University of Texas at El Paso
Art Education 4347: Methods of Teaching Art
Fall 2023 Syllabus*

A School for Boys and Girls Jan Steel

Course Information

Course Title: Methods of Teaching Art
Course prefix and number: ARTE 4347
Meeting Time: Tuesday and Thursday 3:00 -4:20
Location: Room A463

Instructor Information

Course Instructor: Heather Kaplan
Email: hgkaplan@utep.edu
Office hours: T 1:30-2:30pm and by appointment
Office location: FFA

Course Description

This course is designed for students who plan to work in the field of art education. It builds on prior curricular knowledge about the field of art education and prepares students to create and teach advanced art education curriculum. During this class students will grapple with questions of curriculum, pedagogy, and assessment while working on hands on projects, developing lesson and unit plans, and researching curriculum and pedagogy in the visual arts.

Course Prerequisites

Art Ed. 3307 and Art Ed. 3337 are to have been completed prior to enrollment.

Course Goals and Objectives

1. To cultivate an understanding of different curricular approaches to art education and visual culture in schools and other cultural institutions.
2. To develop social constructivist pedagogical practices and instructional skills through experiential opportunities and performances.
3. To conceive and create advanced visual arts curriculum including lesson and unit plans through the study of varied art education curriculums.

Course Outcomes

1. Students will be able to plan and implement various art education and visual cultural curriculums.
2. Students will exhibit proficiency in social constructivist instructional practices and performances.
3. Students will create dynamic, implementable, and original visual arts lesson and unit plans.

Course Texts (will be provided)

Douglas, K. M. & Jaquith, D. B. (2018). Engaging Learners through Artmaking: Choice-Based Art Education in the Classroom (TAB) (Second Edition). Teachers College Press.

Duke, L. L. (1988). The Getty Center for Education in the Arts and Discpline-Based Art Education, *Art Education, 41*(2), 7-12.

Efland, A. (1976). School Art Style: A functional analysis. *Studies in Art Education, 17*(2), 37-44.

Gates, L. (2016). Rethinking Art Education Practice One Choice at a Time, Art Education, 69(2), 14-19, DOI: 10.1080/00043125.2016.1141646

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2013). Studio Thinking 2: The Real Benefits of Visual Arts Education, Teachers College Press.

Hogan, J., Hetland, L., Jaquith, D. B., & Winner, E. (2018). *Studio Thinking from the Start: K-8 Art Educator's Handbook*. Teachers College Press.

Jaquith, D. B. & Hathaway, N. E., (2012). The Learner-Directed Classroom: Developing creative thinking skills through art. Teachers College Press.

Novak, L., & Hogrefe-Ribeiro, E. (2022, April 19). The Art Room: A social practice speculative curriculum by two curious art educators. Viewfinder: Reflecting on Museum Education.

Texas Education Agency (retrieved Jan 3, 2023). Texas Essential Skills and Knowledge, https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills

Walker, S. R. (2001). Teaching Meaning in Artmaking. Davis

Writing Behavioral Objectives.
https://www.youtube.com/watch?v=olOSOl0YPL4&list=WL&index=17

Technology Requirements

Up to 49% of course content may be delivered online. This means that some of the course content will be delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students.

Course Communication

Communication in this class may take many forms including in person communication, email, Blackboard discussion, or zoom meetings. Below a variety of methods of communication are enumerated.:

- Office Hours: My office hours will be Tuesdays 1:30 -2:30 and by appointment. You may make an appointment to meet on campus or on Zoom. Please email me to set up an appointment.
- Email: For this course, UTEP email is used as a primary means of communicating with students. Email is sent to UTEP accounts. It is the student's responsibility to check email or forward emails to an account that he or she checks regularly. Please DO NOT email assignments- unless otherwise indicated assignments should be submitted to blackboard. UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When emailing me, be sure to email from your UTEP student account. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
- Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- Synchronous zoom meetings may be held in lieu of in person discussions/lectures and/or will constitute office hours. During zoom meetings please turn on the video and mute your

microphone unless you are actively speaking. When breakout rooms are used please follow these protocols.

Modeling Professionalism and Netiquette

You are expected to maintain professional conduct at all times in the class. This includes being on time to class meetings. Respect for all members of the class is expected. Please allow for individual differences and opinions. As we know, sometimes communication can be challenging. Especially online, it's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these class and netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Attendance and Participation

Regular class attendance is expected. For each absence after the second (2) absence your grade will be lowered one letter grade (A to B). Three (3) incidents of tardiness or leaving class early equals one absence. Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating/ engaging in discussion with your peers on the discussion boards
- Participating in scheduled Blackboard Collaborate sessions
- Participating in classroom activities and discussions

Active participation is an important component of any studio or art-based environment. You will be expected to come prepared for class, to participate in class discussion and to share your work while contributing to an atmosphere where others may share and participate in turn. Should these issues become problematic, the instructor reserves the right to deduct a letter grade from the final grade calculation.

