
ARE6386: Teaching Art in Higher Education (GN41/#19466)

SEMESTER AND YEAR: Fall2021

MEETING TIMES AND LOCATION: M | Period 11 - E2 (6:15 PM - 9:10 PM) Norman Hall 1041. Remote via Zoom as needed see link in Canvas class.

CREDIT HOURS: 3 **SECTION:** #19466/ GN41

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION AND HOURS: Walker Hall 215M: 2:00-4:00PM 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. Students will create a teaching portfolio that can be built upon throughout their development as a graduate student.

*"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 sometimes 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 .

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%	

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.

ARE6386 Academic Policies and Procedures:

"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/>

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class. <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) 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.

In response to COVID-19: the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - 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.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- **The Counseling and Wellness Center:** P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm for information on crisis services as well as non-crisis services.
- **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).
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or <https://shcc.ufl.edu/>
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 <https://ufhealth.org/emergency-room-trauma-center>
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161
- **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/>

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/>

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/. 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/>

In-Class Recording:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

Course Calendar

ARE 6386 Fall 2021 Schedule Sequence and Assignments (tentative) 8.19.2021

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	8.23	DAY 1: Intro to class and Canvas Review syllabus Inventory (in class) EXAMPLES: portfolios/professional web sites	Guest: Emmanuel Opoku 4MOST GALLERY .
Week 2	8.30	Assign Seminar Groups Discuss observations, teaching activity and teaching portfolio assignments Schedule Teaching mentors	What are my inspirational texts? (2-5 total) To posted in the canvas course site. (see deadline)
	9.6	Labor Day no classes	no classes DUE:
Week 3	9.13	Reading 1 Discussion: Pedagogy as Experience Teaching philosophy activity Map out a teaching philosophy <i>Set/Share GTA teaching mentor list</i>	Reading 1 Post response: Pedagogy as Experience. Read and response due before class (see rubric) Guest: Ann Lindell (library talk).
Week 4	9.20	Reading 2 Discussion: What's worth teaching in studio art classes today? (select 2)	Reading 2: What's worth teaching in studio art classes today?
Week 5	9.27	Seminar Topic 1: (TBD) Collaborative workshop (2-3 per team) in lesson plan and setting objective and assessment.	Seminar Topic 1: handout/resource canvas
Week 6	10.4	Reading 3 Discussion: How do we cultivate inquiry as a cyclical process and multiple means of Engagement, Representation, and Actions and Expressions? Questioning Strategies/Blooms Taxonomy in class 1 Project Sheet and explore resources	Readings 3: How do we cultivate inquiry as a cyclical process and multiple means of Engagement, Representation, and Actions and Expressions?
Week 7	10.11	Teaching philosophy read in class	Observation #1 reflection due (CANVAS)
Week 8	10.18	Seminar Topic 2: (TBD) 8:15-9:10PM Discuss Teaching Philosophy statements (drafts) in groups	Seminar Topic 2: Draft 2 of teaching philosophy due in Canvas (feedback) Portfolio development ongoing
Week 9	10.25	Seminar Topic 3: (TBD) 6:15-6:55PM Discuss portfolio in class (check goals, objectives, assessment) 1 Project Sheet and resources	Seminar Topic 3: Final Teaching Philosophy Due (CANVAS) DUE: 1 Project Sheet and resources canvas
Week 10	11.1	Seminar Topic 4: (TBD) 6:15-6:55PM Reading 4 Discussion: What is art teaching in the 21st century?	Seminar Topic 4: Observation #2 reflection due (CANVAS)
Week 11	11.8	Seminar Topic 5: (TBD) 8:15-9:10PM Reading 4 Discussion: What is art teaching in the 21st century?	Seminar Topic 5:
Week 12	11.15	Seminar Topic 6: (TBD) 6:15-6:55PM Reading 4 Discussion: What is art teaching in the 21st century? Video teaching share (4 minutes) Portfolio draft due in class and Canvas.	Seminar Topic 6: Reading 4: What is art teaching in the 21st century? Portfolio draft due in class (share)
Week 13	11.22	Review Portfolios (feedback) digital Video teaching share (4 minutes)	Portfolio draft due in class and Canvas(5%) Teaching Activity reflection due(CANVAS)
November 24 - 27: Thanksgiving break			
Week 14	11.29	Final PORTFOLIO DUE -Review and feedback	
Week 15	12.6	Final PORTFOLIO DUE -Review and feedback	Teaching Portfolio Due in Canvas/ digital

UF Fall 2021 Breaks: September 6: Labor Day/ October 8 - 9: Homecoming/November 11: Veterans Day/ November 24 - 27: Thanksgiving break, Reading Days
December 9/10 NO Classes.