

**AEAH 4795.002: TOPICS IN VISUAL ARTS STUDIES: MULBERRY STREET STUDIO (CHILD ART PROGRAM)**  
**Fall 2019, Mondays 3–5:50PM, room ART 182 NADINE KALIN, PhD | Office #220C | Office Hrs.: Mon., 2-3pm | Email: kalin@unt.edu**

**Catalogue Description:** AEAH 4795. Topics in Visual Arts Studies. 3 hours. Selected topics related to the field of art education. May be repeated for credit as topics vary. Prerequisite(s): AEAH 3753.

**Course Overview:** Throughout the course, students will creatively explore what it means to engage curriculum and pedagogical methods. Students will plan art lessons and run our Mulberry Street Studio inspired by artist Matthew Ritchie's work. After drafting and rehearsing our lessons while concurrently sustaining explorations into materials-based inquiry, students will welcome and teach area students in our child art program. In conjunction with the Mulberry Street Studio program, students will not only document and reflect on their experiences, but they will also be challenged to demonstrate professional practices such as complete appropriate training for working with youth and implement management strategies for teaching.

**Readings:**

- Boogren, T.H. (2018). *The beginning teacher's field guide : Embarking on your first years (self-care and teaching tips for new teachers)*. Solution Tree. Available for digital download through UNT library.
- Edwards, C., Gandini, L., & Forman, G. (Eds.). (2011). *The hundred languages of children: The Reggio Emilia experience in transformation* (3<sup>rd</sup> ed.). Santa Barbara, CA: Praeger. Available for digital download through UNT library.
- Fawcett, M. & Watson, D. (2016). *Learning through child observation* (3<sup>rd</sup> ed.). London, UK: Jessica Kingsley Publishers. Available for digital download through UNT library.
- Pacini-Ketchabaw, V., Kind, S., & Kocher, L. (2017). *Encounters with materials in early education*. New York, NY: Routledge. Available for digital download through UNT library.
- Whitaker, T., Good, M.W., & Whitaker, K. (2016). *Your first year: How to survive and thrive as a new teacher*. Routledge. Available for digital download through UNT library.
- Additional journal articles available through UNT library ejournals and online sources.

**Required Equipment:** You will need a camera, a voice recorder (phone is fine), and a journal for this course. Art and other materials will be provided.

**Course Goals:** The goals of this course include to...

- Provide first hand opportunities for students to work with youth while implementing curriculum, professional dispositions, and pedagogical strategies.
- Collaborate with others as they plan and facilitate art experiences in the child art program.
- Practice documenting real life experiences related to learning in the visual arts.
- Provide an opportunity to simultaneously make, teach, research, and reflect on contemporary art and art practices.
- Curate an exhibition of children's work.

**Course Objectives:** Among much unforeseen learning, it is anticipated that students will:

- Create curriculum appropriate for child art program participants.
- Collaboratively plan and teach in the child art program.
- Implement and critically reflect on teaching strategies and pedagogies of visual arts education.
- Observe, record, collect, and document how child art program participants learn in the visual arts.
- Analyze and extend qualitative data within a reflective journal.

**Course Structure:** For the first half of the semester, students will meet as a class to discuss assigned course readings/topics, work with art materials, and develop curriculum with the course instructor's guidance. For the second half, students will collaboratively teach and facilitate art experiences at the child art program, collect data, and assess/reflect as a means to guide the next week's session. At the end of the semester, there will be an exhibition of the children's work.

**Required Training and University Paperwork (all paid for by the University of North Texas)**

First things first. This is a very special course considered a camp for minors by the university and state of Texas. As you will be involved with the teaching of youth and considered 'staff' of this 'camp', there are requirements that must be met similar to your upcoming observation hours and clinical practice experience. In conjunction with the course and our running of the child art program, you will undertake a mandatory criminal background check administered through the university, be required to complete a model release form, fulfil a compulsory online training regarding the prevention of child molestation and abuse, and review university policy regarding your role in the child art program. This will all be outlined during the first week of our course and all will be closely monitored by the university. If you are concerned about passing a background check, please schedule an appointment with the VART Program Coordinator, Dr. Nadine Kalin as soon as possible.

