Kongo Astronauts. Exhibition entitled *Congo Gravitational Waves // A Metadigital & Tantalean Tale* @ CVAD Gallery

**COURSE DESCRIPTION:** 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.

**REQUIRED TEXTBOOKS:**


3) *Teaching and Learning in Art Education Cultivating Students’ Potential from Pre-K through High School* By Debrah C. Sickler-Voigt. The E-book on reserve in the online UNT library: [https://doi.org/libproxy.library.unt.edu/10.4324/9781351000963](https://doi.org/libproxy.library.unt.edu/10.4324/9781351000963)

(You will be asked for their EUID and EUID password before the book will open (if they are accessing off campus).)

*Additional readings available in Canvas and/or the UNT library Depository.*
COURSE CONTENT: the course addresses the following topics:

Foundations of Art Education:
- Historical developments in art education
- Approaches to teaching in art education

Beginning Curriculum Development:
- Structuring authentic instructional art experiences through curriculum development using enduring, big ideas as they apply to Art Education

Professionalism in Art Education:
- Standards for art teachers
- Professional organizations—TAEA/NAEA/UNT NAEA Student Chapter
- Professional expectations for teachers in the field

COURSE STRUCTURE: A wide variety of curricular planning, teaching strategies and methodologies will be introduced and modeled during the course, including lecture, discussion, oral presentations, group sharing, and group and individual project work to help students achieve the course objectives. Each day/week the instructor will focus on particular aspects of art curricula and model teaching within the framework of an enduring (big) idea. The course meets for 3 hrs. weekly.

Course Goals: This course is structured to assist art students in developing and understanding art curricula. Emphasis will be on the basic elements of curriculum construction linking to contemporary art practices along with their historical antecedents. At the completion of this course, students will:

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.

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. I will do my best to address all emails within two business days.

Tips on engaging with the readings:
• 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

Course Policies

Attendance/late work policies: Attendance and full participation is essential and expected in this class. Each student is allowed one unexcused absence. One unexcused absence is allowed or the equivalent of two late arrivals or early leaves. The final grade will be lowered at least one letter grade (The equivalent of 10 points will be deducted from
participation/attendance points. Any combination of two unexcused late arrivals or two early leaves-equals one absence.

You are responsible for completing all assignments and turning them in on the written or announced due date via Canvas. If you are absent you must e-mail work to the professor by the beginning of class on the due date in order for it to be considered on time. No LATE unexcused, assignments will be accepted after one week. Late assignments will be reduced one full letter grade. Late work will only be accepted one class period later. Assignments due at the end of the semester will NOT be accepted late. If you miss a class session, it is your responsibility to find out assignments and obtain notes/handouts from classmates — instructor will not provide them. You are responsible for all material assigned and covered as part of this course. The course schedule is subject to change without notice. Missing class, arriving late/leaving early effects your grade. For an absence to be excused, you must present a doctor’s note or valid doctor’s written excuse.
ADA ACCOMMODATION STATEMENT: 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.

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.

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 www.deanofstudents.unt.edu.

SEXUAL DISCRIMINATION, HARRASSMENT, & 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.

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 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 being so.
CENTER FOR STUDENT RIGHTS AND RESPONSIBILITIES: Each University of North Texas student is entitled to certain rights associated with higher education institutions. 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.

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.

BUILDING EMERGENCY PROCEDURES: 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, 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.

ACADEMIC INTEGRITY STANDARDS: According to UNT Policy 18.1.16, 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.

A few words on PLAGIARISM: Taking credit for someone else’s words, ideas, art works, lesson plans, etc., without giving them credit constitutes plagiarism. Plagiarism is a serious matter at this university and will be treated as such. Plagiarized work will receive a zero and the matter will be reported to department in which case you may lose credit for the entire course. Therefore, reference all of your sources, including those sources from the Internet. It is absolutely necessary to provide a citation when you: 1) quote or copy a paragraph, sentence, or more than three words in a row, 2) paraphrase, 3) repeat key ideas and theories from a published source, or 4) borrow an image. It is also necessary to produce original work in relationship to this class. This includes lesson plan components.
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

UNT Multicultural Center: The center is committed to cultivating a campus environment where people of all identities and experiences can thrive. It fosters the success and awareness of historically underrepresented student populations with an emphasis on disability, ethnicity, gender, interfaith, race and sexual orientation. The Center’s programs and activities are developed to increase the awareness, understanding, and intersectionality of the various identities in the UNT community. Multicultural Center | Union 335 | 940-565-3424

