COURSE DESCRIPTION: This course serves as an introduction to the field of art education.

TWO REQUIRED TEXTBOOKS:
(1) 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
(You will be asked for their EUID and EUID password before the book will open (if they are accessing off campus). Patrons coming from on campus IP addresses will not be asked for EUID/password)


Additional resources available on the Canvas site.

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 OBJECTIVES: 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. Create art instructional opportunities that address each of the 5Es and use enduring/big ideas (engage, explore, explain, elaborate, and evaluate)
2. Create art instructional opportunities that are age appropriate
3. Identify resources for art teaching and professionalism
4. Apply concepts, strategies, and content from contemporary art practice in curriculum development
5. Record reflective responses that apply theory to practice related to art education based on partial field experience
6. Develop assessment strategies in line with the knowledge and competencies required in art curriculum
7. Demonstrate understanding in oral presentations
8. Demonstrate the ability to facilitate an age-appropriate art lesson and model classroom management strategies

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.

ATTENDANCE/LATE WORK POLICY: Attendance and full participation is essential and expected in this class. Each student is allowed one unexcused absences. **One 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, points will be deducted from participation, attendance).** Any combination of two 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 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.

COVID-19 IMPACT ON ATTENDANCE: If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requests that you contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or exposure.

COVID-19 IMPACT ON ACADEMIC PROGRESS: If you are experiencing issues related to the pandemic that are impacting your academic progress, please contact UNT’s Dean of Students at deanofstudents@unt.edu (940) 565-2648.

NEW COVID-19 MEASURES
Due to concerns over the COVID-19 Delta variant, the university is moving forward with new safety measures knowing there are limitations because of current state mandates.

- **Face Coverings:** President Smatresk is requesting that all students, faculty and staff comply with a **new mandate from the city of Denton to wear a face covering indoors.** per CDC guidance for our region. All faculty and staff are permitted to make decisions about the use of personal protective measures, as long as those decisions are not imposed on others.

- **Vaccinations:** If you are not vaccinated, **you are urged to get vaccinated** as soon as possible to protect yourself, your friends and family, and our campus. Vaccines reduce the chance of experiencing severe impacts and minimize transmission. Learn how you can receive one of the approved COVID-19 vaccinations and participate in the UNT Vaccine Incentive Program.

- **Mandatory Testing (Links to an external site.):** All students, faculty and staff will be **required to have a COVID-19 test at designated intervals throughout the semester, beginning with the first testing interval Aug. 16-Sept. 10.** Additional testing intervals will be determined and announced. You have already been invited via email from UNT Student Health & Wellness Center to join UNT's COVID-19 testing program by created a NAVICA Testing Account.
via their app or web portal that lets you view and share your testing results with UNT--for both your mandatory and/or exposure/symptoms testing available on campus. Be sure to connect your profile with UNT Student Health and Wellness Center to automatically share future results. Vaccinated individuals can opt out by uploading vaccination proof by Sept. 10 (Links to an external site.). If you contracted COVID-19 in the last 90 days, you can opt out until the 90 days expires by uploading your positive test result. Testing is available in the Union through Curative, as well as the Student Health and Wellness Center. More testing information can be found here. All on-campus tests will be automatically shared with UNT, but tests from off-campus sites must be uploaded.

• **Mandatory Self-Reporting** Students, faculty, and staff will continue to be required to report symptoms and exposure to COVID@unt.edu, quarantine as necessary, and cooperate with the UNT COVID-19 Contact Tracing Team. Learn more at healthalerts.unt.edu.

• **Disciplinary Actions for Non-Compliance** Students who fail to comply with the mandatory COVID-19 testing and reporting requirements will go through the Student Conduct Process. This may result in being considered a student not in good standing. A status of "not in good standing" means a student is not fully eligible to participate in university activities and privileges or faces possible separation (i.e. suspension or expulsion) from the university. Please email Student.Affairs@unt.edu with any additional questions.

**Case Investigation, Quarantine and Contact Tracing Information**

• Students, faculty, and staff will continue to be required to report symptoms and exposure to COVID@unt.edu, quarantine, as necessary, and cooperate with the UNT COVID-19 Contract Tracing Team. In the latest testing guidelines from the CDC Friday, people who do not have symptoms of COVID-19 should still be tested if they have been in close contact with someone who is infected. UNT’s Student Health and Wellness Center offers testing to faculty, staff and students who have been identified by UNT’s Contact Tracing team as a close contact of a UNT positive COVID-19 case. Close contact is defined as being within 6 feet of a COVID-19 patient for at least 15 minutes. Email COVID@unt.edu for guidance regarding symptoms, testing and what to do following potential exposure.
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, 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.

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

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

* Services are free of charge to University 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

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 doing 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 taken 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 any ‘found’ lesson components.

