Course Description: Child development theory and creativity in relation to contemporary practice in elementary art classrooms. Partial field experience required. 3 hours.

Course Objectives
By the end of this course, students will be able to:

- Work within a conceptual framework of material inquiry in order to plan and implement early childhood and elementary school art experiences
- Develop skills of observation and documentation as key aspects of emergent curriculum design
- Experiment with modes of teaching and learning by moving beyond traditional developmental frameworks
- Build knowledge base of pedagogical strategies to account for differences in ability among learners
- Use a critical inquiry stance that will support their perspectives and practices with neurodiverse learners
- Negotiate the requirements of curriculum planning with the need for emergent curriculum design in early childhood and elementary school

Course Structure: Organizing around the practice of Material Inquiry, this course will have students working as A/R/Togrophers (Artists/Researchers/Teachers), examining and experimenting with various pedagogic practices from different perspectives. Classes will include studio work (in traditional, non-traditional, and new media), critique, theoretical discussion, student facilitated art lessons, group and individual work, and documentation. Students will research contemporary artists, (particularly outsider and neurodiverse artists), across media.

Required Supplies & Texts:


https://books.google.com/books?id=uangDAAAQBAJ&dq

**Recommended Supplementary Textbooks:**


*Artist/Observational Journal & Materials*
Students will keep a visual journal in the format of their choosing.
Digital Camera or Smartphone (5megapixels+)

**Communications**
- Course materials and announcements will be provided on Canvas. For help with access, contact UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)
- I highly recommend that you come to Office Hours, either as groups or individually on a regular basis (schedule in class or via [chrismoffett.youcanbook.me/](http://chrismoffett.youcanbook.me/))
- Email: christopher.moffett@unt.edu (typically 24-48 hour response time, weekdays. For urgent matters only, or to schedule Office Hours. Missed class is not urgent. See attendance policy.)

**Student Evaluation**
Observation Journal 15%
Class Reflections 40%
Lesson Plans 15%
Lesson Reflections 15%
Material Inquiry Project 10%
Practice Exam Completion 5%

Grading A=90-100 B=80-89 C=70-79 D=60-69 F=0-59

**Attendance/Late-Work Policy**: Absence, tardiness, and late work are the single greatest contribution to low grades in this course.
You should plan to be in class 10 minutes before start time. In class reflections will be done at the beginning and end of each class. These cannot be made up. You are allowed two missed reflections, after which your grade will be affected.
If you plan to observe a religious holiday that coincides with a class day, please notify me as soon as possible.
Students are responsible for contacting their peers and making up any work missed. Do not email me about absences. If you are still unclear, come to office hours. If extreme circumstances affect your ability to attend the course, contact me as soon as possible to make other arrangements.
Work submitted in class or online after the start of class is late. Late assignments will be reduced one full letter grade. Assignments more than one week late will not be accepted. Missed in-class observation and facilitation cannot be made up or rescheduled.
**Electronics Policy:** In-class notes and work are to be made in your Artist Journal. Phones and laptops are to be kept in your bags to the side of the classroom, and should be turned off. When required for in-class work, we will retrieve and return them from there. If you need to be reached in the case of emergencies, it is your responsibility to minimize your phone’s impact on yourself and the course.

**RESOURCES**

**Food/Housing Insecurity:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, 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 for students who may need it. Please visit the website for more details, or feel free to come see me about this: [https://deanofstudents.unt.edu/resources/food-pantry](https://deanofstudents.unt.edu/resources/food-pantry)

**University Mental Health Services:** It is often not easy to be a student. The demands for economic, intellectual, social, and emotional stability are often in competition, and it can grow weary. School is one aspect of your busy life, and while it’s important to stay the course, it’s also important to acknowledge when you may need more support. UNT’s Counseling Center, as well as the Student Health and Wellness Center, offer support through counseling, care for your well-being and psychiatric health, workshops for socio-emotional challenges, etc. These services are confidential, and most of these services are covered by your tuition. Feel free to see me for more support on this and/or refer to the following website: [https://speakout.unt.edu/content/mental-health-resources](https://speakout.unt.edu/content/mental-health-resources)

**UNT POLICY**

**Academic Integrity Policy:** Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Plagiarism:** Plagiarized work will receive a zero. Additionally it will be reported to the Dean of Students, who may impose further penalties, including losing credit for the course. Reference all of your sources, including those taken from the Internet. Citations are required when you: 1) quote or copy more than three words in a row, 2) paraphrase, 3) repeat key ideas and theories from a published source, or 4) reproduce an image.

**ADA Policy:** UNT makes reasonable academic accommodation for students with disabilities. 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students 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 ODA website at [disability.unt.edu](https://disability.unt.edu).
Course Risk Factor: According to University Policy, this course is classified as a category one course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others. 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.

Sexual Discrimination, Harrassment & Assault: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Financial Aid Satisfactory Academic Progress: A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. 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 have the potential to affect your current and future financial aid eligibility. Please visit https://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 being doing so.

Emergency Notification & Procedures: 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 Canvas for contingency plans for covering course materials.

Syllabus Change Policy: This syllabus is intended as an outline to orient and frame the general contours of this course, and should be considered a “work in progress.” As the course proceeds, readings, in class work, and due dates may be subject to modification.
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.

AEAH 4750:001        TWO
Course number and section    Risk Rating

__________________________________        ____________________________
Student full name (print)    Student e-mail address (print)

__________________________________        ____________________________
Student phone #s               Signature        Date

Chris Moffett, PhD
Faculty Name

__________________________________        ____________________________
Signature               Date
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<th>Date</th>
<th>Topic</th>
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<th>Assignments Due</th>
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<td>Introduction A/R/Tography</td>
<td>Non-traditional Media I</td>
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<td>Material Inquiry Hafeli, Ch 1 Kind, Ch 1</td>
<td>Non-traditional Media II</td>
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<td>Hafeli, Ch 3 Kind, Ch 4</td>
<td>Group 2 Teach-in Wet Materials Tran Templeton Group 3 Meeting</td>
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<td>Observation I Hafeli, Ch 6 Curtis, Intro – Ch 2</td>
<td>Group 4 Teach-in Collage Group 5 Meeting</td>
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<td>Talking About Art Hubard, Ch 1&amp;2 Turkle, “Knots”</td>
<td>Group 5 Teach-in Sculpture Group A Meeting</td>
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<td>Talking with Children I Faber, Ch 1&amp;2 “The Geneology of Childhood”</td>
<td>Group A Teach-in Group B Meeting</td>
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<td>SPRING BREAK</td>
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<td>Talking with Children II Faber, Ch 3-5 Paley, “On listening to what children have to say”</td>
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<td>Alumna Talk: Shea Philips. Friday, details TBD</td>
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<td>Polina Porras Group E Meeting</td>
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<td>A/R/Tography Review &amp; Presentations</td>
<td>Material Inquiry Project II Presentations Practice Test Observation Logs</td>
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