**Syllabus ARE 6049 History of Teaching Art**

**Course Information**

**Course Title:**ARE 6049: History of Teaching Art
**Term:** Summer A, 2012

**Faculty Contact Information:**

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**Course Description:**

History of the theory and practice of teaching art in the public schools.

**Textbook and Materials:**

Selected chapters from Stankiewicz, M.A. (2001). *Roots of art education practice*, Worcester, MA: Davis Publications.*Note: A digital version of the text may be purchased online through the publisher’s website at:[http://digitaleditions.davisart.com](http://digitaleditions.davisart.com/%22%20%5Ct%20%22_blank).***You must be prepared to read from the course textbook by the second week of class.**

Additional weekly readings will be available online through the UF College of Education Library website and the course website on SAKAI.

**Course Objectives:**

This course is structured to assist graduate art education students in developing an understanding of the philosophical foundations of art education.  The emphasis will be on linking personal and cultural belief systems about the nature of art education to their historical antecedents and roots. At the completion of this course, students will be able to explain:

* their own personal belief systems upon which their art teaching practices are based.
* the historical bases for their own beliefs as well as other contemporary art education theories and practices.
* how certain persons, events, and issues have shaped the field of art education over the years.

**Methods of the Course**:

The primary instructional methods of this class include assigned readings and asynchronous group discussions on course topics. Synchronous online, multimedia presentations, research, and independent research project work will also be used to help students achieve the course objectives.

**Course Requirements**:

To achieve the objectives of this course, students will:

* read and synthesize selected readings from historical art education literature and critically respond to these readings both in writing and in class discussions.
* construct a “personal history” of art education outlining the influences and experiences that form the basis for their art education philosophy and teaching practices.
* complete an independent research project related to the history of teaching art in the public schools.
* make a class presentation on a person or movement that made a significant contribution to the history of art education.

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**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.

* **Specific assignment and evaluation criteria may be found within the lessons.**
* **Due dates for all learning activities are provided in the Course Schedule.**

**Reading Reviews**

You will be required to compose written reviews for each lesson (except lesson 8). Written reviews for each lesson's reading must follow APA format, be typed, and typically between 800-1000 words (or 2-3 pages) in length. Use 1-inch borders, 1.5 line spacing, and a 10-pt or 12-pt typeface such as Times Roman or Arial. Place your name, chapter or article citation, and the date in the top left hand corner of the first page.

*For example:*
**Reading Review 5
Name:** Craig Roland
**Reading Citation:** We Aim at Order and Hope for Beauty. In Stankiewicz, M. A.(2001).*Roots of art education practice.*  Worcester, MA: Davis Publications (pp. 85-103).
**Date:** June 5, 2011

Organize your written response under three sub-headings: **Summary**, **Key Points** and**Personal Reflection**. Additional guiding questions and instructions are given for each lesson’s readings.

**Assessment Criteria**: The following criteria will be used to assess the written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. Up to 10 points are possible for each written review (Note that a “10” is not the default score for a review). Additional non-graded writing assignments may be given during the term at the discretion of the instructor.

**Construct a Personal History of Art Education**

As art educators, we bring to the classroom or studio certain experiences and beliefs that guide our teaching practices. These beliefs are grounded in our own personal art education history. They lead us to making certain assumptions about what we as art teachers are supposed to do as well as what we expect students to do. All of this forms our personal art teaching philosophies.

Your assignment is to “uncover” your personal history of art education, and to share it with others through images and text. What are your earliest memories of “art class?” How did you learn about art as a child? How did you learn to teach art? What sorts of things have happened to you in the past that you feel play an important role in determining who you are as an art educator? Consider both good and bad experiences, dead ends and wrong turns as well as moments when you soared. Who did you have as an art teacher(s) as a child or as a teenager? What influences did these teachers have on you? How did they teach art in the classroom? What sorts of experiences have you had with art in the past that may have influenced you? What books have you read? What places have you been? What conferences have you attended that were memorable? What jobs have you had? What online and real-world resources have been most beneficial to your professional development? How important was art in your family life as a child? What other events or factors have played a role in making you who you are as an art educator?  Consider all of this and more as your plot out what led you to the place you are today.

**Assessment**: A grade will be given for the final product, based on how effectively you are able to “uncover” your personal history and express it in words and images. One grade will be given for the visualization and written narrative combined. The criteria used will include clarity, critical analysis, creative synthesis, and presentation.

