

## **ARE 6148: Curriculum in Teaching Art**

**Term:** Fall 2024

**Credits:** 3

### **Faculty Contact Information**

#### ***ARE 6148, Curriculum in Teaching Art***

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**Virtual Office Hours: by appointment**

**Online consultations with happen with students via email, chat, phone, and/or Zoom**

*Please Note: All email communication should be through Canvas mail. After the course ends, you may email me at my regular email address. Also, I will add important Announcements throughout the course. It is essential that you log in to the course site regularly and read the Announcements. Finally, check in to your UF email regularly for important degree program announcements from program administrators.*

### **Course Description**

*ARE 6148, Curriculum in Teaching Art, is a survey of historical and contemporary theories for development of art teaching curricula.*

### **Textbook and Materials**

- Students are required to purchase and use the *Publication Manual of the American Psychological Association, 7th Edition*. Students may order the APA manual from the APA website. Other than the APA manual there is no required textbook for this course.
- Weekly readings will be available online through the Modules via web links, download links, and through the UF Library Course Reserves (ARES), which you will navigate to through the Course Reserves tab in this course. Course Reserves are readings that your instructor has arranged to be available to you digitally via the UF Library.
- VPN Software (AnyConnect) is required to access Course Reserves or any other material available through the digital databases in the UF Library.
- A USB Headset with microphone. This piece of equipment is crucial for fully accessing the live sessions we have on Zoom. We have found that using the microphone internally installed in a laptop, tablet or desktop computer is not always reliable on Zoom systems.
- Students are required to have a network-capable good computer of their own, one that is capable of handling online virtual conferencing and various creative and scholarly tasks assigned in courses, reliable 24/7 high bandwidth at home internet access, and various software as listed on our UF technology requirements page for admission to MAAE degree program. See <https://arteducationmasters.arts.ufl.edu/curriculum/technology-requirements/>

## Course Objectives

This course is structured to assist graduate art education students in developing an understanding of various theories and approaches to structuring art curricula in a variety of educational settings. Emphasis will be on identifying the basic elements of curriculum construction and based on contemporary curricular practices in art education. At the completion of this course, students will be able to demonstrate understanding, both verbally and in writing, of:

- Contemporary approaches to curriculum construction (i.e., intent, content, organization, and assessment).
- How the work of contemporary artists informs art education curricular planning.
- National learning standards in the visual and media arts and the various art competencies required.
- Ways to effectively integrate art education with other subjects and domains of knowledge.
- Community-based art education goals and programming.
- The impact of technology on education.
- The needs of exceptional students and ways that educators have met those needs.

Students will, at the culmination of this course, synthesize the above understandings to create a long-term curriculum plan, including original lessons and course materials.

## Methods of the Course

The primary instructional methods of this seminar class include reading scholarly texts, responding to assigned readings, participating in asynchronous group discussions, completing assignments, and presenting your work in synchronous online presentations (via Zoom).

## Course Requirements

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

- - Read, synthesize, and discuss selected readings about contemporary practices in art and art education curriculum development.
  - Complete two scholarly papers: a formal Reading Review and an end of course Literature Review.
  - Write ideas-based contemporary art lesson (midterm) and then develop a long term program of study curriculum plans based on contemporary art and art education standards and practices (end of course).
  - Participate in discussions, complete all assignments, and contribute to our online learning community.

## Learning Activities

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. Due dates for all learning activities are provided in the Course Schedule.

### **Reading Review**

Examine, synthesize, and apply selected course readings in a short, written, APA-formatted paper.

### **Aesthetic Puzzle Case Study and Discussion**

### **Contemporary Art Lesson Project**

Develop an original ideas-based art lesson plan that builds on the work of contemporary artists and that is informed by the new Visual Arts Standards and the practices and recommendations of contemporary art educators.

### **Curriculum Plan for a Long Term Program of Study**

Develop an original ideas-based comprehensive art unit of study comprised of multiple art lessons (that you write) and accompanying teaching materials (that you develop) that are informed by contemporary art and art education standards and practices. Plan a program of study for about 9 weeks or a duration of time appropriate to your anticipated teaching site.

### **Discussion Forums over Readings**

Discuss assigned and supplemental readings each week as they appear on the modules. Instructions and guiding questions for each discussion topic are posted in each lesson, which are based on that week's topic and readings. Initial posts in the Discussion Forums over Readings are due by Wednesday, and all comments to peers are due by Sunday.

### **Participation Expectations in Discussions**

Discussions are open for one week following the day an assigned reading is given. In other words, discussion forums are set to open on a Monday each week and close the following Sunday evening. It's important that you post your initial response to a reading by Wednesday and log onto the class discussion board several times during each week to respond to your classmates' postings. Waiting until the last day to post your initial response or to reply to a classmate's posting negates the purpose of the discussion forums and will be reflected in your grade.

