

AEAH 3753:001 VISUAL ART STUDIES: FOUNDATIONS OF VISUAL ART STUDIES
FALL 2010 MON./WED. 9-10:20AM ROOM 219

NADINE KALIN, PhD OFFICE #: 217 OFFICE HRS: Thurs. 2-5pm or by apt. EMAIL: Nadine.Kalin@unt.edu

COURSE DESCRIPTION: This course serves as an introduction to the field of art education. Partial field experience required. 3 hours.

REQUIRED TEXTBOOKS: Bates, J. K. (2002). *Becoming an art teacher*. Belmont, CA: Wadsworth.

Additional readings will be distributed in class.

COURSE CONTENT: the course addresses the following topics:

Foundations of Art Education:

- Historical developments in art education
- Philosophies and theories in art education

Beginning Pedagogy:

- Structuring authentic instructional art experiences through curriculum development
- Standards-based art education and the implications for teaching
- Child development overview

Professionalism in Art Education:

- Standards in art teaching and learning
- Professional organizations—TAEA/NAEA/UNT NAEA Student Chapter

COURSE OBJECTIVES:

1. articulate a rationale for art education in our schools
2. contextualize the practice of art teaching historically and contemporarily
3. create instructional opportunities that are grade appropriate and inline with developmental theory
4. introduction to student teacher standards
5. identify resources for art teaching and professionalism
6. apply concepts, strategies, and content of the discipline in curriculum development
7. record reflective responses that apply theory to practice related to art education

COURSE STRUCTURE: A wide variety of teaching strategies and methodologies will be introduced and modeled during the course, including lecture, discussion, group and individual projects. The course meets for 3 hours weekly.

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	10%
Postcard from the Edge	5%
Student Drawing & Interview	10%
Interacting with an Artwork	5%
Analyzing Lessons	5%
Altered Lesson Plan	10%
Service Learning Experience	5%
Service Learning Reflection	5%
Mid-Term	25%
Art Game	20%

NB: Text-based assignments must be submitted as email attachments labeled as follows: [surname][title of assignment], for example smithbookreview.doc or .dotx

GRADING: An A grade will be 90% or above, B = 80-89%, C = 70-79%, D = 60-69%, and below 60% an F. In order to continue in the program you need to earn 70% or higher in every education class.

ATTENDANCE/LATE WORK POLICY: Attendance and full participation is essential and expected in this class. Each student is allowed two absences. **For three or more absences, the final grade will be lowered at least one letter grade. Any combination of two late arrivals or early leaves equals one absence.** You are responsible for completing all assignments and turning them in on the written or announced due date. 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. **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**; therefore, it should not be relied upon as the final source of assignments.

AMERICAN DISABILITIES ACT: CVAD is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

COURSE RISK FACTOR: According to University Policy, this course is classified as a category **one** course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others. Students who are pregnant or will become pregnant during the course of the semester are advised to check with their doctor immediately to determine if any additional risks are reason to postpone this course until a later semester. Upon request, your professor will provide a list of chemicals and safety issues for your doctor to review. Material Safety Data Sheets are available on all chemicals. It will be up to you and your doctor to determine what course of action to take.

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 Center for Student Rights and Responsibilities 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.unt.edu/csrr

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.*

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.

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.**

The professor retains the right to change the syllabus with or without notice

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STUDENT ACKNOWLEDGEMENT
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I _____ (print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

AEAH 3753:001
Course number and section

TWO
Risk Rating

Student full name (print)

Student e-mail address (print)

Student phone #

Signature

Date

Nadine Kalin, PhD
Faculty Name

Signature

Date

_____ I have read the "Permission to Use Student Work" document and agree to the publication of examples of my class projects.

_____ I have read the "Permission to Use Student Work" document and do not agree to the publication of examples of my class projects.

Tentative schedule subject to change by professor

DATE	TOPIC	ASSIGNMENTS DUE	READ FOR CLASS
1. Mon. Aug. 30	Course Introduction		
2. Wed. Sept. 1	NAEA Student Chapter / Professional Development		
3. Mon. Sept. 6	Labor Day		
4. Wed. Sept. 8	Paths to Art Education	Post Cards from the Edge	
5. Mon. Sept. 13	Portfolio Review Session		
6. Wed. Sept. 15	Teacher Candidate Standards		Bates, pp. 282-287
7. Mon. Sept. 20	Rationales and Histories of Art Ed.		Bates, pp. 1-15
8. Wed. Sept. 22	Developmental Stages Part 1	Student Drawing & Interview	
9. Mon. Sept. 27	Developmental Stages Part 2		Bates, pp. 18-22
10. Wed. Sept. 29	Language of Art Ed.		Bates, pp. 112-128
11. Mon. Oct. 4	Approaches to Art History	Interacting with an Artwork	Bates, pp. 241-254
12. Wed. Oct. 6	Teaching Art Criticism		Bates, pp. 208-238
13. Mon. Oct. 11	Types of Productive Activities		Bates, pp. 22-38
14. Wed. Oct. 13	Lesson Planning		Bates, pp. 69-94
15. Mon. Oct. 18	Lesson Planning	Analyzing Lessons	Kalin & Kind, (2005). Planning for art that matters. <i>CAT</i> , 4(2), 10-16.
16. Wed. Oct. 20	Diverse Learners		Bates, pp. 170-191
17. Mon. Oct. 25	In-Lieu of Service Learning		
18. Wed. Oct. 27	Lesson Sharing	Altered Lesson Plan	
19. Mon. Nov. 1	Post-modern Art Ed. & VCAE		Gude, (2004). Post-modern principles. <i>Art Education</i> , 57(1), 6-14. Yujie, (2007). Teaching visual culture in the 21 st century art classroom. <i>Translations: From Theory to Practice</i> , 16(2).
20. Wed. Nov. 3	Mid-term review		
21. Mon. Nov. 8	Learning through Art Games		Bain & Newton, (2003). Art games. <i>Art Education</i> , 56(5), 33-40.
22. Wed. Nov. 10	Mid-Term Exam		
23. Mon. Nov. 15	Connecting Theory to Practice	Service Learning Reflections	
24. Wed. Nov. 17	Art Game meetings		
25. Mon. Nov. 22	Art Game meetings		
26. Wed. Nov. 24	Thanksgiving Break		
27. Mon. Nov. 29	Independent Research \ Prep		
28. Wed. Dec. 1	Preparing for the Next Steps		
29. Mon. Dec. 6	Art Game Presentations		
30. Wed. Dec. 8	Art Game Presentations		
31. Mon. Dec. 13	Final Meeting - 8:00-10:00AM		