The Art Department offers three separate majors: art studio, art education, and art history. Across these areas, the fundamental goal is for students to write clearly and analytically about works of art, whether they are made by the student themselves or by other artists. The Writing in the Discipline sequence is thus fundamentally the same for all majors in the department, with variations for each area.

The sequence of Art 231: Prehistoric to Renaissance Art and Art 232: Renaissance to Modern (both 4 credits) introduces students to the most basic forms of writing within the discipline, including writing descriptions and analyses of individual artworks; writing comparisons; and writing based on secondary sources obtained through research. This sequence is followed by between two to six 300-level art history courses, depending on the major, in specific time-period content areas where students continue to develop these skills, with an emphasis on writing research papers. Variations for the majors are described below:

**Art Studio majors**
Art studio majors must take two 300-level art history classes.

Further writing instruction for studio majors is continued in discipline specific contexts; all studio course beyond Level III include writing. In Graphic Design, this includes writing project briefs, work proposals, visual analysis, curriculums vitae, and business letters. In the other studio areas (painting, sculpture, printmaking, jewelry/metals, ceramics), students write project proposals and artist statements.

Students in the BFA program are required to take Art 400: Issues for the Visual Artist, where they write artist statements, cover letters, and grant applications. Students also practice public speaking in presentations on their work.

**Art History**
Beyond the 231-232 sequence and the six 300-level courses, art history majors also take 400-level seminar classes, where the further disciplinary writing is explored, especially the research paper. This practice reaches its culmination in Art 493, an independent research project of twenty pages.

**Art Education majors**
As future art educators, undergraduate Art Education Program majors are expected to develop and demonstrate clear and coherent writing skills.

Art Education majors receiving a B.S. or BFA must take two 300-level art history classes, or one 300-level course and an art history seminar. They also take classes in several studio areas.
In Art Education courses, students learn how to write critical literature reviews, lesson plans, curriculum development plans, self-reflections and classroom observations, and resumes. These skills are developed progressively in ARTE 303 (Introduction to Art Education), 404 (Secondary Practicum in Art Education), and 405 (Elementary Practicum in Art Education), and 464 (Student Teaching Seminar in Art Education).

12/12/13 – with Art Ed’s input
Writing in the Discipline Statement
Art Education Program
Art Department / Department of Educational Studies
Dr. Virginia K. Freyermuth, Art Education Program Coordinator

Art Education Undergraduate Degree Programs
BS and BFA in Art Education
Second Degree in Art Education

Statement of the role of writing in the discipline for students
As future art educators, undergraduate Art Education Program majors are expected to develop and demonstrate clear and coherent writing skills. Students write routinely in Art Education courses. Key assignments are specified in courses listed in this document.

Art Education Students must complete the FSEHD Writing Requirement as follows:
> Writing 100 or an equivalent (as determined by RIC Admissions) course with a minimum grade of B, OR
> Scoring 63 on the English Composition Exam with Essay CLEP test College Level Examination Program; OR
> Scoring 59 on the College Composition CLEP test, OR
> Earning a score of 4 or 5 on the Advanced Placement Test for English Language and Composition Completion of FSEHD writing requirement (which will also satisfy the RIC Writing Requirement)

Students must pass the Basic Skills Test requirement with required minimum scores. The PPST exam contains a Writing portion.

Desired Writing Outcomes
Students will demonstrate proficiency in the following Art Education text types:

- Informative /Explanatory Writing
- Reflective Writing
- Critical Literature Review
- Art Lesson Plan Writing
- Curriculum Development
- Resume

Statement about progressive nature of learning to write in this discipline
As students move through the Art Education Program, students develop and strengthen their writing skills, moving from foundational to advanced writing skills.

Courses at sophomore level or above are required for major with writing components:
ARTE 303/503  Introduction to Art Education (For Intended Majors. Taken prior to application to Art Education Program).

Key written assignments include:

- Artistic & Holistic Development Portfolio: *Informative/Explanatory Writing*
- Art Lesson Ideas and Introductory Lesson Planning for children: *Lesson Plan Writing*
- Written Observation Reports of PK-12 art classroom observations in the field: *Informative/Explanatory Writing; Reflective Writing*

Students are introduced to and expected to properly use APA style.

ARTE 405/505  Elementary Practicum in Art Education

Key written assignments include:

- Review of Scholarly Literature: *Critical Literature Reviews*
- Implemented Art Lesson Plans: *Lesson Plan Writing*
- Practicum Observation Reports of Grades PK-6 art classroom observations in the field: *Informative/Explanatory Writing; Reflective Writing*
- Reflections of Implemented Art Lessons: *Reflective Writing*

Students are expected to properly use APA style.

ARTE 404/504  Secondary Practicum in Art Education

Key written assignments include:

- Review of Scholarly Literature: *Critical Literature Reviews*
- Implemented Art Lesson Plans: *Lesson Plan Writing*
- Practicum Observation Reports of Grades 7-12 art classroom observations in the field: *Informative/Explanatory Writing; Reflective Writing*
- Reflections of Implemented Art Lessons: *Reflective Writing*
- Teacher Candidate Mini Work Sample: *Curriculum Development*

Students are expected to properly use APA style.

ARTE 464/562  Student Teaching Seminar in Art Education

Key written assignments include:
• Implemented Art Lesson Plans: Lesson Plan Writing
• Reflections of Implemented Art Lessons: Reflective Writing
• Teacher Candidate Work Sample: Curriculum Design
• Personal Resume: Resume

Students are expected to properly use APA style.