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## COURSE INFORMATION AT A GLANCE

**Course Title:** ARTE 4760: Global Aesthetics. **Course number:** 4498. **Sec 001.**

**Meets in:** Art Building, Rm 182 **At:** Wednesdays, 1:00pm-3:50pm.

**Course Dates:** From: Jan 14th to May 6th, 2026.

**Instructor:** Dr. Manisha Sharma. **email:** [manisha.sharma@unt.edu](mailto:manisha.sharma@unt.edu).

**Office:** 345G. **Office Hours:** Wednesdays 10:30 am-12:00pm (or by appointment)

**Course link on Canvas:** <https://unt.instructure.com/courses/137345>

## COURSE DESCRIPTION

### *Catalog Description*

Cross-cultural examination of philosophical aesthetic issues in art, focusing on the relationship of art to culture.

### *Course Description for this semester*

In this class, you will be introduced to aesthetic tenets from various cultures globally, and how these translate into artistic practices. With an introductory understanding of these tenets and examples of artistic practices/artworks demonstrating their use, *you will practice applying* these tenets in teaching EC-12 Art. *As part of the coursework, you will* analyze works of art and visual culture through the presented aesthetic lenses, critique and refine upon existing multicultural lessons, and consider your own aesthetic biases and preferences that you carry into the classrooms, as a teacher. *This course aims to* prepare you [a pre-service art educator] to engage with diverse forms of art and aesthetics and meeting current Texas EC-12 art teacher licensure requirements.

## COURSE OBJECTIVES & OUTCOMES

1. *You will* read texts in various media (describe, discuss, identify and differentiate), to learn about selected aesthetic concepts and approaches from various cultural geographies. This is *in order to* recall and summarize, and critically paraphrase how various cultural, spiritual, geographic, historical, social, and political forces impact the development of distinct, shared, and appropriated artforms. *By the end of this course, you should be able to* determine and verify the key factors that contribute to personal and cultural aesthetic tastes.

2. **You will** adapt an existing ‘multicultural’ lesson plan using your understanding of selected aesthetic tenets. This is *in order to* apply your knowledge to critique and revise existing art lessons, to make them more authentically reflective of culturally specific aesthetic approaches. *By the end of this course, you should be able to* describe why it is important to understand authentic aesthetic expression as you interpret and teach about world/global art, and to modify and design teaching processes, reflective of ethical cultural teaching (about places/objects/rituals you may have never been to, and cultures you are not a part of).
3. **You will** plan and execute a micro-teaching demonstration (in a group assignment). *in order to* translate your understanding of an aesthetic theory/concept in an aspect of teaching to it, and to practice centering our art teaching around concepts and students, rather than objects and technical skills. *By the end of this course, you should be able to* design specific parts of lesson plans in alignment with a specific aesthetic approach and demonstrate your confidence in teaching that lesson. **You should be able to** demonstrate your translation of student-centered art teaching around concepts (rather than objects and technical skills).
4. **You will** design and produce a critical lesson plan, using the UNT Common Lesson Plan Template, *in order to* demonstrate your ability to organize your teaching to a chosen concept based on a specific aesthetic approach. *By the end of this course, you should be able to* design an original lesson plan in alignment with a chosen aesthetic approach and demonstrate your confidence in writing that lesson in complete alignment with Texas EC-12 Art Aesthetic guidelines and standards.
5. **You will** write a teaching statement for your teaching portfolio, reflecting on your emerging understanding of how culture, identity, and art experiences affect how we understand ourselves and others, giving examples of how artists around the world incorporate (specific) aesthetic tenets in their art. *This is in order to* demonstrate your understanding of scholarship on this topic in connection to art teaching. *By the end of this course, you should be able to* define, explain, and give contextual examples of the role and relevance of applying aesthetic philosophy and strategies in EC-12 art teaching.

## COURSE STRUCTURE

The course is divided into 3 distinct modules, beginning after the 1st introductory session on Jan 14th.