Pride Alliance: Student Union 372 Open Monday through Friday 8 a.m. - 5 p.m. 940.565.2589 pridealliance@unt.edu

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

Mental Health Resources:
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are several resources on campus that can support your academic success and mental wellbeing:

1. Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201, (940) 565-2333 M-Th: 8am-5pm https://studentaffairs.unt.edu/student-health-and-wellness-center#programs
2. Counseling and Testing Services*, 801 N. Texas Blvd, Denton, TX, Suite 140, (940) 565-2741 M-F: 8am-5pm https://studentaffairs.unt.edu/counseling-and-testing-services
3. UNT CARE Team*, (940) 565-2648, careteam@unt.edu, https://studentaffairs.unt.edu/care
6. 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

*Additional services are free of charge to UNT Students
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
Recent, Ongoing, and Future Events: The U.S. continues to feel the impacts of COVID-19 including untold loses and fueling anti-Asian racism, xenophobic violence, discrimination, homophobia, hostility, and intolerance. Concurrently, society is also reckoning with the painful consequences of long-endured violence against the Black community while also continuing to unravel the genocide of Indigenous Peoples and children within schools. These events have caused, and continue to cause shock, fear, stress, trauma, and pain for many members of our community, and will continue to impact each of us in various ways throughout this term. Under these circumstances (and the innumerable others we might endure as humans), it is completely normal to feel overwhelmed or anxious, and to have difficulty concentrating. I have designed this course with these challenges in mind and am committed to continuing to work with all of you to create a positive and supportive learning environment throughout the term. If your health, well-being, or schoolwork are being impacted, I encourage you to reach out and make use of the resources UNT provides, which I have included in this syllabus. UNT provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Most students access them at some point in pursuit of their degree.

STUDENT EVALUATION: To meet the course goals listed above, students will be assessed on their knowledge (specific criteria for each assignment/test will be provided prior to evaluation) in the following forms:

CLASS PARTICIPATION:
- Professionalism (Respectful interactions with instructor and colleagues, respectful language, professional appearance, professional behaviors)
  For any possible scheduled Zoom sessions-Your camera must be on during Zoom sessions to be marked present. No camera= absent.
- Promptness
- Contributions to class discussion
- Collaborative attitude when asked to work in teams or pairs
- Assignments turned in on time
- Attendance/Participation
- Attentiveness to others and Instructor

GRADING: An A grade will be 90% or above, B = 80-89%, C = 70-79%, D = 60-69%, and below 60% an F.

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<tr>
<th>Date Due</th>
<th>Assignment</th>
<th>Points Possible</th>
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<td>Weekly</td>
<td>Weekly Reading Responses and Questions</td>
<td>20</td>
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<td>9/7</td>
<td>Practice Test and Study Plan</td>
<td>5</td>
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<td>10/19</td>
<td>Art Talk (VTS)</td>
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<td>11/9</td>
<td>Artist Virtual Mini Presentations</td>
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<td>11/30 or 12/7</td>
<td>Curriculum Slam/Revision/Reflection</td>
<td>25</td>
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<tr>
<td>11/30 or 12/7</td>
<td>Peer Feedback (Part of Curriculum Slam)</td>
<td>10</td>
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<tr>
<td>Sign Up</td>
<td>Teach Us Something</td>
<td>10</td>
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<tr>
<td>Ongoing</td>
<td>Attendance/Participation</td>
<td>10</td>
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<tr>
<td>Ongoing</td>
<td>Extra Credit Opportunities (5-10 points)</td>
<td>(5-10 points)</td>
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Total: 100 points

*Due Dates might be subject to change.

Descriptions of Assignments

Weekly Reading Responses 20 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 day before class (on Tuesdays by 11:59pm) on Canvas. Your responses should include:

- **Minimum 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 Effland 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?

This response should reflect a deep and critical engagement with the texts and ideas. You will lose points if your reflection does not demonstrate a deep engagement with the texts. Submit a text entry on Canvas.

**TExES Art Content Practice Exam** 5 points
Complete the practice test in the 178-practice manual. Exam must be completed by specified date. Once you get your scores write (in paragraph form) 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. Or you can complete the study plan on page 77 of the 178-preparation manual and upload it to Canvas. The practice test manual is in the modules of Canvas.

**Art Talk (VTS)** 10 points
Chose a narrative artwork (connected to your second lesson plan-from the Engage or Explore phases of the 5E Model). In small groups lead a 10-minute Visual Thinking Strategies (VTS) session. Rubric/Guidelines will be located in Canvas Course Shell.

