**Course Description (from UNT Catalog):**

A study of problems unique to university art faculty; professional practices in various fields of art teaching.

**Course Objectives:**

This seminar is designed to develop student’s metacognition—where ideas come from, how to refine ideas, and awareness of how and why one learns. The course will cover effective teaching strategies for the university art classroom. The course will foster awareness and sensitivity to translate and transfer knowledge among various disciplines.

**Course Outcomes:**

At the end of this course, students will:

- Learn effective teaching strategies for the university art classroom through group work, mentorship, and pedagogical practice.
- Demonstrate organization, public communication, and pedagogical techniques through classroom observation, mentorship, and presentation.
- Learn to foster understanding on metacognition through readings, research, and discussion.

**Course Structure:**

**Active, Reflective, and Collaborative Learning:** Class sessions will involve a variety of formats and activities, including group discussion, reading, guest speakers, small group work, individual exercises, and presentations. Work outside of class sessions will include readings, writings, classroom observations, interviews, and the preparation of professional materials. Everyone will also be involved in the presentation of a class session and its associated materials. The course is designed to provide as much practical teaching and professional preparation as possible.

**Recommended Books** (NOT REQUIRED)

- Ken Bain, What the Best College Teachers Do: Harvard University Press

COURSE POLICIES:

Grading:
A = Excellent (100-90%)
B = Above Average (89-80%)
C = Average (79-70%)
D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]
F= Failure (68 or below)
(LATE WORK PENALIZED 10% PER DAY)

Success for this course is based on the following factors:

▪ on-time completion of course works to the highest level possible
▪ diligence and devotion
▪ attitude and involvement
▪ attendance and preparation
▪ development of teaching skills and abilities
▪ evolution of personal vision and professionalism

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<thead>
<tr>
<th>Topics</th>
<th>Worth /%</th>
<th>Points</th>
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<tbody>
<tr>
<td>1 Classroom teaching, video, presentations and reflections (create a short exercise and conduct a demo)-demo duration 20 min. max- edit video to 4 min</td>
<td>20%</td>
<td>200</td>
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<tr>
<td>2 (Co) Facilitated Seminar &amp; Discussion (collaborative presentations and projects on selected topics as provided and group assigned)</td>
<td>25%</td>
<td>250</td>
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<td>3 Mentor Project (classroom observation) – 2 classroom observations</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>4 Readings: reviews and research - up to 10 (minimum 2 response per reading)</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>5 Professional Teaching Portfolio</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>6 Professionalism</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1000</td>
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</table>

There will a separate grading rubric for each topic.

Professionalism Grade (10%/100pts) is based on including but not limited to the following factors:

• Participation in class (40pts): giving your best effort to the class activities; being an integral part of your group and making a meaningful contribution to your group; asking pertinent questions and moving the discussion forward in class; and speaking up when confused; demonstrating contribution via active and reflective learning process.

• Professional Behavior in class (30pts): including but not limited to excessive socializing; inappropriate cell phone/laptop use; lack of attentiveness; making inattentive facial expression during the discussion; demonstrating the respectful behavior towards peers and the instructor; disrupting the class with subtle verbal and non-verbal cue/expression are some examples of professional behavior.

• Attendance (30pts): two absence is excused but subsequent absent will deduct 5 pts each; Three tardy will constitute an absence. A tardy is considered to be arrival 10 minutes after the beginning of class. However, it is up to you to make up the missed class I will not be providing information on what you have missed.
**Grading Expectations**: The best attempt will be made to complete the grading by two weeks after the due date.

**Class Participation Expectations**

You are expected to attend every class both physically and mentally. A vital component of the educational experience is involvement, both in quantity and quality. Every student will be evaluated every class session based on the productive use of class time. This is essential to the success of the individual and the class as a whole. Positive attitude and respect are a given. Participating during activities and discussions, being prepared and on-time for class are critical elements of your grade. Being 10 minutes late to class or leaving early three times will be treated as an unexcused absence. Non-participation, which includes not working, sleeping, excessive talking, doing work from other classes or not bringing necessary materials to class, will be counted as an unexcused absence. The instructor reserves the right to determine the student’s participation.

**Electronic Device/s:**

Research has demonstrated that simply having our cell phone accessible on the table diminishes our ability to learn well. Taking note via computer also reduces our ability to process and retain information. It is disrespectful and unprofessional to your peers and instructor to constantly checking text, cellphone, and emails. Refrain from using your cellphone (unless in case of emergency; notify your instructor prior), checking social media in class; I too will abide by this.