**Student Responsibilities:** Attendance and participation are critical to the success of this course. Students are expected to come to each class ready to discuss assigned readings. Students are responsible for the program's art instruction and are obligated to members of their teaching team and to others in the class. While a focus and framework of activities will be provided for each day of the art program, students are accountable for preparing specific motivations, locating resources, and giving instruction for one session. *Please anticipate meeting with your teaching team outside of class if necessary and to spend extra time planning and preparing for the art program.* As well, each student will be assigned art program participants to assist and carefully document throughout the course. Note that when other groups are leading the class, we will all be responsible for their child participants. Each student is also responsible for classroom set-up and clean-up and for storing participants' work in appropriate areas. Moreover, students will take an active part in planning and facilitating an exhibit of art program participants' work at the end of the course.

**Student Evaluation and Assignments:** Evidence of progress will be assessed through the following:

**Paperwork, Background Check, and Training (5%)** due dates TO BE ANNOUNCED

1. signed Syllabus Acknowledgement Form (submit digitally signed form on Canvas)
2. reviewed and signed Program for Minors university policy (submit digitally signed form on Canvas)
3. signed Model Release form (submit digitally signed form on Canvas)
4. completed Criminal Background Check run through the university (the university will let me know)
5. completed online Staff Training (molestation and abuse) certification (submit copy of certificate on Canvas)

**Collaborative Lesson Planning and Teaching (40% in total)** rolling due dates, see attached schedule

Throughout the semester, you will create an age appropriate lesson plan in assigned groups and have two teaching opportunities. First, you will create a lesson plan with your assigned group members. Your group must meet with the instructor at least one time prior to the first teaching opportunity. You

may also need to undertake research related to your topic of instruction, experiment with art processes, and/or collect a variety of quality visual resources to use in your instruction. **Meeting with the instructor** one week IN ADVANCE of your in class teaching is worth 5% of your grade. Once you have met with the instructor, you will have your first teaching opportunity, called the **teaching dry run**. The teaching dry run is an opportunity for you to explore your group's options in planning instruction, collaboratively teach your lesson to your classmates, and attempt to work out any issues before implementing the lesson at the child art program. This teaching dry run is worth 5% of your grade. One week AFTER your teaching dry run, you must turn in a **draft lesson plan** to the instructor. This draft of your lesson plan is worth 5% of your grade. The final version of your lesson plan must be turned in one week PRIOR to your assigned teaching date at the child art program. (See attached schedule for rolling assignment dates.) Lastly, you will teach your collaborative lesson plan during the child art program. The collaborative **teaching in the child art program**, based on your lesson plan, is worth 15% of your grade.

**Reflective Writing (10%)** due one week after Teaching in Child Art Program

The reflective writing component is due one week after you teach your lesson at child art program. In this reflective writing piece, you will provide an overall summary of the experience as well as specific moments that caught your attention. You will identify areas of your lesson, such as strategies, materials, methods, etc., that you found successful, and areas that did not go as planned or were unsuccessful in your mind. These are the areas where you can grow your practice, tweaking and evaluating it as you continue to develop your teaching style. Your reflective writing submission must be no more than three pages.

**Visual Journal (15%)** Sample page (5%) due Monday, Nov. 4. Full Visual Journal (10%) due Monday, Dec. 9 (7 entries)

There are two due dates associated with this assignment—a sample page will be **submitted by the end of Monday, November 4** [scanned and submitted to professors via Canvas] and then the completed, entire assignment needs to be submitted electronically by the end of **December 9**. Document in detail your participants' work throughout the art program. Each week record and drill down on an interaction, moments of dialogue, something you witnessed, a gesture, or some other occurrence you are curious about. Include photo documentation of these interactions and any artistic response you wish as well as written documentation of both process and product along with your participants' actions, thinking, interactions, creating, responses, and dialogue. This Journal must be submitted as a single PDF on Canvas.

**Participation (30%)** As participation is critical in this course, 30% of your final grade will be based on how effectively you demonstrate the following:

- Arriving on time for class and staying throughout, including clean-up at the end of class
- Participation in discussions (whole class and small group)
- Preparedness (having read the required readings, bringing the required materials, etc.)
- Willingness to experiment with materials, thought, and implementation related to visual arts lessons
- Helping to keep the environment clean and conducive to learning
- Attentive listening (regardless of who is speaking or presenting)
- Working collaboratively and collegially with your group and with the other members of the class
- Being available to meet with members of your teaching team outside of class if necessary
- Arriving early on the day of your instruction in order to set up before class
- Respectful interactions with the instructor, colleagues, children participants, and their families
- Engagement with children when other teams are instructing
- Developing and applying management techniques
- Helping with planning, set-up, and facilitation of the final open studio art exhibition
- Sharing knowledge, expertise, and resources
- Demonstrating flexibility in making the art program run as smoothly as possible
- Taking initiative and demonstrating a professional attitude throughout the course.