**Module 1: Intro to Aesthetics in Art Teaching** will be covered on Jan 21st, Jan 28th, February 4th, and Feb 11th, 2026. In these 5 weeks, we will study definitions, structures and approaches & strategies to incorporate aesthetics into art teaching. This module will culminate in a group assignment where you apply the learning to critiquing and revising an existing lesson plan. This assignment will begin in-class on Feb 11th, and is due on Canvas dropbox on February 18th. It is worth 100 points. See more details on this assignment on p.4 under Course Requirements: Key Assignments

**Module 2: Culturally specific aesthetic approaches:** On Feb 18th, Feb 25th, March 18th, March 25th, and April 1st, we will study basics of aesthetic philosophies from various cultures, by focusing on specific concepts, and their art making strategic. We will discuss and make connections to how to authentically and sensitively teach these concepts in EC-12 art classrooms. You will demonstrate your understanding of these concepts and strategies by designing and teaching a micro-teaching lesson. This is a group assignment and will be due on the week AFTER the concept is covered (so, Indian Aesthetics micro-teaching presentation date: Feb 25th; Islamic aesthetics micro-teaching presentation date: March 18th; Japanese aesthetics micro-teaching presentation date: March 25th; Afrofuturism aesthetics micro-teaching presentation date: April 1st; and Indigenous aesthetics micro-teaching presentation date: April 8th. This assignment is worth 200 points. See more details on this assignment on p.5 under Course Requirements: Key Assignments

**Module 3: Teaching to Aesthetic Themes and Approaches:** This final module, comprising April 8th, April 15th, & April 22nd, will be in workshop mode. Here, you will work in pairs to develop your final project: a rigorous and critical lesson plan for a designated grade band, following an aesthetic philosophy covered in Module 2. You will also develop a teaching statement that provides a rationale for your approach to creating the lesson plan, backed by theory (citations) and summarizing your process. We will have a peer review on April 29th, of your lesson plan and rationale drafts. The final project is due on Canvas on May 6th. On this final day, we will wrap up with a

reflective round table discussion in poster presentations, to bring closure to the semester. (The poster presentations will be part of the final project submission). This final assignment is worth 500 points. See more details on this assignment on p.5 under Course Requirements: Key Assignments

### COURSE REQUIREMENTS:

#### *Course Materials & Textbook:*

There is no textbook required for this course. All readings will be posted as a course packet on the course site on Canvas, linked here: [UNT Canvas Course: ARTE 4760: Spring 2026](#) Please refer regularly to this site for the schedule of required readings, assignments, grades, announcements, and other details.

#### Other Materials:

To fully participate in this class, you will need

- **Internet access** to enable content on the [Canvas Learning Management System](#). If circumstances change, you will be informed of other technical needs to access course content.
- **Computer/ tablet.** Please note that Mac computers are available in the CVAD computer labs. You will need these for in-class research and writing work..
- **Software:** Microsoft Word or equivalent; Microsoft Powerpoint or equivalent.
- **Sketchbook/ notebook** for in-class work
- **Art materials needed to complete individual projects** (most art materials will be available in the classrooms 181 and 182), or you should aim to work with sustainable, recycled materials.

#### *Key Assignments [Requirements and Due Dates]*

Please highlight and bookmark this section so you can refer back to it, to keep on-track with your assignment submissions and grades. **PLEASE NOTE THAT ALL ASSIGNMENTS ARE DUE ON THE ASSIGNMENT'S CANVAS DROPBOX NO LATER THAN 9AM OF THE DUE DATE.** Carefully read the [Course Structure and modules](#) on pages 2 and 3 of this document for a synopsis to understanding the connection between what we study in the modules and how you will demonstrate understanding of it through the required assignments.

- **Assignment #1: Critical review of a Multicultural Lesson Plan (100 pts):** This is a group project (groups will be pre-assigned). DUE DATE & TIME: Feb 18th, @9am, on the Dropbox: *Critical Review of a 'Multicultural' Lesson Plan*. Assignment details, a submission checklist, and the assignment rubric is posted on the dropbox on Canvas.
- **Assignment #2: Micro-teaching demo (200 pts):** This is a group project (groups will be pre-assigned). DUE DATE & TIMES: Check your group's assignment due date make a note below: for your group's due date. You need to submit your materials @9am of your presentation day, on the Dropbox: *Microteaching demo materials*. Assignment details, a submission checklist, and the assignment rubric is posted on the dropbox on Canvas.
  - Group 1: *Indian Aesthetics micro-teaching presentation date*: Feb 25th;
  - Group 2: *Islamic aesthetics micro-teaching presentation date*: March 18th
  - Group 3: *Japanese aesthetics micro-teaching presentation date*: March 25th
  - Group 4: *Afrofuturism aesthetics micro-teaching presentation date*: April 1st
  - Group 5: *Indigenous aesthetics micro-teaching presentation date*: April 8th
- **Assignment #3: Teaching to Aesthetic Themes and Approaches (500 pts):** You will work in pairs for this culminating assignment, to support peer-to-peer learning and collaboration. **You need to sign up for your pairs on this Canvas link, NO LATER THAN 9am on April 8th.** DUE DATES & TIME FOR THIS ASSIGNMENT:
  - A complete draft for in-class peer review is due to April 29th @9am, on the Dropbox: *Peer Review Draft*. You are required to bring 2 printouts of the draft to class, for double peer review.
  - Submit your complete revised assignment documents [Aesthetics Teaching Statement+Lesson plan+poster] in the Dropbox: *Teaching to Aesthetic Themes and Approaches*. Assignment details, a submission checklist, and the assignment rubric is posted on the dropbox on Canvas.

