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## ARE6386: Teaching Art in Higher Education (#20935)

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**SEMESTER AND YEAR:** Fall2020

**MEETING TIMES AND LOCATION:** M | Period 11 - E2 (6:15 PM - 9:10 PM) Remote via Zoom see link in Canvas class.

**CREDIT HOURS:** 3 **SECTION:** #20935/ 07BG

**INSTRUCTOR:** Dr. Michelle Tillander

**INSTRUCTOR OFFICE LOCATION AND HOURS:** TH: 3:00-6:00PM EST. Join Zoom Meeting <https://ufl.zoom.us/j/5963121892> email for additional times & appointment.

**INSTRUCTOR CONTACT INFORMATION:** 352-273-3079. **E-MAIL:** mtilland@ufl.edu

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

*"Time for reflection and interaction is a casualty of the digital age, and one of the primary goals of higher education should be to reclaim this time."  
— José Antonio Bowen, Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*

**Purpose and 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 respond to 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 Instruction:** 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 specific area of concentration. eLearning (LMS- CANVAS) Internet-based systems will be used as an extension of this course. I use minimal paper and never collect paper assignment in class with the exception of the final portfolio

Students enrolled in ARE 6386 must have a **GATORLINK email account** and check it regularly. Students are also encouraged to take advantage of the experiences in this class as part of their professional development as potential faculty and to apply knowledge gained in the classroom with supervised practice in the field (GTA and future secondary art positions). Additional readings may be assigned at the discretion of instructor. Materials required for this course are provided through the lab fee.

**Text and Materials:** No required textbook or materials. All readings for the course are listed on the reading handout and will be made available on the library course reserves ARES <http://www.uflib.ufl.edu>. There is no required text book. 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. The course has an eLearning in CANVAS site <https://lss.at.ufl.edu/> for posting of all assignments, attendance, grades, and written reading responses.

**Suggested Text:** While there are NO required textbooks for ARE6386, the following are some recommended for anyone building a personal teaching reference library and may prove useful in your independent growth as an art educator.

*So You Want To Talk About Race*, (2019) Ijeoma Oluo

*The Activist Academic: Engaged Scholarship for Resistance*, Hope and Social Change, (2020) Colette Cann & Eric DeMeulenaere

*McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, (2010) McKeachie and Svincki

*On Course: A Week-by-Week Guide to Your First Semester of College Teaching*, (2010) J. M. Lang.

*Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*, (2012) J. A. Bowen.

*Teaching at Its Best: A Research-Based Resource for College Instructors*, (2010) L. Nilson

*What the Best College Teachers Do*, (2004) Ken Bain

*Raise the room: A practical guide to participant-centered facilitation*. (2019) Meyers, E.J.

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

**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 and documentation and reflection of teaching with selected art 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 in-class and out-of-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.*

**Grading Policy:** Learning and teaching will occur concurrently through the structure of the class and offers many opportunities for evaluation. Assignments are listed below and will be reflective of the project(s) and professional experiences developed by you as a class member. Education is an ongoing process of self-reflective synthesis of course content, individual research, and future paths. You should take every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursue and art educational career. Final grades will be based on the timely completion of all requirements for the course. Final grades will be determined according to the following scale:

**Grading Scale:**

(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-; 68-69 D+; 66-67 D; 61-65 D-; 0-60 E)  
 UF GPA equivalency A 4.0; A-3.67; B+3.33; B 3.00; B-2.67; C+2.33; C 2.00; C-\*1.67; D+1.33; D 1.00; D-.67; and E, I, NG, S-U, WF 0.00.

To determine the impact of grades on GPAs: [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html) .

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.

In addition, students must pass all three of the FTCEs before they are eligible for the Art Education Certificate.

**Evaluation:** Final grades will be calculated according to the following percentages:

ASSIGNMENT	PERCENTAGE	POINTS
✓ Professional Teaching Portfolio FIN/Draft	30 (25/5)%	100 pts.
✓ Reading Reviews (5)	20%	50 pts.
✓ Co-Facilitated Seminar	20%	50 pts.
✓ Classroom Observations (2)	10%	20 pts
✓ Classroom Teaching, video and reflection (1)	10%	20pts
✓ Professionalism	10%	50pts
	100.00%	250 pts.

**Professionalism:** The professionalism grade will be determined based on the following factors:

**Attendance and Punctuality Policy:** A student wishes to have an absence excused they must provide the instructor with a written/email explanation of absence ahead of time and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the week following the absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Professional Behavior in Class and During Field Experiences:** Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors this can impact this.

**Participation in Class:** Asking questions and moving class discussion forward, giving your best effort to class activities, doing your part to contribute to group work, and speaking up when you are confused.

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## ARE6386 Academic Policies and Procedures:

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*"You want to free the world, free humanity, from oppression? Look inside, look sideways, look at the hidden violence of language. Never forget that language is where the other, parallel violence, the cruelty exercised on the body, originates." Ariel Dorfman (2009, para. 7)*

**Electronic Device Policy:** A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

### **Late Work and Make-Up Work Policy:**

Work turned in beyond a deadline will lose 10% of its full point value and **MUST** be submitted within one week of deadline for any credit. Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and **reach an agreement in writing for any extensions.**

**Attendance:** Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### **Online Resources:**

International Child Art Foundation <http://www.icaaf.org/index3.html>

Florida Accomplished practices <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Department of Education <http://www.fldoe.org/default.asp>

State Standards (Art) <https://www.arts.gov/grants/apply-grant/grants-organizations/art-works/arts-education/state-standards-arts-education>

NAEA Advisory Best Practices [http://www.naea-reston.org/archives\\_best\\_practices.html](http://www.naea-reston.org/archives_best_practices.html)

FLDOE ARTS <http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml>

**Student Conduct and Honesty Codes:** 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. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats of APA or MLA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/elecref.html>

**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. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](http://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. 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 <https://drc.dso.ufl.edu/>

**Counseling Services:** The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> 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.

