**ARE 6641 Contemporary Issues in Art Education**

**Syllabus**

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**Course Information**

**Course Title:**ARE 6641: Contemporary Issues in Art Education
**Term:** Spring 2011

**Faculty Contact Information:**

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**Email:**edelacruz@ufl.edu (NOTE: All email communication should be through SAKAI. Use this email address only if you have an emergency and/or are unable to access SAKAI email.)
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**Course Description:**

This course explores contemporary issues in art, education, and society influencing art education. Through weekly reading, discussions, and **personal research interests**students will examine and research contemporary issues and theoretical developments in art education. Topics covered in the course may include contemporary approaches to art curriculum planning, multiculturalism, art assessment practices, postmodern theory, school-community partnerships, censorship issues, technology, standardized testing, art education advocacy, and more.

**Textbook and Materials:**

ARE 6641 will rely heavily on selected readings from current literature from the fields of art, education, and art education. Reading are on electronic reserve on the [UF Library ARES Course Reserves](http://www.uflib.ufl.edu/as/Aresdefault.htm%22%20%5Ct%20%22_blank) and listed within each lesson, as well as in the Course Schedule. Websites, articles, videos, and other materials will also be assigned and provided to you throughout the course (listed within each lesson, as well as in the Course Schedule).

**Note:**There is NO required textbook for this course.

**Course Objectives:**

This course is designed to explore contemporary events, theories, trends, and practices that impact the field of art education. Emphasis will be on exploring a series of contemporary issues and practices in art education to locate the field within broader cultural context. This is in tandem with students developing personal positions and locating areas for further research and critical engagement. At the completion of this course, successful graduate art education students will be able to:

* discuss internal and external influences upon the field of art education.
* demonstrate knowledge of contemporary writings, movements and issues related to current practices in the field of art and art education.
* identify and use current journals and online resources relevant to art education.
* speculate about possible future directions/issues/research in the field of art education.
* recognize contemporary issues in art education.
* situate a variety of issues in regard to personal interest, and art and art education practice.

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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.**Due dates for all learning activities are provided in the Course Schedule.**

The primary instructional methods of this course include assigned readings for each lesson and online group discussions of course topics, presentations, small group work, online research, and project work. Extensive reading and personal research will be required to help students achieve the course objectives.

To achieve course objectives, students will:

* read, synthesize and prepare a critical refection on selected readings.
* contribute to the course content through active engagement.
* bring their voices to an issue in contemporary art education.
* complete an independent research project extending the course content.
* participate in the online learning community and the resources available.
* contribute to the online learning community through reflective and critical responses to peers.

**[ART]iculation Discussions:**

In the [ART]iculation discussions, students should engage with their peers by providing critical and creative feedback, and suggestions for any resources that will support and extend the ideas and skills of their colleagues. This can include a variety of thoughts and ideas, as well as contemporary artists and projects directly connected to the [ART]iculation discussion topic.

[ART]iculation Discussions are open for the duration of a lesson. Thus, **it’s important that you post your initial contributions by noon on Sunday, EST (at the latest). This in turn will allow you to review and post thoughtful replies to your classmates.** Note: In addition to posting your own personal response to the [ART]iculation Discussions, you are expected to respond in a meaningful way to**a minimum of 2 other postings** from your class members. Additional participation is encouraged.

I recommend that you login to the [ART]iculation Discussions several times each week to follow the ideas and voices of your peers. Your thoughts and insight are very much welcome.

**Reading Response Discussions:**

Throughout the semester, you will be required to read various articles, journals, websites, etc. You will then reflect on those readings and engage in dialogue with your peers via Reading Response Discussions. The point of our Reading Response 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 bring insights and **critically engage** with the readings and our colleagues as a way to explore the content of each discussion, as well as how we come to know and learn. *[The Critical Thinking Community](http://www.criticalthinking.org/aboutCT/define_critical_thinking.cfm%22%20%5Ct%20%22_blank)* defines critical thinking as:

*“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.”*

**Participation Expectations in Reading Response Discussions:**Participation [in Reading Response Discussion topics] will be assessed according to the (a) organization, (b) mechanics (c) content objectives, (d) relationship objectives, and (e) peer engagement objectives. *You are encouraged to participate in each Reading Response Discussion topic*.

