DEPARTMENT OF ART EDUCATION AND ART HISTORY

AEAH 4750 CONSTRUCTING VISUAL ARTS PRACTICES SPRING 2016

**Instructor: Lucy Bartholomee**

Office: ART 225 Office hours: Mondays 2:00-3:00pm and by appointment

Email: Lucy.Bartholomee@unt.edu

Class sessions: Monday 10:00am – 1:50pm Room: ART 322

Classroom observations: Fridays beginning week 8.

**COURSE DESCRIPTION**: This is a required course for the Visual Art Studies major. Child development theory and creativity are examined in relation to contemporary practice in the elementary art classroom. Partial field experience component required.

This course is designed to provide a foundation in curriculum design and teaching practice for future teachers working in elementary school contexts. The goal of the course is for students to understand principles and instructional strategies for engaging in meaningful, inclusive, and culturally responsive curriculum that is balanced across the disciplines of art. To achieve this, four overlapping features of teaching—the personal, the pedagogical, the curricular, and the professional—are addressed through a range of creative projects, readings, in-class activities, field work, and written reflection.

By the end of the course students should be able to

* articulate and demonstrate contemporary theories and practices in art education for teaching elementary-aged children;
* generate a knowledge base and instructional materials that can support meaningful art experiences with young children;
* demonstrate knowledge of critical issues and strategies around equity, inclusion, and differentiation in teaching art in PreK-6th grade (including lesson planning, assessment, and selection of art materials).
* design opportunities for learning that build on the sociocultural, linguistic, and economic diversity of elementary student populations;
* align elementary art instruction with state and national visual art standards, and incorporate interdisciplinary content and skills into lessons
* make judicious use of high quality, peer-reviewed publications and Internet sources when conducting research on artworks, artists, curriculum, and interdisciplinary resources
* observe and thoughtfully reflect upon practices and theories utilized in contemporary public elementary school art classrooms.

**REQUIRED COURSE TEXT & BLACKBOARD**

New for this course:

Fountain, Heather L. R. (2014). *Differentiated instruction in art*. Worchester, MA: Davis Publications. [ISBN: 978-1-61528121-3]

Gerber, B., & Guay, D. (2007). *Reaching and teaching: Students with special needs through art.* Reston, VA: National Art Education Association. [ISBN: 978-1890160364]

Rosenberg, M. & Thurber, F. (2007). *Gender matters in art education*. Worcester, MA: Davis Publications. [ISBN: 97808719-2745-3]

References from Foundations in Art Education: Stewart, M. G., & Walker, S. R. (2005). *Rethinking curriculum in art*. Worchester, MA: Davis Publications. [ISBN: 0-87192692-X]

All other readings for this course will be available on Blackboard. It is your responsibility to make sure you have copies of the articles to read when they are assigned. It is also your responsibility to bring a visible copy of the articles to class the day they are assigned to follow along and contribute to class discussions.

**COURSE POLICIES**

Class Attendance, Participation & Assignment Information

Class attendance is required. Students should be in the classroom when class begins. No grade penalty is administered for one unexcused absences recorded during the semester. However, more than one unexcused absence will reduce the final grade by half a letter grade (5 points) for each additional absence. Absences will be excused only with appropriate written (official) documentation. If you are absent, it is your responsibility to find out what was missed in class by consulting first with your classmates, the class Blackboard site, and then with the course instructor. Work missed through absence can be made up only under exceptional circumstances. As a professional courtesy, please notify the instructor in advance if you know you will be absent from class.

Tardiness is unacceptable and a great cause for concern for future educators. When you are not in your seat at the start of class, you are not in attendance. Also, 15% of the semester grade is apportioned to in-class participation. Clearly, when you are tardy, you are not in class to participate. More than two recorded tardies is considered excessive and will lead to grade reductions of half a letter grade (5 points) for each additional tardy. If it continues, habitual tardiness will be addressed through the Admission, Retention, and Review (ARR) Committee. The ARR committee reviews issues that might hinder a student’s potential for success in school settings (e.g., academic progress, behavioral characteristics, or communication skills).

Note: Absences and tardiness are the single greatest contributor to low grades in my classes.

Since this course primarily relies upon your participation and effort, grades will reflect the degree to which your class participation (group and individual) is thoughtful, engaging and critical, as well as the assignments you submit are timely, well organized, and analytical. You are expected to check your UNT affiliated email and Blackboard frequently as these are the means of communication for the class.

In addition, your papers should utilize appropriate style and citation rules. For this course, you should utilize APA style (American Psychological Association, 6th edition). We will discuss this in greater detail in the first weeks of class.

Syllabus Change Policy

While this syllabus is intended to outline and frame the general goals and expectations of the course, it should be considered a “work in progress.” As the instructor gets to know the class and over the course of the semester, reading assignments and due dates may be subject to modification/change.