**Attendance Policy:**

- Presence at and during all classes is required (mentally and physically).
- Two absence will be tolerated. It is up to you to make up the missed class I will not be providing information on what you have missed.
- More than one absence will require a note from a doctor or a note from the art office excusing the absence for a reason covered under UNT policy 06.039 (Student Attendance and Authorized Absences) in order to be counted as excused.
- More than two unexcused absence will lower your final grade by one letter grade per additional absence (3 or more)
- Three tardy will constitute an absence. A tardy is considered to be arrival 10 minutes after the beginning of class.
- Every additional unexcused absence will deduct an additional full letter grade from your final grade
- Projects that are turned in late will receive one letter grade lower per day for each day they are late.

To get an excused absence, a legitimate reason must be provided. If necessary, excused absences may be discussed beforehand with the instructor. Regardless of the reason for the absence, the student is responsible for all material that was covered, including all announcements or changes to the schedule.

**Late work/Make Up Policy**

Late work may be subject to a penalty of 10% deducted from the assignment’s value per day the work is late, unless the student provides proof of an acceptable mitigating circumstance: serious illness, death of a family member, or other circumstance if approved by the instructor.
Incomplete Grades

- An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule.

- In consultation with the instructor, complete a request for an Incomplete Grade. This form can be found on the department website and must be turned into the department chair/director prior to the last day of classes (not the exam date). Note: A grade of Incomplete is not automatically assigned to students.

Useful Links:

- UNT Graduate School [https://www.unt.edu/pais/grad/](https://www.unt.edu/pais/grad/)
- UNT Office of Faculty Success [https://facultysuccess.unt.edu/faculty-resources](https://facultysuccess.unt.edu/faculty-resources)
- UNT Learning Center [https://clear.unt.edu/](https://clear.unt.edu/)
- UNT Policy Office: [https://policy.unt.edu/](https://policy.unt.edu/)
- UNT Academic Affairs: [https://vpaa.unt.edu/](https://vpaa.unt.edu/)
- Teaching Philosophy [http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement](http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement)
- The Teaching Portfolio [http://www.usask.ca/gmcte/resources/portfolio](http://www.usask.ca/gmcte/resources/portfolio)

Graduate Teaching Assistantships:

Successful completion of this course is required for continual appointment in graduate teaching assistantships (GTAs) and teaching fellowships (TFs) in the College of Visual Arts & Design. However, passing this course neither guarantees that an appointment will be available nor entitles you to one. Assistantships are based on a number of factors including performance evaluation and their availability fluctuates from semester to semester. The criteria for selection are available in each Departmental office. To be eligible for an assistantship, you must complete an application to the college by the deadline.

COURSE SAFETY PROCEDURES

Students enrolled in this class are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038 Safety in Instructional Activities. While working in laboratory sessions, students are expected and required to identify and use proper safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the UNT is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider Standard Syllabus Statements Related Policy 06.049 Course Syllabi Requirements obtaining Student Health Insurance. Brochures for student insurance are available in the UNT Student Health and Wellness Center. Students who are injured during class activities may seek medical attention at the Student Health and Wellness Center at rates that are reduced compared to other medical facilities. If students have an insurance plan other than Student Health Insurance at UNT, they should be sure that the plan covers treatment at this facility. If students choose not to go to the UNT Student Health and Wellness Center, they may be
transported to an emergency room at a local hospital. Students are responsible for expenses incurred there.

Students who are pregnant or will become pregnant during the course of the semester are advised to check with their doctor immediately to determine if any additional risks are reason to postpone this course until a later semester. Upon request, your professor will provide a list of chemicals and safety issues for your doctor to review. Material Safety Data Sheets are available on all chemicals. It will be up to you and your doctor to determine what course of action to take.

American Disabilities Act (Disabilities Accommodation)

ADA Accommodation Statement: In accordance with university policies and state and federal regulations, the university is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. See UNT Policy 04.015.

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. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu. 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 recommended 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 243. Further questions and problems on accommodation may be addressed to Associate Dean Eric Ligon, School Accommodation Liaison, Art Building, Student Advising.

Emergency Notification and Procedures

UNT Emergency Guide: http://guidebook.com/app/emergency/guide/unteitmerge...

UNT uses a system called Eagle Alert to quickly notify students 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). In the event of a university closure, please refer to Blackboard/Canvas for contingency plans for covering course materials. In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather-related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all clear signal is sounded. Follow the instructions of your teachers and act accordingly.

Center for Student Rights and Responsibilities

The following statement reminds students of their rights and responsibilities within the academic
community—“Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.”

Acceptable Student Behavior:
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://deanofstudents.unt.edu.

