drive for back-up; external drive for back up recommended.
- ❖ 2 (minimum) magazines with **lots of photos of people (different sizes)** in them (used or old magazines okay)*
- ❖ White drawing paper 8.5 x 11 size; (white printer paper okay if not too thin).
- ❖ Access to a color wheel, small or large – red, yellow, blue primaries - colors for painting (no magenta or cyan); either print or electronic okay. (Color Wheel Images available on Canvas, in lecture “Files”)
- ❖ Regular 2-B pencil - wood and mechanical.
- ❖ Pack of 12 colored pencils - Crayola is good (not washable!) - <https://www.amazon.com/Crayola-Colored-Pencils-12-Each/>
- ❖ Pink Pearl or similar eraser
- ❖ Pencil sharpener
- ❖ Glue stick, small
- ❖ Elmer's liquid school glue (either white or clear)
- ❖ 12 **twist-ties**, any color (wire covered with paper); can be found at grocery stores in the produce section, or with garbage bags. Alternative - **black or white pipe cleaners**, as replacement for twist-ties.
- ❖ Variety of colored tissue papers, construction papers, gift wrap papers (or scrap fabrics okay).
- ❖ Optional – (small amount) air-dry clay such as Model Magic, Play-doh or other similar material.
- ❖ Sharp scissors
- ❖ Ruler (12 inches)
- ❖ Portfolio or other carrier for artwork and materials (only if needed for transport)
- ❖ Digital camera (high quality; most phones are good) to document processes and projects.

*MAGAZINES may be print copy, printed from online sources, or digital cutouts – process used must be clearly described in Reflection for the project, and when submitting the completed assignment.

Some additional art supplies provided by the instructor and art department. Students must supplement with some other supplies dependent on their particular projects. Recycled and found materials, other types of supplies will be discussed and demonstrated by the instructor. Students may enhance their personal supplies at their discretion.

Additional Support Services for Students:

How to do Library and Internet Research: <https://library.csun.edu/ResearchAssistance>.

- Includes Tutorials on how to use the library catalog, ways of conducting Internet searches and how to recognize valid internet sources, and more.

Citation Style Guides for Writing: <https://libguides.csun.edu/research-strategies/citing-sources>.

- Provides guidelines and samples for referencing and citing sources.
- **Learning Resource Center:** <http://www.csun.edu/lrc/>, 818.677.2033, Bayramian Hall 408. The mission of the LRC is to enable students to improve their academic performance through a variety of learning programs including workshops, one-on-one and group tutoring, Supplemental Instruction classes and interactive subject area computer programs and videos. Students who use LRC learning programs will develop and strengthen their critical thinking skills, study strategies, writing skills and performance in subject matter courses.
- **Academic Advisement:** <http://www.csun.edu/csun-eop>. (818) 677-4151. University Hall 205. Educational Opportunity Programs (EOP) at California State University, Northridge designs, administers, and supports programs that deliver access and retention services to CSUN students. EOP provides services to historically low-income, educationally disadvantaged, first-generation college students; a population that not only reflects the diversity of CSUN's feeder communities but also the diversity of the University itself.
- **University Counseling Services:** <http://www.csun.edu/counseling/>, Bayramian Hall 520. (818) 677-2366, Option 1. [They] provide a variety of free services, including individual counseling and a wide variety of group counseling options. Our trained professionals offer outreach workshops for faculty, staff and student organizations on academic, mental health, interpersonal and wellness topics.
- **CSUN With A Heart:** <https://www.csun.edu/heart>. Addressing Hunger/Homeless and Emergency needs with Assistance and Resources Together. Here you will find valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community. All students in the CSUN community are encouraged to explore the following resources and benefit from them. This website is a component of the CSU Basic Needs Initiative, which is to strengthen the welfare of all students inside and outside the classroom.
- **The Career Center:** <http://www.csun.edu/career/students/>, 818.677.2878, University Hall 105. Need some help in deciding on a career? Or do you know your career and need to meet employers? Perhaps your resume needs some sprucing up? The Career Center offers a variety of services for students, from those new to the University to those about to graduate into the world of work.
- **Safety and Emergency:** <https://www.csun.edu/police/>, <https://www.csun.edu/sites/default/files/Top20ThingsToKnow.pdf>
- **Food Pantry:** <https://www.csun.edu/mic/csun-food-pantry>. (818) 677-2730; (scroll down the webpage for link). **The CSUN Pop-up Pantry**, our newest basic needs initiative will pop up at different locations around campus once a month and will provide food resources to our campus community. Resources provided include fresh fruits and vegetables, food tastings, recipe cards, CalFresh application screening and assistance and information about other basic needs resources in our campus. **Contact us:** Email: csunfoodpantry@csun.edu, Follow us @csunfoodpantry on Facebook, Twitter and Instagram.