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)
  * Virtual Attendance to prescheduled synchronous meetings. 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
- Attentiveness to others and instructor

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tr>
<td>Reading Responses Discussion Board Posts</td>
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<tr>
<td>Contemporary Art Lesson Plan with COE Lesson Template</td>
<td>15</td>
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<tr>
<td>Curriculum Slam (Contemporary Art Lesson Plan/Teaching Demonstration Video)</td>
<td>15</td>
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<tr>
<td>TExES Art Content Practice Exam (178 Practice Manual) and Written Study Plan</td>
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<tr>
<td>Visual Thinking Strategies (VTS): Interacting with an artwork/Sustained Looking Presentation</td>
<td>10</td>
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<tr>
<td>Mini-Art History Virtual Presentation (narrated PowerPoint/movie)</td>
<td>10</td>
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<tr>
<td>Participation/Attendance</td>
<td>10</td>
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<tr>
<td>Contemporary BIPOC Artist Study Virtual Presentations:</td>
<td>10</td>
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<tr>
<td>Afrofuturist/LatinxFuturist/Contemporary Asian Artists/Contemporary Indigenous Artist as Anti-Racist Art Curricula</td>
<td>10</td>
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<td>Total</td>
<td>100</td>
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GRADING: An A grade will be 90% or above, B = 80-89%, C = 70-79%, D = 60-69%, and below 60% an F.

Descriptions of Assignments

TEXES Art Content Practice Exam: Complete the practice test in the 178-practice manual. Exam must be completed by specified date. Once scores are received, students must write, in paragraph form, a one to two-page study/improvement plan, denoting strengths and weaknesses and how/what (websites, books, practice test, etc) you will study to improve score. Alternatively, you can complete the study plan on page 77 of the 178-preparation manual and upload. The practice test manual is located in the modules of the Canvas Course Shell.

Contemporary Art Lesson Plan & Curriculum Slam Presentation:
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 presentation will be F2F (Guidelines/rubrics will be posed in the Canvas Course Shell).

In case of a remote pivot, you will virtually submit presentations as prerecorded digital stories (narrated power point/movie/video) of your innovative elementary, middle school or high school lesson plans. Videotaped teacher art demonstration required. Post Completed presentation to discussion board. To reiterate, the curriculum slam presentation is a narrated power point with an embedded video. You are demonstrating how to use a particular media. Video should also teach relevant artistic vocabulary and demonstrate a particular technique. Use a tripod, the video can focus on just your hand (aerial view) or you can feature yourself in the video.

Readings and Reading Responses
Readings will consist of chapters from required texts and PDFs. Students are expected to critically read, take notes and compose a well-developed reading response discussion board post, consisting of three salient takeaways and three questions/wonderings. Minimum word count required.

MINI-ART HISTORY PRESENTATION:
The purpose of this assignment is four-fold: (a) test prep, (b) a presentation you could use to teach students in the future, (c) a project you could assign to your future students, and (d) enhancing your cultural competency in teaching art. Create a 6 slide, mini-presentation as a narrated Power Point covering one traditional, non-western cultural art practice. Run your choice by the professor. Specificity is key to this undertaking. Get to know the cultural tradition, which specific groups; embrace (d) the tradition and why it is classified as art. Then research the cultural, geographic, and historical contexts of the traditional cultural art practice. Choose exemplar pieces to share and explain any stylistic features and technical components within your slides. Include list of sources within power point. Integrating primary sources (for example, video of process in context) through embedded videos adds a compelling element to your presentation. We will hold a peer review during class time.

Finals Week Project: BIPOC Artist Study: AfroFuturist/Latina/o Futurist or Contemporary Asian Diasporic Artist Virtual or Contemporary Indigenous Artist Presentation. Rubric/Guidelines located in Canvas Course Shell.

VTS Presentation: Chose a narrative art work. In small groups lead a 10-15 minute Visual Thinking Strategies (VTS) session. Rubric/Guidelines located in Canvas Course Shell.