Reading Response Discussions are open for the duration of a lesson. Thus, **it’s important that you post your initial reading response contributions by noon on Sunday, EST (at the latest). This in turn will allow you to reflect and post thoughtful replies to your classmates.** Note: In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to**a minimum of 2 other postings** from your class members. Additional participation is encouraged.

I recommend that you login to the Reading Response Discussions several times each week to follow the ideas and voices of your peers. Your critical approach to the content (i.e., the author’s point of view) is very much welcome.

Click here to review the [Reading Response Rubric](https://elearning2.courses.ufl.edu/access/content/group/0bb70953-e8a1-4ede-b476-5db56838e1fe/learning%20activities/READING_RESPONSE_Rubric_6641.pdf%22%20%5Ct%20%22_blank).

**Collaborative Project Design:**

The purpose of the group project is threefold: (1) to provide students with an opportunity to strengthen the abilities, impact, and sustainability of an ongoing conversation in regard to contemporary issues in art education that they are passionate about; (2) to simulate the kind of collaborative situation for creatively exploring and designing a project that could be executed in the future, and (3) to engage in the four processes of Design Thinking [a. Defining a problem or issues, b. Research and consider a variety of options, c. Analyze, define and refine selected directions and resource, d. Design a project that may resolve an issue, bring, awareness, or engage thinking in a new way]. Class members will be divided into groups to work on an issue project using their choice of method of collaboration [e.g., as a wiki, blog, google doc, email, phone, etc.]. Process (i.e., how you communicate and work together) is your choice as long as you can provide evidence of the final project design.

Each group’s assignment is to explore an art education issue of mutual interest, plan or outline ideas on the topic, conduct some research to gather some additional support for your project and ideas, decide on a plan for the project to possibly *resolve issue, bring awareness, or engage thinking in a new way*. Project design updates will be posted, as well as the final project designs so that they can be shared with other members of the class for comments and feedback.

**Design Think YouTube** [http://www.youtube.com/watch?v=JZH70qhmEso](http://www.youtube.com/watch?v=JZH70qhmEso" \t "_blank)

Additional expectations and guidelines for completing the project are described within the course lessons. Click here to download the [Collaborative Project Rubric](https://elearning2.courses.ufl.edu/access/content/group/0bb70953-e8a1-4ede-b476-5db56838e1fe/learning%20activities/collaborative_project_rubric.pdf%22%20%5Ct%20%22_blank).

**Critical Commentary Personal Voice Project:**

The purpose of this small project (approximately 700-1200 words) is for you to look at contemporary conversations that are happening both locally and globally about art, art education, education that is of interest to you, and will be significant for a conversation in the field of art education. This conversation will need to be crafted with intellectual integrity, that is, staying true to your own disciplined thinking and holding yourself to high standards of evidence and proof for the issue you are commenting on. It will also require you to search for some practical venues and or vehicles that could potentially be an outlet for your voice, your action, and your research. I will provide some options and examples on the project sheet, ***but*** I encourage you to look for venues and vehicles that will serve your needs and that perhaps have deadlines in the future. This project is also for you to bring your voice via a very practical vehicle [presentation, commentary, book review] to an issue by writing a *commentary, a proposal title and blurb to a conference of choice with an outline for presentation, OR prepare a book review for a journal on a current issue related to YOUR teaching and research interests/passions.*

“*Research is to see what everybody else has seen, and to think what nobody else has thought*” Albert Szent-Gyorgyi

You will be graded on the significance and original thinking of the project topic, the clarity of ideas, thinking for yourself and sticking to high standards of rationality, following the guidelines of venue or vehicle, and the rigor and reputation of the venue or vehicle. That is a newspaper commentary is different in expectations, and is much less rigorous then a commentary for a peer reviewed journal such as *Studies in Art Education* or *Art Education*.

*"We think so because other people all think so; or because – or because – after all we do think so; or because we were told so, and think we must think so; or because we once thought so, and think we still think so; or because, having thought so, we think we will think so…*"  Henry Sidgwick

Click here to review the [Critical Commentary Personal Voice Project rubric](https://elearning2.courses.ufl.edu/access/content/group/0bb70953-e8a1-4ede-b476-5db56838e1fe/learning%20activities/commentaryProject_rubric.pdf%22%20%5Ct%20%22_blank).

