ARE 6148: Curriculum in Teaching Art Syllabus (Fall 2017)

Term: Fall 2017
Credits: 3

Faculty Contact Information

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Section: 16G6
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Note: All email communication should be through Canvas mail. After the course ends, you may email me at my regular email address.
Note: I will add important Announcements throughout the course. It is essential that you log in to the course site regularly and read the Announcements.

Course Description

A survey of historical and contemporary theories for development of art teaching curricula.

Textbook and Materials

- There is NO REQUIRED TEXT for this course.
- Weekly readings will be available online through the course CANVAS website and the COURSE RESERVES (Ares) available through the UF Library website.
- VPN Software (AnyConnect) is required to access Course Reserves from the UF Library website.
- A USB Headset with microphone. This piece of equipment is crucial for fully accessing the live sessions we have on Adobe Connect and Big Blue Button (BBB). We have found that using the microphone installed in a laptop, tablet or desktop computer is not always reliable on the Adobe Connect or BBB systems.

Course Objectives

This course is structured to assist graduate art education students in developing an understanding of various theories and approaches to structuring art curricula. Emphasis will be on identifying the basic elements of curriculum construction as well as linking contemporary theories and curricular practices in art education with their historical antecedents. At the completion of this course, students will be able to demonstrate understanding of:

- the basic elements of curriculum construction (i.e., intent, content, organization, and management).
- state and national learning standards in the visual arts and the various art competencies required.
- contemporary approaches to art curriculum development and their historical antecedents.
- various theories of learning and conceptions of knowledge, and how they relate to curricular development in art.
- approaches to assessing the knowledge and competencies required in an art curriculum
- ways to effectively integrate art education with other school subjects.
- print and online resources that support art curriculum development and implementation.

Methods of the Course

The primary instructional methods of this seminar class include assigned readings and asynchronous group discussions on course topics. Synchronous online lectures, presentations, research, and independent project work will also be used to help students achieve the course objectives.

Course Requirements

To achieve the objectives of this course, the student will:

- read, synthesize, and discuss selected readings on art curriculum development.
- write a model lesson plan based on *backward design* and contemporary art practice
- complete an independent research project related to art curriculum development.
- participate in discussions, complete all assignments, and contribute to our online learning community.

Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. Due dates for all learning activities are provided in the Course Schedule.

Reading Review Assignments

Written reading reviews must be typed and between 800-1000 words (or 2-3 pages) in length, unless otherwise indicated. Use 1-inch borders, 1.5 line spacing, and a 10-pt or 12-pt typeface such as Times Roman or Arial. Place your name and date with a title for the reading in the top left hand corner of the first page. Then, organize your written response under three sub-headings: Summary, Key Points, and Personal Reflection, unless otherwise indicated in the lesson instructions. Lastly, cite the articles you read in APA style at the end of your review under a sub-heading of References. Additional guiding questions and instructions are given for each lesson's readings.

The following criteria will be used to assess the written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. 10 points are possible for each written review for a total of 70 possible points at the end of the term, or 30% of your final course grade. Note that a "10" is not the default score for a reading review grade. A Reading Review Rubric and Sample Reading Review are available for download from the course website.

Note: A few additional writing assignments may be given during the term in the form of worksheets, reflections, and idea generation activities. These are non-graded, required assignments.

Contemporary Art Lesson Project

The purpose of this contemporary art lesson project is to provide graduate art education students with an opportunity to: (1) apply the *backward design* model and other curriculum-planning principles that have recently emerged in the field of (art) education to writing an original lesson plan related to contemporary art practices and ideas; and (2) reflect on the effectiveness of their own and others' curriculum planning in engaging younger audiences with the work and practices of contemporary artists.

Your assignment is to develop an original art lesson plan using the *backward design* model that will allow students to explore a particular enduring or big idea through the materials, processes and strategies of a contemporary artist. In addition to a written lesson plan, you will need to submit a resource sheet that will aid in the teaching of the lesson and a sample work of art that illustrates one possible creative outcome of the lesson. This project will be posted on the course CANVAS site and shared with other members of the class upon completion for comments.