Academic Honesty
Students are expected to abide by the UNT student integrity policy. In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. https://policy.unt.edu/policy/06-003

Use proper citation formats such as APA/MLA. All images and text from the Internet, journals, or books must have an APA or MLA citation to be used in your work.
APA Style | Electronic References http://owl.english.purdue.edu/owl/resource/560/01/
MLA Style https://owl.english.purdue.edu/owl/resource/747/01/

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. UNT’s Student Advocate she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Financial Aid Satisfactory
Academic Progress:
A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed maximum timeframes established based on the published length of the graduate program. 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 affect your current and future financial aid eligibility. Please visit
http://financialaid.unt.edu/satisfactory-academic-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 before doing so.

Final notes:
- Assignments will be distributed throughout the semester.
- This syllabus is tentative and any changes will be announced if necessary.

Tips for Success (in this class as well as academic life in general...):
- Come to class mentally and physically prepared.
- Follow directions and complete all components for each project; sometimes be creative
- Do not assume that answer I gave to one student applies to all unless it was given in a context.
- Especially regarding email. When I receive your email, I will always respond to confirm that I have read it. It may be as simple as clicking “Thumbs Up or like it” button.
- Practice effective time management. It is hard, I will try to do this too...
- Excuse any absences.
- Don’t let unexcused absences nullify your hard work.
- BE PRO-ACTIVE!
- The only stupid question is the unspoken one.
- Get input. From your teachers, from your peers. That’s why we’re all here.
### Tentative Schedule

(Instructor reserves the right to make change/amend the schedule and topics therein as appropriate and with prior notice)