**Besides these key assignments, you will be evaluated on attendance and active participation in learning through the semester (worth 200 pts).** More details on this are posted under Course Policies section of this document>[Attendance & Participation](#), and Grading & Assessment (see pp.6, 7, 8), and under Grades>Participation on Canvas.

## COURSE POLICIES

### *Attendance & Participation*

#### Attendance Policy and Guidelines:

- Regular class attendance is a mandatory requirement and use of the full class period is expected. This means you must arrive no later than 1:05pm and leave no earlier than 3:45pm, to receive an attendance check. Being more than 5 minutes late to the start of class will constitute a tardy. Leaving class before being dismissed by the instructor, OR without prior notice and approval, will constitute an early departure. 3 occurrences of late arrivals/early departures = 1 absence. You will be able to track your attendance on Canvas>Attendance.
- You are allowed **2** sick, personal, physical, or mental health days without grading consequences. YOU ARE RESPONSIBLE FOR MAKING UP FOR MISSED CONTENT/LEARNING/ASSIGNMENTS WHEN YOU ARE ABSENT. Review the course materials on Canvas, reach out to your peers to hear what happened in class, and make office-hour appointments for individual consultations and check-ins. These 2 excused absences include illness and religious holidays (do give 2 weeks advance notice to the instructor and your assignment group members). If some other reason comes up, or if you have approved accommodations, please make sure to check in with the instructor so we can formally draft and note approved modifications. **NOTE:**
  - Each additional absence (over the 2 personal days) will result in the lowering of your overall final grade by 2 points.
  - You are responsible for keeping track of your attendance, since absences, tardiness and/or early departures beyond the 2 excused absences could result in course failure. If a serious medical or personal situation occurs affecting attendance, please discuss it with the course instructor.
  - The Dean of Students Office no longer handles 5 consecutive absences, so if an extended absence comes up, please talk to the instructor about accommodations and solutions. [The updated attendance policy is available at this link.](#)

#### Participation Policy and Guidelines:

Here's a checklist of what active participation is defined as in this course:

- **Respect class time:** Show up on time (no later than 1:05pm), leave when class is dismissed (3:45pm)

- Collect your name-tag on the way to your seat, to ensure attendance is noted (remember to turn in your name-tag at the end of class, along with your exit-ticket)
- Actively engage in class: Complete your assigned reading for the day BEFORE you come to class; contribute meaningfully to class/ group discussions at least once per class session (frame a critical question/ offer a solution/ compare or relate the topic to a specific example/ paraphrase or in other ways refer to the texts, to clarify context of text to the discussion topic/ support a peer by engaging in discussion/ analysis..)
  - I understand that some folks might identify as shy or introverted but I ask everyone to be present and share their thoughts at least once each class period. Your opinions, critiques, and reflections matter. 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 plan for your success. I expect each of you to be prepared to share your thoughts and may call on you to do so.
- Active, and vocal participation is a requirement, since teaching, as a profession, is performative, and your participation in class should be a practice for you to practice body language, voice modulation, and general people management skills as a pre-service teacher.
- **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. No phones allowed out while we are in class, UNLESS it is for specific use in a demo (using Padlet and other apps while doing teaching demos or research) You are asked to engage only in course-related activity online, on an honor-basis, to ensure you are focused and engaged in course content while in class.
  - Multi- tasking or frequent texting during our course meetings may result in a loss of participation points.
  - Do not record your peers or class dialogue without written permission from me, and your peers; and do not share recorded sessions or class discussions on social media (including social media groups). This is a privacy (FERPA) violation and can count as harassment.

- Printing out the readings ahead of time or referencing physical notes rather than electronic copies is encouraged.
- **Check Canvas regularly:** To track our class-related correspondence, 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.
- **Bringing Children to class/ 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 detail my personal policy below:
  - All babies exclusively chest-feeding are welcome in class as often as you need. Please feel free to nurse anytime during our virtual classes, turning the camera off is fine for this.
  - 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.