Extra Credit: 2044 Series: Anti-Racist Praxis as Futurist Art and Design Pedagogy. Attend one 2044 Series Virtual Panel Session. Compose and upload a two-page reflection paper consisting of three salient takeaways and three questions/wonderings. Sessions will be posted in October and November.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
<th>READ FOR CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Monday Aug. 23, 21</td>
<td>Course Introduction: Review syllabus and expectations.</td>
<td>Student acknowledgment page</td>
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<tr>
<td>Mode of Delivery: F2F</td>
<td>Mini Art History Virtual Presentations Sign-Up</td>
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<tr>
<td>Week 2 Monday August 30, 21</td>
<td>Art Ed history TExES Domains Intro to Art Education Vocabulary Approaches to Art Education</td>
<td>TExES Art EC-12 (178) Content Practice Exam Study Plan due</td>
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<tr>
<td>Mode of Delivery: F2F</td>
<td></td>
<td>Chapter 5 “How is Art Even a Class” from <em>What’s so Great About Art Anyway</em> (2016) Rachel Barnham (Modules Folder) AND Historical perspectives of art education PDF Come prepared to discuss in class, bring notes</td>
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<tr>
<td>Week 3: Monday Sept. 6, 21</td>
<td>Labor Day</td>
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<tr>
<td>Week 4: Monday Sept. 13</td>
<td>Guests Speakers: Degree Planning Session 1-2pm Degree plan/degree trajectory status/applying for the teacher education program/Q &amp; A Stages of Artistic Development/Teaching Drawing Anti-racism in Art Education</td>
<td>Post Reading Response #1 to Discussion Board</td>
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<tr>
<td>Mode of Delivery: F2F</td>
<td></td>
<td>Chapter 5 Artistic Development <em>Teaching and Learning in Art Education</em> Chapter 11 Drawing <em>Teaching and Learning in Art Education</em> Chapter 3 <em>What’s so great about art anyway?</em></td>
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<tr>
<td>Week 5: Monday Sept. 20</td>
<td>COE Visit: Dr. Pamela Trocki-Ables, College of Education Sign-ups for Spring 2022 Observation Placements Art Criticism TEKS</td>
<td>Post Reading Response #2 to Discussion Board</td>
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<tr>
<td>Mode of Delivery: F2F</td>
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<td>Chapter 8 Art Criticism <em>Teaching and Learning in Art Education</em></td>
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<tr>
<td>Week 6: Monday Sept. 27, 21</td>
<td>Art History Virtual Mini Art History Presentations</td>
<td>Post Virtual Mini Art History Presentations to Discussion Board Watch/read two classmates/post questions for the presenters</td>
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<tr>
<td>Mode of Delivery: Discussion board only</td>
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<tr>
<td>Week 7 Monday Oct. 4, 21</td>
<td>Teaching Painting Intro to COE Lesson Template Components of Contemporary Art Lesson Plan TEKS Guest Speaker Scheduled</td>
<td>Post Reading Response #3 to Discussion Board</td>
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<tr>
<td>Mode of Delivery: F2F</td>
<td></td>
<td>Chapter 12 Painting <em>Teaching and Learning in Art Education</em></td>
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<tr>
<td>Week 8 Monday Oct. 11, 21 Indigenous Peoples Day</td>
<td>Teaching Paper Arts &amp; Printmaking/Or Sculpture Inclusive Art Education</td>
<td>Post Reading Response #4 to Discussion Board Mid-Point Check in</td>
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<tr>
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<td>Chapter 13 Paper Arts/Printmaking <em>Teaching and Learning in Art Education</em> Chapter 14 Sculpture</td>
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## Fall 2021 Dr. Kathy J. Brown

| Week 9: Monday | - (Virtual) Guest Speaker, Northwest ISD Elementary Art Teacher  
- Teaching Elementary School Art  
- Teaching Textiles | Post Reading Response # 5 to Discussion Board | Chapter 16 Textiles Teaching and Learning in Art Education |
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<td>Oct. 18, 21</td>
<td>Mode of Delivery: Zoom</td>
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| Week 10: Monday | - Teaching High School High School Art  
Guest Presenter: Mrs. Brooke Brei, Ponder ISD | Reading Response # 6 | Chapters 2 and 4 What’s So Great About Art Anyway (2016) Branham |
| Oct. 25, 21   | Mode of Delivery: F2F                         |                                               |                                                     |
| Week 11: Monday | - Sustained Looking Art Criticism/Art Dialogue  
with Students: Visual Thinking Strategies VTS  
- Contemporary Art Lesson plan workshop | Reading Response # 7 | VTS Understanding the Basics PDF and TBA video (s) |
| Nov. 1, 21    | Mode of Delivery: F2F                         |                                               |                                                     |
| Week 12: Monday | - Contemporary Art Lesson plan workshop  
- VTS Presentations | Rough Draft/In process Feedback |                                                     |
| Nov. 8, 21    | Mode of Delivery: F2F                         |                                               |                                                     |
| Week 13: Monday | - Contemporary Art Lesson plan workshop  
- VTS Presentations | Rough Draft/in-process Feedback |                                                     |
| Nov. 15, 21   | Mode of Delivery: F2F                         |                                               |                                                     |
| Week 14: Monday | - Contemporary Art Lesson  
Group Presentations Due | Upload Lesson Plan Document |                                                     |
| November 22, 21 | Mode of Delivery: F2F                       |                                               |                                                     |
| Week 15: Monday | - Last class  
- Contemporary Art Lesson  
Group Presentations Due | Upload Lesson Plan Document |                                                     |
| Nov. 29, 21   | Mode of Delivery: F2F                         |                                               |                                                     |
| Week 16: Monday Dec 6, 21 | - Finals Week: BIPOC Artist Study Virtual Presentations-  
AfroFuturist or LatinxFuturist or  
Contemporary Indigenous or Asian Diasporic Artist Presentation Due | Post Video to Discussion Board | Watch and Respond to Two Classmates Videos |
| Mode of Delivery: | Discussion Board Only                  |                                               |                                                     |

*The professor retains the right to change the syllabus with or without notice* © Kathy J. Brown, Ph.D. all rights reserved
SIGN AND RETURN TO DR. BROWN, BY AUGUST 31ST

STUDENT ACKNOWLEDGEMENT

AEAH 3753

Fall 2021

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>Course number and section</th>
<th>Risk Rating</th>
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</thead>
<tbody>
<tr>
<td>AEAH 3753:001</td>
<td>TWO</td>
</tr>
</tbody>
</table>

Student full name (print) _____________________________

Student e-mail address (print) _____________________________

Student phone #s _____________________________

Signature _____________________________ Date __________

Home address _____________________________