#### Important Dates:

<table>
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<tr>
<th>Due on this date</th>
<th>Projects</th>
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<tbody>
<tr>
<td>1 11/28; and 12/05. A sign-up sheet will be posted on 11/14.</td>
<td>Mentor Project/Classroom Observation presentations</td>
</tr>
<tr>
<td>2 10/03; 10/10; 10/17; 10/24; 10/31; 11/07; and 11/14</td>
<td>(Co) Facilitated Seminar &amp; Discussion</td>
</tr>
<tr>
<td>3 09/26</td>
<td>Idea for classroom demo due bring a hard copy for in-class discussion.</td>
</tr>
<tr>
<td>3.1 11/21 (Video must be edited to 4 min.)</td>
<td>Classroom teaching, video, presentations</td>
</tr>
<tr>
<td>4 10/11</td>
<td>CV/Artist Research Statement Due on Canvas</td>
</tr>
<tr>
<td>5 10/17</td>
<td>Teaching Philosophy Due on Canvas</td>
</tr>
<tr>
<td>6 12/08</td>
<td>Professional Teaching Portfolio Due on canvas by 12/8 by 3:30 p.m.</td>
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#### Week | Date | Topic | Due |
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<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Introduction to the course: Syllabus, Projects, overview of the goals and objectives of the course</td>
<td>See reading for next week</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Reading activity, &quot;Why Art Cannot Be Taught: Chapter 2&quot;; select (co) facilitated seminar topics and group; meet in seminar groups, discuss mentor project (classroom observations), teaching activity and professional teaching portfolio; identify mentors, discuss Classroom demo, video, presentation, and reflection. <strong>Discuss classroom issues 20-30 min.</strong></td>
<td>Response on “Why Art Cannot Be Taught: Chapter 2”: Post at least 2 quality comments online on the reading. Due by 2 p.m. on Wednesday, September 5, 2018; See reading for next week</td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>Reading activity, “Why Art Cannot Be Taught: Chapter 3”; Plan for classroom demo; discuss project development; discuss classroom observations. Writing a CV, Artist Research Statement; Meet in Collaborative Seminar Groups and work on topic. Guest TBD <strong>Discuss classroom issues 20-30 min.</strong></td>
<td>Post at least 2 quality comments online on the reading. Due by 2 p.m. on Wednesday, September 12, 2018; See reading for next week</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Reading activity, “Why Art Cannot Be Taught: Chapter 4”; Plan for classroom demo; discuss project development; discuss classroom observations. Writing a CV; an artist research statement. Meet in Collaborative Seminar Groups and work on topic. <strong>Blooms Taxonomy in-Class Discussion. Guest TBD</strong> <strong>Discuss classroom issues 20-30 min.</strong></td>
<td>Post at least 2 quality comments online on the reading. Due by 2 p.m. on Wednesday, September 19, 2018; Bring a draft of CV and Artist Research Statement on September 19 in class. See reading for next week</td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>Reading activity, “Why Art Cannot Be Taught: Chapter 5”; Plan for classroom demo; discuss project development; discuss classroom observations. Writing a teaching philosophy. Meet in Collaborative Seminar Groups and work on topic. Blooms Taxonomy in Class. Guest TBD <strong>Teaching Philosophy: why, what, and how</strong> <strong>Discuss classroom issues 20-30 min.</strong></td>
<td>Post at least 2 quality comments online on the reading. Due by 2 p.m. on Wednesday <strong>Idea for classroom demo due bring a hard copy for in-class discussion.</strong> See Reading for next week, TBD</td>
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<td>6</td>
<td>10/3</td>
<td>Reading Discussion TBD. <strong>Discuss Teaching Philosophy drafts (edit: peer and self), Review and discuss required component of syllabus (map out goals, action verb objectives and assessments) Resources, examples; Guest TBD</strong> <strong>Co) facilitated Seminar Topic (TBD) Presentation</strong> <strong>Syllabus: why, what, and how</strong> <strong>Discuss classroom issues 20-30 min.</strong></td>
<td>Draft of Teaching Philosophy due in class: bring at least two hard copies. See Reading for next week, TBD</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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| 7    | 10/10| (Co) facilitated Seminar Topic (TBD) Presentation  
Reading Discussion TBD.  
Discuss portfolio in class (objectives, and outcomes); Guest (TBD)  
Discuss classroom issues 20-30 min. | CV/Artist Research Statement Due on Canvas on October 11.  
Reading review: Post feedback on at least two peers’ idea on Canvas. Due by 2 p.m. on Wednesday |
| 8    | 10/17| (Co) facilitated Seminar Topic (TBD) Presentation  
Discuss classroom demo ideas, test out in groups  
Guest (TBD)  
Discuss classroom issues 20-30 min. | Teaching Philosophy Due on Canvas  
See Reading for next week, TBD  
Reading review: Post feedback on at least two peers’ idea on Canvas. Due by 2 p.m. on |
| 9    | 10/24| (Co) facilitated Seminar Topic (TBD) Presentation  
Reading Discussion TBD.  
Guest (TBD)  
Discuss classroom issues 20-30 min. | Post at least 2 quality comments online on the reading. Due by 2 p.m. on Wednesday |
| 10   | 10/31| (Co) facilitated Seminar Topic (TBD) Presentation  
Share Classroom Demo video (not more than 4 min.)  
Reading Discussion TBD.  
Guest (TBD)  
Discuss classroom issues 20-30 min. | Sign up for Classroom demo video and presentation  
See Reading for next week, TBD |
| 11   | 11/7 | (Co) facilitated Seminar Topic (TBD) Presentation  
Reading Discussion TBD.  
Video Presentation on Classroom demo  
Discuss classroom issues 20-30 min. | Post at least 2 quality comments online on the reading. Due by 2 p.m. on Wednesday |
| 12   | 11/14| (Co) facilitated Seminar Topic (TBD) Presentation  
Reading Discussion TBD.  
Discuss classroom issues 20-30 min.  
Video Presentation on Classroom demo | Post at least 2 quality comments online on the reading. Due by 2 p.m. on Wednesday  
Post sign-up sheet for Mentor [classroom observation] project presentation.  
Discuss and provide feedback on classroom video: oral and written  
The exercise or short assignment sheet and the reflection paper on Classroom Teaching Demo due on Canvas on November 21 by 11:59 p.m. |
| 13   | 11/21  
(the day before thanksgiving) | Work day for Mentor/Classroom Observation, I will be available in my office... | (Discuss and provide feedback on classroom video: oral and written  
The exercise or short assignment sheet and the reflection paper on Classroom Teaching Demo due on Canvas on November 21 by 11:59 p.m.) |
| 14   | 11/28 | Mentor project presentation 6 min each (tentative): Pecha Kucha Style  
Discuss classroom issues 20-30 min. | Classroom (Mentor Project) observation’s portfolio components including reflection essay due: Hard Copy |
| 15   | 12/5 | Mentor project presentation 6 min each (tentative): Pecha Kucha Style  
Discuss classroom issues 20-30 min. | Classroom (Mentor Project) observation’s portfolio components including reflection essay due: Hard Copy |
| 15.1 | 12/8 | Professional Teaching Portfolio should include:  
1. Cover Letter  
2. CV  
3. Artist Research Statement  
4. Teaching Philosophy  
5. Artist Research Visual Sample/Writing Sample (for Art History)  
6. Student Work Sample | Professional Teaching Portfolio Due on Canvas by 12/8 by 330 p.m.; use a real-life example of a job posting of your choice. |