

## **ARE 6386: Teaching Art in Higher Education**

Instructor: Dr. Craig Roland; Semester/Year: Fall 2017; Credit Hours: 3; Instructor Contact Info: 352.392.9165 (Norman Office); E-Mail: croland@arts.ufl.edu; Meeting Times + Location: Monday 11-E2 (6:15-9:10pm) Norman 10; Instructor Office + Hours: Norman 12e on M 4:30-5:30pm or email for appointment. You may also find me in the main art office in FAC on many weekdays.

### **DESCRIPTION OF THE COURSE**

This course is designed to introduce graduate art students to the teaching of art at the post-secondary level.

### **OBJECTIVES OF THE COURSE**

Graduate MFA students are required to enroll in ARE 6386 either prior to or during their first semester of teaching in the School of Art and Art History. At the conclusion of this course, students will be able to identify and discuss the following:

- the nature and needs of college students and adult learners,
- approaches to studio art instruction at the post-secondary level,
- selected literature on teaching art at the post-secondary level,
- the characteristics of "effective" teaching at the post-secondary level,
- procedures for critiquing and grading student art work,
- academic, curricular, legal, social and ethical issues related to teaching art at the post-secondary level, and
- hiring, tenure, and promotion practices in higher education.

### **METHODS OF THE COURSE**

The primary methods used in this course include lectures and discussions centered on topics related to post-secondary art teaching. Readings, guest speakers, and co-facilitated sessions will be used to initiate and expand on the course topics. Opportunities for direct classroom observation and teaching are provided. A portion of this course is completed through an individualized program of study that includes readings, curricular development, observations, and teaching related to the student's area of concentration. UF's e-Learning (CANVAS) Web-based system will be used as an extension of this course. I use minimal paper and never collect paper assignments in class with the exception of the final portfolio.

### **COURSE COMPONENTS AND REQUIREMENTS**

This course is comprised of six components:

1. attending weekly seminars including all students enrolled in the course,
2. classroom observations, documentation and reflection of teaching with selected faculty and GTAs,
3. preparation of a teaching portfolio for seeking employment in higher education,
4. co-planning and teaching a seminar session with specific learning objectives,
5. written reviews and discussions of selected readings, and
6. completing all class activities designed to further your understanding of the course content.

Participation in class is necessary to achieve the course objectives. Excessive absences (3 or more) and/or tardiness will have an impact on a student's final grade. Students are expected to arrive to class on time and be prepared to participate in all class activities.

### **EVALUATION AND GRADING**

A student's final grade will be based on his/her fulfillment of the course objectives and requirements.

Final grades will be based on evaluations of the following five factors:

- teaching portfolio (30%)
- written reviews of readings (20%)
- co-facilitated seminar session (20%)
- classroom written observations/reflections, videos, and teaching activity (20%)
- class contributions and attendance (10%)

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.

### **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.

## COURSE TEXT AND MATERIALS

All readings for the course are listed on the readings handout and will be made available on the CANVAS course site OR via various online resources.

It is recommended that students purchase a notebook for note-taking, class handouts, and journal-keeping purposes. To facilitate advisement and peer support, students are required to get and use a GATORLINK account.

NOTE: All electronic contact with students will be made through the UFL GATORLINK email system. Students are responsible for reading their UFL email regularly.

The course has an eLearning site in CANVAS at <http://elearning.ufl.edu> for posting of all assignments and written reading responses.

