ARTE 3753: Foundations of Art Education

Instructor: Dr. Beth Link
Pronyms: she/her/hers
Office: 218
Office Hours: Thursdays 10-11:00 or by appointment
Email: Beth.Link@unt.edu
*Artwork: Dialogue from DNA, Chiharu Shiota

Required Texts
- What’s So Great About Art Anyway, Rachel Branham
- Teaching Contemporary Art with Young People (2021) Anne Thulson, Connie Stewart, and Julia Marshall
- All other readings available on Canvas

Course Description and Goals:
This course is an introduction to the field and discipline of art education. We explore a variety of artists and approaches to artmaking with a focus on big ideas, foundational vocabulary, curriculum development, experiential/embodied learning, and artistic dialogue.

1. Students will understand the wide range of purposes, approaches, and venues for art education.
2. Students will explore foundational concepts and vocabulary in education and art education theory to design meaningful curriculum around learners’ needs and development.
3. Students will design and teach original lessons exploring big ideas and refine their lessons through personal reflection and class feedback.
4. Students will reflect on their own identity, past experiences, and teaching philosophy and learn about asset-based mindsets in teaching and learning.
5. Students will experiment with addressing contemporary art, creative practice, and visual culture in their lessons.
6. Students will develop assessment strategies to learners’ knowledge and competency.
7. Students will identify a range of materials and resources for art teaching and professionalism.

Land Acknowledgement:
I would like to acknowledge that the University of North Texas sits on the occupied/unceded/seized territory of the Wichita, Caddo, Comanche, and Cherokee Nations. These tribes have stewarded the land for generations, and I pay respects to their elders, past and present. Land acknowledgements are one way to make the ongoing effects of colonialism visible and show our gratitude and appreciation for those whose land we live and learn on. (Adapted from UNT’s Land Acknowledgement)

How to succeed in this course:
Communicate with me if you have questions, are confused about the assignments/my expectations, or are struggling in the course. My goal is to support you to be a thoughtful, critical, and grounded researcher and if you are having trouble let’s discuss how we can work together for your success. Feel free to email me or stop by my office hours for a chat and a cup of tea. I will do my best to address all emails within two business days.

Teaching Philosophy:
I believe that learning is a process. To truly learn we must be open to taking risks, moving towards discomfort, and questioning what we think we know. Listening and patiently considering the views of others moves us beyond arriving at the “right” answer towards a more complex and nuanced understanding of the world. I believe that to really grow we must not only take in new information, but we must also reflect on how it fits with what we previously knew and understood. Your schemas and preconceptions about art/education may be challenged in this course. While you may not agree with everything we read/discuss it is important to understand vital discourse in the field, and learn from experts with a range of viewpoints. We are all involved in a process of continual learning and unlearning. As learners we may make mistakes along the way- and that is part of the process too! As your instructor I value taking ambitious risks and reflecting on mistakes as opportunities for new directions.

I believe that teaching is a big responsibility. There is no job more important. Therefore, it is imperative that we engage with critical issues effecting art education to be ethical practitioners confronting injustices for our students and for ourselves. As your teacher and fellow learner, I am dedicated to listening to you, holding space for you, and helping you engage in the process of learning/unlearning. I believe in the growth and potential of all students and will do my best to cultivate an environment where everyone’s voice can be heard and understood.

To make this a space for important conversations about sensitive topics I ask that we approach our work together with a grounding of respect for the humanity of your peers. I welcome friendly debates and disagreements in the spirit of trying to understand one another or an issue more deeply- the class is much less interesting if we all think the same! However, personal, aggressive, or antagonistic comments that do not further the dialogue will not be tolerated. I expect you to be civil and mindful of how your words and actions affect others and the historical/cultural weight language carries. I invite you to give one another (and me!) grace as we are all learning. I expect you to come prepared to be reflective, engaged, critical, and curious. Together we can create a thoughtful and supportive community that everyone can contribute to. If you feel like this is not the case, please stop by my office to discuss.

Participation:
Participation makes up 10% of your final course grade (100 points!). Your grade will reflect how engaged and present you were in class discussions, activities, and group work. To receive full participation points arrive on time, come prepared, contribute to class discussions and group work, and stay engaged in discussions and lectures. I understand that some folks might identify as shy (I do too!) but I would challenge everyone to be present and share their thoughts at least once each day. Your opinions, critiques, and reflections matter. To participate fully you will need to read and reflect prior to our meetings. If you are having trouble understanding the material or if life circumstances are getting in the way of your full participation communicate with me so we can make a plan for your success. I expect each of you to be prepared to share your thoughts and may call on you to do so.