### ***Assessment Policy and Guidelines:***

#### **What course grades mean in this course:**

- A: 90% course average or above. Excellent work produced throughout the semester
- B: 80% course average or above. Good work produced throughout the semester
- C: 70% course average or above. Fair work produced throughout the semester
- D: 60% course average or above. Passing work produced throughout the semester

#### **Grading Policy**

Grades are based on the level of proficiency / mastery of the content achieved as per the provided rubrics for each assignment. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others, and I would rather you measure your success by your own efforts and growth. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate's Study Buddy](#)

(<https://navigate.unt.edu>) tool to join study groups. Maximize your learning with our coaching staff at the Learning Center and writing center.

### Assessment of Late Work

All work should be turned in on time according to the due date specified on the syllabus & calendar & assignment dropbox. For each day (12 hours) your assignment is late by, the grade will drop by 1/3 of a percentage point. Thus, if an A assignment is turned in one day late, then the grade will drop to an A- and so forth unless special permission by the university or a doctor is provided.

### Academic Integrity

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people's work without citations will be violating UNT's Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](#) (<https://policy.unt.edu/policy/06-003>). **If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.**

### How to engage with the texts actively and critically:

- 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- look at the citations to find folks for 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
  - Do you agree/disagree?
  - What questions do you still have?
  - Write down your thoughts while they are still fresh in your mind

### Citations are required:

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 7<sup>th</sup> edition formatting style, and I recommend visiting [Purdue Owl's online citation guide](#) to answer any questions about specific citations. Plagiarized work is unacceptable (this includes the unedited and uncritical use of AI sources like

ChatGPT!) You will receive a zero for the assignment and will be reported possibly resulting in a loss of course credit.

**REMEMBER:** 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” (Sharma, 2026, p. 6).
- Sharma (2026) says “cite your sources” (p. 6).
- Citing your sources is always a good idea (Sharma, 2026, p. 6).

**Talk to me if you are unsure of how to cite something or have questions.**

### ***Course Risk Factor***

According to University Policy, this course is classified as a category two 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.

### ***Disclaimer***

The instructor reserves the right to make modifications to the course schedule, assignments, and information throughout the semester; students will be told what and why with at least a week's notice. Please note that the course contents represent theories and ideas significant to the fields of art and cultural studies. Some ideas and content may not be in alignment with your personal politics and ideologies. You are not expected to agree with or align with presented ideas or topics, but you are expected to engage with them as a demonstration of critical thinking and in how they reference art and philosophical methodologies as part of your professional education, and preparation to teach art and with art and visual culture. Feel free to dissent with the ideas presented, using critical thinking and discursive methodologies, including diligent research, provided in your program.

## UNT POLICIES

### *Student Academic Integrity Policy*

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

### *Academic Integrity Standards and Consequences*

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.

### *ADA Accommodation Statement*

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the **Office of Disability Access** website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

### ***Retention of Student Records***

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### ***Acceptable Student Behavior***

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

### ***Access to Information***

Eagle Connect Students' access point for business and academic services at UNT is located at: Page 3 of 4 [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

### ***Student Evaluation Administration Dates (SPOT Evaluations)***

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [spot.unt.edu](http://spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

## STUDENT SUPPORT SERVICES

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

### **Technology:**

UNT offers heavily discounted Adobe Creative Cloud subscriptions to **currently enrolled students**. <https://news.cvad.unt.edu/adobe-news>. If you already have an active subscription to the Adobe Creative Cloud, purchased through Adobe or another seller, but would like to take advantage of this offer: Adobe will allow you to opt-out of your existing agreement without incurring an early termination fee. See <https://itservices.cvad.unt.edu/adobe/> for details. Each subscription is valid for the entire *academic year*, August 21st 2025-August 31st, 2026. All subscriptions will expire on August 31st, 2026 - regardless of the date of purchase. There is not a prorated price, **the price is \$50 plus a \$3 processing fee year-round**. Students that continue their enrollment at UNT beyond the current academic year will have the option to renew their subscription before the expiration date. These subscriptions allow students to use the Adobe Creative Cloud applications on any device: personally owned computers (home desktop or laptop), university desktop computers (labs and classrooms), laptops (university checkout) and the UNT Online Lab computers. **Students without a subscription may access *some* of the Adobe Creative Cloud applications while using a computer in one of the on-premises classrooms or labs at no cost: cloud features and many applications are not available.** It may take up to two business days for your Adobe Creative Cloud subscription to be activated. Adobe Customer Care can be reached by phone at 1-800-833-6687, you may also visit their support website and talk to someone via chat. Please contact the representatives at [untadobe@unt.edu](mailto:untadobe@unt.edu) if you have any further questions.

