

## ART 5900.704: ELEMENTARY ART EDUCATION PRACTICES

SPRING 2024, Tuesdays 9–11:50AM | ART rm. 182 | Office Hrs.: Tues., 8-9AM  
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The modality of my office hour can be held in person, over zoom, or the phone, just let me know.

**COURSE DESCRIPTION:** ART 5900 Special Problems: Elementary Art Education Practices. 3 hours each. Conference courses open to advanced students capable of doing independent research under the direction of the instructor. Not to be registered for except when other graduate courses are not available. Registration permitted only with consent of school. A maximum of 3 semester hours of credit for each course.

**ABOUT YOUR PROF:** I want to hear from you. I care about the success of each student. When you have questions about the course material, questions about the subject more broadly, anxieties about the profession, pandemic feelings, concerns to discuss, accommodations you need, or thoughts you want to share, please do not hesitate to contact me. I value the perspectives of individuals from all backgrounds reflecting the multiplicities of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, as well as physical and learning abilities and their intersectionalities. I strive to make this classroom an inclusive space for all students. If you see ways I can improve, please let me know. I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

**Art School Community:** Content in the arts can include works, situations, actions, and language that can be personally challenging or offensive to some on the grounds, for example, of sexual explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college's practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should contact me and consider withdrawal at the start of the term in order to seek another course.

### TEXTBOOKS AND STUDY AIDS

**Textbooks** (accessible through UNT Library Online Resources as e-book, single-user access)

- Sickler-Voigt, D.C. (2020). *Teaching and learning in art education: Cultivating students' potential from Pre-K through high school*. Routledge. <https://discover.library.unt.edu/catalog/b6503151>
- Jonson, K., Cappelloni, N., & Niesyn, M. (2011). *The new elementary teacher's handbook: Flourishing in your first year*. Corwin. <https://discover.library.unt.edu/catalog/b5007557>
- Sarmiento, K. (2015). *199 mistakes new K-6 grade teachers make and how to prevent them: Insider secrets to avoid classroom blunders*. Atlanta Publishing Group, Inc. <https://discover.library.unt.edu/catalog/b5783605>

**Recommended TExES Study Aids (in addition to those available for you to sign out from the UNT COE Testing Center)**

- Strickland, C. (2018). *The annotated Mona Lisa*. Andrews McMeel Publishing.
- Mometrix Test Preparation. *TExES Art Exam Secrets Study Guide*.
- Check out art history/studio study resources here: [https://iii.library.unt.edu/search~\\$12?/pkalin/pkalin/1%2C1%2C3%2CB/frameset&FF=pkalin+nadine&3%2C%2C3](https://iii.library.unt.edu/search~$12?/pkalin/pkalin/1%2C1%2C3%2CB/frameset&FF=pkalin+nadine&3%2C%2C3) and use **ArtEDF22** as the password to download the PDFs

• Any student having difficulty accessing our textbooks, technology, or other important needs (e.g., food, rent, professional attire, childcare, employment) is encouraged to reach out. I may connect you with resources to lessen the impact these challenges might have on your learning.

**TECHNOLOGICAL REQUIREMENTS FOR CLASS:** As course components are loaded on our Canvas course site, a computer with internet access is required to fully participate. Additionally, **you will need to bring to class a connected laptop or tablet device to complete in-class activities and assignments**. The CVAD Student Computer Lab (Art building, Room 375) allows students to checkout such devices here <https://myunt.sharepoint.com/sites/CVADITServices/SitePages/Equipment-Checkout.aspx>

**COURSE OBJECTIVES:** It is anticipated that by the end of this course, students will be able to (SWBAT):

- Develop Craft—**Co-teach** two lessons,
- Engage and Persist—Devise and follow a study plan for the art EC-12 **TExES exam**,
- Envision—**Plan** elementary school art experiences aligned with **art TEKS** (<https://www.cedfa.org/standards>),
- Express—Communicate perspectives on peer-facilitated teaching during class **critique sessions**,
- Observe—**Witness pedagogical practices in elementary school context simulations**,
- Reflect—**Consider professional growth** throughout the course,

**COURSE STRUCTURE:** This is a lecture-discussion and teaching simulation format course integrating your textbook reflections.

**STUDENT RESPONSIBILITIES:** *You are considered a teacher in training in this course.* Therefore, timely attendance and participation are critical to your success. Assignments need to be submitted by the deadline. *If you anticipate needing more time to complete an assignment, please contact the Prof ASAP, preferably in advance.* Students are expected to come to class ready with all assigned including readings completed. As a

state requirement, observation hours **must be completed to pass this course**. Expect to spend on average 6 hours a week on course assignment outside of our course hours. Students must also attempt the practice TExES Art EC-12 Exam.

You will be working collaboratively with the other graduate students over this semester. If any issues arise, please attempt to clarify and rectify the situation, first. If you need some help to work things out, just let me know so I can get you back on track or find a solution ASAP.

