
ART2045: Introduction to Art Education (10925, 27857)

SEMESTER AND YEAR: Spring 2021

MEETING TIMES AND LOCATION: T/R | Period 5 - 7 (11:45 AM - 1:45 PM synchronous/1:45-2:45 Field/Project Experience asynchronous); (Final Exam: 4/27/2021 @ 7:30 AM - 9:30 AM) **ZOOM/ ROOM:** Norman 1041

CREDIT HOURS: 3 **SECTION:** 1F2F/10925: 1ONL27857 **ROOM:** Norman 1041

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION AND HOURS: Walker Hall 217: T 3:00-5:00PM email for additional times & appointment.

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

Description of Course: This course provides an overview of the art teaching field with particular emphases on rationales for teaching art, contemporary art teaching practices, community art experiences, and alternative career options. Students begin to engage in personal reflection and critical analysis of the teaching/learning process through journal-keeping, teacher portfolio development, writing reaction papers and by participating in group discussions of selected readings and field experiences in local public schools. Thirty hours of required observation in a school setting are offered as a powerful learning experience toward licensure.

*"In a Learning Society, learning is a journey, not a destination, a journey with peaks and valleys, breakthroughs and letdowns, a continuous cycle of never-ending exploration, followed by a few deeper periods of mastery." (Falk, J., & Dierking, L., 2002, pg. 174)**

Purpose and Objectives of the Course: This course is structured to introduce art majors to the theory and practice of teaching art. The following objectives reflect the dispositions, knowledge, and skills art education students should acquire in order to enter the art teaching profession. These objectives are aligned with the 6 Educator Accomplished Practices (FEAPs) mandated by Florida legislation (Rule 6A-5.065 Statute 240.529). At the completion of this course, students will be able to:

- Describe personal beliefs and values which influence art teaching theory and practice (FEAPS 6 Professional Responsibility & Ethical Conduct);
- Identify Professional responsibilities and standards for art teachers in public school and institutional (e.g. health, museum)settings (FEAPS 6 Professional Responsibility & Ethical Conduct);
- Explain historical, cultural, social, and economic foundations of art education practices in the U.S. (FEAPS 1 Instructional Design and Lesson Planning);
- Employ contemporary theories and literature in education, art, psychology, and other disciplines that influence art educational practice (FEAP 5 Continuous Professional Improvement);
- Create approaches to selecting, developing, presenting, and assessing learning activities in art (FEAPS 4 Assessment, FEAPS 2 The Learning Environment);
- Construct a list of professional organizations, literature, and resources to facilitate teaching and learning (FEAPS 5 Continuous Professional Improvement);
- Compare alternative career options for individuals in the field of art education (FEAPS 5 Continuous Professional Improvement);
- Analyze socio-culturally defined functions of art in general education and in the community (FEAPS 3 Instructional Delivery and Facilitation).

Methods of Instruction: In this course, students will learn from individual and small group assignments, lectures and class discussions, field experiences, and instructor modeling.

Students enrolled in ARE 2045 must have a **GATORLINK email account** and check it regularly. Students are also encouraged to join the **National Art Education Association** at the student rate, and attend **University of Florida NAEA Student Chapter** meetings, as part of their professional development as art teachers. Additional readings may be assigned at the discretion of the instructor. Art materials required for this course will be provided through the lab fee.

Materials: A notebook/sketchbook is advised

A basic set of art materials is required. You may have these around the house. I have created a basic required list at Dick Blick for you to look at if they are needed. <https://www.dickblick.com/lists/blicku/HDBT5SG246KCB/items/>

Text and Materials: No required textbook. Any additional readings and resource will be available online through **ARES**, UF eLearning **Canvas** (LMS), and **Livetext™** portal (COE) <https://education.ufl.edu/student-services/experience-and->

internships/.

Suggested Text: While there are NO required textbook purchases for ARE2045, the following are some additional readings recommendations for anyone building a personal art education reference library and may prove useful in your independent growth as an artist/educator.