### **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as

expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

### ***UNT IT Help Desk***

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Live Chat:** <https://it.unt.edu/helpdesk/chatsupport> (Links to an external site.) **Phone:** 940-565-2324

**In Person:** Sage Hall, Room 330

**Hours and Availability:** Visit <https://it.unt.edu/helpdesk>. For additional support, visit Canvas Technical Help (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### ***Survivor Advocacy***

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](mailto: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](mailto:oeo@unt.edu) or at (940) 565 2759.

### ***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 or someone in the Student Advising office: <https://deanofstudents.unt.edu/resources/foodpantry>

### ***Mental Health & Well Being Resources***

We all could benefit from some extra support during tough times, especially with the effects of the pandemic and current socio-economic events impacting us. 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 one of 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](mailto:careteam@unt.edu),
- Psychiatric Services, (940) 565-2333,
- Individual Counseling, (940) 369-8773,

Feel free to see me or any of faculty member / department chair, 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***

- NAEA Student Chapter (Art Education Dept; contact Dr. Michaela Bachmann).
- Center for Belonging and Engagement
- 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, and you can find so many more groups [here!](#)
- BIPOC Artists Association
- Black Student Union
- Lists of Spiritual Community groups (available at the Student Union/ Sage Hall)

## COURSE CALENDAR/WEEKLY SCHEDULE

PLEASE NOTE THAT READINGS CORRESPONDING TO A DATE ARE MEANT TO BE READ BEFORE THAT CLASS PERIOD

WEEK	DATE	TOPIC OF THE WEEK	READINGS FOR THE DAY	WHAT'S DUE (BY 9AM) FOR THE DAY
1	01/14/26	Introductions, Syllabus, Setting class rules	Review Syllabus & Course materials on Canvas before today's class	Complete Syllabus Quiz by 4pm on Jan 14th.
<b>Module 1: Intro to Aesthetics in Art Teaching</b>				
2	01/21/26	Introduction to Aesthetics: Definitions, role, and scope in art teaching	<ul style="list-style-type: none"> <li>Gulla, A. N., Fairbank, H. C., &amp; Noonan, S. M. (2022) reading (Maxine Greene: an Approach to Aesthetic Education and a Vision of Social Imagination (all groups)</li> <li>Sturken &amp; Cartwright:Chapter1- Viewers make meaning- Intro to Visual Culture</li> <li>Barrett: Chapter 1: Why is that Art?</li> </ul>	1.Upload Signed Syllabus Contract on Canvas 2. Post your reading response #1 to <i>Intro to Aesthetics: Definitions</i> Discussion board by 9am on Jan 21st.
3	01/28/26	Introduction to Aesthetics: Structures & Approaches in art teaching	<ul style="list-style-type: none"> <li>Read Lazzari-Chapter1- Art and Artmaking- Exploring Art Global Thematics.</li> <li>Read TExES ArtEC-12-178-Aesthetics p110-127.pdf</li> </ul>	1.Post your reading response #2 to <i>Intro to Aesthetics: Structures &amp; Approaches</i> Discussion board by 9am on Jan 28th.

4	02/04/26	<p>Introduction to Aesthetics: Discussion &amp; engagement strategies</p>	<p>Read</p> <ul style="list-style-type: none"> <li>Contemporary Approaches to Art Education: <a href="https://art21.org/for-educators/tools-for-teaching/getting-started-an-introduction-to-teaching-with-contemporary-art/contemporary-approaches-to-teaching/">https://art21.org/for-educators/tools-for-teaching/getting-started-an-introduction-to-teaching-with-contemporary-art/contemporary-approaches-to-teaching/</a></li> <li>Starting the Conversation: <a href="https://art21.org/for-educators/tools-for-teaching/getting-started-an-introduction-to-teaching-with-contemporary-art/starting-the-conversation/">https://art21.org/for-educators/tools-for-teaching/getting-started-an-introduction-to-teaching-with-contemporary-art/starting-the-conversation/</a></li> <li>Bad Art, by Jack Watson: <a href="https://magazine.art21.org/2016/11/28/bad-art/#.WJo6ExIrLSc">https://magazine.art21.org/2016/11/28/bad-art/#.WJo6ExIrLSc</a></li> </ul>	<p>1.Post your reading response #3 to <i>Intro to Aesthetics: Engagement Strategies</i> Discussion board by 9am on Feb 4th.</p>
5	02/11/26	<p>Introduction to Aesthetics: Themes, Big Ideas and Essential Questions &amp; connecting lesson plan elements</p>	<p>Sharma (2026): Thematic Big Ideas and lesson planning to aesthetics approaches. (<i>This reading may be changed, please keep an eye out for changes on Canvas</i>)</p>	<p>1.Complete your in-class worksheet and post to the Discussion board by end of class on Feb 11th.</p>