**STUDENT EVALUATION AND ASSIGNMENTS:** Evidence of progress will be assessed through the following:

### ART EC-12 TExES EXAM

- **TExES STUDY PLAN:** [5% of final grade; due Jan. 23] You will put in place a TExES Study Plan working toward passing the official practice Art EC-12 TExES exam before the end of the semester. Take the supplied practice exam to analyze your domains.
- **PROOF OF PROGRESS TOWARD PASSING PRACTICE ART EC-12 TExES EXAM:** [5% of final grade; due April 30]. Based on your study plan, you will work toward passing the official practice exam and providing proof of progress results [70% to pass].

### PLANNING

- **ELEMENTARY ART UNIT PHASE #1—UNIT PLAN TEMPLATE:** [20% of final grade; due Mar. 5]. Submit your unit plan template for elementary students on Canvas. **Your group may have been assigned, and you get to choose the studio topic of your unit.** Peer review is optional.
- **ELEMENTARY ART UNIT PHASE #2—LESSON TEMPLATE:** [20% of final grade; due Apr. 23]. You will submit your co-created completed unit lesson plans on Canvas building off of previous assignment.

### TEACHING

- **GROUP TEACHING:** [20% of final grade; presented in class]. You will co-teach an engaging, hands-on component of one of your lesson plans live during class time. Your teaching will last no longer than 20 minutes and you are to engage your classmates in this teaching simulation. You will be required to modify/adapt your teaching in relation to assigned, identified student needs.

### READINGS & BOOK CLUB MEETINGS

- **READING REFLECTIONS:** [30% of final grade, 5% each, 6 reflections in total]. Submit notes, questions, and any reflections for all readings in any format, but identify the book and pages you are covering for each reflection. You have to read all 3 textbooks. You can choose how you want to break the books up for reading across the 6 reflections. I would like you to read these individually and then co-create your reflections for submission after/during "book club" meetings on the days listed in the schedule, in which you share your thoughts about your shared readings with the 2 other grad students. Why not do it over coffee? ART 182 will be available too.

Grading is broken down in the following way:	
TExES Study Plan	5%
Reading Reflections	30%
Group Teaching	20%
Elementary Art Unit Phase #1—Unit Plan Template	20%
Elementary Art Unit Phase #2—Lesson Template	20%
Proof of Progress toward Passing <i>Practice</i> Art EC-12 TExES Exam	5%
Total	100%

**PLEASE BE AWARE** Absences, tardiness, and late work are the single greatest contributor to low grades and fails in this course. You will not be allowed to progress towards certification unless you pass this course, which requires the completion of mandatory observation hours and the uploading of the completed signed time record into Foliotek.

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

If, after reviewing any of my feedback and assessments, you would like clarification, please reach out by email.

### ATTENDANCE/LATE WORK POLICY:

Each student is allowed **one** absence. **For more than one absence, the final grade will be lowered at least one letter grade.**

**PLEASE NOTE: Any combination of two late arrivals or early leaves from our class equals one absence.**

Please inform me if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. It is important that you communicate with me **PRIOR** to being absent (if possible, **at least an hour PRIOR to the start of class**), so you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals.

**Feel free to contact me for an assignment extension, but be sure to ask for one BEFORE the due date.** You are responsible for completing all assignments and turning them in on the due date. If you are absent, you must e-mail work to me by the due date for it to be considered on time. **Late assignments will be reduced one full letter grade.** Late work will only be accepted up to one week after due date, except assignments due at the end of the semester, which will NOT be accepted late.

**SCHOOL-LIFE CONFLICT:** Many students face obstacles to their education because of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my office hours, please email to set up a time that works for us.

**CAREGIVER RESPONSIBILITIES POLICY:** I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning.

UNT provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Most students access them at some point in pursuit of their degree.

**MENTAL HEALTH RESOURCES:** UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are several resources on campus that can support your academic success and mental wellbeing:

1. Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201, (940) 565-2333 M-Th: 8am-5pm

<https://studentaffairs.unt.edu/student-health-and-wellness-center#programs>

2. Counseling and Testing Services\*, 801 N. Texas Blvd, Denton, TX, Suite 140, (940) 565-2741 M-F: 8am-5pm

<https://studentaffairs.unt.edu/counseling-and-testing-services>

3. UNT CARE Team\*, (940) 565-2648, [careteam@unt.edu](mailto:careteam@unt.edu), <https://studentaffairs.unt.edu/care>

4. Psychiatric Services, (940) 565-2333, <https://studentaffairs.unt.edu/student-health-and-wellnesscenter/services/psychiatry>

5. Individual Counseling\*. (940) 369-8773, <https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling>

\* Services are free of charge to University Students

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:

- NATL Suicide Hotline: 800-273-8255

- Denton County MHMR Crisis Line: 800-762-0157

- Denton County Friends of the Family Crisis Line: (940)-382-7273

- UNT Mental Health Emergency Contacts:

• During Office Hours (M-F 8am-5pm): (940)-565-2741 • After Hour Calls: (940)-565-2741 • Crisis Text Line: Text CONNECT to 741741 • Live Chat: <http://www.suicidepreventionlifeline.org>

## UNT POLICIES

**STUDENT ACADEMIC INTEGRITY STANDARDS AND CONSEQUENCES.** UNT 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. According to UNT Policy 06.003, 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. See full policy here [06.003 Student Academic Integrity.pdf](#)

**ADA POLICY.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter delivered to faculty to begin a private discussion regarding one's specific needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

**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 Canvas 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.

**EMERGENCY NOTIFICATION & PROCEDURES.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**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.

**PROHIBITION OF DISCRIMINATION, HARASSMENT, AND RETALIATION (POLICY 16.004).** UNT prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

**SEXUAL ASSAULT PREVENTION AND SURVIVOR ADVOCACY.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or call the Dean of Students Office at 940-5652648

# ART 5900.704: SPRING 2024

DATE	TOPICS	ASSIGNMENTS DUE
Week 1, Jan. 16	<ul style="list-style-type: none"> <li>• 9am DIRECTOR POWELL VISIT</li> <li>• COURSE INTRO—SYLLABUS, ASSIGNMENTS, SIGN-UP</li> <li>• 11am DIRECTOR HARLOW VISIT</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgment Form &amp; Survey due Jan. 22</li> </ul>
Week 2, Jan. 23	<ul style="list-style-type: none"> <li>• MANAGEMENT &amp; DIFFERENTIATION</li> <li>• TEACHING GROUP PLANNING</li> </ul>	<ul style="list-style-type: none"> <li>• TExES Study Plan</li> </ul>
Week 3, Jan. 30	<ul style="list-style-type: none"> <li>• 1ST BOOK CLUB MEETING</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Reflection 1</li> </ul>
Week 4, Feb. 6	<ul style="list-style-type: none"> <li>• UNIT PLANNING— STANDARDS &amp; OBJECTIVES</li> <li>• GROUP TEACHING 1</li> </ul>	
Week 5, Feb. 13	<ul style="list-style-type: none"> <li>• 2ND BOOK CLUB MEETING</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Reflection 2</li> </ul>
Week 6, Feb. 20	<ul style="list-style-type: none"> <li>• UNIT PLANNING—ASSESSMENT, STRATEGIES &amp; ACTIVITIES</li> <li>• GROUP TEACHING 2</li> </ul>	
Week 7, Feb. 27	<ul style="list-style-type: none"> <li>• 3RD BOOK CLUB MEETING</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Reflection 3</li> </ul>
Week 8, Mar. 5	<ul style="list-style-type: none"> <li>• UNIT PLANNING—WORK SESSION</li> <li>• GROUP TEACHING 3</li> </ul>	<ul style="list-style-type: none"> <li>• Bring in your in-process UNIT PLAN</li> <li>• Elementary Art Unit Phase #1—Unit Plan Template</li> </ul>
Week 9, Mar. 12	SPRING BREAK	
Week 10, Mar. 19	<ul style="list-style-type: none"> <li>• PLANNING--PROCEDURES</li> <li>• GROUP TEACHING 4 &amp; 5</li> </ul>	
Week 11, Mar. 26	<ul style="list-style-type: none"> <li>• 4TH BOOK CLUB MEETING</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Reflection 4</li> </ul>
Week 12, Apr. 2	<ul style="list-style-type: none"> <li>• PLANNING--PROCEDURES</li> <li>• GROUP TEACHING 6 &amp; 7</li> </ul>	
Week 13, Apr. 9	<ul style="list-style-type: none"> <li>• 5TH BOOK CLUB MEETING</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Reflection 5</li> </ul>
Week 14, Apr. 16	<ul style="list-style-type: none"> <li>• GROUP TEACHING 8 &amp; 9</li> <li>• OBSERVATION SHARING</li> </ul>	<ul style="list-style-type: none"> <li>• SPOTS Apr. 15-May 2</li> </ul>
Week 15, Apr. 23	<ul style="list-style-type: none"> <li>• GRAD GROUP TEACHING</li> <li>• LARS REEVES VISIT</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary Art Unit Phase #2—Lesson Template</li> <li>• SPOTS Apr. 15-May 2</li> </ul>
Week 16, Apr. 30	<ul style="list-style-type: none"> <li>• SPOTS Apr. 15-May 2</li> <li>• 6TH BOOK CLUB MEETING</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Reflection 6</li> <li>• Proof of Progress toward Passing Practice TExES Exam</li> <li>• Observations Time Record due May 1</li> </ul>