
Course Outline

INSTRUCTOR: Rhoda Merkel

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CLASSROOM: online

TIME: Tuesdays and Wednesday 10:00 am- 11:50 am

DATES: September 21st- November 24th, 2021

PREAMBLE

There is a word in every First Nation language that describe education/learning as a whole life experience. Dooli, Haa Kusteeyi, A'î, Dän K'e are Yukon First Nation words that mean 'our entire traditional/cultural way of life'. These words describe how we learn as a whole, through our lifestyle. Not separately, but collectively; not in timed out increments – but all day, everyday. It is the First Nation way. The 'Arts' operate on the same premise.

- Art communicates new ways of looking at and interpreting the world around us.
- It is the most reliable, comprehensive record of interpretation of truths in history. The Arts help your eyes to open up, the world moves from black and white to an array of vivid colours.
- It is such a small word to describe something so immense, yet – so simple.
- It the story of the transcendence of humanity through creativity.

My goal is to help you to have the skills to enable students to use various art forms throughout their learning journey.

COURSE DESCRIPTION

EAES 310 is an introduction to arts education designed to demonstrate how the Arts (Music, Visual Arts, Drama and Dance) -when connected to the curriculum - are pillars in developing core competencies in students. It will provide training online that will inspire teachers to integrate the Arts into all areas of the curriculum with confidence.

The Arts are an expression or application of human creative skill and imagination, typically in a visual form such as:

Acting - Musical Theatre – Ceramics - Computer Animation - Creative Writing – Dance – Drawing - Film production - Graphic Design – Illustration - Industrial Design - Interior Design - Metal work – Music- Painting – Mosaics – Calligraphy – Photography - 3-Dimensional Works – Architecture - Television production – Printmaking - 2-Dimensional Works - Stage Management – Sculpting - Architecture

COURSE REQUIREMENTS

Prerequisite(s): *(none or list of course codes)*

Corequisite(s): *(optional, remove if not applicable)*

Cross-listed or Excluded Courses: *(optional, remove if not applicable)*

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- Practice how to use a variety of art forms as teaching methods.
- Connect the arts to all subjects in the curriculum.
- Teach an art class online.
- How to Apply Yukon history and Yukon First Nation's ways of doing and knowing into lessons.
- Practice options for assessing Creativity.
- See the creative artist within themselves.
- Reflect on the importance the arts play in our own lives and in world history.
- Transform the B.C. Curriculum into meaningful arts in education classroom experiences.

COURSE FORMAT

This course is 40 hours delivered weekly on Tuesday & Wednesday from 10am to 12 Noon, online from September 21 to November 24.

It will be delivered using an interactive, hands-on style designed to ensure confidence when incorporating the Arts - in education - into your classrooms.

Date	Time	Hours	Session Overview
Class # 1 Tuesday September 21	10 – 12	2	Session Title: Welcome to Arts in Education # 3101 Session Goal: To meet each other and review course outline.
Class # 2 Wednesday	10 – 12	2	Art History Session Goal: Discuss What Art's place is in world history.

Date	Time	Hours	Session Overview
September 22			Written Assignment: Interpret what is happening in the world today through a current art piece.
Class # 3 Tuesday September 28	10 - 12	2	Session Title: Storyboarding Salmon Boy Session Goals: We will learn the step-by-step process of becoming Authors and how to develop a storyboard and illustrate the Salmon Boy/girl story. Including: How to dramatize a story. ART Project 1: Illustrate the Salmon Boy/girl Story (That will be published for your use)
Class # 4 Wednesday September 29	10 - 12	2	Session Title: Integrating Salmon Boy/girl story into curriculum & Assessing Art. Session Goals: We will explore the curriculum and brainstorm how to link it to an art delivery method and a lesson plan. ART Project 1 completed: Tell the story online
Class # 5 Tuesday October 5	10 - 12	2	Session Title: Beading Session Goal: Learn how to paint like beadwork and how to design a beadwork pattern. Art Project 2: Bead Painted Apron
Class # 6 Wednesday October 6	10 - 12	2	Session Title: Beading Session Goal: Showcase Aprons – Discuss how to apply First Nations ways of doing & knowing using a traditional craft.
Class # 7 Tuesday October 12	10 - 12	2	Session Title: Drawing Session Goal: Earn a drawing certificate by completing a series of basic drawing technique exercises. Art Project 3: Drawing Certificate
Class # 8 Wednesday October 13	10 - 12	2	Session Title: Your Totem Story Session Goal: illustrate what makes you – you using animals and symbols in a totem pole layout. Discuss Cultural Appropriation.

