ARE 6386: Teaching Art in Higher Education

INSTRUCTOR: Dr. Michelle Tillander
SEMESTER AND YEAR: Fall 2015  SECTION: 8328  CREDIT HOURS: 3
INSTRUCTOR CONTACT INFORMATION: 352-392-9977. E-MAIL: mtilland@ufl.edu
INSTRUCTOR OFFICE LOCATION AND HOURS: Norman 12D/ M 4:30-5:30PM or email for additional times & appointment.

DESCRIPTION OF THE COURSE: This course is designed to introduce graduate art students to the teaching of art at the post-secondary level.

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:

- 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 THE COURSE: 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. E-Teaching (LMS- CANVAS) Internet-based systems will be used as an extension of this course. I use minimal paper and never collect paper assignment in class with the exception of the final portfolio.

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.

EVALUATION AND GRADING: A student’s final grade will be based on his/her fulfillment of the course objectives and requirements. Final grades will be based on evaluations of the following five factors:

- teaching portfolio (30%)
- written reviews of readings (20%)
- co-facilitated seminar session (20%)
- classroom written observations/reflections(2), videos, and teaching activity(1) (20%)
- class participation and attendance (10%)

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.

(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-; 69 D+; 68 D; 67 D-; 0-66 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

UF grading policy website: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at https://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx

COURSE TEXT AND 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 cite https://lss.at.ufl.edu/ for posting of all assignments, attendance, grades, and written reading responses.

**Useful Resources:**
- UF Syllabus Policy (8/2015) http://www.aa.ufl.edu/syllabus-policy
- UF Teaching Center http://www.teachingcenter.ufl.edu/ta_development.html
- Teaching Philosophy http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement
- Art and Architecture Library http://cms.uflib.ufl.edu/afa/Index.aspx
- The Pedagogy Project https://www.hastac.org/pedagogy-project
- The Teaching Portfolio http://www.usask.ca/gmte/resources/portfolio
- Articles for Artists: Resources to Present, Promote, Market Your Art http://www.artbusiness.com/artists.html
- Association of Teaching Artist http://www.teachingartists.com/
- Teaching Artist Journal https://teachingartistjournal.wordpress.com/
- The Benefits of Teaching Artists Workshops http://www.artbusiness.com/workshops.html

**Recommended Books: Not Required**

**Policy for Make-Up Exams or Other Work:** Students who miss work deadlines with excused absence are responsible for submitting the work due to the instructor before the beginning of the next class meeting to avoid being considered late work. If excused absence has affected the student’s ability to work, the student is responsible for discussing this with the instructor before the due date. Unexcused absence will not suspend due dates, and the work will be considered late (-10%). To be approved for an incomplete:
  1. Students must have completed the major portion of the class with a passing grade of C or better
  2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
  3. The student and instructor have discussed the situation prior to the final critique (except under emergency conditions)

**Attendance Policy:** Attendance is required and very important to promote a community of creative scholars and count from the first class meeting. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the department to indicate their intent, may be dropped from the course. I encourage graduate students to attend professional conferences and lectures in their field; therefore, your absence in class for such an attendance is excused with prior arrangements. Work for excused absence is still due on time. Please contact me prior to class, or as soon as possible, if extenuating circumstances prevent attendance. Make-up of missed class work due to extenuating circumstances is required within 1 weeks of absence. The university recognizes the right of the individual professor to make attendance mandatory.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

**Academic Honesty Policy:** 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. http://www.dso.ufl.edu/judicial/academic.php

Proper citation formats such as APA/MLA helps provide support for your ideas and reduces the possibility of plagiarism. All images and text from the Internet, journals, or books must have full APA/MLA citation to be used in your work. APA Style | Electronic References http://owl.english.purdue.edu/owl/resource/560/01/ MLA Style http://owl.english.purdue.edu/owl/resource/747/01/

**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 http://www.dso.ufl.edu/drc/

**Counseling Services:** The Counseling Center 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. Counseling Center web site: http://www.counsel.ufl.edu
The Counseling Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

**ONLINE COURSE EVALUATION PROCESS:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do 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, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
**TENTATIVE COURSE OUTLINE 2015**

### Critical Dates:

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<thead>
<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tr>
<td>co-facilitated Seminar (30 minutes) / incl. Handout for class</td>
<td>Sign up date TBD</td>
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<td>Readings Reviews/Discussions (Canvas)</td>
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<tr>
<td>Final Teaching Philosophy (Canvas)</td>
<td>Week #9</td>
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<tr>
<td><strong>Teaching Activity</strong></td>
<td>Completed by November 18 Week #11</td>
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<td>Teaching Activity Reflection in CANVAS</td>
<td>Within 1 weeks of teaching event</td>
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<td>Teaching Activity Video share 3-4 minutes (in class sign-up sheet)</td>
<td>Week #9, #10, #11 &amp; #12</td>
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<tr>
<td><strong>Teaching Observation #1 in CANVAS</strong></td>
<td>Within 1 weeks of observation complete by Thanksgiving</td>
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<tr>
<td><strong>Teaching Observation #2 in CANVAS</strong></td>
<td>Within 1 weeks of observation complete by Thanksgiving</td>
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<tr>
<td>Final Teaching Portfolio (paper and digital in class and in CANVAS)</td>
<td>Week #16</td>
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### Topics and Assignments Due by class

