

Course Syllabus
Course Title: ARE 6049: History of Teaching Art
2019



American High School Art Classroom (1940s)

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Note: All email communication should be through CANVAS. Use these faculty email addresses only if you have an emergency and/or are unable to access CANVAS email.

Course Description

History of the theory and practice of teaching art in the public schools.

Textbook and Materials

Required Textbook: Stankiewicz, M.A. (2001). Roots of art education practice, Worcester, MA: Davis Publications.

Note that we will be reading five chapters from Stankiewicz's textbook starting in week two of the term. The publisher, Davis Publications, is the best source for purchasing this textbook at <http://www.davisart.com/Products/481-1/roots-of-art-education-practice.aspx>

- A digital version of the textbook can be purchased here: <https://www.davisart.com/Products/113-8/roots-of-art-education-practice-digital.aspx>
- All UF graduate art education students are required to purchase and use the Publication Manual of the American Psychological Association, Sixth Edition. (Published by the American Psychological Association). This book is available both on the APA Website (<http://www.apastyle.org/manual/index.aspx> (Links to an external site.) [Links to an external site.](#) and on Amazon (where you might find an inexpensive used copy). Note: This is a book you will consult throughout the program.
- A USB Headset with microphone. This piece of equipment is crucial for fully accessing the live sessions we have on Adobe Connect. We have found that using the microphone

installed in a laptop, tablet or desktop computer is not always reliable on the Adobe Connect system.

- Additional weekly readings will be available online through the course CANVAS site available through the UF Library website. **VPN Software (Cisco AnyConnect) is required to access Course Reserves from the UF Library website. If you have not set up your VPN access, you need to do so immediately.**

Note: If you haven't yet verified that you can access the UF Library System remotely, make sure that you are able to do so.

Technical Requirements

You should have no problem connecting to and using e-Learning in CANVAS if you have a compatible browser and Internet connection (preferably a broadband connection such as DSL or cable).

Additionally, this course utilizes a variety of technologies and multimedia. To complete the activities in this course and to access course content, please verify that you have the following technologies and plug-ins available:

- Browser Plug-ins – QuickTime, Flash, Shockwave, Adobe Reader, and Java, Windows Media Player for the PC.
- Microsoft Word – For submission of your writing assignments.
- Email – To contact your faculty.

We use a site called Adobe Connect periodically throughout the term for live class meetings and presentations. This requires you to install an add-on when you first access the site. To ensure your computer is compatible with the Adobe Connect site, you should run the tests on your system that are available through this webpage (it only take a few minutes): https://uf-finearts.adobeconnect.com/common/help/en/support/meeting_test.htm

The independent research project in this class will require you to produce a written paper or other creative product that should be sharable with others. One option is to build a project site on a personal website you maintain on Weebly.com, Wix.com, wordpress.com, or other online location where you can upload your project upon completion. For those who have desktop publishing software like Adobe's InDesign, you have the option of creating a print document that can be turned into a PDF file to submit to class via the course CANVAS site. In the past, some students with animation and video skills have produced short videos that they uploaded to YouTube.com and Vimeo.com. Lastly, there is always Microsoft Word that offers limited desktop publishing options but can be used in a pinch to create a PDF file. Having one or more of these options available to work with later on is important to plan for now.

Another tool that you will find very useful, both personally and professionally, is Skype (<http://www.skype.com>), a free online telephone and video-conferencing service. Having Skype available will provide you with an easy way to communicate with your fellow classmates in this class and with your instructors throughout the program. There is also a CHAT tool available on

CANVAS (via the link in the navigational tools on the left of the screen).

Course Objectives

This course is structured to assist graduate art education students in developing an understanding of the philosophical foundations of art education. The emphasis will be on linking personal and cultural belief systems about the nature of art education to their historical antecedents and roots. At the completion of this course, students will be able to explain:

- their own personal belief systems upon which their art teaching practices are based.
- the historical bases for their own beliefs as well as other contemporary art education theories and practices.
- how certain persons, events, and issues have shaped the field of art education over the years.

Methods of the Course

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

Course Requirements

To achieve the objectives of this course, students will:

- read and synthesize selected readings from historical art education literature and critically respond to these readings both in writing and in class discussions.
- construct a “personal history” of art education outlining the influences and experiences that form the basis for their art education philosophy and teaching practices.
- complete an independent research project related to the history of teaching art in the public schools.
- make a class presentation on a person or movement that made a significant contribution to the history of art education.

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 in the Lesson pages and on the Course Downloads page.

