

NADINE KALIN, PhD

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

**REQUIRED TEXTBOOKS:** Stewart, M.G. & Walker, S.R. (2005). *Rethinking curriculum in art*. Davis. On reserve at Eagle Commons Library (call # N362 .S73 2005)

Additional readings will be available on course Blackboard Learn site (<https://learn.unt.edu/>).

**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
- Standards-based art education and the implications for teaching

**Professionalism in Art Education:**

- Standards and dispositions for art teachers
- Professional organizations—TAEA/NAEA/UNT NAEA Student Chapter

**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 are age appropriate
2. identify resources for art teaching and professionalism
3. apply concepts, strategies, and content from contemporary art practice in curriculum development
4. record reflective responses that apply theory to practice related to art education based on service learning experiences
5. develop assessment strategies inline with the knowledge and competencies required in art curriculum
6. demonstrate their understanding in oral presentations

**COURSE STRUCTURE:** A wide variety of teaching strategies and methodologies will be introduced and modeled during the course, including lecture, discussion, oral presentations, group sharing, and individual project work to help students achieve the course objectives. The course meets for 3 hrs 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 (based on Dispositions Evaluation)	10%
Interacting with an Artwork	5%
Mock Lesson Plan Presentation	5%
Mock Lesson Plan	10%
Mid-Term	25%
Service Learning Experience	5%
Service Learning Reflection	5%
Contemporary Art Lesson Plan Presentation	10%
Contemporary Art Lesson Plan	20%
Big Idea Unit Worksheet	5%

*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. MISSED CLASS PRESENTATIONS WILL NOT BE RESCHEDULED FOR THIS COURSE

**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](http://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](http://www.unt.edu/csrr)

**Student Code of Conduct:** Students in this course are subject to the University of North Texas code of student rights and responsibilities available at [www.unt.edu/csrr](http://www.unt.edu/csrr). By taking this course, you agree to refrain from any-and-all forms of physical and/or verbal abuse, harassment, threats, or intimidation towards students, faculty, staff or others associated with course delivery or instruction. Cases of harassment, threats or abuse will be reported to University authorities.

**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](http://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**  
**AEAH 3753:001      FALL 2013**

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

ONE  
Risk Rating

\_\_\_\_\_  
Student full name (print)

\_\_\_\_\_  
Student e-mail address (print)

\_\_\_\_\_  
Student phone #

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Nadine Kalin, PhD  
Faculty Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

DATE	TOPIC	ASSIGNMENTS DUE	READ/VIEW FOR CLASS
1. Wed. Aug. 28	Course Introduction NAEA Student Chapter 9:30am		
2. Mon. Sept. 2	Labor Day		
3. Wed. Sept. 4	Program Overview Tim Sutton, Director of Clinical Practice 9:30am	Bring any questions	
4. Mon. Sept. 9	Art Education Histories & Rationales		
5. Wed. Sept. 11	Rethinking the Visual Arts Curriculum		Stewart & Walker (2005) Chaps. 1-2
6. Mon. Sept. 16	ARR Dispositions to Teaching Teacher Candidate Standards		
7. Wed. Sept. 18	Interacting with an Artwork Part 1	Interacting with an Artwork	
8. Mon. Sept. 23	Interacting with an Artwork Part 2		
9. Wed. Sept. 25	Teaching Dispositions Progress Meetings	Mid-Point Dispositions Self-Assessment	
10. Mon. Sept. 30	Enduring Ideas in Visual Arts Education		Stewart & Walker (2005) Chap. 3
11. Wed. Oct. 2	Enduring Ideas in Visual Arts Ed. Continued		Stewart & Walker (2005) Chap. 4
12. Mon. Oct. 7	Planning for Visual Arts Instruction Types of Productive Activities		Stewart & Walker (2005) Chap. 5
13. Wed. Oct. 9	Lesson Planning		Kalin & Kind, (2005). Planning for art that matters. <i>CAT</i> , 4(2), 10-16.
14. Mon. Oct. 14	Mock Lesson Presentations	Mock Lesson Plan	
15. Wed. Oct. 16	Mock Lesson Presentations Continued		
16. Mon. Oct. 21	Visual Arts Assessment		Stewart & Walker (2005) Chap. 6
17. Wed. Oct. 23	Visual Culture and the Curriculum		Stewart & Walker (2005) Chap. 8
18. Mon. Oct. 28	Visual Arts Integration		Stewart & Walker (2005) Chap. 7
19. Wed. Oct. 30	Lesson Plan Work Session		
20. Mon. Nov. 4	Mid-Term Review		
21. Wed. Nov. 6	In-Lieu of Service Learning		
22. Mon. Nov. 11	Mid-Term Exam		
23. Wed. Nov. 13	Planning Meetings	Big Idea Unit Worksheet	
24. Mon. Nov. 18	Planning Meetings	Big Idea Unit Worksheet	
25. Wed. Nov. 20	Connecting Theory to Practice	Service Learning Reflections	
26. Mon. Nov. 25	Preparing for the Next Steps		
27. Wed. Nov. 27	Independent Review of Learning	Final Dispositions Self-Assessment	
28. Mon. Dec. 2	Contemporary Art Lesson Plan Presentation	Contemporary Art Lesson Plan	
29. Wed. Dec. 4	Contemporary Art Lesson Plan Presentation		
30. Mon. Dec. 9	Final Meeting		

*Tentative schedule subject to change by professor*