

## Syllabus

**Course Title:** ARE 6933 - Art Ed Beyond School Walls

**Credits:** 3

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### Faculty Contact Information



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**Note:** All email communication should be through Sakai. Use this email address only if you have an emergency and/or are unable to access Sakai email.

### Course Description

**ARE 6933 - Art Ed Beyond School Walls** is intended for graduate students who are interested in teaching art outside of traditional K-12 school settings. The course is also useful for art educators interested in connecting their classrooms with their communities. Through study and observation, you will explore the role art educators play serving various interest groups including but not limited to people with disabilities, the elderly, LGBTQ youth, hospital patients, prisoners, homeschoolers as well as those with general interest in the arts at museums, libraries, summer camps, community centers, artists' studios, and online. The field is truly limitless with new doors, literally, opening every day. Field observations at sites in your own communities will complement course readings and online research to inform critically reflective discussion and writing

## Textbook and Materials

### Textbook:

While there is NO required textbook for this course, the following are highly recommended and may prove useful in your independent research.

- Borrup, T. (2011). *The creative community builder's handbook: How to transform communities using local assets, art, and culture*. Nashville, TN: Fieldstone Alliance.
- Cleveland, W. (1992). *Art in other places: Artists at work in America's community and social institutions*. Praeger: Westport.
- Congdon, K. G. (2004). *Community art in action*. Worcester, MA: Davis.
- Congdon, K. G., Bolin, P. E., Blandy, D. E. (2001). *Histories of community-based art education*. Reston, VA: National Art Education Association. (Available through NAEA's Online Store for \$15).
- Irwin, R. L., Kindler, A. M. (1999). *Beyond the school: Community and institutional partnerships in art education*. Reston, VA: National Art Education Association. (Available through NAEA's Online Store for \$10).
- London, P. (1994). *Step outside: Community-based art education*. Portsmouth, NH: Heinemann.
- Paley, N. (1995). *Finding Art's Place*. New York: Routledge.

REMEMBER: As a student of the University of Florida, you are entitled to request books from the library through the Interlibrary Loan program. They will be mailed to you, postage paid with return postage included. Just give yourself time to get them and remember to send them back. Information at <http://cms.uflib.ufl.edu/accesssupport/InterlibraryLoan>

### ARES Online Course Reserves:

This course will utilize readings from the fields of art education and arts policy in conjunction with online information about community art programs and organizations. Readings from journals and books are available on electronic reserve at the UF Library ARES Course Reserves and are listed within each individual Lesson. Websites, articles, links to videos, and other online materials will also be assigned and made accessible to you within each Lesson.

In order to access the Course Reserves you MUST set-up and activate a virtual private network (VPN) that connects you remotely to the library system. There are general guidelines for how to do this at <https://ssrb230a-vpn-asa5500-1-g10-1.ns.ufl.edu/+CSCOE+/logon.html> (Be sure you read the installation instructions.) Or you may call the UFL Helpdesk and they can walk you through the specifics for your computer. Because we all have different machines with different operating systems, I can't help you with this part of the course. You should already have the VPN set-up following the orientation for this program. You can't conduct research in the literature (in journals and other resources available through the library) without it.

Additionally, you will need a **headset with a built-in microphone**. This piece of equipment is crucial for fully accessing the live, synchronous sessions we have via Adobe Connect.

## **Course Objectives**

Students in ARE 6933 - Art Ed Beyond School Walls will examine the variety of locations, rationale, and methods for teaching art outside of traditional school settings. Through qualitative fieldwork, you will become familiar with specific examples of how art is taught in alternative settings. Through reading and research you will deepen your knowledge of how such programs operate and clarify your own visions for teaching outside of schools.

While the focus of the course will be on alternative settings, you may also consider how the programs and teaching methods you encounter can inform art education within schools or in partnerships between alternative and traditional settings.

At the completion of this course, you will be able to:

- Identify and cite examples of art education programs in alternative settings in your own communities, across the country, and around the world;
- Explain how such programs function with regard to ongoing activities and special projects, teaching methodologies, administrative management and oversight, and funding;
- Conduct and document case studies of art education programs;
- Utilize information from fieldwork, course readings, and other research to bolster your own proposals for alternative art education programs.

## **Methods of the Course**

The primary instructional methods of this course include assigned readings, short formally written essays, online group discussions of course topics and individual projects, qualitative field research with related journal (blog) writing and case study reporting, independent research and writing, and student presentations.

Extensive interaction with professionals in the field as well as online peers, and independent research will be required to help you achieve the course objectives.

To achieve course objectives, you will:

- Read, synthesize, and prepare critical reflections on selected readings.
- Plan for and carry out independent field research.
- Creatively and critically, analyze and utilize available resources as you inform and extend your own professional practices.
- Contribute constructively and regularly through active engagement in all course activities (readings, discussions, meetings, research, and presentations).
- Participate professionally in an online learning community through supportive and informative responses to peers and through thoughtful presentations of your own research and insights.
- Complete an independent research project that extends the course content in directions of interest to you

## 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. Specific assignment and evaluation criteria may be found within the Lessons.