- Blandy, D. & Bolin, P. (2018). *Learning things : Material culture in art education*. New York, NY: Teachers College Press.
- Buchalter, S. (2011). *Art therapy and creative coping techniques for older adults*. London, England: Jessica Kingsley Publishers.
- Buchalter, S. (2017). *250 brief, creative & practical art therapy techniques: A guide for clinicians and clients*. Eau Claire, WI: PESI Publishing & Media.
- Garner, R. (2016). *Digital art therapy: Material, methods, and applications*. London, England: Jessica Kingsley Publishers.
- Hetland, L. and Winner, E. (2013). *Studio thinking 2: The real benefits of visual Arts Education 2* Revised Edition. New York, NY: Teachers College Press
- Linsin, M. (2014). *Classroom management for art, music, and PE teachers*. New York, NY: JME Publishing.
- Manifold, M. C., Willis, S., & Zimmerman, E., (2016). *Culturally sensitive art education in a global world: A handbook for teachers*. Reston, VA. National Art Education Association.
- McNiff, S. (1998). *Trust the process: An artist's guide to letting go*. Boulder, CO: Shambhal.
- Rubin, Aron, (1984). *Child art therapy : Understanding and helping children grow through art*. (2nd Edition). New York< NY: Van Nostrand Reinhold.
- Sennett, R. (2008). *The craftsman*. New Haven, CT. Yale University Press.
- Simpson, J. W., Delaney, J. M., Carroll, K. L., Hamilton, C. M., Kay, S. I., Kerlavage, M. S (1999). *Creating Meaning Through Art*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Tharp, T. (2006). *The creative habit: Learn it and use it for life*. New York, NY. Simon & Schuster.
- Tomlinson, C. (2004). *How to differentiate Instruction in mixed ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Villeneuve, P. (2017). *Visitor-Centered Exhibitions and Edu-Curation in Art Museums*. Winter Springs, FL: RL Publishers.
- Wiggins, G. and McTight, J. (2005). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD) .

Livetest™ Account (Art Education Certificate only): A onetime purchased LiveText™ membership is required for successful completion of your state approved art 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.
<https://www.youtube.com/watch?v=V9iO55mz9T8>

Finger Printing (anyone going into schools): 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/>

ARE2045 Course Requirements

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

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

- Begin compiling a teaching portfolio that documents professional development and experiences;
 - Build a professional art teaching Portfolio;
- Participate in all in-class and out-of-class activities (field/project experiences) associated with the course;
- Respond to assigned readings, review resource materials, and write/present an original lesson plan;
- Earn a passing grade on any quizzes or exams given;
- Keep a journal and time sheet of participation and observations during his/her field experiences;
- Arrive to class on time and be prepared to participate in all class activities;
- Make appropriate use of class time to complete course requirements; and
- Begin to take primary responsibility for his/her own professional development as an art teacher.

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:

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.

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:

✓ Professional Portfolio (PDF or online)	30%	100 pts.
✓ Reading Reviews (5)	20%	100 pts.
✓ Professionalism	10%	100 pts.
✓ Key Tasks	40%	
- Art Resource File (25)		50 pts.
- Art Education History Presentations (group/teams)		50 pts.
- Field/Project Experience Journal/Blog (24-30 asynchronous hours) Executive Summary Report		100 pts.
- Ethics Quiz (create)		100 pts.
- Lesson Plan Facilitation/Presentation (Portfolio)		100 pts.
	100.00%	700 pts.

Professional Portfolio (30% /100pts.): current resume, 200-400 word emerging teaching philosophy, artist statement, lesson plan: Project Sheet (2), personal artwork, Student resource list/Teacher Resource list, Field/Project Experience Executive Summary

Reading Reviews and Projects (20%/100 pts.):

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

Attendance and Punctuality Policy: 30 points. 2 absences will be excused. Every subsequent unexcused absence will take 3 points off the final grade points. 3 tardys count as 1 absence. 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. 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: 30 points. Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors that can influence this score.

Participation in Class: 40 Points. 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 (40%/400 pts.): 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.

Your mastery of each indicator will be measured by your work on one key task--developing a teaching portfolio. To pass this course you must successfully complete the key tasks and receive a rating of "Accomplished" or higher on each indicator. No exceptions will instructor made to this rule, even if you do not plan to teach after graduation. Students who receive a "Developing" or "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 (with a "Accomplished" or "Exceptional") will receive either an "incomplete" or a "failing grade" at the instructor's discretion. Students who fail the course must repeat it later.

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 Resource File (25) (Portfolio) (100pts)	FEAPS 5 Continuous Professional Improvement	5e. Engages in targeted professional growth opportunities and reflective practices; and.
Field Experience/Project Journal/Blog (100pts)	FEAPS 2 The Learning Environment	2e. Models clear, acceptable oral and written communication skills.
Ethics Quiz (100pts)	FEAPS 6 Professional Responsibility & Ethical Conduct	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.
Lesson Plan/Project Sheet Facilitation/Presentation (100pts)	FEAPS 3 Instructional Delivery and Facilitation	1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Art Resource File: You will curate and assemble 25 quality art resources. Each resource will require a short description (1-2 sentences) about the articles, web sites, videos etc. that you find valuable. The resource may have sub categories depending on your areas of interests.

