# Course Syllabus

## ARE 4242/ARE 6247c Teaching Art: The Study of Practice

SEMESTER AND YEAR: Fall 2020
MEETING TIMES AND LOCATION: T|R Period 5 - 7 (11:45 AM - 2:45 PM)/; Online
CREDIT HOURS: 3 credits. SECTION: 063A
INSTRUCTOR: Dr. Craig Roland
INSTRUCTOR OFFICE HOURS + LOCATION: ONLINE via ZOOM T/R 10:30-11:30PM email for additional times & appointment.
INSTRUCTOR CONTACT INFORMATION: 352-262-1851. E-MAIL: rolandc@ufl.edu

**Description of Course**: The study of art teaching practices in the public schools. Emphasis will be on art curriculum planning, motivational strategies, art room management, and alternative assessment strategies in art.

**Purpose and Objectives of the Course**: The overall aim of this course is to help art students seeking Florida PreK-12 Art Teacher Certification in developing their knowledge and skills in the theory and practice of teaching Art. The following course objectives identify the knowledge, skills, and attitudes prospective art teachers should acquire in order to provide children of varied ages and abilities with appropriate art-learning experiences. These objectives are aligned with the six (6) Florida Educator Accomplished Practices (FEAPs), which the State of Florida expects all beginning teachers demonstrate at the pre-professional level. At the completion of this course, pre-service art education students will be able to:

- link art learning experiences to the New Generation Sunshine State Standards in the Visual Arts (FEAP 1a).
- identify and implement effective art teaching practices in preK-12 classrooms and other educational settings. (FEAP 1-6).
- plan comprehensive art curricula that effectively engage all children (preK-12) in doing independent and group work (FEAP 1b, 1c, lf, 3e).
- identify and apply a variety of methods, strategies and resources to maintain children's interest and focus on learning (FEAP 2a, 2b, 2c, 2g 2h, 2i, 3g).
- demonstrate the ability to present instructions, directions, and expectations clearly and effectively (FEAP 2e, 3a).
- identify incentives and consequences that establish and maintain a positive environment focused on learning (FEAP 2b).
- demonstrate proficiency with art tools and materials appropriate for classroom use (FEAP 1c, 1f, 3b, 5e).
- select develop and use tasks and instruments for assessing student learning and performance in art (FEAP 1d, 1e, 3c, 3d, 3h, 3i, 4a-f).
- select and develop strategies to promote student's critical, creative and higher-order thinking skills through art (FEAP 2c, 3f).
- identify potential hazards in the art classroom (FEAP 6).
- integrate art content and skills with other subject areas and real life situations. (FEAP 2g).
- select and develop practical procedures for organizing and managing the art room (FEAP 2a, 2b).
- use art education literature and print resources to facilitate teaching and learning in art (FEAP 5d, 5e).
- use electronic technologies to gather information for planning and improving art instruction and learning (FEAP 2i, 4f).

**Methods of Instruction**: The primary instructional methods of this class include group discussions of course topics, instructor modeling, lectures, and project-based work. To assist students in developing their knowledge of the course content and their pedagogical skills, additional learning strategies (i.e., reading, writing, making, collaborating, practice teaching, etc.,) may be employed. In all, students will be expected to be actively involved in the learning process and to take primary responsibility for their own professional development.

**Text and Materials**: No required textbook. Readings and resources will be available online through UF's eLearning CANVAS (LMS), and the Livetext™ portal (COE) https://education.ufl.edu/student-services/experience-and-internships/. Additional readings may be assigned at the discretion of the instructor. All of the art materials required for this course will be provided by the student. Material costs may vary depending on individual student needs and project decisions.

**Livetext™ Account**: A onetime purchased LiveText™ membership is required for successful completion of your state approved educator preparation program. Throughout your program, courses will include Key Task Assessments that must be uploaded into LiveText™ The link below will show you how to create a live text account for recording state requirements and internship experience. LiveTextRegisterAccount

**Finger Printing**: The 2004 Florida legislature passed Senate Bill 2986 amending Sections 1012.32 and 1012.56, Florida Statutes. Effective June 10, 2004, all students in educator preparation programs who are engaged in field experiences and who have direct contact with PreK-12 students are required to supply the school district with fingerprints for the purpose of completing a criminal background check. Directions for fingerprinting and background checks and cost https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/ and www.fieldprintflorida.com

**School Safety Module** (pass/fail): The School Safety Module includes content required by the Florida Department of Education for all state-approved programs leading to certification eligibility.