**Note:** Due dates for all learning activities are provided in the course schedule.

## Research in the Literature

Students will explore and analyze resources related to field research by reviewing and responding to the posted **Resources Related to Field Research**. In addition, students will be required to peruse two sets of readings for this course: (1) a preselected list created by your instructor, and (2) a set comprised of your own choosing. Both sets have associated written assignments. The readings explore, examine, and analyze practices and policies in teaching art education in alternative settings. Students will read, select, summarize, and respond to assigned and independently researched readings in two formally written reports:

- **Reading Review** - formally written paper based on a preselected list of readings and materials.
- **Annotated Bibliography** - formally written paper based on a list of readings and materials of your own choosing.

Specific assignment guidelines, expectations, and evaluation criteria for each formally written report may be found within the Lessons.

## Participation in the Learning Community

This course consists of independent research and assigned activities. In both cases, you are required to critically respond to and reflect on your learning *with your classmates* in Sakai. It is particularly important that you share what you are observing in the field (Lesson 2), and how your own ideas are developing around an alternative art education proposal (Lesson 3) so that you can help push one another's thinking along. Your interpretations of what you see and hear during your site visits might change based on questions and comments from your classmates. Likewise, your ideas for your own program proposals will likely morph into new and interesting forms that you couldn't possibly imagine as you get feedback and gain insight from your peers across the country who have all been exposed to various projects in their own communities.

Professionalism will contribute to your grade in this area. You will be evaluated based on your engagement in class discussions and project work, as well as your demonstrated interest in learning, preparedness throughout the course, completion of all course assignments, dependability, consideration of others, and contributions to our learning community.

## Fieldwork

The qualitative field research component is a unique aspect of this course. Throughout the first half of the course, you will visit an alternative art education site for a *minimum* of 8-12 hours, in at least three distinct visits. During that time, you will: (1) examine and document the physical environment, (2) observe and document classes and activities, and (3) conduct interviews with educators, students, and administrators.

Once your fieldwork visits are complete, you will submit two items for evaluation:

- **Descriptive Case Study** - formally written paper that details the alternative art program you visited in your community.
- **Presentation** - creative method for sharing your research and experiences with your instructor and peers.

Specific assignment guidelines, expectations, and evaluation criteria for each fieldwork assignment may be found within the Lessons.

## Program Proposal

The purpose of this assignment is to give you an opportunity to explore and articulate your dreams for an art education program in an alternative setting. There are two parts to your Program Proposal Project:

- **Program Proposal Formal Paper** - formally written paper that identifies, details, and proposes an alternative art education program.
- **Presentation** - creative method for making your formal paper come alive and sharing your research and ideas with your instructor and peers.

Specific assignment guidelines, expectations, and evaluation criteria for each program proposal component may be found within the Lessons.

## Grading Policy

Final grades will be calculated according to the following criteria:

<b>Evaluation Component</b>	<b>Value</b>
<b>Research in the Literature:</b>	<b>(25%)</b>
<ul style="list-style-type: none"><li>• Reading Review (directed reading)</li><li>• Resources Related to Field Research</li><li>• Annotated Bibliography (independent research)</li></ul>	20 points (10%) 10 points (5%) 20 points (10%)
<b>Participation in the Learning Community:</b>	<b>(25%)</b>
<ul style="list-style-type: none"><li>• Sakai Discussions (Directed and Independent Web Research, Project Sharing, Reflection, and Reports on Field Research)</li><li>• Professionalism (The manner in which you present yourself in discussion and live forums as well as in communication with your classmates instructor throughout the course)</li></ul>	50 points
<b>Fieldwork:</b>	<b>(25%)</b>
<ul style="list-style-type: none"><li>• Descriptive Case Study (formal paper)</li><li>• Presentation</li></ul>	30 points (15%) 20 points (10%)
<b>Program Proposal:</b>	<b>(25%)</b>
<ul style="list-style-type: none"><li>• Formal Paper</li><li>• Presentation</li></ul>	20 points (10%) 30 points (15%)
<b>Total</b>	<b>200 points = 100%</b>

Evaluation criteria used in each of these areas is available within the Lessons. 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.

## **Late Policy**

In the compressed course schedule we work with in this program, it is vitally important that you keep up to date with your work. That being said, I understand that things happen that may prevent you from turning your work in on time. In the event that you or a dependent family member suffer an illness or some other extenuating circumstance prevents you from submitting an assignment on time, please let me know through Sakai mail and submit the assignment as soon as possible. Please note that late assignments will be graded after I have completed other work for that lesson, and will incur a penalty upon grading.

## **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**

Confucius is often noted for stating, "I hear and I forget. I see and I remember. I do and I understand." In that spirit, remember that active participation is *always* the key to meaningful learning experiences. Successful learning online requires you to actively participate in each module of the course. I highly recommend students log in to the course several times throughout the week. Regular, active, and meaningful participation is expected, and that frequency and quality of participation will affect your grade.

### **Academic Honesty**

All students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." All students are required to abide by the UF Academic Honesty Guidelines that have been accepted by the University. In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course

assignments. Additionally, you may also want to refer to the UF Student Guide that includes student rights and responsibilities, UF's standard of ethical conduct, honor code, and academic guidelines.

## **Netiquette**

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The Core Rules of Netiquette (<http://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 who do not adhere to the netiquette expectations may result in both personal and legal consequences.

**Note:** The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

## **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 ADA office may be found on the Web at <http://www.ehs.ufl.edu/programs/ada/>; 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.

## **Online Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **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 SAKAI email.