5 points are possible for each discussion, and you are expected to participate in each discussion topic. After posting your own initial personal response to the readings, you are expected to respond in a meaningful and substantive way to at least two other initial postings from your

classmates each week. In addition, when your classmates reply to your initial posting, you are expected to respond to least two of your classmates who have replied to your initial posting. A grade of “5” is not the default score for a weekly discussion grade. Students who post and reply substantively and in a timely manner at least 5 times during a specific lesson may "Meet Expectations" for specific discussion forums, and may earn up to 3 points for their participation. Additional participation is encouraged and will earn a higher score. Postings made earlier in the week generally generate more responses and discussion than those made later in the week, and thus also typically earn higher scores.

Lastly, consider the quality of the contribution you make to the class through your postings on the discussion board each week. Acknowledging each other's postings with comments like “I agree” or “I couldn't have said it better” or "Thanks..." are supportive, but they do little to advance the discussion. Responses that expand upon earlier postings by posing questions which provoke further thinking, or that point to illustrative examples found on other websites or in books make more significant contributions to the class.

### **Peer Sharing Discussion Forums**

Share your work completed on major projects in this course in our peer sharing discussion forums.

### **Student Lounge Discussion Forum**

Posting to the Student Lounge is not required, but this is a great opportunity to connect with your peers in the class, so take advantage! Your instructor will not be actively contributing to the Student Lounge. It is there just for students' use. Once again, we see the exchange and sharing of ideas as an integral part of this course so please contribute to the discussions take advantage of this opportunity to create your very own learning community.

### **Meetings in Zoom Conferences**

Three meetings in Zoom Conferences are scheduled in this course. Attendance at all three meetings is required. During the final meeting in Lesson 8, each of you will create and present a PowerPoint presentation about your work on your end of course Long Term Curriculum Plan assignment. To access these three required Zoom Conference meetings, click in the Announcements Tab and find the Zoom links there on the left menu area of our course site. Then find and join the scheduled meeting. You need a USB Headset/Mic to participate in Zoom Conferences. For anyone new to Zoom, download the [Zoom Conferences tutorial page](#) in the Getting Started tab.

### **Topical Calendar**

**Week One:** Art education in the 21st century

**Week Two:** Arts Integration/Aesthetic Puzzles

**Week Three:** How can we teach students about the art of today?

**Week Four:** Community-Based Art Education

**Week Five:** Social and Cultural Considerations

**Week Six:** New Technologies

**Week Seven:** Learners

**Week Eight:** What's worth teaching in art?

### Grading Policy

Final grades will be calculated according to the following formula:

- Reading Review and Final Literature Review/ Aesthetic Puzzle (25%)
- Contemporary Art Lesson Plan (15%)
- Curriculum Plans for a Long Term Program of Study Project (40%)
- Discussions (20%)

Evaluation criteria used in each of these areas is available on the assignment handouts. Read and follow the guidelines and the grading criteria (handouts) for each assignment to get the most out of them and maximize your potential for a great grade.

### Late 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.

### Incomplete Policy

University policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

### Grading Scale

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.

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> (Links to an external site.) for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

## Course Policies

**Class Participation:** Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course several times throughout the week. On average, you should expect to be on one of the course sites (CANVAS or Zoom) a minimum of six hours per week. Later in the term, once each project gets underway, additional online time is expected. As for time spent on outside study (e.g, reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week at a minimum (or for some people more).

This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. Three synchronous sessions are planned during the semester on Zoom on CANVAS (refer to the course schedule for these meeting times). During these sessions, instructors will be able to talk with students about the course content in real time, and vice versa. The expectations for each assigned projects will be explained in detail during these sessions, and students will be able to ask questions. During the final synchronous session, students will share and discuss the independent projects they've completed in class. Students unable to attend a live session will be expected to submit a recorded PowerPoint presentation with voiceover describing their projects and will be able to watch a recorded (archived) video of the meeting on the Zoom site.

**Academic Honesty:** All 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."

While all students are expected to abide by the UF Academic Honesty Policy in its totality, here, your attention is particularly drawn to the issue of plagiarism. In this course, as with all courses in the Online MAAE program, you are expected to take on the rigorous work of conducting scholarly research. You may not submit papers or projects that were created by another person(s). This includes A.I. generated responses. Further, you must **properly cite sources for any material used in completing course assignments (this applies to scholarly and non-scholarly sources)**. A full description of plagiarism can be found on pages 13-14 of the Student Honor Code. Please refer to the UF Student Guide that includes students rights and responsibilities, UF's standard of ethical conduct, honor code and academic guidelines. The Student Honor Code and Student Code of Conduct can be found at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>Links to an external site..

Submitting work (discussion posts and/or course assignments) that has been plagiarized will result in a failing course grade. All violations to the UF Academic Honesty Policy will be reported to the Dean of Students.

Please note that, throughout this course, you will be offered student examples of properly cited work. This will give you a sense of what is expected regarding citations and APA formatting. Additionally, should you need one-on-one help with citations, your instructor is available.