Module 2: Culturally specific aesthetic approaches

6	02/18/26	Indian Aesthetics: The Rasa Theory. Key concepts, and visual strategies	<p>Read:</p> <ul style="list-style-type: none"> <li>Higgins: <a href="https://globalphilosophyresources.com/2017/08/10/rasa-indian-aesthetic-theory/">https://globalphilosophyresources.com/2017/08/10/rasa-indian-aesthetic-theory/</a></li> <li>Sharma (Rasa theory &amp; art teaching)</li> </ul>	<p>DUE: Post your assignment to the <i>Critical Review of a 'Multicultural' Lesson Plan</i> Assignment Folder by 9am on Feb 18th.</p>
7	02/25/26	Islamic Aesthetics: Tawhid as aesthetic experience. Key concepts and visual strategies.	<p>View:</p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=L2uASzcrUAE">https://www.youtube.com/watch?v=L2uASzcrUAE</a></li> <li><a href="https://religionsfacts.com/the-symbolic-meaning-of-arabesque-in-islam/">https://religionsfacts.com/the-symbolic-meaning-of-arabesque-in-islam/</a></li> <li><a href="https://artofislamicpattern.com/resources/educational-posters/">https://artofislamicpattern.com/resources/educational-posters/</a></li> </ul>	<p>DUE: GROUP 1: <i>Indian Aesthetics micro-teaching presentation</i> Micro-teaching demo materials due by 9am, on the Assignment folder titled: <i>Microteaching demo material</i>.</p>
8	03/04/26	No Class meeting: Faculty at NAEA Conference		
9	03/11/26	No Class meeting: SPRING BREAK		

10	03/18/26	<p>Japanese Aesthetics: Wabi-Sabi &amp; Ma as aesthetic frameworks. Key concepts and visual strategies.</p> <p>Guest speaker: Mayu Awada</p>	<p>View:</p> <ul style="list-style-type: none"> <li>• <a href="https://plato.stanford.edu/entries/japanese-aesthetics/">https://plato.stanford.edu/entries/japanese-aesthetics/</a></li> <li>• <a href="https://www.youtube.com/watch?v=gjLe8EcZvlk">https://www.youtube.com/watch?v=gjLe8EcZvlk</a></li> <li>• <a href="https://www.youtube.com/watch?v=izclUXE1K-c">https://www.youtube.com/watch?v=izclUXE1K-c</a></li> <li>• </li> <li>• <a href="https://www.youtube.com/watch?v=QmHLYhxYVjA">https://www.youtube.com/watch?v=QmHLYhxYVjA</a></li> <li>• <a href="https://www.youtube.com/watch?v=f7NXwgfMRHQ">https://www.youtube.com/watch?v=f7NXwgfMRHQ</a></li> </ul>	<p>DUE: GROUP 2: <i>Islamic Aesthetics micro-teaching presentation</i> Micro-teaching demo materials due by 9am, on the Assignment folder titled: <i>Microteaching demo material</i>.</p>
11	03/25/26	<p>Africana/Black Aesthetics: Afrofuturism. Key concepts and visual strategies.</p> <p>Guest speaker: TBA</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Joni Boyd Acuff (2020) Afrofuturism: Reimagining Art Curricula for Black Existence, Art Education, 73:3, 13-21, DOI: 10.1080/00043125.2020.1717910</li> <li>• View: <a href="https://www.youtube.com/watch?v=AxciiimuEZAc">https://www.youtube.com/watch?v=AxciiimuEZAc</a></li> <li>• View: <a href="https://youtu.be/4uWA4CPSx8w?si=qxc40zCQTqz4yQ5Y">https://youtu.be/4uWA4CPSx8w?si=qxc40zCQTqz4yQ5Y</a></li> </ul>	<p>DUE: GROUP 3: <i>Japanese Aesthetics micro-teaching presentation</i> Micro-teaching demo materials due by 9am, on the Assignment folder titled: <i>Microteaching demo material</i>.</p>