Field Experiences: As part of this course as well as FLDOE requirement for eligibility for teacher licensing there is a minimum of 24-30 hours of guided field experiences that will be made available to you this semester. Field Experience enables you as a student to integrate your academic studies with periods of practice related to your career goals. It is a program of educational enrichment designed to enhance your academic and personal development in preparation for a career in art education. The experience is designed to provide you with individual practical field experience with a informal mentor while giving future employers access to resourceful students preparing for professional positions. During that time, you will keep a time sheet and reflect through a series of questions and journal/blog entries on the following:

- (1) Examine and document the physical environment,
- (2) Observe and document classes and activities, such as class management, student diversity and inclusion, and
- (3) Reflect on the role of 21st Century art educators, students, administrators, and other stakeholders.

Students in this course are required to complete 24-30 hours of observing/volunteering in an art classroom or other art educational setting and are required to reflect upon each of these experiences in a field experience journal using the field experience guide tied to the Florida Educator Accomplished Practices (FEAPs).

Ethics Quiz: The creation of an ethics quiz (online quiz tools/ and apps can be explored) to be test run on 2 of your peers will test your knowledge of the Florida state rules governing ethical conduct. State Board of Education Rule 6B-1.001, FAC requires

educators in Florida, to believe in the worth and dignity of each human being, recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

Lesson Plan/Project Sheet: You will design an original lesson plan/Project using the template provided. This includes using the national and state art standards for the appropriate age level you plan to teach in the future. A detailed method(s) of assessment 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. There is an option to work collaboratively. This assignment will be peer reviewed as part of the process.

***Quote References:** Falk, J., & Dierking, L. (2002). *Lessons without Limit*. Walnut Creek, CA: AltaMira Press.
Duckworth, E., (1996). *The having of wonderful ideas*. New York: Teachers College Press.

ARE2045 Academic Policies and Procedures:

"There are two aspects of providing occasions for wonderful ideas. One is being prepared to accept children's ideas. The other is providing a setting which suggests wonderful ideas to children." (Duckworth, E., 1987 pg. 224)

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. New research has shown that reading on line reduces comprehension. 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 without prior email approval.** Being absent from class does not excuse a student from meeting assignment deadlines. Students will have the opportunity to make up work missed only when absence is excused as per UF <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> and permission is requested and given through email.

Online Resources:

International Child Art Foundation <http://www.icaf.org/>

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) <http://www.cpalms.org/Public/search/Standard>

NAEA Advocacy <https://www.arteducators.org/advocacy>

Fingerprinting Information <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/>

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

Florida Teacher Certification Examinations (FTCE) [FTCE General Knowledge Test (GK); FTCE Professional Education Test (PEd); FTCE Subject Area Examinations (SAE/Art Education)] http://www.fl.nesinc.com/FL_register.asp

Student Conduct and Honesty Codes: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. 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. 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. 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 <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 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 feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, 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/. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Volunteer Application for Alachua County Public Schools: *You are required to complete a new application each year. All applications for the 2019-20 school year will expire on June 30, 2020. As part of standard safety practices, all volunteers and visitors must provide a photo ID each time they visit an Alachua County Public School or facility. A national check of the sexual predator registries is completed each time a volunteer checks into our facilities. Other criminal history websites are checked as warranted.* <https://apps.raptortech.com/Apply/MTU3OmVuIVVT#>

