CAPILANO UNIVERSITY

COURSE OUTLINE		
TERM: FALL 2022	**COURSE NO:** EDUC 477	
INSTRUCTOR:	**COURSE TITLE:** Atelierista Studies: Young Children and the Arts	
OFFICE: Local: E-MAIL:	**SECTION NO(S):**	**CREDITS** 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT
Three hours offered by lecture, online or mixed mode plus additional fourth hour activities each week for a 15-week semester, which includes two weeks for final exams. Fourth hour activities will be delivered in a variety of ways. Instructions for fourth hour activities will be posted on the course elearn site.

COURSE PREREQUISITES/CO-REQUISITES
45 credits of 100-level or higher coursework, including EDUC 277 and EDUC 373; and ENGL 100 as a pre or co-requisite

CALENDAR DESCRIPTION
The course develops an understanding of current theories, approaches, and innovations as it relates to young children's art. It considers different approaches to children's processes such as developmental, semiotic, relational-materialist, Deluezian approaches, how each might work with children's own concerns and the educational implications of each perspective. This course explores ways that educators can facilitate children's artistic engagements and productions and support their fluency with/in different artistic media and processes. It aims to help educators develop sensitivities towards working with young children in their creations, experimentations and fabrications. The course is designed with either on-line and face-to-face portions or face to face delivery and involves readings, discussions, group work, and personal experimentation with various artistic processes.

REQUIRED TEXTS AND/OR RESOURCES
Ingold, T. (2013). Making: anthropology, archeology, art, and architecture. New York: Routledge

Burton, J. (2000) The configuration of meaning: learner centered art education revisited. *Studies in Art Education 41*(4), 330-345.

Davies, B. (2014). The affective flows of art making. In K. Sunday, M. McLure, and C. Schulte (Eds), Art & Early Childhood: Personal Narratives and Social Practices. *Bank*

Street Occasional Papers, Series 31. https://www.bankstreet.edu/occasional-paper-series/31/

Early Childhood Educators of British Columbia (2021). *Code of ethics: Early childhood educators of British Columbia* (7th ed.). Author.

Hill, C. (2017). More-than-reflective practice: becoming a diffractive practitioner. *Teacher Learning and Professional Development, 2*(1), 1-17.

Kind, S. (2018). Collective improvisations: The emergence of the early childhood studio as an event-full place. In C. Thompson and C. Schulte (Eds.), *Communities of practice: Art, play, and aesthetics in early childhood*. New York: Springer Publishing.

Kind, S. & Lee, C. (2017). Moon bear and the night butterfly: Exploring the pathways of children's drawing-stories In M. Binder & S. Kind (Eds.) *Drawing as language: Celebrating the work of Bob Steele*. Rotterdam, The Netherlands: Sense Publishers.

Kind, S. & Neves, G. (2016). Drawing together. *The Early Childhood Educator*, Winter 2016, 27-29.

Kolbe, U. (2005). *It's not a bird yet: the drama of drawing* Byron Bay N.S.W.: Peppinot Press:

Matthews, J. (2003). *Drawing and painting: Children and visual representation, 2ⁿᵈ ed*. London: Paul Chapman Publishing.

Richardson, J. & Walker S. (2011). Processing process: The event of making art. *Studies in Art Education 53*(1), 6-19.

Steele, B. (1998). *Draw me a story: An illustrated exploration of drawing-as-language*. Winnipeg, Manitoba: Peguis.

Sunday, K. E. (2015). Relational making: re/imagining theories of child art. *Studies in Art Education 56*(3), 228-240.

Thompson, C.M. (2015). Prosthetic imaginings and pedagogies of early childhood art. *Qualitative Inquiry, 21*(6), 554-561.

Wilson, B., Hurwirz, A. & Wilson, M. (1987). *Teaching drawing from art*. Worcester, Mass.: Davis Publications.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Critically examine current theories of children's artistic production
2. Critically examine and discuss the processes and characteristics of children's artistic engagements from various theoretical perspectives
3. Gain an understanding of the educational implications of each approach
4. Examine current innovative practices that support children's artistic processes and productions

COURSE CONTENT

- Art as event
- Acts of making. What does it mean to think of children's processes this way?
- What is the relation of material and maker? What might be at play in the event of making something?
- Research with children: mark making and drawing, inquiries into mark-making
- Creating research questions and designing artistic inquiries
- What makes up the act of drawing?
- What does it mean to think of 'art as event'? What fragments, assemblages, forces, intensities, and ecologies give shape to these events? What do these things mean for how and what we attend to in children's artistic processes?
- Creating exhibits while thinking diffractively. What does an exhibit do?
- Art as social and material practice: ethical encounters, collaborations, and relational art practices. What happens in these 'hybrid and material spaces' of art making?
- Contemporary art practices: What pedagogies, artistic understandings, and attunements can we learn from artists?
- Curriculum-making and pedagogical narration
- Attuning to children's artistic processes
- Seminar discussion and responses

EVALUATION PROFILE

Written Assignments   30-70%
       (which may include research papers, reading responses, literature reviews)
Portfolio/Visual Journal   20-35%
Artistic inquiry   20-35%

Total   **100%**

GRADING PROFILE

A+	= 90-100	B+	= 77-79	C+	= 67-69	D	= 50-59
A	= 85-89	B	= 73-76	C	= 63-66	F	= 0-49
A-	= 80-84	B-	= 70-72	C-	= 60-62		

Incomplete Grades
Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments
All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue. In an online class, late assignments will not be marked after 7 days.

Missed Exams/Quizzes/Labs etc.
Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance
Attendance is essential for the successful completion of this course. Students are expected to attend all classes and associated activities. In the event of an absence from class, the student will inform their course instructor. Punctuality will be assessed in the same way as attendance.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

English Usage
Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

Electronic Devices
Students may use electronic devices during class only if requested by instructor.

On-line Communication
Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS

Tools for Success
Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: https://www.capilanou.ca/student-life/

Capilano University Security: download the CapU Mobile Safety App

Policy Statement (S2009-06)
Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)
Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: https://www.capilanou.ca/about-capu/governance/policies/

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:
- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:
- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;

- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

> Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page https://www.capilanou.ca/about-capu/governance/policies/)

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

Vision Statement

The ECCE diploma/degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

The CAPU Early Childhood Care and Education program stands in partnership with Early Childhood Educators of British Columbia (ECEBC; see https://www.ecebc.ca/) in promoting early childhood education as a profession. The department is committed to working towards the professionalization of early childhood educators in a universal, accessible, inclusive early childhood system that views early childhood education as the right of the child as a citizen.

We stand as allies of the BC Aboriginal Child Care Society (BCACCS; see https://www.acc-society.bc.ca/) working in all ways toward truth and reconciliation in ensuring our practice honours the Indigenous Early Learning and Care Framework and UNDRIP. We are resolute in supporting the self-governance of Indigenous Peoples in creating an Indigenous early years system.

Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course/practicum.

Final Exams/Assignments Period

Students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.