American Disabilities Act

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Please notify the instructor if you have a disability that requires accommodation.** It is also required that you register with the UNT Office of Disability Accommodation, Student Union, Room 318. The College of Visual Arts and Design policy on accommodation is available upon request in the CVAD Dean’s offices, Room 107. Further questions and problems on accommodation may be addressed to Associate Dean Eric Ligon, School Accommodation Liaison, Art Building, Student Advising, Room 111. Academic Honesty Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Student Rights & Responsibilities

Each University of North Texas student is entitled to certain rights associated with higher education institutions. See the Center For Student Rights & Responsibilities at http://www.unt.edu/csrr for further information.

Classroom Safety

This course has been assigned a course risk factor of two (2). Students in this class are exposed to some significant hazards but are not likely to suffer serious bodily injury. The hazards to which you may be exposed in this class include chemical hazards (paints and glazes), injury from cutting instruments (scissors and paper cutters, for example), and electrical hazards (from tools and kilns, for example.) Always be safety conscious and watch out for yourself and for others. MSD Sheets describing the components of each substance used in this class are located in the UNT Student Health Center.

In case of emergency alarm will sound. Please follow the building evacuation plans posted on each floor of the building and proceed to the nearest parking lot. In case of tornado or other weather related threat campus sirens will sound. Please go to the nearest hallway or room on your floor without exterior windows and remain there until an all-clear signal is sounded.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Financial Aid Satisfactory Academic Progress

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility. If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit  http://financialaid.unt.edu/satisfactoryacademic-progress-requirements for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

**ASSIGNMENTS & GRADE DISTRIBUTION**

* 150 points - Participation During In-class Activities (attendance)
* 90 points - Reading Responses, written
* 150 points- Reading Presentations
* 150 points - Art/ist Teacher Autobiography (75 for art piece, 75 for Voicethread)
* 100 points - A.R.T. Projects
* 200 points – Big Idea Unit of Instruction
* 200 points - Art Teacher Blog
* 100 points – Final presentation of Big Idea Units
* 60 points – Narrative Reflection of school observation experience (4-6 pages)
* Classroom Observations (Required for certification)

Total possible points: 1200

Grades will be determined by dividing the points earned by the total possible points.

Grades as percentages: A 100-90%; B 89-80%; C 79-70%; D 69-60%; F 59-0%.

Grades as points: A 1080-1200; B 960-1079; C 840-959; D 720-839; F 0-719.

**ART EDUCATION LECTURES**

There will be extra credit opportunities associated with art education guest lectures. Times and dates will be posted on Blackboard as soon as they are announced. Please reserve space in your calendar to attend these great professional opportunities.

Art Education

March 5 – “Creating the City” UNT CVAD Dallas, Urban Art Educational Studies Spectacular

March 8 – Tuesday, 5pm, Art 223, **Dipti Desai**, New York University, Dr. Jack Davis Endowed Lecture, “The Classroom as a Work of Art.”

Date TBA – A. Finn Enke, “Transgendering the Academy: Building LGBTQ Coalitions for Change.”

Art History Programs:

Feb. 11 – William Voelkle, “The Seven Deadly Sins” Medieval Manuscript

Feb 16 – Cynthia Becker, Boston University, “Africa Art of North Africa.”

March 3 – Nicola Coldstream, “Behind the Scenes at a Medieval Entertainment.”

**COURSE CALENDAR**

**Week 1 - January 18 MLK Holiday – No Classes**

**Week 2 – January 25**

Introduction to the Course; Development in Art, Part 1: Seeking Your Artistic Identity

Looking ahead: Set up a TK-20 account, form groups for presentations over readings

**Week 3 – February 1**

Development in Art, Part 2: Learning in Cultural Contexts

 **Prior to class**: Read and respond to Kindler; Wilson; Hedges; Cohn [all on Bb]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

**Week 4 – February 8**

Development in Art: Becoming an Art/ist Teacher

 **Due**: Art/ist Teacher Autobiography (have VoiceThread link already uploaded to Bb forum before class begins, and turn in hard copy of developmental map/artwork and written narrative in class)

Presentation of the Voicethreads to the class; **Library visit**, 11:00am w/ Rebecca Barham

 Looking ahead: Last day to get your TK-20 account set up

**Week 5 - February 15**

Inquiry and Meaning-Making with works of Art: The Role of Questions

 **For class:** Have A.R.T. image selected; bring in a large printout to hang up in the room.

 **Prior to class**: Read and respond to Lewis, Bolin; Pazienza; Morgan & Saxton [all on Bb]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

**Week 6 – February 22**

Inquiry and Meaning-Making with Works of Art: The Role of Copying in Art Education

 **Prior to class**: Read and respond to Duncum; Lamme & Thompson; Kraehe; Erickson [all on Bb]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

**Week 7 – February 29 Leap Day!**

Inquiry and Meaning-Making with Visual Material Culture

 **Prior to class**: Read and respond to Bolin & Blandy; Kader; Marshall; Chung; and Duncum is recommended [all on Bb]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

 Guest speaker: Tim Sutton at 11am for secondary observation placements (tentative)

**March 5 – “Creating the City” CVAD event at UNT Systems Building in Dallas**

Details and opportunities will be discussed in class.