**Artist Virtual Mini Presentations** 10 points

The goal of this mini-artist presentation is to 1) prepare for your TExES test, 2) practice teaching skills you can apply in your future classroom, 3) illustrate the type of assignment you may give your future students, and 4) enhance your cultural competency in teaching art. For this assignment you will choose a contemporary artist (approved by professor) and create a 6-10 slide narrated Power Point/video covering their biography, art practice, and major social/cultural/historical influences on their work.

- The most successful presentations are specific and detailed and may involve short (under 2 minute) video or audio clips as primary sources (i.e. artist interview).
- Spend time getting to know the artist and deeply understand the tradition and materials they are working within. Research the specific cultural, historical, social, and political issues they are informed by.
- Choose 1 artwork to go deep with (perhaps show a detailed slide with a particular aspect you want to highlight) and consider other artworks from their body of work that address similar themes.
- Your last slide should be your reference list in APA format, expect to include at least 3 sources.

**Curriculum Slam/Revision/Reflection** 25 Points
You will use the College of Education (COE) lesson plan format (the template is located in the Canvas course shell) to create an art lesson plan related to contemporary art processes and artists. You will present this lesson during the last class. You will share your lesson plan and teaching demonstration. Sharing your curricular ideas with the class we are calling a curriculum slam. The Curriculum Slam is another name for sharing your lesson and practice teaching with the class. The presentations will be F2F (Guidelines/rubrics will be posed in the Canvas Course Shell).

Your final project for this course is a Curriculum Slam. For this assignment you will use 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 be 20-25 minutes long and it should involve an Art Talk as well as elements of art making, and a final reflection.
• Test it out: We will share our final lessons with each other during the final 2 course sessions 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: 10 Points

A portion of your grade will also come from being present in class 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.

Teach Us Something 10 Points

10 minute teaching demonstration/pedagogy practice. Select a topic/medium that you confident in and teach it to the class. 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 10 minute mini-teaching demonstration you’ll practice teaching something you know well to your peers. Write 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.

Extra Credit Opportunities:

Attend one of the events below. Compose a 3-page reflection, include photos taken at the Event(s): 5 points for one event, 10 points for two or more. 10 points maximum.

1) Public Screening and Panel Discussion for the Film, Alice Street (2022)
Film Description: In a rapidly gentrifying city, the construction of a luxury condominium threatens a local mural forcing the artists and a neighborhood to rally to protect its history, voice, and land.
Date: Sept. 22, 22 6–8 pm
Location: Greater Denton Arts Council, Patterson-Appleton Arts Center

2) Education as Experimentation Symposium
On October 21-22, 2022, the Onstead Institute for Education in the Visual Arts and Design (CVAD) at the University of North Texas will host Education as Experimentation 3, a singular gathering of artists, designers, educators, and scholars. The event coincides with the release of the book Studious Drift: Movements and Protocols for a Postdigital Education by CVAD Professor of Art Education Tyson E. Lewis and Onstead Institute Director Peter B. Hyland. Proceedings will include critical responses to the book and experimental protocols arranged by invited artists that will involve audience members in an active exploration of educational possibilities. Registration is free, but space is limited. Please contact the Onstead Institute at onstead@unt.edu to RSVP early to secure your space.

3) “A Banquet for Seaweed: Snapshots from the Arab 1980s"symposium Nov. 3–5,
& Art Exhibit
CVAD Gallery Exhibition dates Oct. 4, 2022–Jan. 28, 2023