For specific expectations and guidelines, download the contemporary art lesson project description sheet, the lesson and unit planning guide, the lesson plan evaluation rubric, and the art lesson template. All of these items are also available on the course downloads page.

Your lesson plan will be evaluated according to: **CLARITY** (25 points); **COMPLETENESS** (25 points); **CREATIVITY** (25 points); and **PRESENTATION** (25 points), and will be worth 20% of your final course grade.

Independent Project

The purpose of the independent project (or "indie project") is to provide you with an opportunity to explore a topic related to art curriculum planning that is of personal and professional interest, and that would be appropriate for use in an educational setting that you identify. This project will involve developing an original art unit of study (three lessons) using the *backward design* model and based on a particular enduring idea or theme, with a set of related big ideas and essential questions that connect the enduring idea to the study of art and artists. The topic chosen for the unit should allow for inclusion of contemporary, culturally diverse, and female artists as learning resources.

The indie project should: (1) involve research of quality print and/or online art education materials in the field; and (2) result in a curricular unit that can be shared with others (including class members). This curricular project will have multiple documents that include a unit plan overview, three lesson or project descriptions, and supportive print or online teaching resources. All of this material must be published online (possible sites include, but aren't limited to Google Drive, LiveBinders.com, and Weebly.com.)

An Independent Project Proposal form must be completed and approved by your instructor before proceeding with this project. For additional information and direction, see the Independent Project description sheet and Indie Project Template on the course website.

The indie project will be evaluated according to: clarity (25 points); completeness (25 points); creativity (25 points); and presentation (25 points) – and will be worth 30% of your final course grade.

Discussions

To ensure meaningful class discussions, it is important to review the weekly course content, including assigned readings, videos and websites BEFORE sharing your ideas in the discussion forums. The point of our discussions is not to simply regurgitate or summarize the reading assignment or to achieve one particular understanding of a reading or author's point of view for the whole class. Instead, our goal is to

enlarge our personal understanding of the text by reading, discussing and debating what each of us understood from reading the articles or chapters.

Please DO NOT simply paste your written reading review verbatim into the discussion board or add it there as attachment. Such postings will not receive credit. You may, however, use portions of your reading review in formulating your discussion posting.

To participate in a forum, select "Discussions" from the left-hand course menu. There are three categories of discussions —Pinned Discussions that include graded and non-graded discussions closely linked to the course content and assignments; Open Discussions that include forums for sharing resources, for chatting with classmates, and for posing general questions and making comments; and Closed Discussions that have been moved into this category because they are no longer active.

Before posting your response to a discussion, be sure that you read the discussion prompt and that your posting directly responds to that prompt. Its easy to get "caught up" in seeing a prompt as an opportunity to share your teaching situation or something about your personal life that is remotely related to the topic at hand. Avoid the temptation! Instead use the 'Student Lounge' to share personal anecdotes. If you don't fully understand a discussion prompt, don't be shy to ask for help by posting your concern or question in Questions, Comments, Concerns forum; you will likely not be the only person to benefit from your inquiry so you are doing a favor to the class by asking your question.

Note that posting to the Student Lounge is not required, but this is a great opportunity to connect with your peers in the class, so take advantage! Your instructor will not be actively contributing to the Student Lounge—it is there just for students' use. Once again, we see the exchange and sharing of ideas as an integral part of this course so please contribute to the discussions take advantage of this opportunity to create your very own learning community.

Participation Expectations in Discussions

Participation [in discussion topics] will be assessed according to the (a) clarity, (b) promptness, and (c) significance of your posts as well as (d) your contributions to the learning community. 5 points are possible for each discussion, and you are expected to participate in each discussion topic. Your discussion score is worth 20% of your final course grade.

Discussions are open for one week following the day an assigned reading is given. In other words, discussion forums are set to open on a Monday each week and close the following Sunday evening. It's important that you post your initial response to a reading early in the week and log onto the class discussion board several times during each week to respond to your classmates' postings. Recommended deadlines for posting your initial response and follow-up comments to you peers' postings are indicated on the Course Schedule. Waiting until the 'last day' to post your initial response or to reply to a classmate's posting negates the purpose of the discussion forums. While it may not always be possible to post in a timely manner, please make an effort to do so as often as you can.