BIBLIOGRAPHY: Optional suggested reading material.

- *Arts and Activities Magazine*; PDC Educational Services. San Diego, CA. <https://artsandactivities.com/>
- *School Arts Magazine*, Davis Publications. <https://www.davisart.com/schoolarts/>

- *Art Education*: The Journal of the National Art Education Association. Reston, VA: National Art Education Association. <https://www.arteducators.org/research/art-education-journal>
 - Vanderlip Taylor, K. & Henderson, L. (2018). *Teaching From the Left: Visual Literacy and Social Transformation for the 21st Century*. The International Journal of the Arts in Society: Annual Review, 2018, Vol.13(1), pp.11-22.
 - Henderson, L. (2015). *A River Runs Through It: Art, Geology and Life on the Mississippi*. Journal of Learning Through the Arts V11(1), 2015. https://escholarship.org/uc/search?entity=class_lta;volume=11;issue=1.
 - Henderson, L. (2013). *Exploring Critical Themes Through the Human Figure*. Art Education Journal, NAEA. March 2013, pp. 20-24, 33-34.
 - Books, Sue. (2007). *Invisible children in the society and its schools*.
 - Fineberg, Jonathan. (1997). *The Innocent Eye: Children's Art and the Modern Artist*. New Jersey: Princeton University Press.
 - Hurwitz, Al and Day, Michael (2006). *Children and Their Art: Methods for the Elementary School*.
 - Jensen Arnett, Jeffrey. (2007). *Encyclopedia of children, adolescents, and the media* [electronic resource].
 - Levine, Fred (producer). (2005). *Where the garbage goes* [videorecording].
 - Mazza, Samuele. (1994). *Cinderella's Revenge*. San Francisco: Chronicle Books.
 - Sendak, Maurice. (1963). *Where the wild things are*.
 - Silverstein, Shel. (1992). *The giving tree*.
 - Van Allsburg, Chris. (1981). *Jumanji*.
 - Van Allsburg, Chris. (1987). The alphabet theatre proudly presents: *the Z was zapped*: a play in twenty-six acts.
 - Willats, John. (2005). *Making sense of children's drawings*.
 - Zinn, Howard. (1999). *A People's History of the United States: 1492-Present*. New York: HarperCollins
-

ART 380/380L; SPRING 2021; TOPICS AND ACTIVITIES

Quizzes and Writing, in general order (2 Lecture Units):

- **Readings** and related Collaborative Activities.
- **Quizzes**: Syllabus Quiz.
- **Writing/Artwork**: Digital Notebook (**ongoing collection**): all CLASS NOTES, WRITTEN WORK AND PROJECTS including but not limited to: note-taking, sketching, photo references, research work, lesson plans, project descriptions with photos of both practice and final artworks.
- **Writing**: 1 Gallery Report or Color Analysis.
- **Writing**: 3 Project Reflections, 2 Lesson Plans.

Art Projects, in order (1 lab unit):

- 1) Collage
- 2) Drawing
- 3) Sculptures (human figure)
- 4) Color Study

**Photography (of all art projects, need high quality for grading (through Canvas) and for Digital Notebook).

SEE CANVAS ASSIGNMENTS AND WEEKLY ANNOUNCEMENTS FOR COURSE ACTIVITY DETAILS.