Course Calendar

ARE 2045 Spring 2020 Schedule Sequence and Assignments (tentative) 1/7/2021

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

Week	Date	Agenda Topic	Due on this Date (before class & online in Canvas)
Choosing to become an Art Teacher			
Week 1	1.12	Introductions to course(activity) Review syllabus /Web site(s)/Mapping Identity Activity/ Field Placements options/Web Portfolio INTRO project Volunteer Application Alachua public schools https://apps.raptortech.com/Apply/MTU3OmVulVVT#	
	1.14	Review syllabus /Web site(s)/Mapping Identity Activity/ Field Placements options/Web Portfolio Philosophy Create Partners and select projects *Field/Project Experience Process Journal/Blog (ongoing)	Character Based Management Strategies (complete reading). Leading from Character Strength Finding Your “Just Right” Character Strength and Virtuous Behavior Mode https://gbr.pepperdine.edu/2013/02/leading-from-character-strength/ 3-5 slides presentation about you * Field/Project Experience Journal/Blog (ongoing)
Child Development Insights not Profiles			
Week 2	1.19	Mapping Identity Activity/ Field Placements options/Web Portfolio Reading 1 Discussion/Activity	READING 1 TOPIC: (Child Development) * Field/Project Experience Journal/Blog (ongoing)
	1.21	Mapping Identity Activity/ Field Placements options/Web Portfolio Reading 2 Discussion/Activity	READING 2 TOPIC: (Contemporary Art) due online * Field/Project Experience Journal/Blog (ongoing)
Understanding the Learner			
Week 3	1.26	Studio Habits and Blooms Taxonomy Lesson Project Plan objective/ standards (Partner) Art Resource file begin	*Field/Project Experience Journal/Blog (ongoing)
	1.28	Creating Rubrics and Assessments Reading 3 Discussion/Activity	READING 3 TOPIC: (Global and Local Art Education) due online
Week 4	2.2	Mapping Identity Activity/	* Field/Project Experience Journal/Blog (ongoing)
	2.4	Mapping Identity Activity/	
Week 5	2.9	Lesson Plan workshop Teaching philosophy	* Field/Project Experience Journal/Blog (ongoing)
	2.11	Teaching philosophy Reading 4 Discussion/Activity	READING 4 TOPIC: MUSEUM ART EDUCATION and ALTERNATIVE SITES (Online Canvas) * Field/Project Experience Journal/Blog (ongoing)
Cultivating Artistic Behaviors			
Week 6	2.16	Ethics Activity	* Field/Project Experience Journal/Blog (ongoing)
	2.18	Teaching philosophy reading draft Reading 3 Discussion/Activity	READING 5 TOPIC: SPECIAL POPULATIONS (Online Canvas) * Field/Project Experience Journal/Blog (ongoing)
Week 7	2.23	GROUP 1 History Presentations	Ethics Resource and Quiz (Online Canvas) * Field/Project Experience Journal/Blog (ongoing)
	2.25	RECHARGE DAY: Not formal class	RELAX and Enjoy
Engaging Learners with Artifacts and Images			
Week 8 Mid Term	3.2	GROUP 2 History Presentations	* Field/Project Experience Journal/Blog (ongoing)
	3.4	Reading 7 Discussion/Activity	READING 6 TOPIC: SELECT A TOPIC from a list.(online

		Lesson/Project sheet review and share drafts	Canvas) * Field/Project Experience Journal/Blog (ongoing)
		UF Spring Break February 29 - March 7	UF Spring Break February 29 - March 7
Week 9	3.9	GROUP 3 History Presentations	* Field/Project Experience Journal/Blog (ongoing)
	3.11	Lesson/Project sheet 1 review and share drafts	Lesson/Project sheet 1 review * Field/Project Experience Journal/Blog (ongoing)
Using Artistic Strategies			
Week 10	3.16	Portfolio workday	* Field/Project Experience Journal/Blog (ongoing)
	3.18	Reading 7 Discussion/Activity GROUP 4 History Presentations	READING 7 TOPIC: Equity and Inclusion * Field/Project Experience Journal/Blog (ongoing)
Week 11	3.23	Lesson/Project sheet 2 review and share drafts	Lesson/Project sheet 2 review
	3.24		* Field/Project Experience Journal/Blog (ongoing)
Week 12	3.30	In process portfolio Presentation/work day	* Field/Project Experience Journal/Blog (ongoing)
	4.1	Reading 7 Discussion/Activity	READING 8 TOPIC: : * Field/Project Experience Journal/Blog (ongoing)
Week 13	4.6	In process portfolio Presentation/work day	Complete Final Projects * Field/Project Experience Journal/Blog (ongoing)
	4.8	In process portfolio Presentation/work day	Complete Final Projects
Week 14	4.13	In process portfolio Presentation/work day(4) FINAL Presentations (4) (share and celebrate)	Complete Final Projects
	4.15	Guests Student Interns: Portfolio share. FINAL Presentations (4) (share and celebrate)	Complete Final Projects
Week 15	4.20	Guests Student Interns: Portfolio share. FINAL Presentations (4) (share and celebrate)	Complete Final Projects

Monday, January 18: Martin Luther King, Jr. Day; Classes End April 21; Finals Week April 24 - 30