- **The Counseling and Wellness Center:** P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm
- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a **team member can reach out to the student.**
- **University Police Department:** (352) 392-1111 or 9-1-1 for emergencies
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161

### Academic Resources:

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning- support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- **Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support**, <http://cms.uflib.ufl.edu/ask> . Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus**: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints**: <http://distance.ufl.edu/student-complaint-process/>
- **Health and Safety**: Here is the link to SAAH's updated Health + Safety handbook: <https://arts.ufl.edu/academics/art-and-art-history/health-safety/>

**Online Course Evaluation Process:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

### Remotely with Recorded Class Sessions:

There will be no recording of class meeting without permission of the instructor and entire class. If for some reasons there is a decision and agreement to audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live for extenuating circumstances. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

## Course Calendar

ARE 6386 Fall 2020 Schedule Sequence and Assignments (tentative) 8.26.2020

*This calendar is subject to change at the discretion of the instructor.*

Week	Date	Agenda Topic	Deadlines: Due on or before this class
Week 1	8.31	DAY 1: Intro to class and Canvas Assign Seminar Groups Select Seminar Topics EXAMPLES: portfolios/professional web sites	
	9.7	<b>Labor Day</b> no classes	no classes DUE: What are my inspirational texts? (2-5 total) To posted online in the canvas course site. (see deadline in 2 days)
Week 2	9.14	<b>Reading 1 Discussion:</b> Pedagogy as Experience Teaching philosophy activity Map out a teaching philosophy Assign Seminar Groups Discuss observations, teaching activity and teaching portfolio assignments Schedule Teaching mentors	<b>Reading 1 Post response:</b> Pedagogy as Experience.  <b>Guest:</b> TBD 6:30PM
Week 3	9.21	<b>Reading 2 Discussion:</b> What's worth teaching in studio art classes today? (select 2)	<b>Reading 2:</b> What's worth teaching in studio art classes today?
Week 4	9.28	<b>Seminar Topic 1:</b> (TBD) 8:15-9:10PM. Collaborative workshop (2-3 per team) in lesson plan and setting objective and assessment.	<b>Guest:</b> TBD (7PM-8) <b>Seminar Topic 1:</b>
Week 5	10.5	<b>Reading 3 Discussion:</b> How do we cultivate inquiry as a cyclical process? (select 2) Questioning Strategies/Blooms Taxonomy in class 1 Project Sheet and explore resources	<b>Readings 3:</b> How do we cultivate inquiry as a cyclical process? Read and response due before class(see rubric)
Week 6	10.12	Teaching philosophy read in class	<b>Observation #1 reflection due (CANVAS)</b>
Week 7	10.19	<b>Seminar Topic 2:</b> (TBD) 8:15-9:10PM Discuss Teaching Philosophy statements (drafts) in groups Review required components of a syllabus (Mapping out goals, action verb objectives and assessment) Resource Examples	<b>Seminar Topic 2:</b> Draft 2 of teaching philosophy due online (feedback) Portfolio development ongoing <b>Guest:</b> TBD (7PM)
Week 8	10.26	<b>Seminar Topic 3:</b> (TBD) 6:15-6:55PM Discuss portfolio in class (check goals, objectives, assessment) 1 Project Sheet and resources	<b>Seminar Topic 3:</b> <b>Final Teaching Philosophy Due (CANVAS)</b> 1 Project Sheet and resources canvas (peer feedback)
Week 9	11.2	<b>Seminar Topic 4:</b> (TBD) 6:15-6:55PM <b>Reading 4 Discussion:</b> What is art teaching in the 21st century?	<b>Seminar Topic 4:</b> Reading 4 What is art teaching in the 21st century? <b>Observation #2 reflection due (CANVAS)</b>
Week 10	11.9	<b>Seminar Topic 5:</b> (TBD) 8:15-9:10PM <b>Reading 4 Discussion:</b> What is art teaching in the 21st century?	<b>Teaching Activity reflection due(CANVAS)</b>  <b>Guest:</b> TBD 7PM
Week 11	11.16	<b>Seminar Topic 6:</b> (TBD) 6:15-6:55PM Video teaching share (4 minutes) Portfolio draft due in class and online.	<b>Reading 4:</b> What is art teaching in the 21st century? Portfolio draft due in class (share)
Week 12	11.23	Review Portfolios (feedback) digital Video teaching share (4 minutes) <b>Guest:</b>	Portfolio draft due in class and online.(5%)
<b>November 25 - 28: Thanksgiving break</b>			

Week 13	11.30	Final PORTFOLIO DUE-Review and feedback	Teaching Portfolio Due in Canvas/ digital Portfolio confirm return/pick-up
Week 14	12.7	Final PORTFOLIO DUE-Review and feedback	Teaching Portfolio Due in Canvas/ digital Portfolio confirm return/pick-up

UF Fall 2020 Reading Days December 9/10 NO Classes. Breaks September 7: Labor Day/October 2 - 3: Homecoming/November 11: Veterans Day/November 25 - 28: Thanksgiving break