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<tr>
<th>Week</th>
<th>Assignments Due by class</th>
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<tr>
<td><strong>WEEK 1: M 8.24</strong></td>
<td><strong>DAY 1!: The teacher, the plans, the room.</strong> Review syllabus activity, course assignments/deadline Student inventory/ice breakers CANVAS &amp; ARES demo Collaborative workshop (2-3) in class draft out (rule free!) EXAMPLES: portfolios/professional web sites</td>
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<td>See reading for next week (in ARES to download article, put response in Canvas) (Reading responses Due by 8.20 noon/ peer comments 2 by class)</td>
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<td><strong>WEEK 2: M 8.31</strong></td>
<td><strong>Reading 1 Activity: Pedagogy as Experience.</strong> (select 2) Assign Seminar Groups Select Seminar Topics Meet in Seminar Groups and work on topics Discuss classroom observations, teaching activity and teaching portfolio assignments Collaborative workshop (2-3 per team) in class develop further. <strong>Schedule Teaching mentors</strong></td>
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<td><strong>Reading 1:</strong> Pedagogy as Experience. Ellsworth, E. (2005). Introduction. In E. Ellsworth, Places of learning: Media, architecture, and pedagogy (p.1-13). N.Y.: Routledge/Farmer. In class discussion bring notes and an Ellsworth quote or another quote about teaching on a note card. <strong>ACTIVITY: What are my inspirational texts?</strong> (2-5 total)To posted online in the course site used for depositing all papers. Post list and 1-2 sentence synopsis online CANVAS.</td>
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<td><strong>WEEK 3: M 9.14</strong></td>
<td><strong>Reading 2 Discussion: What's worth teaching in studio art classes today?</strong> (select 2) <strong>Schedule Teaching mentors</strong> Discuss classroom observations, teaching activity and teaching portfolio assignments Meet in Seminar Groups and work on topics EXAMPLES: seminar handouts, portfolios Review written reading responses</td>
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<td><strong>Reading 2:</strong> What's worth teaching in studio art classes today? Read and response due in Canvas before class (see rubric)</td>
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<td><strong>WEEK 4: M 9.21</strong></td>
<td><strong>Seminar Topic 1: TBA</strong> <strong>Schedule Teaching mentors</strong> Teaching philosophy activity Map out a teaching philosophy (Student run form readings) *<em>Guest TBD (GTA/faculty?)</em></td>
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<td><strong>WEEK 5: M 9.28</strong></td>
<td><strong>Reading 3 Discussion: How do we cultivate inquiry as a cyclical process?</strong> (select 2) Questioning Strategies/Blooms Taxonomy in class</td>
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*Note: * guest TBD (GTA/faculty?)
| WEEK 6: M 10.5 | **Seminar Topic 2**: TBA  
Discuss Teaching Philosophy statements (drafts) in groups  
Review required components of a syllabus (Mapping out goals, action verb objectives and assessment)  
Resource Examples | **Draft of teaching philosophy due in class**  
**Observation #1 reflection** due (CANVAS) |
| WEEK 7: M 10.12 | **Seminar Topic 3**: TBA  
Discuss portfolio in class (check goals, objectives, assessment)  
1) Project Sheet and resources | Portfolio development ongoing |
| WEEK 8: M 10.19 | **Seminar Topic 4**: TBA | **Final Teaching Philosophy Due** (CANVAS) |
| WEEK 9: M 10.26 | **Reading 4 Discussion**: *What is art teaching in the 21st century?* The three Ps of Pedagogy: *Performance, Personalization, and Participation*  
*Guest TBD* (GTA/faculty) | **Reading 4 What is art teaching in the 21st century?**  
The three Ps: Pedestals, Podiums, and Pedagogy  
Read and response due before class (see rubric) (select 2)  
**Observation #2 reflection** due (CANVAS) |
| WEEK 10: M 11.2 | **Seminar Topic 5**: TBA  
Video teaching share (4 minutes) | **Teaching Activity Reflection** due (CANVAS)  
Video teaching share (4 minutes) |


| WEEK 11: M 11.9 | Video teaching share (4 minutes) | Portfolio development ongoing |
| WEEK 12: M 11.16 | **Seminar Topic 6**: TBA  
Video teaching share (4 minutes)  
*Guest TBD* (GTA/faculty) | Portfolio development ongoing |
| WEEK 13: M 11.23 | **Seminar Topic 7**: TBA  
Review Portfolios (feedback)  
Video teaching share (4 minutes) | Portfolio development ongoing |

**THANKSGIVING HOLIDAY** (11.25-28)

| WEEK 14: |  
| **Week 15**: M 11.30 | Portfolio draft in class feedback | Portfolio draft in class feedback (rubric)  
CFA Evaluations on line (?) goal is 100%. |
| **Week 16**: M 12.7 | Final PORTFOLIO DUE-Review and feedback  
Portfolio return/pick-up TBA | **Teaching Portfolio Due in class and in Canvas** |

W 12.9 All Fall classes end  
**Reading days** (12.10-11, 2015) **Exams** (12.12, 14-18, 2015)  
September 7: Labor Day/ November 6-7: Homecoming/ November 11: Veterans Day/ November 25-28: Thanksgiving