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

Professional Website

You will need to share your major projects in this course (images and writings) on your own professional website. If you do not yet have a professional website, you will need to start one in this course. Students in previous semesters have easily and successfully used the following free web hosting services (Weebly, Wix, etc.). These Web hosting services also have easy to use Web templates in which you simply upload your content to the template, and your webpage is

generated automatically. Having these documents available on a website makes it tremendously easier to share them with your peers in this course. Once the course has ended, you may want to improve or work further on these projects (images, writings, educational documents, etc.), or remove these documents from your professional website until you believe they are as high quality as they can be. NOTE: A website is different from a blog. Although you may also keep a blog, you will use a website for this course.

Your website is not graded but strongly recommended. You will use this website in other courses in the UF Art Education online program. Having a website will contribute positively toward your professionalism grade.

Reading Reviews

Course readings examine the philosophical and historical foundations for many contemporary theories, practices, and social issues of interest to art educators today. Students will read, summarize, and discuss assigned readings in formally written reading reviews.

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 an appropriate 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. Position and format your sub-headings flush left and bold. Write your entire review in paragraph/narrative form. Indent the first line of each new paragraph. Following APA style, you do not add extra spaces between paragraphs or before and after headings. Do not use bullets to format key concepts; instead, write them out in narrative, paragraph form. Cite appropriately throughout your review. If you quote an author, place quotation marks around the material taken from the text, introduce the quotation with a “signal phrase” that includes the author’s last name, year of publication in parentheses, an action verb (like states, discusses, acknowledges, argues, etc.,) followed by the quoted material and ending with the page number of the quote in parentheses. For example:

According to Roland (2018), “you should always place quotation marks around the material taken from the text” (p.x).

You do not have to add the page number unless you are directly quoting the author.

Specific Reading Review directions vary from lesson to lesson. Students are expected to read and follow the instructions that are specific to each Reading Review that are available through the Lesson pages.

A Reading Review Rubric and Sample Reading Review are available for download from the course website.

Assessment: In evaluating each Reading Review, the following criteria will be taken into consideration: (a) clarity of your writing; (b) critical analysis of what you read; (c) complete coverage of the assigned readings; and (d) the organization and presentation of

your paper. Writing in a focused manner, clearly, correctly, and concisely is an essential skill to be learned and demonstrated in this course. Reviews turned in late will not receive full credit. Managing your time and prioritizing your efforts are essential skills for this course, success in the graduate program as well as in your professional life.

There are three written reading reviews assigned over the term. 10 points are possible for each written review. Note that a “10” is not the default score for a reading review grade.

Instructor Feedback: For each Reading Review you submit, you will receive written feedback from faculty regarding fulfillment of assignment guidelines and quality of writing. This feedback will be available in the instructor comment area of the CANVAS assignment drop boxes or included in your submitted papers that will be returned to you via the assignment drop boxes. Some instructors make use of the "comment" feature in Word to insert corrections and comments in your papers. These comments can only be seen if you have clicked on the "markup" feature under the "View" menu on Word. Students are responsible for reading in all instructor feedback provided, understanding it, and submitting subsequent reviews that appropriately attend to writing problems identified by instructors in previously evaluated papers. We do not expect to see the same kinds of writing, mechanical, grammar, or APA problems identified by the instructor in earlier papers repeated in subsequent papers.

Construct a Personal History of Art Education

As art educators, we bring to the classroom or studio certain experiences and beliefs that guide our teaching practices. These beliefs are grounded in our own personal art education history. They lead us to making certain assumptions about what we as art teachers are supposed to do as well as what we expect students to do. All of this forms our personal art teaching philosophies.

Your assignment is to “uncover” your personal history of art education, and to share it with others through images and text. What are your earliest memories of “art class?” How did you learn about art as a child? How did you learn to teach art? What sorts of things have happened to you in the past that you feel play an important role in determining who you are as an art educator? Consider both good and bad experiences, dead ends and wrong turns as well as moments when you soared. Who did you have as an art teacher(s) as a child or as a teenager? What influences did these teachers have on you? How did they teach art in the classroom? What sorts of experiences have you had with art in the past that may have influenced you? What books have you read? What places have you been? What conferences have you attended that were memorable? What jobs have you had? What online and real-world resources have been most beneficial to your professional development? How important was art in your family life as a child? What other events or factors have played a role in making you who you are as an art educator? Consider all of this and more as your plot out what led you to the place you are today.