**Grading is broken down in the following way:**

- Paperwork, Background Check, and Training (5%)
- Collaborative Lesson Planning, Teaching, and Reflection (**40% in total**)
  - Meeting with Instructor (5%) (group grade—1 submission)
  - Teaching Dry Run (5%) (individually graded)
  - Draft Lesson Plan (5%) (group grade—1 submission)
  - Teaching in Child Art Program (15%) (individually graded)
  - Final Lesson Plan (10%) (group grade—1 submission)
- Reflective Writing (10%)
- Visual Journal (**15% in total**)
  - Sample (5%)
  - Completed Visual Journal (10%)
- Participation (30%)

**Grading:** A grade will be 90% or above, B = 80–89%, C = 70–79%, D = 60–69%, and below 60% is an F.

**Attendance and Work Policy:** Attendance and full participation are essential and expected in this class. Each student is allowed one absence. For any absence beyond one, the final grade will be lowered one letter grade. Any combination of two late arrivals or early leaves equals one absence. If you are late 3 times or you are absent more than once and accrue a late on top of this, your letter grade will be lowered. 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 due date in order for it to be considered on time. If you are absent on a teaching day, your teaching assignment will receive a zero grade. Late assignments will be reduced one full letter grade. If you miss a class session, it is your responsibility to find out assignments and obtain notes/handouts from classmates.

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

**Sexual Discrimination, Harassment, & 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](http://www.unt.edu/csrr) for further information.

**Emergency Notifications and 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), 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.

**Plagiarism Policy:** Taking credit for someone else's words, ideas, art works, lesson plans, etc., without giving them credit constitutes plagiarism. Plagiarized work will receive a zero and the matter will be reported to the department in which case you may lose credit for the entire course. Therefore, reference all of your sources, including those taken from the Internet. Moreover, 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.

## Student Acknowledgement

### AEAH 4795.002 Topics in Visual Arts Studies Fall 2019

I (print name) \_\_\_\_\_ 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.

Student Email: \_\_\_\_\_

Student Phone Number: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: Dr. Nadine Kalin