Canvas:
I will be in touch with you over Canvas so be sure you have set it up to receive alerts and notifications. You might also check to make sure it forwards correspondence to your email. You are responsible for checking your email often during this course to receive updates and announcements.

Tips on engaging with the texts:
• Pre-read and look for the organization of main ideas first
• Underline/highlight passages you find interesting or important
• Circle words you want to look up or people who seem important- take a look at the citations to find folks researching similar topics
• Write thoughts or questions in the margins (unless it’s a library book 😊)
• After reading look through again to reflect on the case the author made
  o Do you agree/disagree?
  o What questions do you still have?
  o Write down some thoughts while they are still fresh in your mind

Attendance:
This course depends on your presence and engagement with your peers and with the course readings. Therefore, it is important that you arrive on time, are mentally present in class, and prepared to discuss the material assigned. I know we all have lives outside of class and things tend to come up. Balancing life, work, and school is a lot! If you run into a challenge that might make you late to class or absent, please contact me to let me know. If you miss a class, it is your responsibility to find out assignments and obtain notes/handouts from classmates. You are responsible for all material assigned and covered as part of this course.

  • Being present means you are engaged in discussion, have electronic devices put away and have your video on (if virtual)
  • You may miss 1 class for any reason (unless you are presenting)
  • Each additional unexcused absence will result in 2 points deducted from your final grade
  • 4 or more absences will result in a failing grade
  • Two late arrivals/early departures equal one absence. If you know you’ll be late let me know ahead of time. It is important that you are here and on time out of respect for our community.
  • A late arrival is more than 5 minutes late (unless you communicate with me), and an absence is counted after 45 minutes

What counts as an excused absence?
  • Illness with doctor’s note provided
  • Religious holiday with a note 2 weeks in advance
  • If something else comes up that you think should count come talk to me

*Please note that Canvas automatically gives you an attendance grade throughout the semester, this will be adjusted manually as I calculate grades to be in accordance with my attendance policy.

Names and Personal Pronouns:
I am happy to refer to you by the name and pronoun you identify most with. Let me know what name and pronoun you use (She / He / They / Ze / Etc) and I will change it in my records.

Academic Integrity:
All the work you turn in should be your own. If you are referring to other sources or quoting an author, you must cite it both in text and in a work cited page. This course uses APA and I recommend visiting Purdue Owl’s online citation guide to answer any questions about specific citations. Plagiarized work is unacceptable. You will receive a zero for the assignment and will be reported possibly resulting in a loss of course credit. Citations are needed when...

  • You use 3 or more words from a source (physical or on the internet)
  • You copy and paste words that are not your own
  • You paraphrase an idea from someone else
  • You take inspiration from a lesson or someone else’s published idea
  • You use an image

APA In text citations usually look like one of these:

  • Professors agree you should “cite your sources” (Link, 2023, p. 13).
  • Link (2023) says “cite your sources” (p. 13).
  • Citing your sources is always a good idea (Link, 2023, p. 13).
Talk to me if you are unsure of how to cite something or have questions.

Late Work:
Late reading responses are not accepted, the window closes at midnight on the due date. You are expected to present on the day you sign up for, let me know if you need to change your presentation date 2 weeks in
advance or you can negotiate with another group/peer to switch spots. All other written assignments decrease in value by 25% every additional day they are late.

- Worth 75% of points if turned in the following day
- Worth 50% of points if turned in 2 days late
- Worth 25% of points if turned in 3 days late
- 4 or more days late will result in no points for that assignment

Policy on Children in Class/on Zoom:
I support parents and guardians attending school and want to help you succeed in this course. While UNT does not have an official policy on children in the classroom, I will detail my personal policy:

- All babies exclusively breastfeeding are welcome in class as often as you need to support the breastfeeding relationship, let me know if you need the code to the nursing room. Please feel free to nurse anytime during our virtual classes.
- For older children and babies, I understand that illness and unforeseen circumstances come up that may result in lapses of childcare. I know this can put caregivers in a difficult position of having to miss class or arrange for alternate childcare. While this is not meant to be a long-term solution, you are welcome to bring your child to class to cover any unforeseen gaps in childcare coverage.