**Late 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.

**Student Grievances:** Should you face any problems related to grades, difference of opinion with the instructor, interpretation of university policies or any other administrative issue, you are first urged to contact the instructor to resolve the issue. You also have the right to contact the Director of the Online MAAE Program, the college dean, and, as a final option, the Office of Ombuds, <https://ombuds.ufl.edu/>, to resolve the issue.

**Confidentiality in the Classroom:** The Online MAAE program abides by FERPA student rights and confidentiality of student records. Information on these policies can be found at: [https://catalog.ufl.edu/UGRD/academic-regulations/ferpa-confidentiality-student-records/Links to an external site.](https://catalog.ufl.edu/UGRD/academic-regulations/ferpa-confidentiality-student-records/Links%20to%20an%20external%20site)

**Netiquette:** Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (<http://www.albion.com/netiquette/corerules.html>) are excerpted from the book *Netiquette* by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Some expectations to keep in mind:

- Whether communicating via phone or electronic means with your instructor or fellow classmates, you are expected to use civil language.
- When emailing, please use standard English as opposed to popular abbreviations and regional colloquialisms.
- In assignments, discussion posts, and emails, please be mindful of spelling and grammar.
- Please be mindful that our online MAAE program brings together a global community of learners. As such, awareness of and sensitivity to cultural differences is required.

Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

**Note:** The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

**Class Demeanor:** Students are expected to participate in class on time (during synchronous sessions) and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating during synchronous class sessions. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all. The instructor reserves the right to remove inappropriate content posted by students to our discussion forums.

## Student Support Services

As a UF student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit <http://helpdesk.ufl.edu>. For a list of additional student support services links and information, please visit <https://distance.ufl.edu/getting-help/>

This is a research and writing-intensive course. If you would like additional support in honing your academic writing skills, as a UF student, you have access to the UF Writing Studio. The Writing Studio supports independent learning and encourages scholarship by providing one-on-one consultations and workshops tailored to graduate writing. To learn more about the Writing Studio, visit <https://writing.ufl.edu/writing-studio/>.

For a list of additional student support services links and information, please visit <https://distance.ufl.edu/getting-help/>

## Student Skill Requirements

As with all of the courses in this program, this course will require the following minimum skill requirements:

- Familiarity with Canvas, including accessing weekly modules, submitting assignments, and posting to discussion boards
- Familiarity with Canvas Mail, including the use of attachments
- Ability to create documents in Microsoft Word and Adobe PDF
- Ability to edit documents and communicate with the instructor via Microsoft Word Track Changes (you will be required to complete a MS Word Track Changes quiz in Module 1)
- Familiarity with Microsoft PowerPoint, Keynote, or similar presentation programs
- Ability to use Zoom for synchronous class meetings

## Writing Requirements and Assistance

All submitted writing assignments must reflect University of Florida Graduate College level writing expectations, and most of the scholarly papers submitted for evaluation in our courses must conform to APA style guidelines.



Students are required to purchase and use the *Publication Manual of the American Psychological Association, 7th Edition*.

For writing assistance please contact the UF Writing Center:

<https://writing.ufl.edu/writing-studio/for-students/writing-assistance/>

## Students with Disabilities

The University of Florida is committed to providing welcoming and accessible learning opportunities for all students. For more information on accessibility at UF, visit <https://accessibility.ufl.edu> Links to an external site.. As a student at the University of Florida, you have access to the Disability Resource center. If you would like information on how to register with the Disability Resource, visit <https://disability.ufl.edu> Links to an external site.. If you have already registered with the Disability Resource center, you may also use the provided link to receive an accommodation letter, make an appointment for additional support, and/or access student success resources.

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office may be found on the web at [Disability Resource Center](#) ; reached by phone at (352) 392-1591 TDD: (352) 392-8565. All course materials may be made available in alternative format on request.

## Complaints

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## Changes to the Syllabus

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through CANVAS email.

## Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.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.

## Technical Support

Other Technical Requirements. You should have no problem connecting to and using e-Learning in CANVAS if you have a compatible browser and Internet connection (preferably a broadband connection such as DSL or cable). The officially recommended technical requirements for e-Learning in CANVAS are described on this webpage:

<https://guides.instructure.com/m/4214/1/41056-which-browsers-does-canvas-support>

It's strongly recommended that you visit this page and ensure that your computer system meets the specifications outline there.

Technical issues can be addressed by going to <http://helpdesk.ufl.edu>

## Materials and Supply Fees

There are no additional fees for this course.

## Campus Resources:

- **Health and Wellness U Matter, We Care:** 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.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161. University
- **Police Department:** 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

## Course Evaluations

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 <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals.

## Academic Resources (on campus or by email)

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@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**, 2215 Turlington 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-honorcode-student-conduct-code/>
- **On-Line Students Complaints**: <http://distance.ufl.edu/student-complaint-process/>