12	04/01/26	<ul style="list-style-type: none"> <li>Indigenous Aesthetics: Indigenous futurisms. Key concepts and visual strategies.</li> </ul> <p>Guest Speaker: Dr. Mara Pierce</p>	<ul style="list-style-type: none"> <li>View: Grace Dillon on Indigenous Futurism: <a href="https://www.youtube.com/watch?v=ERLmlA7634I">https://www.youtube.com/watch?v=ERLmlA7634I</a></li> <li>View Indigenous Futurism TEDTalks: <a href="https://www.youtube.com/watch?v=9DsipPjkVHQ">https://www.youtube.com/watch?v=9DsipPjkVHQ</a></li> <li>View Wendy Redstar: <a href="https://www.youtube.com/watch?v=benghUQuumCA">https://www.youtube.com/watch?v=benghUQuumCA</a></li> </ul>	<p>DUE: GROUP 4: <i>Afrofuturism Aesthetics micro-teaching presentation</i> Micro-teaching demo materials due by 9am, on the Assignment folder titled: <i>Microteaching demo material</i>.</p>
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### Module 3: Teaching to Aesthetic Themes and Approaches

13	04/08/26	<ul style="list-style-type: none"> <li>Concepts &amp; Strategies Review.</li> <li>Intro to final project (Aesthetics Portfolio comprising: 1) Teaching Statement, 2) Multiculturalism lesson plan analysis &amp; revision, 3) microteaching demo materials, 4) Lesson plan &amp; 5) poster presentation, and 6) APA 7th ed. style Reference list).</li> </ul>	<p>Review:</p> <ul style="list-style-type: none"> <li>Final Project: Aesthetics Portfolio Guide &amp; Rubric &amp; Workbook.</li> </ul>	<ul style="list-style-type: none"> <li>DUE: GROUP 5: <i>Indigenous Aesthetics micro-teaching presentation</i> Micro-teaching demo materials due by 9am, on the Assignment folder titled: <i>Microteaching demo material</i>.</li> <li>Complete Concepts &amp; Strategies Review (Canvas Quiz)</li> </ul>
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14	04/15/26	<ul style="list-style-type: none"> <li>In class Workshop: Framing a statement to teaching with Aesthetics</li> </ul>	Work on: <ul style="list-style-type: none"> <li>Final Project: Aesthetics Portfolio Workbook.</li> </ul>	
15	04/22/26	Workshop: Aligning the portfolio with the claims in the teaching statement; Big Idea, Concept(s), Outcomes, & Teaching Strategies.	Work on: <ul style="list-style-type: none"> <li>Final Project: Aesthetics Portfolio Workbook.</li> </ul>	
16	04/29/26	Peer Review: getting feedback on portfolio drafts	Revise your drafts as per peer & instructor feedback	1.DUE: Drafts for review on Canvas <i>Drafts for Peer Review</i> Discussion board by 9am. 2.DUE: Complete SPOT evaluations
17	05/06/26	Final Poster presentations and critiques; closing discussion.		1.DUE by 9am of May 6th: Final portfolio package, on the <i>Teaching Aesthetics Portfolio Assignment</i> Dropbox on Canvas. 2.Bring in a 11x17 printed version of your poster for discussion and critique.

Please note that you will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, citing the [Emergency Notifications and Procedures Policy \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

## ASSIGNMENTS DUE DATES & DATES TO REMEMBER: AT A GLANCE

Assignment Name	Due Date & Time	Submit to:	Points worth:	Submission Checklist
Syllabus Quiz	@4pm on Jan 14th	Canvas Quizzes>Syllabus Quiz	10 pts (Participation)	<input type="checkbox"/> Complete quiz
Signed Syllabus Contract	@9am Jan 21st	Canvas Assignments>Signed Syllabus Contract	10 pts (Participation)	<input type="checkbox"/> Sign and upload syllabus contract
Reading Response #1: Introduction to Aesthetics: Definitions, role, and scope	@9am Jan 21st	Canvas Discussion Board> Introduction to Aesthetics: Definitions, role, and scope in art teaching	10 pts (Participation)	<input type="checkbox"/> Post your reading responses in response to the posed questions
Reading Response #2: Intro to Aesthetics: Structures & Approaches.	@9am Jan 28th	Canvas Discussion Board> <i>Introduction to Aesthetics: Structures &amp; Approaches</i>	10 pts (participation)	<input type="checkbox"/> Post your reading responses in response to the posed questions
Reading Response #3: Intro to Aesthetics: Discussion & engagement strategies.	@9am Feb 4th	Canvas Discussion Board> Introduction to Aesthetics: Discussion & engagement strategies	10 pts (participation)	<input type="checkbox"/> Post your reading responses in response to the posed questions
Reading Response #4: Introduction to Aesthetics: Themes, Big Ideas and Essential Questions & connecting lesson plan elements.	@4pm, Feb 11th	Canvas Discussion Board> Introduction to Aesthetics: Themes, Big Ideas and Essential Questions	10 pts (participation)	<input type="checkbox"/> Complete your in-class worksheet and post to the Discussion Board by the end of class on Feb 11th.