[https://elearning2.courses.ufl.edu/access/content/group/10750aa8-f49b-4d65-8b66-d4b8c1b11e40/Lessons/Lesson 1/1\_PersonalArtEdHistoryRubric.pdf](https://elearning2.courses.ufl.edu/access/content/group/10750aa8-f49b-4d65-8b66-d4b8c1b11e40/Lessons/Lesson%201/1_PersonalArtEdHistoryRubric.pdf%22%20%5Ct%20%22_blank)

**Great Moments in Art Education History**

Art Education has a rich history of persons, authors, events, movements and ideas that continue to influence those who work in the field today. As students of art education, you owe it to yourselves to be familiar with this history. This assignment calls for you to: (1) select and research a significant educator, author, movement or event from the history of art education; and then (2) make a brief presentation on your selected subject to other members of the class. Think of this project as making ‘an elevator presentation’ in that it should be clear and short enough to present to others in the time it takes to ride in an elevator from one floor to the next.

**Assessment:**Summary Page (clarity, conciseness, creativity, and presentation) worth 80%; Presentation (clarity and presentation style) worth 20%.

**Independent Research Project**

Your assignment is to design and execute an independent research project that involves: (1) researching some aspect of the history of art education (prior to the year 2000); and (2) displaying evidence of your research in the form of a significant written paper (10+ pages in APA format) **OR**another creative product of learning (e.g., a video, enhanced podcast, website, or artist book) with a short supportive paper; and (3) making a final presentation to the class.

**Assessment:** The final independent projects will be assessed on clarity, evidence of historical research, critical analysis and creative synthesis, and presentation.

**Discussions**

To ensure meaningful class discussion, it is very important for students to have read the assigned readings beforehand. The point of our discussions is *not* to summarize the reading assignments or to achieve one particular understanding of a reading or author’s point of view for the whole class. Instead, our goal is to enlarge each of our personal understandings of the text by reading, discussing and debating what each of us understood from reading the articles or chapters.

**Assessment:**Participation in graded discussion topics will be assessed according to the (a) clarity, (b) promptness, and (c) significance of your posts as well as (d) your contributions to the learning community (10 points possible for each lesson -- *Note: There may be more than 1 topic for a given lesson*). Additional non-graded, but required discussions may also be included in the course. You are encouraged to participate in each discussion topic.

Graded discussions are open for the duration of the lesson following the day the assigned reading(s) is given. Thus, it’s important that you post your reading responses on-time and log onto the class discussion board a few times each lesson to share your responses to the readings and to the responses by other class members. Initial guidelines and guiding questions for each discussion will be posted for each lesson topic when readings are assigned. Your personal approach to the content and author’s point of view are very much welcome.

In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to**at least two other postings** from your class members. Additional participation is encouraged.

**Professionalism**

Teacher professionalism contains three essential characteristics: competence, performance, and conduct, all of which directly impact the teacher’s effectiveness. You will receive a grade on *professionalism* in this class based on your engagement in class discussions and project work, as well as your demonstrated interest in learning, preparedness each week, completion of all class assignments, dependability, consideration of others, and contributions to our learning community.

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**Grading Policy**

Final grades will be calculated according to the following criteria:

* **Written Assignments (30%)**
	+ *Reading Reviews (7 Reviews -- one review per lesson EXCEPT lesson 8)*
	+ *Great Moments in Art Education History: An Elevator Presentation*
	+ *Personal History of Art Education*
* **Discussions (30%)**
* **Independent Research Project (30%)**
* **Professionalism (10%)**

**Late Policy**
Work turned in beyond a deadline will not receive full credit. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

**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.

Evaluation criteria used in each of these areas is available. Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. 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. To determine the impact of grades on GPAs, see: [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html%22%20%5Ct%20%22_blank).

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**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 (Sakai or Adobe Connect) approximately six hours per week. Later in the term, once the class projects get 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 (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. Synchronous sessions are planned during the semester on Adobe Connect (refer to the course schedule for Adobe Connect session times). During these sessions, the instructor will be able to talk with students about the course content in real time, and vice versa. The expectations for each project will be explained in detail during these sessions, and students will be able to ask questions. Students will also share and discuss their independent research projects they’ve completed in class. Students unable to attend a live session will be able to watch a recorded (archived) video of the meeting on the Adobe Connect site.

**Academic Honesty:**

Students are expected to abide by the UF Academic Honesty Policy ([www.dso.ufl.edu/studentguide/studentrights.php](http://www.dso.ufl.edu/studentguide/studentrights.php%22%20%5Ct%20%22_blank)), 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 means not submitting papers or projects that were created by another person(s) and properly citing sources for any material used in completing course assignments. *Submitting work that has been plagiarized will result in a failing grade.*

**Netiquette:**

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The Core Rules of Netiquette ([www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html%22%20%5Ct%20%22_blank)) 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.

***Please note: The instructor reserves the right to remove any discussion postings deemed inappropriate.***

**Students with Disabilities:**

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 [www.ada.ufl.edu](http://www.ada.ufl.edu/%22%20%5Ct%20%22_blank); reached by phone at (352) 392-7056 TDD: (352) 846-1046.  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](http://www.distance.ufl.edu/student-complaints%22%20%5Ct%20%22_blank) 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 SAKAI email.

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