Media and Technology
Making connections with our class community happens best when we are mentally present with each other in a shared space. Therefore, I encourage you to only reference your electronic devices when necessary. Printing out the readings ahead of time or referencing physical notes rather than electronic copies is encouraged. Multitasking or frequent texting during our course meetings may result in a loss of participation points.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Acceptable Student Behavior
Student behavior interfering with an instructor’s ability to conduct a class or another students’ opportunity to learn is unacceptable 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 www.deanofstudents.unt.edu.

Course Risk Factor
According to University Policy, this course is classified as a category two course. Course Safety Procedures: This course has been assigned a course risk factor of two (2). Students in this class are exposed to some significant hazards but are not likely to suffer serious bodily injury. The hazards to which you may be exposed in this class include chemical hazards (paints and glazes), injury from cutting instruments (scissors and paper cutters, for example), and electrical hazards (from tools and kilns, for example.) Always be safety conscious and watch out for yourself and for others. MSD Sheets describing the components of each substance used in this class are located in the UNT Student Health Center. In case of emergency alarm will sound. Please follow the building evacuation plans posted on each floor of the building and proceed to the nearest parking lot. In case of tornado or other weather-related threat campus sirens will sound. Please go to the nearest hallway or room on your floor without exterior windows and remain there until an all-clear signal is sounded.

STUDENT RESOURCES

Services for Students with Disabilities:
This course welcomes students of all backgrounds, identities, and abilities. If you have circumstances that might make
our learning environment or activities challenging let me know how I can best support you. If you have accommodations or medical information you need to share with me, please let me know. I am committed to making this an effective learning environment for all students, but I can only do that if you communicate your needs early on in the semester. I promise to keep our discussions confidential. If you have a documented disability please contact the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Writing Center:
Writing can be challenging. The folks over at the writing center are here to support you. The writing center that can help you generate ideas, organize your thoughts, and tell a compelling story. They also can help with editing and citations.

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.

Food/Housing Insecurity
Any student who has difficulty affording groceries or accessing sufficient food to eat, or who lacks a safe and stable place to live, and believes this may affect their performance in the course is urged to contact the Dean of Students, Suite 409 at the University Union. The UNT Food Pantry is a useful resource. Please visit the website for more details, or feel free to come see me: https://deanofstudents.unt.edu/resources/foodpantry

Mental Health Resources
We all could benefit from some extra support during tough times, especially with the effects of the pandemic. You are not alone. The University has resources that can help and learning how to ask for help is an important part of the college experience. If you or anyone you know is experiencing feelings of being overwhelmed, dealing with difficult life events, or feeling anxiety or depression please get the support you need by utilizing the resources below. Services are free, confidential, and none of your information will be shared without your written consent.

- **Student Health and Wellness Center**, 1800 Chestnut St. (940) 565-2333
- **Counseling and Testing Services**, 801 N. Texas Blvd Suite 140, (940) 565-2741
- **UNT CARE Team**, (940) 565-2648, careteam@unt.edu,
- **Psychiatric Services**, (940) 565-2333,
- **Individual Counseling**, (940) 369-8773,
- Feel free to see me for more support on this and/or refer to this website for more information

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:

- **NATL Suicide Hotline**: 800-273-8255
- **Denton County MHMR Crisis Line**: 800-762-0157
- **Denton County Friends of the Family Crisis Line**: (940)-382-7273
- **UNT Mental Health Emergency Contacts**:
  - During Office Hours (M-F 8am-5pm): (940)-565-2741
  - After Hour Calls: (940)-565-2741
  - Crisis Text Line: Text CONNECT to 741741
  - Live Chat: http://www.suicidepreventionlifeline.org

Other Resources and Communities to Connect with

- **UNT Multicultural Center**
- **Pride Alliance**
- **Spanish Language Registry, Translation, and Support**
- **Non-traditional student guide**
- **Arab Student Association, Asian Student Association, India Students Association, Native American Student Association, Nigerian Student Organization, Vietnamese Student Association** find many more groups here!
- **BIPOC Artists Association**
- Black Student Union
- Lists of Spiritual Community groups

### COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Weekly Reading Responses and Questions</td>
<td>90</td>
</tr>
<tr>
<td>8/31</td>
<td>Practice Test and Study Plan</td>
<td>50</td>
</tr>
<tr>
<td>Sign Up</td>
<td>Teach Us Something</td>
<td>100</td>
</tr>
<tr>
<td>Sign Up</td>
<td>Art Talk and Research</td>
<td>200</td>
</tr>
<tr>
<td>11/2</td>
<td>Teaching Philosophy Map</td>
<td>200</td>
</tr>
<tr>
<td>11/30 or 12/7</td>
<td>Curriculum Slam/Revision/Reflection</td>
<td>240</td>
</tr>
<tr>
<td>11/30 or 12/7</td>
<td>Peer Feedback (Part of Curriculum Slam)</td>
<td>20</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Attendance/Participation</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 1,000 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Weekly Reading Responses**  
90 points

Every week on Canvas (unless otherwise noted) you should expect to turn in a critical response to the readings. These critical responses are **due the Wednesday before class by midnight** on Canvas. Your responses should include:

- **Minimum 1 paragraph** (350-400 words) with specific quotes or text references (with APA citations in text)
  - A strong response might contain…
    - A takeaway you might apply to your future teaching - explain how you would use it in practice
    - A connection to another SPECIFIC course texts/ideas/discussions - give details
    - A reflection on how this relates to your own experience with teaching and schooling, what new thoughts does this bring up?

- **1 question** you are wondering about
  - A strong question is…
    - Open ended and specific, can’t be answered with yes/no
    - Shows that you are engaging deeply with the text
    - Goes beyond platitudes and clichés
    - Moves past virtue signaling towards shifts in perspective

Examples of strong questions:

- Yosso gives us a roadmap to move beyond deficit thinking, but I wonder what training teachers could receive to help them recognize “resistant capital” (p. 80), which is so often seen as a problem?
- The Efland piece makes me wonder how the art education would be different if it were not always seen as therapy or a brain break. What concrete steps can we take to reimagine art education in our future classrooms?

You will lose points if your reflection does not demonstrate a deep engagement with the texts. Submit a text entry on Canvas. **No late assignments will be accepted.**

The basis of this class is exploring important ideas and skills in art education that set you up for future planning and teaching so I expect you to engage meaningfully with every reading. However, I also am human and I know life is happening this semester too. So, everyone will receive one freebie reading response. If you’d like to use your 1 freebie just write “using my freebie!” in the textbox response and I will give you full points. If you would not like to ever use a freebie, your extra 10 points will be added to your final grade.

**TExES Art Content Practice Exam**  
50 points

Complete the practice test in the 178-practice manual [here](#) (the selected response practice questions begin on page 25). The exam must be completed by class on Thursday. Once you get your scores write (in bullet points or paragraphs) a one to two-page study/improvement plan, reflecting on your strengths and weaknesses and how/what (websites, books, practice test, etc.) you will study to improve your score and upload it to Canvas.
Teach Us Something 100 Points
What is something you love to do that you know like the back of your hand? Skateboarding? Taking a great selfie? Making the perfect PBJ sandwich? Paper Marbling? A big part of teaching is breaking down complex processes into smaller scaffolded steps. In this 7 minute mini-teaching demonstration you’ll practice teaching something you know well to your peers. Write out and practice a list of steps (including set up/clean up) that can break a multi-step process down into manageable parts and prepare a visual aid to help your peers.

Art Talk 200 points
Chose a contemporary artwork that you think will generate a rich discussion (something with many details or that suggests a story) and research about the artist and artwork. In small groups lead a 10-minute Art Talk using Describe Analyze Relate (DAR) for your peers and prepare a 3-4 slide presentation bringing in relevant research. The rubric will be located on Canvas.

Teaching Philosophy Map 200 points
We all hold values informed by our identity and our lived experience, but we don’t often stop to think about where these values came from. As teachers, what we value shapes our classroom, our curriculum, and our pedagogy so it is important we understand where they come from. In this assignment you will identify 3 key values you hold as an art teacher and reflect critically on your identity and biography to understand the roots of these values. Perhaps you have a strong desire to foster empathy through artmaking- where did that desire come from? Is it tied to expectations for your gender, culture, or religion? Maybe it comes from an empathetic teacher you had growing up? Or does it come from a lack of empathy you experienced in your own k-12 schooling?
This map can be completed in any medium, you will be graded on creativity, effort, and depth of ideas. I expect you to choose 3 key values and go deep with them thinking critically about their roots. What is the best medium to communicate these ideas? How might the meaning change if you created a mobile, a quilt, a performance, or a zine? Each map should be turned in with a 2-page artist statement connecting 2 course readings to your visual work and explaining your 3 values and the biographical connections you found.