**Recommended Text and Resources**: While there are NO required textbooks for ARE4242, a number of textbooks, journals and other resources will be recommended for anyone building a personal art education reference library and may prove useful in your independent growth as an art educator.

Art education textbooks and journals (i.e., Art Education Journal, Studies in Art Education, SchoolArts, and Arts and Activities) are housed in the Education Library and can be accessed through the library website (https://education.uflib.ufl.edu).

**Preferred Modes of Communication**: The majority of communication between instructor and students will occur through the course website on CANVAS, ZOOM conferences or by email (via CANVAS email or Gatorlink).  Students are expected to have a GATORLINK email account and to check it regularly and to check their Inbox on CANVAS (link in far-left column of course website screen) 2-3 times per week.

Deadlines for all assignments are listed in the course calendar which will be made available in class and on CANVAS. Also, students are encouraged to check ANNOUNCEMENTS on the CANVAS course site regularly for deadlines and updated information on the progress of the course over the semester.

**E-Learning Technical Support**: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

**Course Requirements**: To achieve the objectives of this course, the student will:

- document his/her professional development and experiences during the semester, for inclusion in a final teaching portfolio (non-graded).

- develop an original unit plan consisting of two (2) art lessons, along with supporting print and digital materials. *
- plan and teach a micro-lesson related to the course content to the rest of the class.
- devise an assessment strategy for deterrmining the effectiveness of an art lesson in developing students' understanding and performance.
- provide proof of Safety Module completion via screenshot and/or certificate.
- participate in class discussions and complete all in-class activities.
- Read and review assigned readings in writing and be prepared to discuss in class.

*All students are expected to include examples of assessment strategies in their unit plan (e.g. rubrics) along with a 10-slide PowerPoint presentation and Pinterest board to support the teaching of their unit plan.*

*Students enrolled in ARE 6247c will complete an additional assignment based on the above options and mutual agreement between the student and instructor.*

**Reading Reviews**. Reading, summarizing, and reflecting upon the literature of your field is an important part of becoming a professional art educator. In this class, written reading reviews must be typed and between 1000-1200 words (or 2-3 pages) in length, unless otherwise indicated in he assignment. In general, you should 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 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 your written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. 10 points are possible for each written review for a total of 100 possible points at the end of the term, or 35% of your final course grade. Note that a "10" is not the default score for a reading review grade.

Download Sample Review and the Reading Review Rubric for more details.

**Unit Plan**: You will design an art unit plan consisting of two original lesson plans using art learning standards for the appropriate age level you plan to teach in the future. A detailed rubric and lesson plan template will be provided on CANVAS, and time will be built into our class meetings schedule to assist you on this assignment. The Unit Plan assignment is worth 35% of your final course grade.

**Grading policy**: Learning and teaching will occur concurrently through the structure of the class and offers many opportunities for evaluation. Assignments are described on the CANVAS website and in downloadable handouts. 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**: 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.

To determine the impact of grades on GPAs: 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.

Also note that all art education students must pass all of the FTCEs before they are eligible for the Art Education Certificate.

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

| | | |
|---|---|---|
| Unit Plan (lesson, Pinterest Board, PPT 10 slides, assessment strategies) | 35% | 100 pts. |
| Reading Reviews (10) | 35% | 100 pts. |
| Professionalism | 10% | 100 pts. |
| Micro-teaching Assignment | 10% | 100 pts. |
| Key Tasks (part of class assignments) | | |
|     Safety Module (pass with 80%) | | |
|     Unit Plan Task (pass with 80%) | | |
|     Assessment Task (pass with 80%) | | |
| | 100 % | 400 pts. |

