

ART 3322 — INTRODUCTION TO ART EDUCATION

FALL 2015

SYLLABUS*

3 CREDIT HOURS

* This syllabus is subject to minor revisions. Any changes will be announced.

Dr. Amanda Alexander

Assistant Professor of Art Education, Department of Art + Art History

E-mail: amandaa@uta.edu
Office: Fine Arts Bldg., Room 296
Office Phone: (817) 272-2810 (Art Office)

Office Hours: Tuesday 12:30-1:30p
Thursday 12:30-1:30p
By appointment

Students are encouraged to meet with the professor regarding concerns about the course during office hours or at an agreeable time.

Course Meetings:

11:00a to 12:20p, Tuesday & Thursday in FA 2102

Attendance is required

Course Description:

This course studies the theories and outlines the history of art education and provides undergraduate students with the basic knowledge, skills and strategies for teaching art. Students will be introduced to current issues in art education including multicultural, visual culture and technological art education, creativity, museum collaborations, and arts for special needs. The course will cover TEKS and national visual arts standards, a child's artistic development, learning styles, and philosophy. Also, students will learn about and understand professional development resources and opportunities.

Course Objectives:

1. Students will research and outline the history of art education
2. Students will learn different theories in art education
3. Students will understand the artistic development of children and learning styles
4. Students will gain knowledge of working with children who are developmentally disabled, ESL/ELL and gifted
5. Students will understand the basics of developing curriculum & instruction
6. Students will learn and understand state and national standards for teaching visual art
7. Students will develop personal teaching philosophy and artist statement
8. Students will understand what it takes to become an effective art teacher
9. Students will be able to critically understand visual culture & multicultural art education
10. Students will read & become knowledgeable about careers in art education outside of K-12, associations/conferences and journals/research

Course Content:

1. Art education history
 - a. Development of art education in American public schools
 - b. DBAE influences
 - i. Art history
 - ii. Aesthetics
 - iii. Production
 - iv. Art criticism
 - c. Social influences on education
 - d. Visual & multicultural art education
2. Major theories and leaders
3. Child development & learning styles
4. Introduction to lesson planning and instruction
5. Lesson modifications
 - a. Law/Policy
 - b. Developmentally disabled
 - c. ESL/ELL
 - d. Gifted and talented
6. National, state, and local standards
7. Develop personal art education philosophy and artist statement
8. Careers, associations/conferences, and research/journals

Instructional Activities:

The syllabus, assignments, calendar, and reading lists are available on Blackboard. Students are responsible for maintaining a Blackboard account, and an UTA email account for professional communication (STUDENTS **MUST** USE UTA EMAIL ACCOUNT FOR COMMUNICATION WITH PROFESSOR). Students should frequently check their email and announcements in Blackboard. It is necessary to be self-motivated and open-minded.

Instructional activities will include the following:

- Reading Assignments
- Cooperative Discussions
- Microsoft PowerPoint™ Presentations
- Writing Assignments
- Research

Required Reading:

Efland, A. D. (1990). *A history of art education: Intellectual and social currents in teaching the visual arts*. New York: Teachers College Press.

Hetland, L., Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio thinking: The real benefits of visual arts*.

Various articles and NAEA Advisories will be supplied in class or posted on BlackBoard™.

Recommended Reading:

Anderson, T. & Milbrandt, M. (2005). *Art for life: Authentic instruction in art*. New York: MacGraw Hill Companies, Inc.

Cruikshank, D., Jenkins, D. & Metcalf, K. (2009). *The act of teaching*. New York, NY: McGraw-Hill.

Efland, A., Freedman, K. & Stuhr, P. (1996). *Postmodern art education: An approach to curriculum*.

Hurwiz, A. & Day, M. (2001). *Children and their art: Methods for the elementary school*. Belmont, CA: Wadsworth Group / Thompson Learning.

Keifer-Boyd, K. & Maitland-Gholson, J. (2007). *Engaging visual culture*. Worchester, MA: Davis Publications.

Marantz, S. & Marantz, K. (2005). *Multicultural picturebooks: Art for illuminating our world*. Toronto: Scarecrow Press.

Walker, S. (2001). *Teaching meaning in artmaking*. Worcester, MA: Davis Publications.