"A Banquet for Seaweed: Snapshots from the Arab 1980s"
Curator: Nada Shabout, Regents Professor, Art History. This exhibition will be in conjunction with the theme of a symposium, Nov. 3–5, about Arab art in the 1980s. Symposium details forthcoming.
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<thead>
<tr>
<th>Date</th>
<th>Essential Questions</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>9/7</td>
<td><strong>Why is art education important? What is the purpose of art education?</strong></td>
<td><em>Prologue- Chapter 1 from What’s so Great About at Anyway (2016) Rachel Barnham</em>  &lt;br&gt; Desai, D., &amp; Chalmers, G. (2007). <em>Notes for a dialogue on art education in critical times.</em></td>
<td>TExES Art EC-12 (178) Content Practice Exam Study Plan due</td>
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<tr>
<td>9/14</td>
<td><strong>What are the building blocks of art education? What different approaches do art educators take?</strong> (Guest Speaker: Degree Planning)</td>
<td>Paul E. Bolin &amp; Kaela Hoskings (2015) <em>Reflecting on Our Beliefs and Actions: Purposeful Practice in Art Education</em>  &lt;br&gt; <em>Chapter 1 “Big Ideas and Art making” from Teaching Meaning in Art Making Walker (2001)</em></td>
<td>RR #1</td>
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<tr>
<td>9/21</td>
<td><strong>How do people learn? How do young people develop artistic skills?</strong></td>
<td><em>Chapter 2 from What’s so Great About at Anyway (2016) Rachel Barnham</em>  &lt;br&gt; <em>Chapter 5: “Artistic Development” in Teaching and Learning</em></td>
<td>RR #2</td>
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<td>10/5</td>
<td><strong>How can we structure art-based learning? How can we plan reflectively?</strong></td>
<td>Read over COE lesson plan</td>
<td>RR #4  &lt;br&gt; T.U.S. #5-8</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Assignment</td>
<td>Resources</td>
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<tr>
<td>7/12</td>
<td>Pick one grade level of the TEKS to read</td>
<td>Chapters 6 from What’s so Great About Art Anyway (2016) Rachel Barnham</td>
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<td>7/18</td>
<td>What approaches to art educators take to making and interpreting art?</td>
<td>VTS: Understanding the Basics PDF and watch assigned Video(s)</td>
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<td>How are these tools used in different art education settings?</td>
<td>Link, Shifting the Conversation: Scaffolding Sociocultural Dialogue in the Elementary Art Classroom</td>
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<td>RR #5</td>
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<td>T.U.S. #9-12</td>
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<td>8/19</td>
<td>How do art educators incorporate art history and current events?</td>
<td>(Mis)Information Highways: A critique of online resources for multicultural art education by Joni B. Acuff</td>
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<td>How can we responsibly teach about art from other cultures?</td>
<td>Chapter 9 “Art History: Inclusive Approaches” in Teaching and Learning in Art Education</td>
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<td>VTS Presentations</td>
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<td></td>
<td><strong>UNIT 3: Reflecting on Teacher and Learner Identity</strong></td>
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<td>9/26</td>
<td>How does our identity and our past experiences shape our teaching?</td>
<td>Spillane, S. (2015). The Failure of whiteness in art education</td>
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<td></td>
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<td>RR #6</td>
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<td>T.U.S. #13-18</td>
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<td>10/2</td>
<td>How does visual culture shape how we think and relate to others?</td>
<td>Chapter 3 from Race and Art Education (2021) by Kraehe &amp; Boyd-Acuff &amp; TBA</td>
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<td>How can we be aware of the power and history of images?</td>
<td>RR #7</td>
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<td>11/9</td>
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<td>Artist Virtual Mini Presentations</td>
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<td>No class- Attend TAEA or Work on your lessons</td>
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<td><strong>UNIT 4: Teaching Art and Making Meaning</strong></td>
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<td>12/16</td>
<td>Lesson Lab: How can we design art lessons exploring contemporary BIPOC artists around a theme? How can we be aware of power dynamics in our teaching?</td>
<td>Chapter 5 from Race and Art Education (2021) by Kraehe &amp; Boyd-Acuff</td>
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<td>Bring a working rough draft of your lesson</td>
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<tr>
<td>13/23</td>
<td>No Class- Fall Break</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Due</td>
<td>Group(s)</td>
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<tr>
<td>14/30</td>
<td><strong>Curriculum Slam</strong></td>
<td></td>
<td>Groups 1-5</td>
</tr>
<tr>
<td>12/7</td>
<td><strong>Curriculum Slam</strong> <em>(Guest Speaker: Local ISD Fine Arts Coordinator)</em></td>
<td><strong>Last class day</strong></td>
<td>Groups 6-8</td>
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<td>Revisions due for Groups 1-5</td>
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<tr>
<td>12/14</td>
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<td>Revisions due for Groups 6-8</td>
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SIGN AND RETURN TO DR. BROWN
STUDENT ACKNOWLEDGEMENT
AEAH 3753
Fall 2022

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.

<table>
<thead>
<tr>
<th>AEAH 3753:001</th>
<th>TWO</th>
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<tbody>
<tr>
<td>Course number and section</td>
<td>Risk Rating</td>
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<table>
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<tr>
<th>Student full name (print)</th>
<th>Student e-mail address (print)</th>
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<tr>
<th>Student phone #s</th>
<th>Signature</th>
<th>Date</th>
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Home Address