Date	Time	Hours	Session Overview
			Art Project 4: Using Animals, describe and present the story of your life.
Class # 9 Tuesday October 19	10 - 12	2	Session Title: Current Affairs Radio Show Session Goal: In breakout group students will develop a -Radio Show – and present it. Art Project 5: Radio Show Written Assignment: Using one of the guided Art Projects list 3 ways to link it curriculum.
Class # 10 Wednesday October 20	10 - 12	2	Session Title: Work on Mid-term Assignment Session Goal: Complete Mid-term Assignment
Class # 11 Tuesday October 26	10 - 12	2	Session Title: Mid-Term Assignment Showcase & Assessing Art Session Goals: Students will showcase the art prototype they created and facilitated with someone about any area of focus of a subject including how it will link to curriculum and compare and explore various ways to assess the assignments using assessment options.
Class # 12 Wednesday October 27	10 - 12	2	Session Title: Mid-Term Assignment Showcase & Assessing Art Session Goals: Complete Showcase
Class # 13 Tuesday November 2	10 - 12	2	Yukon themed Unit Review Year End Assignment – Heritage Fair Session Title: Yukon Tourism & Culture Marketing the Yukon Session Goal: Develop a slogan to highlight one topic about the Yukon that you would like to develop into a teaching unit. Art Project 6: Design an image to compliment the slogan of your Yukon Themed project

Date	Time	Hours	Session Overview
Class # 14 Wednesday November 3	10 - 12	2	Session Title: Lay Out & Design Slogan Session Goal: Compare lay out & design options that can be applied to the Final Assignment.
Class # 15 Tuesday November 9	10 -12	2	Session Title: Paint Like Ted Session Goal: To learn colour theory, composition, and painting skills while painting a Ted Harrison image. Art Project 7: Paint a Ted Harrison Picture
Class # 16 Wednesday November 10	10- 12	2	Session Title: Paint Like Ted Session Goal: Paint Like Ted – discuss the process – show finished photo.
Class # 17 Tuesday November 16	10 - 12	2	Session Title: Colourful 5% Puppets Session Goal: Art Project 8: Create a puppet
Class # 18 Wednesday November 17	10 - 12	2	Session Title: Colourful 5% Puppet Show Session Goal: Using puppets – students practice presentation skills by introducing the puppet they create.
Class # 19 Tuesday November 23	10 - 12	2	Session Title: Year-End Assignment Showcase Session Goals: Students will showcase their Yukon Themed Heritage Fair.
Class # 20 Wednesday November 24	10 - 12	2	Session Title: Year-End Assignment Showcase Session Goals: Students will showcase their Yukon Themed Heritage Fair.

Delivery format

Include a statement of delivery that provides an indication of the mode of delivery including online, blended, face-to-face. Synchronous and/or asynchronous components could be specified for courses with online delivery formats.

E.g. This course will be delivered in a blended format. Students will be required to attend some face-to-face sessions on-campus and complete an assortment of synchronous and asynchronous online activities.

EVALUATION

Written Assignments	20 %
Art Projects	40 %
Mid-term Assignment	20 %
Year-end Assignment	20 %
Total	100%

Include a brief description of the means (assignments, examinations, tests, quizzes or other forms of student evaluation) by which student performance will be evaluated.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates. *Instructors can edit to include term-specific withdrawal date if they like.*

TEXTBOOKS & LEARNING MATERIALS

Book Recommendations:

Cameron, Julia., C., (1992). The Artist Way. Penguin Putnam Inc. ISBN 1-58542-146-4

Gardner, Howard., (1983). Frames of Mind. Basis Books, Harper Collins Publishing. ISBN: 0-465-02510-2

Robinson, Ken., (2009). The Element. Viking, Penguin Group. ISBN 978-0-670-02047-8

Caduto, Michael, Bruchac, Joseph., (2015). Keepers of the Animals. Fifth House Publishers. ISBN: 0-920079-88-1

Egan, Kieran. (1989). Teaching as Story Telling. The Althouse Press. ISBN 0-920354-17-3

Neihardt, John G., (1932). Black Elk Speaks. University of Nebraska Press. ISBN: 978-8032-8391-6

Campbell, Joseph., (1949). The Hero with a Thousand Faces. Princeton University Press. ISBN: 0-691-01784-0

Clark, Kenneth., (1969). Civilization – A Personal View. British Broadcasting Corporation. SBN: 7195-1933-0

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

University of Regina & Faculty of Education^[SEP] Summary of Academic Regulations & Reminders (Undergraduate)



University of Regina & Faculty of Education^[SEP] Summary of Academic Regulations & Reminders (Undergraduate)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to "Responsibilities of Students" (§5.1), "Student Behaviour" (§5.13) and note the policies, expectations and information as outlined below:

1. Students with Special Needs - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student

Accessibility, located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.