University Library Resources:

- *Journal of Art Education*
- *Journal of School Art*
- *Studies in Art Education*
- *The New York Times*

Recommended Resources:

Art education students should join the National Art Education Association at <http://www.naea-restaurant.org/membership.html>. Members receive many of the NAEA publications including *Art Education*, can purchase NAEA books at a discount, and can attend state and national conferences. Also, students should join the Texas Art Education Association at www.taee.org. A student membership is \$16. Active membership in professional organizations is expected and looks good on a résumé.

Americans with Disabilities Act:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Attendance Policy:

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the professor of this course, I **will be taking attendance**. This class meets twice a week, and like student teaching, this course is a professional obligation where punctual attendance is necessary. More than three absences or continual tardiness will constitute a lower grade by one letter. Students should notify professor of absence via email at least an hour before class.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental

education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

Student Feedback Survey:

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the first floor down the main stairway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Grading:

Your grade in this class will be determined by considering a number of factors and performances. In all aspects of this course, sincere effort counts and gradual improvement is expected. Strong academic skills including research and communication are necessary for successful completion of assignments. Attendance and classroom participation is also a factor. In-class and homework projects and activities are evaluated in part on the amount of work involved and the care and concern with which they are done. There is NO ALLOWANCE for the late submission of papers or other assignments.

Grading Scale:

A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	below 60

Paper Style and Format

All written assignments completed outside of class must be typed, meet required length, and should include:

- A cover page with title, your name, course title and assignment title and date.
- A descriptive title for the paper.
- Page numbers on all pages
- Left and right margin: no larger than 1.5”; Top and bottom margin: no larger than 1.0”
- Use 12 point Times or Times New Roman font
- Double-space all lines, except quotes over 40 words, which must be double-spaced and indented one-half inch.
- Spell check, proof read, and **staple**.
- Choose one of the following style sheets and follow it consistently: *American Psychological Association, Chicago, Modern Language Association*.

Assignments:

1. History of Art Education PowerPoint Presentation (30%)

Students will work in groups to outline and present a portion of the history of art education from the early 1800s through 2015. Using the text, students will report on their portion by thinking about education (in general), political economy, types of schools (and their evolution), inventions/technology, diversity, museums, higher education, visual culture and more. The presentation will be in the form of a hardcopy outline (to be turned in), a PowerPoint (**time limitations** and number of slides will be determined by professor before presentation is due), and presented to the class. Grade will be based on content, organization, delivery of information, and images/text. Include resource list.

2. Major Leaders and Theories Paper and Presentation (20%)

In groups, students need to pick one leader (list will be provided) from the history of art education and write a two-page paper about this leader and his/her major tenets, theories, and contributions to the field of art education. The paper must include the who, what, why, when, and where of the leader/theory as well as what makes this leader/theory important to the field of art education. Students will present their findings in the form of a 15-minute PowerPoint presentation (15 slides).

3. Research and Teach the 8 Studio Habits of Mind (25%)

In groups, students will be assigned a Studio Habit of Mind in which to teach the class. Students should follow the book and gather outside information/data to present/teach the material to the rest of the class. Each presentation must be 30 minutes. Students should include a PowerPoint presentation and another format/in-class activity, which must include unique ways to present the information (like you would if teaching to strangers). Grading will be based on content, organization, delivery, and supplemental materials.

4. Artists Statement (5%)

Students will write a personal artist statement about their artwork. This should be no more than one-page, double-spaced.

5. Teaching Philosophy (10%)

Students will write a personal teaching philosophy including ideas from the course along with their personal theories about pedagogy, art, and philosophy. (Example teaching philosophies will be provided). This paper will be no more than one-page, double-spaced.

6. Electronic Resource Notebook (5%)

Students will collect teaching resources, assignments and handouts while researching art education during the course and neatly organize the material in an electronic resource notebook to be collected on the last day of class (in the form of CD or jump drive). The electronic notebook will include all of the material that is written for the course with revisions. Clearly identify the owner and course information on the cover (of the CD or jump drive) and provide a useful table of contents.

7. Participation (5%)

Class participation includes class discussion, in-class writing, exercises or small homework activities between classes not listed in the syllabus. Students are expected to willingly participate in all of these activities with serious enthusiasm. Please approach all class related activities with a fresh and non-judgmental mind while being open to possibilities.