**Annotated Bibliography:**

Each student will be responsible for creating an annotated bibliography of 10 sources. An annotation summarizes the central theme and scope of a book or article. Students should include one or more sentences (for each source) that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast the work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Additional assignment information information including the Annotation Bibliography Evaluation Rubric, guidelines for writing annotations, and annotation examples are available for your consideration. [Click here to download](https://elearning2.courses.ufl.edu/access/content/group/0bb70953-e8a1-4ede-b476-5db56838e1fe/learning%20activities/Annotated_Bibliography_Rubric_examples.pdf%22%20%5Ct%20%22_blank).

**Independent Research Project:**

The purpose of the independent project (or “indie project”) is to provide students with an opportunity to explore a topic related to art education issues that is of personal and professional interest, and significant to the art education community. This project will involve developing an original art project that critically and creatively extends *an issue from any of the topics from class*. The topic chosen for this project should be meaningful to you and your community, as well as the large community of peers and the profession.

The independent project should: (1) relate to some aspect of art educational issues; (2) involve research of existing texts and articulations from the field; and (3) result in a final “product” of some kind that can be shared with others (including class members). This project will have a short proposal, the artifact or project, supporting research materials, and final reflection. This project must be published somewhere online an as part of your professional portfolio (possible sites include, but aren’t limited to, Google Docs, LiveBinders.com, and Weebly.com.).

An [Independent Project Propsal Form](https://elearning2.courses.ufl.edu/access/content/group/0bb70953-e8a1-4ede-b476-5db56838e1fe/learning%20activities/ARE6641-IndepProjProposal.doc%22%20%5Ct%20%22_blank) must be completed and posted for feedback. Then, the final iteration will be submitted for approval to your instructor before proceeding with this project (refer to Course Schedule for due dates). Please expect at least one iteration cycle, as you will get feedback.

The Independent Research Project will be evaluated according to: Organization, Mechanics, Content, and Creativity/Innovation. [Click here to download the Independent Research Project Rubric](https://elearning2.courses.ufl.edu/access/content/group/0bb70953-e8a1-4ede-b476-5db56838e1fe/learning%20activities/Independent_Research_Project_Rubric.pdf%22%20%5Ct%20%22_blank).

**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 lesson, 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:

* Written reflection on readings (Reading Response Discussions) (30%)
* Collaboration in a small group on a creative project, and presentation to the class on a related art education issue(s) new to, or substantially expanding one of the class topics (Collaborative Project Design).(10%).
* Bringing your voice to an issue by submitting *commentary, a proposal title and blurb to a conference of choice,****or****preparing a book review for a journal* on a current issue related to YOUR teaching and research interests/passions (Critical Commentary Personal Voice Project). (10%)
* Complete an independent research project/paper related to the course content (Independent Research Project). (30%)
* Develop a working annotated bibliography (10 sources) on a topic related to your research interests and contemporary context (Annotated Bibliography) (10%)
* Participation and contributions to [ART]iculations (5%)
* Professionalism (5%)

Evaluation criteria used in each of these areas will be provided. ‘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 (see Incomplete Policy below). 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.

In order to earn an ‘A’ in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late. Your work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics *including your individual research interests and evidence of transformative thinking and learning.*

**Incomplete Policy:**

School 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.

**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.

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**Course Policies**

**Participation:**

Successful online learning requires you to actively participate in each course. Thus, it is highly recommended that you login to your course several times each week so that you do not miss anything or fall behind. Regular, active, and meaningful participation is expected of all students, and frequency and quality of participation may affect your grades.

**Academic Honesty:**

Students are expected to abide by the UF Academic Honesty Policy ([http://www.dso.ufl.edu/judicial/academic.php](http://www.dso.ufl.edu/judicial/academic.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 includes properly citing sources for any materials (both printed and online) used in completing course assignments. In addition to providing feedback to students, to encourage proper citations and to check for *potential* plagiarism issues, I will also be using ***Turnitin***embedded within the Sakai course management system.

**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%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 must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The Americans with Disabilities Act (ADA) Compliance Office is located online at [http://www.ada.ufl.edu/](http://www.ada.ufl.edu/%22%20%5Ct%20%22_blank), and the phone number is (phone: 352-392-7056). In addition, the Disability Resource Center is located at[http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/%22%20%5Ct%20%22_blank). All course materials are available in alternative format upon request.

**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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