Assignment Name	Due Date & Time	Submit to:	Points worth:	Submission Checklist
Critical Review of a 'Multicultural' Lesson Plan Assignment	@9am on Feb 18th	Canvas Assignments>Critical Review of a Multicultural Lesson Plan		<input type="checkbox"/> Complete and post your assignment to the <i>Critical Review of a 'Multicultural' Lesson Plan Assignment Folder</i>
NO CLASS ON MARCH 4th or MARCH 11 (for NAEA Conference & Spring Break)				
Microteaching Demo materials	Group 1: @9am on 2/25. Group 2: @9am on 3/18 Group 3: @9am on 3/25 Group 4: @9am on 4/01 Group 5: @9am on 4/08	Canvas>Assignments > MicroTeaching Demo Materials		<input type="checkbox"/> Complete and post your assignment to the <i>MicroTeaching Demo Materials (Group) Assignment Folder</i> by your presentation topic date
Concepts & Strategies Review Quiz	@2pm on 4/08	Canvas Quizzes>Concepts and Strategies Quiz	10 pts (participation)	<input type="checkbox"/> Complete quiz on Canvas (in-class quiz)
Peer Review Full Draft	@9am on 4/29	Canvas Discussion Board> Peer Review Drafts	10 pts (participation)	<input type="checkbox"/> Post full draft of final portfolio project on Canvas discussion board; <input type="checkbox"/> Bring in 2 hard copies for peer annotation

Assignment Name	Due Date & Time	Submit to:	Points worth:	Submission Checklist
Final Project submission: Teaching to Aesthetics portfolio	@9am on 05/06	Canvas>Assignments>Teaching to Aesthetics Portfolio		<input type="checkbox"/> Upload ALL required elements of the final portfolio: <input type="checkbox"/> Teaching Statement: Approach to Aesthetics <input type="checkbox"/> Multicultural Lesson Plan: Critical Revision <input type="checkbox"/> Micro-Teaching Demo <input type="checkbox"/> Teaching to Aesthetics: Lesson Plan <input type="checkbox"/> Teaching to Aesthetics: Concept Poster
Teaching to Aesthetics: Concept Poster presentation	@1pm on 05/06	Bring printout of your concept poster to class, for discussion and feedback.	10 pts (participation)	<input type="checkbox"/> Bring printout of your concept poster to class, for discussion and feedback.
SPOT Evaluation	BEFORE May 01st	SPOT evaluations links via your email OR on Canvas	10 pts (participation)	<input type="checkbox"/> Post a screenshot of your notice of Completing of your SPOT Evaluation for this class

### ***Grading Breakdown by Points***

- **Participation (200 points):**
  - *Classwork:* 100 points classwork
    - Syllabus Quiz: 10pts
    - Syllabus contract: 10pts
    - Reading Responses (on Discussion Board) x 4: 40pts
    - Concepts & Strategies Review Quiz: 10pts
    - Peer Review: 10pts
    - Teaching to Aesthetics Concept Poster presentation: 10pts
    - SPOT Evaluation: 10pts
  - *Attendance & Respect for Class Rules:* 100 points (these 100 pts will be given at 2 check-points: 50 points@ midterm, and 50 points at end of term.)
- **Multicultural Lesson Plan Critique and Revision (100 points)**
- **Micro-teaching Demo Materials (200 points)**
- **Teaching to Aesthetics Portfolio (500 points):** Includes
  - Teaching Statement: Approach to Aesthetics
  - Multicultural Lesson Plan: Critical Revision
  - Micro-Teaching Demo
  - Teaching to Aesthetics: Lesson Plan
  - Teaching to Aesthetics: Concept Poster