Risk Rating: 2

## AEAH 4795.002: TOPICS IN VISUAL ARTS STUDIES FALL 2019

DATE	FOCUS	MATERIAL	ASSIGNMENTS	READ FOR CLASS (AVAILABLE AT UNT LIBRARY ONLINE RESOURCES OR ONLINE)
Week 1 Aug. 26	<b>INTRODUCTION</b> Introduction to course and MSS Lesson planning	<b>Diagramming</b>	•Group 1 meets with Dr. Kalin BEFORE next class	
Week 2 Sept. 2	<b>LABOR DAY—No Class</b>			
Week 3 Sept. 9	<b>Group 1 Dry Run</b> Matthew Ritchie Backwards design	Moving Diagrams Paper/Fiber/Wire	•Group 2 meets with Dr. Kalin	<ul style="list-style-type: none"> <li>Matthew Ritchie websites on Canvas</li> <li>Pacini-Ketchabaw &amp; Kind, <i>Encounters with materials</i>, Chaps. 1.&amp; 2.</li> </ul>
Week 4 Sept. 16	<b>Group 2 Dry Run</b> Children Teaching strategies	Stop Motion	<ul style="list-style-type: none"> <li>Group 3 meets with Dr. Kalin</li> <li>Group 1 lesson plan draft</li> </ul>	<ul style="list-style-type: none"> <li>Fawcett &amp; Watson. <i>Learning through child observation (LTO)</i>, Chap 2.</li> <li>Kalin &amp; Kind (2005). Invitations to understanding. <i>Art education</i>, 59(3), 36-41. (article: see myunt library ejournals)</li> </ul>
Week 5 Sept. 23	<b>Group 3 Dry Run</b> Observation and Visual Journal	Fibers	<ul style="list-style-type: none"> <li>Group 4 meets with Dr. Kalin</li> <li>Group 2 lesson plan draft</li> </ul>	<ul style="list-style-type: none"> <li>Fawcett &amp; Watson. <i>LTO</i>, Chap. 8.</li> <li>Fendler &amp; Hamrock (2018). Feeling free? <i>Art education</i>, 71(4), 22-28. (article: see myunt library ejournals)</li> </ul>
Week 6 Sept. 30	<b>Group 4 Dry Run</b> Listening and Documentation	Wire	<ul style="list-style-type: none"> <li>Group 5 meet with Dr. Kalin</li> <li>Group 3 lesson plan draft</li> </ul>	<ul style="list-style-type: none"> <li>Edwards, Gandini, &amp; Forman (Eds.). (2011). <i>The hundred languages of children [HLC]</i>, Chap.13.</li> <li>Fawcett &amp; Watson,. <i>LTO</i>, Chap 9.</li> </ul>
Week 7 Oct. 7	<b>Group 5 Dry Runs</b> Classroom Organization	Scale	<ul style="list-style-type: none"> <li>Groups 6 &amp; 7 meet with Dr. Kalin</li> <li>Group 4 lesson plan draft</li> </ul>	<ul style="list-style-type: none"> <li>Vieth, K. (2009). Strategies for organization in art. <i>School Arts</i>, 109(3),8. On Canvas.</li> <li>Whitaker, Good, &amp; Whitaker (2016). <i>Your first year: How to survive and thrive as a new teacher [YFY]</i>, Section1.</li> <li>Boogren, (2018). <i>The beginning teacher's field guide [BTFG]</i>, Section 1.</li> </ul>
Week 8 Oct. 14	<b>Group 6 &amp; 7 Dry Run</b> Management	Experience Exhibition	<ul style="list-style-type: none"> <li>Group 5 lesson plan draft</li> <li>Group 1 final lesson plan due</li> </ul>	<ul style="list-style-type: none"> <li>Whitaker, Good, &amp; Whitaker. <i>YFY</i>, Section 2.</li> <li>Boogren, (2018). <i>The beginning teacher's field guide [BTFG]</i>, Section 2.</li> <li><a href="https://www.wtc.ie/images/pdf/Classroom_Management/cm6.PDF">https://www.wtc.ie/images/pdf/Classroom_Management/cm6.PDF</a></li> </ul>
Week 9 Oct. 21	<b>MSS DAY 1</b> <b>Group 1 teaches</b>	MSS—Moving Diagrams— Paper/Fiber/Wire	<ul style="list-style-type: none"> <li>Groups' 6 &amp; 7 lesson plan drafts</li> <li>Group 2 final lesson plan due end of day Tuesday, Oct. 22</li> </ul>	
Wk. 10 Oct. 28	<b>MSS DAY 2</b> <b>Group 2 teaches</b>	MSS—Stop Motion	<ul style="list-style-type: none"> <li>Group 1 Reflective Writing due</li> <li>Group 3 final lesson plan due end of day Tuesday, Oct. 29</li> </ul>	
Wk. 11 Nov. 4	<b>MSS DAY 3</b> <b>Group 3 teaches</b>	MSS—Fibers	<ul style="list-style-type: none"> <li>Visual journal sample due</li> <li>Group 2 Reflective Writing due</li> <li>Group 4 final lesson plan due end of day Tuesday, Nov. 5</li> </ul>	
Wk. 12 Nov. 11	<b>MSS DAY 4</b> <b>Group 4 teaches</b>	MSS—Wire	<ul style="list-style-type: none"> <li>Group 3 Reflective Writing due</li> <li>Group 5 final lesson plan due end of day Tuesday, Nov. 12</li> </ul>	
Wk. 13 Nov. 18	<b>MSS DAY 5</b> <b>Group 5 teaches</b> SPOT Evaluations Nov. 18—Dec. 5	MSS—Scale	<ul style="list-style-type: none"> <li>Group 4 Reflective Writing due</li> <li>Group 6 final lesson plan due end of day Tuesday, Nov. 19</li> </ul>	
Wk. 14 Nov. 25	<b>MSS DAY 6</b> <b>Group 6 teaches</b>	MSS—Experience	<ul style="list-style-type: none"> <li>Group 5 Reflective Writing due</li> <li>Group 7 final lesson plan due end of day Tuesday, Nov. 26</li> </ul>	
Wk. 15 Dec. 2	<b>MSS DAY 7</b> <b>Group 7 teaches</b>	MSS—Exhibition	<ul style="list-style-type: none"> <li>Group 6 Reflective Writing due</li> </ul>	
			<ul style="list-style-type: none"> <li>Full Visual Journal due Monday, Dec. 9</li> <li>Group 7 Reflective Writing due Dec. 10</li> </ul>	