**Professionalism** (10% / 100 pts.): The professionalism score will be determined based on the following factors:

- **Attendance and punctuality**:  2 absences will be excused. Every subsequent absence will take 3 points off the final grade. 3 tardies count as 1 absence. If a student wishes to have an absence excused they must provide the instructor with a written explanation of absence and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the week following the absence.
- **Meeting class requirements** for 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
- **Exhibiting professional behavior** in class and during field experiences. Teacher professionalism contains three essential characteristics, competence, performance, and conduct, all of which directly impact the teacher's effectiveness. You will receive a score on professionalism in this class based on your engagement in class discussions and project work, as well as your demonstrated interest in learning, preparedness each week, completion of all in-class and out-of-class assignments in a timely manner, dependability, consideration of others, attendance, and contributions to our learning community. Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors that can negatively impact this score.
- **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 are all aspects of this score

**Key Tasks** (Part of Course Assignments): The State of Florida requires all entry-level educator candidates to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will cover all the FEAPs. Three course assignments have been selected as "Key Tasks" that will assess your mastery of knowledge, skills, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected as Key Tasks because they align with the 6 Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a Key Task. To pass this course, you must successfully complete all Key Tasks and receive a rating of "Developing" or higher. No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an "Unsatisfactory" rating will be offered a chance to redo the Key Task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor's discretion. For more information, please visit the Educator Assessment System Student Portal at: https://my.education.ufl.edu/ (Links to an external site.).

State of Florida requires all entry-level educators to demonstrate mastery of six (6) Florida Educator Accomplished Practices (FEAPs) at the pre-professional level. In this course, we will cover several FEAPs. We will pay particular attention to the following Accomplished Practices and indicators of your mastery of those practices.

| Key Task: Activity | Accomplished Practice | Indicator Number and Description |
|---|---|---|
| Art Unit Plan | FEAPS 2 + 5 | 5e. Engages in targeted professional growth opportunities and reflective practices; and.<br><br>2e. Models clear, acceptable oral and written communication skills. |
| Safety Module | FEAPS 2 + 6. | 6a. Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession. |
| Assessment Task | FEAPS 1 + 5 | 1.d Selects appropriate formative assessments to monitor learning<br><br>5.c Use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve th effectiveness of the lessons. |

**Online Teaching Portfolio:** You will curate and assemble an online portfolio (ARE2045, ARE4242. ARE4243) over the course of your professional development here at UF that reflects your accomplishments. You can link your lesson Plan and Pinterst board to the profession components of ARE4242.

**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**: Late assignments lose 10% of their value for being late and will not be accepted beyond 7 days of the due date. Being absent from class does not excuse a student from meeting deadlines. Students will have the opportunity to make up work missed only when absence is excused and permission is requested and given through email.

**Online Resources**: A few of the many online resources available to you as you prepare to become an art educator:

- International Child Art Foundation http://www.icaf.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
- 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 format of APA**. All images and text from the Internet, journals, or books should have full APA citation to be used in your work. APA Style | Electronic References http://www.apastyle.org/elecref.html

**Accommodations**: 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 as early as possible in thee semester. All course materials are available in alternative format upon request. See Getting Started with the UF Disabilities Resource Center (https://disability.ufl.edu/students/get-started).

**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 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

**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. Click here for guidance on how to give feedback in a professional and respectful manner. 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students and the public at https://evaluations.ufl.edu/results/.

**Online Privacy:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. 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.

**Topical Calendar for Fall 2020**

Lesson One: Becoming an art teacher

Lesson Two: Teachers as curators of learning

Lesson Three: Why do we teach art in schools?

Lesson Four: Planning an art currriculum

Lesson Five: What makes a "really good" art lesson?

Lesson Six: How do we assess student understanding and performance in art?

Lesson Seven: What's in your teacher toolbox?

Lesson Eight: How can we effectively integrate art with other school subjects.

Lesson Nine: The Role of Questioning in the Art Classsroom

Lesson Ten: Teaching Thinking in Art

Lesson Eleven: Managing the Art Classroom

Lesson Twelve: Hazard in the Art Classroom

Lesson Thirteen: Teaching Drawing

Lesson Fourteen:  Teaching Color and Bending with Oil Pastels

Lesson Fifteen: Student Presentations + Course Wrap-up