**Week 8 - March 7**

Art Curriculum Frameworks

 **Due**: A.R.T. Projects (turn in hard copy and bring digital files to class on a flash drive)

1st Classroom Observation: Orientation to your new role in the classroom

**Week 9 – March 14 Spring Break, No Class**

**Week 10 March 21**

Exchange day for March 5. Regular class will not meet. Those not attending on March 5 (and only those not attending) will need to complete the following assignments:

Online Sources for Art Educators

 Find 5 unique re/sources for art educators and post on our Blackboard Discussion board with the same title. Look for *professional* sources (not Pinterest). In class we will look at your discoveries.

Read and prepare a small group presentation on the six reading assignments for next week. (Details TBD)

Choose one of these readings and prepare a 2 page paper responding to the text. Use APA formal guidelines.

**Week 11 – March 28**

Diversity and equity: Sociocultural differences in elementary art classrooms (race and ethnicity)

 **Prior to class**: Read and respond to Stuhr, Petrovich-Mwaniki & Wasson; Moll et al.; Whitehead; Banks & Banks; Birch [all on Bb]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

2nd Classroom Observation: The Sociocultural Context

Bring your observation journals for a visual check and group activity.

**Week 12 – April 4**

Diversity and equity: Sociocultural differences in elementary art classrooms (gender and sexuality)

 **Prior to class**: Read and respond to Rosenberg & Thurber [textbook pages TBA]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

3rd Classroom Observation: Classroom Organization

**Week 13 – April 11**

Diversity and equity: Individual differences in the elementary art classroom (dis/ability)

 **Prior to class**: Read and respond to Eisenhauer [on Bb]; Gerber & Guay [ Textbook pages TBA];

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

4th Classroom Observation: (In)Equitable Art Instruction

**Week 14 – April 18**

Diversity and equity: Differentiated instruction in the elementary art classroom (inclusion)

 **Prior to class**: Read and respond to Fountain [textbook pages TBA]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings

5th Classroom Observation: Evidence of Art Learning

**Week 15 – April 26**

 **Prior to class**: Read and respond to Zimmerman; Lackey; and Lindstrom [all on Bb]

 **Due**: Written Reading Response, uploaded to Turnitin **before** class begins.

Group presentations over readings; 6th Classroom Observation: Student Engagement

**Week 16 – May 2**

**Big Idea Unit Presentations**

 Take time to prepare your presentation; details and requirements will be discussed prior to the first presentations.

7th (Final) Classroom Observation: Filling in the Gaps

**Also Due This Week:**

 **Art Teacher Blog**. Final version of the blog must be available online and ready for final review no later than 11:59pm Thursday, May 5

 **Due:** **Narratives from School Observations** must be submitted on Blackboard and completed, and your signed observation field logs must be submitted to TK-20 no later than 11:59pm on **Friday, May 6.**

**Exam Week – May 9**

**Big Idea Unit Presentations**

 Due: Big Idea Unit of Instruction (hard copy in class)

Please remember that the syllabus and course calendar are subject to change. Any updates will be sent via email through Blackboard and a written update and re-posting of the syllabus.

**WRITING GUIDELINES**

Refer often to the APA Guide for formatting and references in your work. A copy of the most common formatting needs is available to you on Blackboard.

Page Set Up:

All papers should have one inch margins all the way around

Auto-Spacing should be set at ‘zero points’ (this setting can usually be found under ‘Paragraph’ and affects spacing at the end of a paragraph.

Double-spaced, no more, no less

12-size font (Times New Roman, Garamond, Palatino, Courier)

REFERENCES

Single author, book (selected passages, not an entire book shown here; for whole book, delete page numbers)

Chapman, L. (1982). *Instant art, instant culture: The unspoken policy for American schools* (pp. 27-38). New York: Teachers College Press.

Single editor, edited book

Neperud, R. (Ed.). (1995). *Context, content, and community in art education: Beyond postmodernism.* New York: Teachers College Press.

Single author, text/chapter from an edited book

Krug, D. (2002). Teaching art in the contexts of everyday life. In Y. Gaudelius & P. Speirs (Eds.), *Contemporary issues in art education* (pp. 180-197). Upper Saddle River, NJ: Pearson Education.

Single author, journal article

Delacruz, E. M. (1996). Approaches to multiculturalism in art education curriculum products: Business as usual. *Journal of Aesthetic Education*, 30(1), 85-97.

Online sources, no date

Gude, O. (n.d.). *Drawing color lines* [Online article]. Retrieved from http://www.uic.edu/classes/ad/ad382/sites/AEA/AEA\_03/AAEA03a.html

Please print and sign this page and return it to Ms. Bartholomee no later than the second week of classes.

STUDENT ACKNOWLEGMENT

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, acknowledge that I have read the course print first and last name

syllabus and calendar for AEAH 4750 Constructing Visual Arts Practices, taught by

Lucy Bartholomee in Spring 2016. I understand the course structure, grading and attendance policies, as well as the course risk factor rating of two (2). I hereby agree to the syllabus and its provisions.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

Student Email Address:

Student Phone Numbers: