Visual Thinking Strategies: Year One Introduction
(1 graduate or undergraduate credit)
June 2016
Course Syllabus

Course Instructors:
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Course Meeting Times and Place:  May 31 - June 2, 2016  South Dakota Art Museum

Day 1: Tuesday, May 31  6 – 9 P.M.  opening reception & introduction  SD Art Museum
Day 2: Wednesday, June 1  8:30 – 4:30 includes a working lunch  SD Art Museum
Day 3: Thursday, June 2  8:30 – 12:30 P.M.  SD Art Museum

This schedule provides 15 hours of contact time, which is the requirement for 1 credit.

Course Description:  This special topics course will guide and support PreK – 12 teachers in the first year of implementing Visual Thinking Strategies (VTS) in the classroom. VTS is an inquiry-based teaching strategy based in aesthetic development and social-cognitive learning theories.

Course Goals:

1. Students will gain the requisite knowledge and skills needed to effectively plan and implement a Visual Thinking Strategies curriculum in their classrooms.
2. Students will have the opportunity to grow in their understanding of teacher pedagogy through coaching debriefings, reflections and VTS sessions with their students.
3. Students will investigate extensions for VTS.

Textbook:  The required course material will be provided within the workshop and will include online references for further exploration.

Instructional Methods:

The course is designed to bring together theory and practice in a pragmatic, application-based design. Content will be taught through these methods: readings, written reflections, small group discussion centered on open-ended inquiry-based prompts.
Evaluation Procedure:

Assignment:

- Teacher reflections following VTS facilitation sessions are constructed throughout the course for a total of 4 reflections. 50 points possible
- Active participation in whole and small group sessions. 20 points possible
- Individualized coaching & oral reflection times in museum galleries 12 points possible
- Total of 80 points possible.

Assessment of Student Learning/Course Requirements:
Reflection rubrics are provided below and will be further explained in class. Sample reflections will also be provided. Your class attendance, in all debriefing sessions and VTS sessions, are critical components in your ability to thoroughly understand and implement the VTS curriculum.

Grading scale:
- 92 - 100 % = A
- 84 - 91% = B
- 75 - 83% = C
- 65 - 74% = D

VTS Reflection Evaluation Rubric:

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<tr>
<th>Content &amp; Clarity +5 possible</th>
<th>Realistic &amp; detailed portrayal of an observation or facilitation; insightful; personal interest in subject; well-focused on a topic</th>
<th>Lacks rich details; observation is more ordinary than intriguing; rambling style</th>
<th>Vague description of facilitation; includes unnecessary details</th>
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<tr>
<td>Connections +5 possible</td>
<td>Clear logical connections made to self, coursework &amp;/or other experiences that demonstrate critical thinking; could include wondering ?s</td>
<td>Some connections made yet there are more key discoveries to be mentioned.</td>
<td>Misses multiple opportunities to connect on other levels.</td>
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Special Accommodations:

ADA Statement:
This course acknowledges the importance of ADA requirements. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Coordinator of Disability Services privately to discuss your specific needs. Please contact the Office of Disability Services at 605/688-4504 (Voice) or 605/688-4394 (TTD), or at the office in Wintrode, Room 123 to coordinate reasonable accommodations for students with documented disabilities. For more information please see SDSU's Office of Disability Services.

Class Attendance Policy: This is a professional development course; consistent attendance and promptness will be emphasized. In addition, the interactive and exploratory nature of the course requires class attendance and informed participation. Missing classes without appropriate documentation, (e.g., a physician's note) may result in a reduction in one letter grade and/or lack of opportunity to make up in-class work. Further grade reductions will be taken for excessive absences.

Professional courtesy requires that students notify the instructor if they will be absent for a class trip or other scheduled event so that arrangements can be made to complete the course assignments. E-mail works well for this. However, since this is not an on-line course, please do not expect that the instructor is able to replicate the class experience missed via e-mail.

Cheating and plagiarism policy: (Reference 2004 - 2005 SDSU Bulletin, p. 22) (See last page.) All students are expected to do their own work. Work that is not done by the student claiming it will not receive credit.

Late work or Make-up policy: Assignments will be due at the beginning of the class period indicated on the instructions. If an assignment is not finished, it may be turned in at the next class period for a maximum value of 50% of the original points. After that, no points will be given.

Freedom in learning: Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student who believes that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should first contact the instructor of the course to initiate a review of the evaluation. If the student remains unsatisfied, the student may contact the department head and/ or dean of the college which offers the class to initiate a review of the evaluation.

External course support provided by The South Dakota Art Museum.