## USEFUL RESOURCES

UF Academic Affairs: Office of the Provost (Lots of academic resources located here)  
<http://www.aa.ufl.edu>

UF Policy on Course Syllabi  
<http://syllabus.ufl.edu/syllabus-policy>

Syllabi Listing for College of the Arts  
<http://arts.ufl.edu/syllabi>

UF Graduate School  
<http://graduateschool.ufl.edu>

UF Teaching Center  
[http://www.teachingcenter.ufl.edu/ta\\_development.html](http://www.teachingcenter.ufl.edu/ta_development.html)

Teaching Philosophy (from The Teaching Center, Washington University in St. Louis)  
<http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement>

The Teaching Portfolio (from University of Saskatchewan)  
<http://www.usask.ca/gmcte/resources/portfolio>

Teaching Art in Higher Ed Pinterest Board (collection of linked resources selected for this course)  
<http://www.pinterest.com/dcraigr/teaching-art-in-higher-ed/>

## RECOMMENDED BOOKS (NOT REQUIRED)

Johnson, M. F. (1981). *Visual workouts: A collection of art-making problems*. Englewood Cliffs, NJ: Prentice-Hall.

(Note: Used copied available on Amazon at a reasonable price).

Lieu, C. (2013). *Learn, create and teach: A guide to building a creative life*. Lexington, KY: CreateSpace.

Paper Monument (2012). *Draw it with your eyes closed: The art of the art assignment*. Brooklyn, NY: N+1Foundation.

Reynolds, G. (2011). *Presentation Zen: Simple ideas on presentation design and delivery* (2<sup>nd</sup> Ed.). San Francisco, CA: New Riders.

Bayles, D. & T. Orland. (2001). *Art & fear: Observations on the perils (and rewards) of artmaking*. Eugene, OR: Image Continuum Press.

Jaffe, N., Barniskis, B., & B. H. Cox. (2013). *Teaching artist handbook: Volume 1: Tools, techniques, and ideas to help any artist teach*. Chicago, IL: Columbia College Chicago Press.

## POLICY FOR MAKE-UP EXAMS OR OTHER WORK

Students who miss work deadlines with excused absence are responsible for submitting the work due to the instructor before the beginning of the next class meeting to avoid being considered late. If an excused absence has affected the student's ability to work, the student is responsible for discussing this with the instructor before the due date.

Unexcused absence will not suspend due dates and any work submitted after the due date will be considered late.

To be approved for an incomplete:

- Students must have completed the major portion of the class with a passing grade of C or better
- The student is unable to complete course requirements because of documented circumstances beyond his or her control
- The student and instructor have discussed the situation prior to the final critique (except under emergency conditions)

### **ATTENDANCE POLICY**

Attendance is required and very important to promote a community of creative scholars and count from the first class meeting. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the department to indicate their intent, may be dropped from the course. Anyone with more than three unexcused absences will lose 5% of their semester grade for each further unexcused absence. I encourage graduate students to attend professional conferences and lectures in their field; therefore, your absence in class for such an attendance is excused when prior arrangements have been made.

Any work involving an excused absence is still due on time. Please contact me prior to class, or as soon as possible, if extenuating circumstances prevent attendance.

**Note:** Being absent on the day your group presents their seminar project is **not cool!** A make-up presentation must be arranged. Not being present for discussions of readings and other in-class activities is **not cool!** Missed discussions can be made up on the CANVAS eLearning site.

Make-up of missed class work due to extenuating circumstances is required within 2 weeks of absence. The university recognizes the right of the individual professor to make attendance mandatory.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### **ACADEMIC HONESTY POLICY**

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." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <http://www.dso.ufl.edu/judicial/academic.php>

Proper citation formats such as APA/MLA helps provide support for your ideas and reduces the possibility of plagiarism. All images and text from the Internet, journals, or books must have an APA (<http://owl.english.purdue.edu/owl/resource/560/01/>) or MLA (<http://owl.english.purdue.edu/owl/resource/747/01/>) citation to be used in your work.

### **STUDENTS WITH DISABILITIES**

Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <http://www.dso.ufl.edu/drc/>

### **COUNSELING SERVICES**

The Counseling Center provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Counseling Center web site: <http://www.counsel.ufl.edu>

The Counseling Center: P301 Peabody Hall (352) 392-1575; Hours: Monday-Friday: 8 am-5 pm

### **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 beforehand through email and in class.

### **ONLINE COURSE EVALUATION PROCESS**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized and posted. 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>.