Curriculum Slam/Revision/Reflection 240 Points
Your final project for this course is a Curriculum Slam. For this assignment you will use an adaptation of the College of Education (COE) lesson plan format (the template is located on Canvas) to create and teach a lesson plan addressing a compelling Big Idea. The majority of your grade will be based on your revisions, so you can use this assignment as a “lab space” to experiment, take a risk, and pilot an idea with the support of your peers and professor.
- **Design a lesson:** Your lesson plan should center around a big idea and essential question and include 3 elements:
  1. Art Talk (DAR with research/context linking artists’ exploring big idea/EQ)
  2. Artmaking (exploring big idea/EQ through multiple perspectives)
  3. Final reflection (connecting big idea/EQ to students’ lives/contemporary events)
- **Test it out:** You will lead a 20-25 minute demo during the final 2 course sessions. Choose either the Art Talk or Artmaking section and Final Reflection to troubleshoot in our Curriculum Slam. During this session you will get a chance to test out your lesson, ask questions, and receive feedback.
- **Revise it:** After the Curriculum Slam I will give you prompt feedback (within 48 hours) and you will have 1 week to resubmit your lesson using track changes in RED so I can see what you changed.
- **Reflect:** Submit a 1-2 page double spaced paper reflecting on the lesson and explaining what changes you made and why.

Peer Feedback: 20 Points
A portion of your grade will also come from being present in class during the Curriculum Slams to support your peers and give feedback during their presentations. It is important that you attend all of these presentations and are generous with your engagement to receive full points.
Extra Credit Opportunities (worth 20 points)
Attend the Texas Art Education Association (TAEA) conference in Dallas on November 16th-18th and compose a 3-page reflection connecting the event to ideas from the course. Attach 1-3 photos taken at the event.

Art Education Paperwork
This semester you will need to complete 3 applications to officially become an Art Education major and begin the paperwork process for observations and student teaching in the next semester. We will fill these out on the first day of class, but the information is here for you to refer to. Each process has dues dates, but they all just need to be done at the same time. Dr. Manisha Sharma, Dr. Trina Harlow, and I can help you navigate these processes.

1. **Degree Check** to become an Art Ed major- To officially become an art ed major you need a degree audit which determines if you have:
   a. An average GPA of 2.75 (across UNT and other colleges if you are transferring)
   b. All your pre-requisite courses
      i. If you don’t have all your pre-reqs or your GPA is under the minimum still apply! You can always file an appeal and its best to get your paperwork in and sort it out later ;)
      ii. Talk to Erin Donahoe-Rankin if you need more information on this process
2. **Admission into the College of Ed (COE)** contact Alyssa Strong if you have any questions. Get started here and scroll down to the bottom to complete your application.
   a. Submit your application
   b. If you’re eligible they will sent questionnaire, fill it out to get the process started.
3. **Apply for Observation Placements**- Even though you aren’t doing observations this semester you’ll need to apply for your Elementary/Secondary placements now so you are cleared to register for 4750 (Elementary methods) and 4780 (Secondary methods) down the road. Cindy Daniel is your contact if you need help with this process.
   a. Look out for an email with information to register for an orientation

Grade Scale
93-100 points: A
90-92.9 points: A-
87-89.9 points: B+
83-86.9 points: B
80-82.9 points: B-
77-79.9 points: C+
73-76.9 points: C
70-72.9 points: C-
60-69.9 points: D
Below 60 points: F