Missed Assignments

It is the responsibility of the student to be in class in order to complete course work. Should you miss class it is your responsibility to complete the work missed or to propose and complete a similar assignment. The instructor must approve any proposed makeup assignment. Please consider making an appointment outside of class time to discuss missed work.

Late Assignments

Instructor reserves the right to assign lower grades on late assignments.

Working and Preparedness for Class

You will be expected to come prepared for class (bringing all necessary supplies, projects, and readings) and be ready to work. On workdays you will be engaged and working. If you come unprepared to work or do not work during the entire time allotted 10-25% of the points possible for the project will be deducted.

Course Drop Policy

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

In Person and Synchronous Online Meetings

Typically, this class will meet in person. It is possible (especially in emergency situations) that this class may require that you participate in scheduled synchronous online class sessions. During these online sessions we will use zoom; however, please be flexible as issues or changes with the technology may require that we switch to Microsoft Teams or Blackboard collaborate (both of which should be available through the blackboard website). The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held during our scheduled class time Tuesday and Thursday 3:00-4:20pm.

Plagiarism/Academic Dishonesty Statement

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Accommodations Statement

The university is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of university programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. I will work with

students through CASS to make reasonable accommodations for students with limitations due to disabilities. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Course Resources

UTEP provides a variety of student services and support that may be helpful for this course:

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus
- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- COED Center for Student Success: Help with College of Education specific advising and admissions to the Educator Prep Program.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- UTEP Food Pantry provides free food for any student in need.

Grade Criteria

All grades are calculated using percentages and converted into letter grades according to the following scale:

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

Your grade will be determined across an array of activities and skills. You will be graded on participation, written reflections, lesson plans and assessments, performance-based assessments of instruction, curriculum creation and planning, pedagogical activities and your reflection and assessment of your own pedagogical practice.

The following are a list of assignments and a general outline of the grade distribution (which is subject to change based on the needs of this class – additional determinations will be made based on the emergent needs of the class):

Assignments

My Dream Art Lesson: A Speculative Fiction

After discussing connections between speculative fiction and lesson planning students will develop a set of criteria necessary to communicate the story of a lesson/write a speculative fiction. Using this as the lesson plan parameters/grading criteria students will write the story of their dream art lesson (they will imagine an over-the-top fabulation of what they would have love to have learned and made when they were in pk-12 grade art class).

Connecting the TEKS to DBAE

Students will compare Discipline-Based Art Education and the Texas state art standards, Texas Essential Knowledge and Skills (TEKS). They will create a discipline-based lesson plan that utilizes all four domains and that lists the TEKS addressed.

Exploring and Assessing the Studio Habits of Mind

After studying the studio habits of mind students will select one to focus on. They will create a lesson that uses at least one behavioral objective addressing that habit. They will create an assessment rubric that includes written description of different levels of proficiency in at least three written objectives one of which addresses a studio habit of mind.

Integrated Lesson, Reflection, and Documentation

You will work with a partner and a teacher at the Cherry Hill School to plan and teach an integrated lesson to one classroom. You will work in class (and in conversation with the Cherry Hill teacher) to plan the lesson and prepare the supplies. You will travel to Cherry Hill School for at least one 45minute class period (you may decide to go more often) to deliver integrated art instruction (under the supervision and with the agreement of the regular classroom teacher). You will document the teaching experience and student making examples and will write a reflection on the experience all of which will be graded.

Choice-Based Art Education

This assignment has two parts creating a TAB center and writing and performing an accompanying lesson (teaching the lesson to their peers). After studying Teaching for Artistic Behavior (TAB)/Choice-based Art Education students will select one studio center to create in the classroom. The student's peers will test out the center and discuss its successes, failures, and possibilities. Students will submit their plans to make improvements. Students will then create a lesson plan that tackles the concern that TAB/ Choice-based art education eliminates the need for instruction. Students will create a lesson on an artist AND a practice. The teacher will utilize student-centered approaches in order to teach this lesson to their peers.

Big Ideas Unit Final

Student will create a cohesive final based on a Big Idea. After studying Big Ideas, students will choose one and design a unit that explores this idea. The students will create an introduction to the unit that explores the complexity of the idea using questions and student-centered teaching approaches. When teaching the introduction to their peers, students will list in order the lessons included in the unit. Students will write three different lessons that each include the TEKS, performance-based objectives, and a rubric and that address the big idea in different ways.

Grade Distribution

Discipline Based Art Education Lesson with TEKS	10pts
My Dream Art Lesson: A Speculative Fiction	10pts
Exploring and Assessing the Studio Habits of Mind (Lesson Plan and Rubric)	10pts
Integrated Lesson Reflection and Documentation	15pts
Choice-based/ TAB Center	10pts
Choice-based/TAB lesson plan with Rubric	15pts
Big Idea Unit Final	30pts

- Practice Teaching Interactive Unit Introduction 10pts
- Written Unit consisting of at least three connected lesson plans 20pts

TOTAL 100pts

*Please note that this syllabus is subject to change. Please pay attention for changes and contact the instructor with questions. By choosing to enroll in this class, you agree to the conditions of this syllabus.