Assessment: A grade will be given for the final product, based on how effectively you are able to “uncover” your personal history and express it in words and images. One grade (10 points) will be given for the visualization and written narrative combined. The criteria used will include clarity, critical analysis, creative synthesis, and presentation.

Great Moments in Art Education History

Art Education has a rich history of persons, authors, events, movements and ideas that continue to influence those who work in the field today. As students of art education, you owe it to yourselves to be familiar with this history. This assignment calls for you to: (1) select and research a significant educator, author, movement or event from the history of art education; and then (2) make a brief presentation on your selected subject to other members of the class. Think of this project as making ‘an elevator presentation’ in that it should be clear and short enough to present to others in the time it takes to ride in an elevator from one floor to the next. Additional instructions as well as examples are available on the Great Moments in Art Education History Project description page.

Assessment Criteria: Summary Page + Slide (clarity, conciseness, evidence of historical research, creativity, and presentation) 80 points possible; Presentation (clarity and presentation style) 20 points possible. 100 points total.

Independent Research Project

Your final assignment in this course is to design and execute an independent research project that involves: (1) researching some aspect of the history of art education (prior to the year 2000); and (2) displaying evidence of your research in the form of a significant written paper (10+ pages in APA format) OR another creative product of learning (e.g., a video, enhanced podcast, or website) with a short supportive paper (5+ pages in APA format); and (3) making a final presentation to the class. Additional instructions as well as examples are available on the Independent Research Project description page.

Assessment: The final independent projects will be assessed on clarity, evidence of historical research, critical analysis and creative synthesis, and presentation. 100 points possible.

Discussions

To ensure meaningful class discussion, it is very important for students to have read the assigned readings beforehand. The point of our discussions is not to summarize the reading assignments 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 each of our personal understandings 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. You may, however, use portions of your reading review in formulating your discussion posting.

In addition to posting your own on-topic, substantive response to the readings (by day three of the lesson), you are expected to respond in a meaningful way to the postings of at least two different class members and to respond at least two times when someone posts to your original posting. A minimum of FIVE posts and replies (combined) is expected to meet expected standards for this assignment. Meeting expectations for graded discussion forums earns 3.5 points. Additional participation is encouraged and will earn higher points in grading. You should read as many of your peers’ initial responses as possible each lesson, even if you only reply to a few.

Assessment: Participation (in discussion topics) will be assessed according to the (a) clarity, (b) promptness, and (c) significance and development of your posts as well as (d) your contributions to the learning community. Five points are possible for each lesson discussion and you are expected and required to participate in one of the lesson discussions each week (note that there may be more than one discussion topic for a given lesson to choose from). Additional non-graded, but required discussions are also included in the course. These typically involve sharing and commenting on projects completed in class.

Discussions are open for the duration of the lesson from which they are assigned (one week). It's important that you post your initial response to a reading early in the lesson and log onto the class discussion board several times during each lesson to respond to your classmates' postings. Initial guidelines and guiding questions for each discussion topic will be posted within each lesson when readings are assigned. 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. Individuals wanting to engage in more personal discussions should use the Student Lounge topic on the CANVAS discussion board OR the live-chat page that is available 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. Additional participation is encouraged and receives a higher score. Postings made earlier in the lesson generally generate more responses and discussion than those made later in the week, and thus typically earn higher scores.

Lastly, consider the quality of the contribution you make to the class through your postings on the discussion board each lesson. 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.

Grading Policy

Final grades will be calculated according to the following criteria:

- Short Writing Assignments (35%)
- Reading Reviews (3 Reviews total)
- Great Moments in Art Education History: An Elevator Presentation
- Personal History of Art Education
- Discussions (7 in total, 35%)
- Independent Research Project (30%)

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

University 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. Evaluation criteria used in each of these areas is available. 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.

Grading Scale

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

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.

Course Policies

Class Participation

Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected.

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) approximately six hours per week. Later in the term, once the class projects get 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 (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. Synchronous sessions are planned during the semester on Adobe Connect (refer to the course schedule for Adobe Connect session times). During these sessions, the instructor will be able to talk with students about the course content in real time, and vice versa. The expectations for each project will be explained in detail during these sessions, and students will be able to ask questions. Students will also share and discuss their independent research projects they’ve completed in class. Students unable to attend a live session will be 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 Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>), 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' (<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 that do not adhere to the netiquette expectations may result in both personal and legal consequences. Note: The instructor reserves the right to remove any discussion postings deemed inappropriate.

Student Support Services

As a 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.

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 CANVAS email.