Instructions and guiding questions for each discussion topic are posted in each lesson, which are based on that week's topic and readings. Your personal approach to the content and author's point of view are very much welcome; however, please keep the focus of the discussion on the topic at hand. Once again, individuals wanting to engage in more personal discussions should use the Student Lounge on the Canvas discussion board OR the live-chat page that is available in the left navigational bar on the course site.

In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to **at least two** other postings from your class members each week. Additional participation is encouraged and will earn a higher score. As suggested above, postings made earlier in the week generally generate more responses and discussion than those made later in the week, and thus also typically earn higher scores. Note that a "5" is not the default score for a weekly discussion grade.

Lastly, consider the quality of the contribution you make to the class through your postings on the discussion board each week. Acknowledging each other's postings with comments like "I agree" or "I couldn't have said it better" are supportive, but they do little to advance the discussion. Responses that expand upon earlier postings by posing questions which provoke further thinking, or that point to illustrative examples found on other websites or in books make more significant contributions to the class.

A Discussion Participation Rubric is available on the course download page. Please note: The instructor reserves the right to remove any discussion postings deemed inappropriate.

Topical Calendar

Week One: What's worth teaching in Art?

Week Two: What is backward design?

Week Three: How can we teach students about the art of today?

Week Four: What should we consider when planning an art curriculum?

Week Five: How can we assess student understanding in art?

Week Six: How can we effectively integrate art with other school subjects?

Week Seven: Different Strokes for Different Folks

Week Eight: Student presentations and Course Wrap-up

Grading Policy

Final grades will be calculated according to the following formula:

- Reading Reviews (30%)
- Contemporary Art Lesson Plan (20%)
- Independent Project (30%)
- Discussions (20%)

Evaluation criteria used in each of these areas is available on the assignment sheets. Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class. Note that a score of "100" should not be viewed as the default grade.

Late Policy

Work turned in beyond a deadline will not receive full credit. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

Incomplete Policy

School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of

mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Grading Scale

95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D; 0-59 E.

See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

Course Policies

Class Participation: Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course several times throughout the week. On average, you should expect to be on one of the course sites (CANVAS or Adobe Connect) a minimum of six hours per week. Later in the term, once each project gets underway, additional online time is expected. As for time spent on outside study (e.g, reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week at a minimum (or for some people more).

This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. Three synchronous sessions are planned during the semester either on AdobeConnect.com or Big Blue Button on CANVAS (refer to the course schedule for these meeting times). During these sessions, instructors will be able to talk with students about the course content in real time, and vice versa. The expectations for each assigned projects will be explained in detail during these sessions, and students will be able to ask questions. During the final synchronous session, students will share and discuss the independent projects they've completed in class. Students unable to attend a live session will be expected to submit a recorded PowerPoint presentation with voiceover describing their projects and will able to watch a recorded (archived) video of the meeting on the Adobe Connect site.

Academic Honesty: Students are expected to abide by the UF Academic Honesty Policy (http://regulations.ufl.edu/wp-content/uploads/2012/09/4041.pdf), which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this means not submitting papers or projects that were created by another person(s) and properly citing sources for any material used in completing course assignments. Submitting work that has been plagiarized will result in a failing grade.

Netiquette: Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The Core Rules of Netiquette (www.albion.com/netiquette/corerules.html) are excerpted from the book Netiquette by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Student Support Services

As a UF student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit http://helpdesk.ufl.edu. For a list of additional student support services links and information, please visit http://www.distance.ufl.edu/student-services.

Students with Disabilities

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found on the Web at http://www.dso.ufl.edu/drc/; reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

Complaints

Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through CANVAS email.

Course Evaluations

Students are encouraged to go to http://evaluations.ufl.edu during the final two weeks of the class and fill out the course evaluation for this instructor. Your feedback is welcome.