**SEMESTER SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Essential Questions</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1: Understanding Art Education Fundamentals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>8/24</strong></td>
<td>What is Art Education? Where does it happen?</td>
<td>Visit from Dr. Manisha Sharma, Dr. Trina Harlow, and Erin Donahue Rankin</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
<td>Why is art education important? What is the purpose of art education in schools?</td>
<td>Practice Exam and Study Plan due by start of</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading/Notes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>3/9/7</td>
<td>Why does art education look like it does today? How do art teachers build meaningful art lessons?</td>
<td>Efland’s School Arts Style: A functional analysis Chapter 1 “Big Ideas and Art making” from Walker’s <em>Teaching Meaning in Art Making</em> RR #1 T.U.S. #1-4</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 2: Designing Art Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/9/14</td>
<td>How do people learn? How can art educators connect art to students’ lives?</td>
<td>Chapter 2-3 from <em>What’s so Great About at Anyway?</em> Barnham Part 1 of <em>Teaching Contemporary Art with Young People</em> RR #2 T.U.S. 181: #5-8 182: #9-12</td>
<td></td>
</tr>
<tr>
<td>5/9/21</td>
<td>How can we structure art-based learning? How do art educators use standards to plan?</td>
<td>Read over COE lesson plan Pick one grade level of the TEKS to read Chapter 6 from <em>What’s so Great About Art Anyway</em> (2016) Rachel Barnham “Ugh” RR #3 T.U.S. 181: #13-16 182: #17-20</td>
<td></td>
</tr>
<tr>
<td>6/9/28</td>
<td>How does deficit thinking effect learners? How can we build on the assets and strengths of our students?</td>
<td>Weiner, L. Challenging deficit thinking. Chapter 2 from Smith et al’s <em>Better than Carrots or Sticks</em> RR #4 T.U.S. 181: #21-23 182: #24-25 Guest Speaker: Mikaela Bachmann</td>
<td></td>
</tr>
<tr>
<td>7/10/5</td>
<td>How can we share power in our pedagogy? How can design lessons where we learn alongside our students?</td>
<td>Chapter 2 from Freire’s <em>Pedagogy of the Oppressed</em> Art Talk #1-3 RR #5</td>
<td></td>
</tr>
<tr>
<td><strong>UNIT 3: Reflecting on Teacher and Learner Identity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/10/12</td>
<td>How does our identity and our past experiences shape our teaching? How can we foster critical reflection through art?</td>
<td>Spillane’s <em>The Failure of whiteness in art education</em> Mernick’s <em>Critical Arts Pedagogy</em> RR #6</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Assignment</td>
<td>Assignments/Notes</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>9/10/19</td>
<td>How does the culture of schools and universities shape teaching? What social and cultural factors do we navigate in schools?</td>
<td>Britzman’s Cultural Myths and the Making of a Teacher</td>
<td>RR #7 Virtual class AERI</td>
</tr>
<tr>
<td>10/26</td>
<td>How do teachers use curriculum? How does curriculum shape teaching?</td>
<td>Acuff’s (Mis)Information Highways Teaching Contemporary Art with Young People pages 27-28, 68-76 Pick 2 themes to read</td>
<td>RR #8 Art Talk #4-6</td>
</tr>
<tr>
<td>11/2</td>
<td>How can we design inquiry-based lessons grounded in meaningful big ideas? How do essential questions shape a lesson?</td>
<td>Teaching Contemporary Art with Young People pages 79-99 Pick 2 Projects to read</td>
<td>Art Talk #7-8 Teaching Philosophy Map due (bring to class and submit on Canvas)</td>
</tr>
<tr>
<td>11/9</td>
<td>How can we reflect on our teaching? How can learn from discomfort and mistakes?</td>
<td>Buffington’s Power Play Link’s Shifting the Conversation: Scaffolding Sociocultural Dialogue in the Elementary Art Classroom</td>
<td>RR #9 Art Talk #9-13 Bring your Big Idea and 2 EQs</td>
</tr>
<tr>
<td>11/16</td>
<td>Lesson Lab (TAEA is extra credit)</td>
<td></td>
<td>Bring a working rough draft of your lesson</td>
</tr>
<tr>
<td>11/23</td>
<td>Fall Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/30</td>
<td>Curriculum Slam</td>
<td></td>
<td>181: #1-4 182: #5-8</td>
</tr>
<tr>
<td>11/7</td>
<td>Curriculum Slam</td>
<td></td>
<td>181: #9-10 182: #11-12</td>
</tr>
</tbody>
</table>
I __________________________________________(print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

ARTE 3753:001 ___________________ TWO ___________________
Course number and section Risk Rating

____________________________________________________________
Student full name (print)

____________________________________________________________
Student e-mail address (print)

____________________________________________________________
Student phone #s

____________________________________________________________
Signature \hspace{1cm} Date

____________________________________________________________
Home Address