[L]
[SEP]

2. Language Competence - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education. [L]
[SEP]
3. Attendance & Punctuality (§5.3) - Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken. [L]
[SEP]
4. Late Assignments - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student. [L]
[SEP]
5. Professional Conduct - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the [L]
[SEP] following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
 - The University of Regina Academic Regulations [L]
[SEP]
 - The Canadian Teachers' Federation Code of Ethics [L]
[SEP]
 - The Saskatchewan Teachers' Federation Code of Ethics [L]
[SEP]
 - The Education Act, 1995, Saskatchewan [L]
[SEP]
 - The Board of Teacher Education and Certification, Guiding Principles and [L]
[SEP] Beliefs [L]
[SEP]
 - Student Review Policy, Faculty of Education. [L]
[SEP]
6. Progress in the Program (§11.5.2) - Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures. [L]
[SEP]
7. Faculty Action: At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation. [L]
[SEP]
8. Student Behaviour (§5.13) - Students of the University of Regina are expected to conduct themselves

responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action. [L] [SEP]

9. Academic Misconduct (§5.13.2.2) - Acts of academic dishonesty or misconduct include acts which contravene the general principles described in §5.13.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.13.5.

[L] [SEP]

Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily; [L] [SEP]
- copying from the work of other students; [L] [SEP]
- communicating with others during an examination to give or receive [L] [SEP] information, either in the examination room or outside it; [L] [SEP]
- consulting others on a take-home examination (unless authorized by the course instructor
- commissioning or allowing another person to write an examination on one's behalf; [L] [SEP]
- not following the rules of an examination; [L] [SEP]
- using for personal advantage, or communicating to other students, advance [L] [SEP] knowledge of the content of an examination (for example, if permitted to [L] [SEP] write an examination early);
- altering answers on an assignment or examination that has been returned; [L] [SEP]
- taking an examination out of the examination room if this has been [L] [SEP] forbidden. [L] [SEP]

Plagiarism - Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

[L] [SEP] Plagiarism includes the following practices: [L] [SEP]

- not acknowledging an author or other source for one or more phrases, [L] [SEP] sentences, thoughts, code, formulae, or arguments incorporated in written [L] [SEP] work, software, or other assignments (substantial plagiarism); [L] [SEP]

- presenting the whole or substantial portions of another person’s paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.
Students who are uncertain what plagiarism is should discuss their methodology with their instructors.
Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

10. Withdrawal from a Course - Students who are not attending but haven’t formally withdrawn are still registered, are liable for fees, and will be assigned a grade of “NP” for failing to complete the course. Students may drop classes in UR Self- Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.

11. Deferrals - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education’s Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.

12. Invigilators’ Rights - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student’s (or other students’) ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students’ refusal when reporting on the matter under the disciplinary regulations.

13. Harassment & Discrimination Prevention Policy (§8.4.5) - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306- 585-5400 or email at respect@uregina.ca.

14. U of R Email (<https://webmail.uregina.ca/>) -The Registrar’s Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. Please ensure that you monitor your university email account regularly. All students are provided email, Novell and Unix accounts. Students have a 2GB quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. Email delivery cannot be guaranteed if it is being forwarded.

15. UR Self-Service and Contact Information - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self-Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to-date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education ^[L]_{SEP} Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar – p. 39)

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

5.9.1 GRADING DESCRIPTIONS 5.9.1.1 Percentage grades

90-100^[L]_[SEP]

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter; ^[L]_[SEP]
- a clear ability to make sound and original critical evaluation of the material ^[L]_[SEP] given; ^[L]_[SEP]
- outstanding capacity for original creative and/or logical thought; ^[L]_[SEP]
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, ^[L]_[SEP] and to express thoughts both in speech and in writing.

80-89^[L]_[SEP]

Very good performance with strong evidence of: ^[L]_[SEP]

- a comprehensive grasp of the subject matter; ^[L]_[SEP]
- an ability to make sound critical evaluation of the material given; ^[L]_[SEP]
- a good capacity for original, creative, and/or logical thinking; ^[L]_[SEP]
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:

an acceptable basic grasp of the subject material;

- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- average performance with evidence of:
- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;

- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 Unacceptable performance.

5.9.1.2 Alphabetical grades With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining