Dear Students,

It is with great honor and excitement that I begin my second year at UNT CVAD. Looking forward to another wonderful year! I also look forward to us getting to know each other better and being a part of your journey to the school art classroom. I have worked as a K-12 art teacher for 21 years. I've been university full-time art education faculty for eight years and part time for one year. I have also been an artist and creative my whole life. Painting and fiber arts have been my focus, but I am equally connected to mixed media and being creative in unique ways. Having been an art educator in some way, shape, or form for 29 years, I am eager to help you prepare to be an art teacher. Art education for our children, adolescents, adults, schools, communities, and beyond is so important.

I look forward to bringing much rich experience to our classroom. I am highly involved in the National Art Education Association and serve on the NAEA National Board of Directors as the Higher Education Director. I'm also the founder of Online Art Teachers (K-12.) I recently received one of only six national awards that NAEA gives each year – the Gilbert A. Clark and Enid Zimmerman Leadership Advocacy Award. I also received the NAEA Ed Tech Community Service Award, and the Western Region Higher Ed Educator of the Year Award. I share these things with you so that you know that as your professor, I will bring many years of art education real world working experience and recognition for that teaching to our course curriculum and activities.

Additionally, my first degree was in clothing/textiles/fashion design and I worked in Dallas as a designer for a few years before feeling a strong calling to go into education almost 30 years ago and so I enjoy bringing this aspect of my professional career to the course as well. Finally, I live in north Texas and have for a long time. My kids all graduated from Prosper High School, where I also worked as a teacher. So, just know that I'm a very patient professor, eager and excited to walk with you towards your future profession. I have loved every single second of my chosen career and I hope you will too. I look forward to sharing with you in class the many rich art and art education experiences that I've had.

Warm Regards, Dr. Harlow
“The arts teach children that problems can have **MORE** than **ONE** solution and that questions can have more than one answer.”

- Dr. Elliot Eisner
A. ARTE 4750 GENERAL COURSE DESCRIPTION
Child development theory and creativity examined in relation to contemporary practice in the elementary art classroom. Partial field experience component required. Prerequisite: ARTE 3753 and admission to the Art Education BFA program.

B. COURSE PURPOSE
The course is designed to provide the art education major undergraduate student with a foundation of history, theory, and contemporary practice in visual art education curriculum as applied to the elementary and middle school learner and experiences. Teacher candidates will prepare and present lessons of instruction at a local elementary/intermediate/middle school as part of their field experience.

C. UNT VISION
“We will become globally known for collaborative and imaginative educational innovation and scholarly activity that transforms our students and benefits the world around us.”

D. UNT MISSION
“At the University of North Texas, our caring and creative community empowers our students to thrive in a rapidly changing world.”

E. UNT PURPOSE
“Our students will be the innovative leaders of tomorrow.”

F. UNT CONCEPTUAL FRAMEWORK FOR TEACHER PREPARATION
https://coe.unt.edu/educator-preparation-office/clinical/framework

Educators as guides for engaged learners summarizes the conceptual framework for UNT’s basic and advanced programs. This concept is portrayed visually as a compass, which represents the tools educators employ as they orient students in the exploration of landscapes for learning. The engagement of learners requires simultaneous commitment to academic knowledge bases and to learner-centered practice. The orientation of engaged learners requires commitment to the continuous processes of assessment, planning, implementation, and evaluation that characterize discovery, problem solving, curriculum development, program development, inquiry, and research. Guiding engaged learners features on-going dialogue between educators and their students and with wider communities about how schools can prepare students for life-long learning in a democracy.

Guiding engaged learners draws on six areas of competence developed in all UNT programs for educators.

- Content and curricular knowledge refers to the grounding of educators in content knowledge and knowledge construction and in making meaningful to learners the content of the P-16 curriculum.
- Pedagogical knowledge of teaching and assessment refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
- Promotion of equity for all learners refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program.
- Encouragement of diversity refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
- Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
- Engaged professional learning refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.
G. STUDENT RESPONSIBILITY
It is your responsibility as a student to REGULARLY read and check email from course instructors, the Department of Art Education and individual faculty and staff, the College of Visual Art and Design, and the College of Education and be informed regarding a) teacher preparation, becoming certified, and staying informed on meeting the requirements for licensure; b) attend any required meetings; c) completing any and all applications, forms, and paperwork by the due dates; and d) taking notes throughout all art education and education courses so that you are better prepared to understand the process of licensure and certification. Create email folders to file important emails.

“The arts celebrate multiple PERSPECTIVES.
One of their large lessons is that there are many ways to SEE and INTERPRET the world.”

-Dr. Elliot Eisner

H. COURSE STANDARDS

This course will prepare future teachers to use the National Core Visual Arts Standards: [https://www.nationalartsstandards.org/](https://www.nationalartsstandards.org/)

This course will be guided by Texas Education Agency’s (TEA) Texas Administrative Code (TAC) for university teacher programs: [https://tinyurl.com/2yn78y7c](https://tinyurl.com/2yn78y7c)

This course will utilize the Texas Teacher Evaluation and Support System (T-TESS): [https://teachfortexas.org/](https://teachfortexas.org/)

I. COURSE OBJECTIVES
Through learning course content, expectations for art teachers, observing elementary art classrooms, and developing an understanding of the Texas Essential Knowledge and Skills (TEKS) for visual arts and the National Core Visual Arts Standards, this course will do the following, guided by the Texas Education Agency Teacher Standards ([https://tinyurl.com/2yn78y7c](https://tinyurl.com/2yn78y7c)):

• Assist future teachers of art in knowing, understanding, and demonstrating knowledge, competency and teaching ability in the content of art and design. (TEA TAC, Standard 1-6; T-TESS Domain 1-4)
• Assist future teachers in planning, designing, and implementing lessons of instruction incorporating art disciplines, and appropriate methodology and strategies. (TEA TAC, Standard 1; T-TESS Domain 1).
• Assist future teachers of art in selecting and adapting a variety of appropriate resources, materials and technologies in order to design curriculum that enables students to create, present, respond, and connect to art. (TEA TAC, Standard 1, 3; T-TESS Domain 1,2)
• Assist future teachers in gaining understanding of curricular integrations, bridging the other curriculum with art, within the art classroom or when collaborating with other school staff. (TEA TAC, Standard 1, 3; T-TESS Domain1, 2).
• Assist future teachers of art of age appropriate ways in which to address contemporary issues in art education within the art curriculum - social emotional learning, social justice, visual culture, etc. and how to explore art history in diverse, equitable, and inclusive ways. (TEA TAC, Standard 1, 3; T-TESS Domain 1, 2)
• Assist future teachers in identifying age-appropriate appropriate curriculum for the elementary and middle school learner’s visual art development. (TEA TAC, Standard 2; T-TESS Domain 1, 2)
• Assist future teachers in ensuring high levels of student learning, social-emotional development, and achievement outcomes, while taking each student's educational and developmental backgrounds and focusing on each student's needs into consideration. (TEA TAC, Standard 2; T-TESS Domain 1, 3)
• Assist future teachers of art in demonstrating a strong theoretical foundation in art education and its content. (TEA TAC, Standard 3; T-TESS Domain 1)
• Assist future teachers of art in learning how to create a welcoming, safe, and equitable classroom learning environment that supports individuals and collaborative problem solving and that encourages
positive social interaction, active engagement in learning, self-motivation, behavior, allowing for flexibility and responsiveness as teachers. (TEA TAC, Standard 4; T-TESS Domain 3)

- Assist future teachers of art in understanding and using multiple methods of assessment to gather student performance data to engage learners in their own growth, to monitor learner progress, and to guide teachers’ decision making. (TEA TAC, Standard 5; T-TESS Domain 1, 2)
- Assist future teachers in demonstrating analytical writing skills and the use of discipline-specific literacy methodologies for responding to visual art and the teaching of visual art. (TEA TAC, Standard 1, Standard 6; T-TESS Domain 1, 4)
- Assist future teachers of art in growing competencies in all forms of spoken and written professionalism, and professional interactions with students, parents, colleagues, and the community. (TEA TAC, Standard 6; T-TESS Domain 4)
- Assist future teachers of art in demonstrating knowledge of professional art organizations, and seeking professional growth and development opportunities to advance the profession. (TEA TAC, Standard 6; T-TESS Domain 4)
- Assist future teachers of art in demonstrating knowledge of collaborative and promotional opportunities and strategies when working with colleagues, families, community groups, and school/district events to achieve common goals for enriching and sharing the art program, enhancing students’ learning, and improving the school environment. (TEA TAC, Standard 6; T-TESS Domain 4)

J. REQUIRED TEXTBOOKS
No required textbooks this semester. Highly suggested reading:


K. SUPPLIES
Basic supplies will be provided for in-class projects, although you may occasionally need to provide some supplies, or you may want to have some of your own supplies that you prefer to use (scissors, markers, pencils, etc). You will need to provide supplies for out of class assignments.

L. UNT ACADEMIC CALENDAR
http://catalog.unt.edu/content.php?catoid=32&navoid=3596

M. FIELD EXPERIENCE OBSERVATIONS
Watch for communication from the College of Ed via email about your placement and requirements. THERE MAY BE MORE REQUIREMENTS FOR FIELD EXPERIENCE THAN WHAT IS ON THIS SYLLABUS.

- During this course, you will complete a total of 30 hours of classroom field experience in an elementary school that will be assigned to you by the UNT College of Education.
- You will receive instruction from the College of Education on a mandatory Background Check and any other requirements.
- You will occasionally make reports during course time on your field experience.
- You are to write three journal entries and keep a paper time log that your teacher must sign.

N. USE OF TECHNOLOGY/REMOTE INSTRUCTION/BLENDED INSTRUCTION
BRING YOUR LAPTOPS/DEVICES TO EVERY CLASS. Technology will be employed in this course in a variety of ways. The course will actively use Canvas, Google Drive, Internet research tools, document cameras, filming and editing applications, and various other education and art digital applications. We will use technology to improve practice as future teachers and to inform your educational lens as future teachers. You will learn various ways of incorporating PK-12 age-appropriate technology into unit and lesson plans that you design and other classroom instruction, and will explore and learn about digital citizenship. Canvas will be used for sharing documents, submitting assignments, and other course requirements. You will also explore ways in which to teach using the hybrid and remote modality of instruction.
O. EQUITY/DIVERSITY/INCLUSION
Teacher candidates will be provided with opportunities – through course instruction, assignments, and activities, as well as field experiences – to gain knowledge, skills, and dispositions for pedagogical growth as future teachers and that are inclusive of all students. Students will gain understanding on how to plan, incorporate, and implement art curriculum and instruction that is equitable, inclusive, and equitable to all students, creating a sense of belonging in the classroom for all students. Course students will explore how visual art education can include themes addressing various time periods and history, culture, race and ethnicity, gender, and special needs – providing equitable experience for future classrooms from a multicultural, intercultural, and socially just position.

P. COURSE ASSIGNMENTS (Rubrics for all assignments can be found in the Canvas Module for each assignment.)

ASSIGNMENTS REQUIRING TIME OUTSIDE OF CLASS

1. Collaborative Elementary Art Unit with Global Theme, 450 pts: YOU WILL WORK ON YOUR UNIT PLAN IN A GOOGLE DOC THAT ALL GROUPS MEMBERS CAN ACCESS. YOU WILL BE PLACED IN GROUPS OF THREE AND WORK COLLABORATIVELY ON ONE UNIT PLAN. DURING THE LAST 30-45 MINUTES OF CLASS EACH WEEK YOU WILL HAVE TIME TO WORK ON YOUR UNIT PLAN. BRING THE DEVICE YOU TYPE ON TO CLASS EACH WEEK (LAPTOP, NOTEBOOK, IPAD). ALSO, BE PREPARED FOR SMALL GROUP DISCUSSIONS, PEER REVIEW, SOCRATIC CIRCLES, CLASS SHARING, OR OTHER GROUP WORK. This assignment has six parts – discussed below. The purpose of this assignment is to help you develop a diverse, globally inspired, art education THREE-day unit plan with a curriculum integration (math, science, social studies, or language arts) and that also has a technology AND literacy integration. You can choose from a list that Dr. Harlow will provide, or you can suggest your own idea for approval. You will develop a unit plan and all supplemental materials based on the chosen theme - you will not be able to change themes once we start working on this assignment during class, so choose wisely and choose something you are very interested in as you will be spending a lot of time on this assignment. YOU WILL USE PROVIDED UNIT AND LESSON PLAN TEMPLATES FOR THIS ASSIGNMENT. This large assignment will be developed gradually in three phases, with three due dates. Rubrics are provided by Dr. Harlow for each of the three phases of this assignment so you know the expectations. While we will work on this assignment during class, you will also need to spend time outside of class on the assignment. DO NOT PROCRASTINATE AND PUT THIS ASSIGNMENT OFF – IT REQUIRES MANY HOURS OF YOUR TIME OVER THE COURSE OF THE SEMESTER AND CANNOT BE COMPLETED THE NIGHT BEFORE EACH DUE DATE OR EVEN A COUPLE OF DAYS BEFORE IT IS DUE, ESPECIALLY PHASE #2 AND PHASE #3.

Use size 12, Arial/Cambria/Times New Roman font, black only except title page. Single spaced, 1” margins. Your completed unit plan will be at least 15 pages.

PLEASE SEE THE UNIT PLAN CHECK SHEET RUBRIC TO MAKE SURE YOU COMPLETE ALL TASKS. ***TO GET ANY POINTS FOR THIS ASSIGNMENT, YOU MUST COMPLETE ALL THE COMPONENTS.***

This is the basic outline for the three-day unit:
Day 1 of Unit Plan: Introduce unit theme with a slide show that you make. Demonstrate some aspect of your art project. Get started on art project. Pre assessment.
Day 2 of Unit Plan: Studio day - students work on art project. You may demonstrate again. Formative assessment.
Day 3 of Unit Plan: A portion of the class can be for students to finish project, but most of the class will be a Gallery Walk and Talk and post assessment.

These are the three phases of the unit plan, each with its own due date:

• Phase #1=50 points: TOPIC DEVELOPMENT & PRELIMINARY PLANNING
Choose topic (approved by Dr. Harlow), decide on art project, write a simple unit description (4-5 sentences), make supply list, and complete all items listed on the Phase #1 Template. Please type directly on the template and do not remove any of the directions or labels already on the template. The Phase #1 template is in the Canvas Unit Plan Module.

• Phase #2=100 points: UNIT & LESSON PLAN DEVELOPMENT
You will use the provided Phase #2 Unit Plan Template and Phase #2 Lesson Plan Template to develop the overall unit plan and THREE individual lesson plans for this unit. You need to make a real exemplar of the art project and take process photos all throughout making the project – these photos are to be inserted into unit and lesson plan documents and slide show. Other directions are on the unit and lesson plan templates. You will be given feedback on the unit plan by Dr. Harlow - you will be expected to update your unit plan using Dr. Harlow’s feedback. This Unit Plan assignment must be professional in narrative, grammar, and appearance. **WHILE THE ONLY THING DUE ON THE DUE DATE IS THE WRITTEN UNIT PLAN/INSTRUCTIONAL DESIGN DOCUMENT/THREE LESSON PLANS, YOU MUST BE WORKING ON YOUR EXEMPLAR, SLIDE SHOW, AND VIDEO SIMULTANEOUSLY BUT THEY ARE NOT SUBMITTED FOR PHASE #2.**

- **Written Documents** - Phase #2 Unit Plan, Instructional Design Document, Lesson Plan Documents: The template for Phase #2 can be found in the Canvas Unit Plan Module. All three components are in ONE file. You are to complete every section of the document.

- **Slide Show:** You are to make a slideshow that you will use as a teaching tool for your unit. It is required and must prepared for the abilities of the grade level of students that you have selected for your unit plan. For example, kindergarten students most likely cannot read. 1st graders can read only simple words. Etc. It must both teach about the theme and have slides that show how to make the art project. You must have at least 10 slides and no more than 15:
  • Slide #1: Title
  • Slide #2: Image of completed art project, brief 2-3 sentence description of the art project.
  • Slide #3-5: Curriculum integration slides, providing content for the math, science, social studies, or language arts portion of the lesson (vocabulary words, a map, etc.). Embed the video you make or insert the YouTube link for the video that you make on one of the slides -see below.
  • Slide #6-9: At least 4 slides showing the sequential steps to make the art project.
  • Slide #10: Concluding slide with concluding thought about theme/art project. (Maybe a quote.)

Slides must have some text. Must have high quality images and be of a professional quality. YOU CAN USE GOOGLE SLIDES, POWERPOINT, KEYNOTES, CANVA; ADOBE SPARK, etc. If your slide show is online, upload a document in the Canvas assignment so that Dr. Harlow can easily access the slide show. If Dr. Harlow has to ask you for permission to view, a 10% deduction will be given on the slide show grade. This will be explained in class.

- **Self-Made Video Clip:** You are to make a 2-3 minute video clip that is a teaching tool and related to the theme of your lesson. **YOU** are to be in the video. The video is NOT a demonstration video where you show how to do part of the art project. It is about the “theme” such as farm animals, Pueblo pottery, etc. You can use your cell phone, or any video capability on your digital devices such as PhotoBooth on a MAC, etc. You need to plan to have time to get the link uploaded in Canvas, which can take awhile even for videos as short as this. Your video must be uploaded on time or will get late points. If you want to upload it online in your Google Drive or YouTube channel, etc., you MUST upload a document in Canvas for this assignment with the link so that Dr. Harlow can easily access it. If Dr. Harlow has to ask permission to view the video you will lose 10% points -this will be explained in class.

- **Project Exemplar:** You are to make the actual project that you will have students make and take photos of every step of making the project to use in your slide show and unit plan document. The exemplar must be of high quality, have good craftsmanship, and be an example for the AGE GROUP of students that will be making this art project. You will display the actual art exemplar during the demonstration. Do not oversimplify your project. Elementary art teachers do amazing work with children. **EACH PERSON IN YOUR GROUP NEEDS TO MAKE AN EXEMPLAR.**

**Phase #3=250 points:** FINAL UNIT PLAN, SELF-MADE SLIDE SHOW AND VIDEO CLIP, EXEMPLAR
For the final or third phase, you will complete all edits needed based on Dr. Harlow’s feedback on Phase #2, and add an attractive title page to your overall unit plan. You will also delete only the instructions in italics, but NOT the headings and subheadings for each section. You will add a cover page following the directions on the Phase #2 template. You will submit your final unit & lesson plans, self-made slide show, self-made video clip, and project exemplar following directions given in class - the unit/lesson plan documents, slide show, video must be uploaded in Canvas. You will bring the REAL exemplar to class on the day of your
demonstration. Your course presentation will: 1) Include a demonstration for our class on an assigned date, demonstrating a portion of your unit plan art project OR a technique used in your project; 2) briefly show us your slide show; 3) and display your finished exemplar (not photos - bring the actual finished art project). You will have 30 minutes for this short demonstration and showcase of your slide show and exemplar. Have all supplies prepped and ready for your demonstration - there will be only 5 minutes between student demonstrations. ALL GROUP MEMBERS MUST DO EQUAL PORTIONS OF THE PRESENTATION. A suggestion is to have one person show the slide show, one person show the finished exemplars and describe the project, and one person do the demonstration while the other two assist. The Phase #3 template is in the Canvas Unit Plan Module. **MAKE SURE YOU MEET ALL THE REQUIREMENTS ON THE PHASE #3 RUBRIC FOR EACH COMPONENT OF THE LESSON PLAN, INCLUDING THE PRESENTATION.**

**Research/Reflective Summary (Final Exam Socratic Circle)=50 pts**

1) Research/Reflective Summary: After completing your unit and in-class demonstration, you are to complete the Research/Reflective Summary for this assignment using the provided template - Times New Roman or Arial font, size 12, 1” margins, single spaced.

2) The last item in the summary asks you to write three questions you would ask the class during our final exam Socratic Circle.

3) You will use this document to direct your participation during our scheduled exam time’s Socratic Circle.

4) As part of final exam time, you will complete a self-reflection rubric and peer-reflection rubrics – Dr. Harlow will privately share these with each student.

5) The document is in the Canvas Unit Plan Module. EACH PERSON IN THE GROUP MUST COMPLETE THIS DOCUMENT - DO NOT TURN IN A GROUP DOCUMENT.

**2. Technology Tool Assignment, 50 pts (participation grade):** You will sign up in collaborative partner groups of two or three to use one digital app from Dr. Harlow’s list of various digital apps. The list is designed so that no student partnership groups are using the same app. Your partnership will add 4 slides to a course slideshow in which you describe the tech tool and show images of its use; one slide should also list at least five ideas for ways to use the tool in an art classroom. You will do a 10-15 minute course presentation about the app, developing a brief interactive activity for course students - you will also have one slide that describes the activity and lists the brief directions. Some of the app choices will be Google Jamboard, Google Draw, ChatGPT, Adobe Spark, remove bg, Google Slides (digital art show), Canva, Handy Art Reference Tool, Grid, Google Art & Culture, Kahoot, Photoshop, Procreate, Sketchbook, Adobe Fresco, etc. A Google Slides link will be shared in class - this is where you will insert your own slides.

**3. Professional Development & Community Service Log, 50 pts:** You are required to complete 3 professional development (PD) hours and 2 community service hours. All choices must be approved. The log sheet for PD & Service Hours is in the Canvas PD & Service Log Module. Note: Dr. Harlow is trying to work out a group activity at Cook’s Children’s Hospital on Highway 380 near Prosper.

- The PD hours can be from attending but not limited to attending TAEA Fall Conference sessions, spring NAEA Convention sessions (if you go), Online Art Teachers (K-12) library of PD trainings, or NAEA online webinars. Other PD may be approved by asking Dr. Harlow. PD must teach you something about being a school teacher or the teaching of school art.

- The Community Service hours can be obtained by helping with a school fall festival or event, volunteering to help a non-profit organization with an event (hopefully a creative activity), or leading an art project with a youth or UNT organization, etc. A wide variety of activities will be approved by Dr. Harlow - please be sure to get your choice approved before serving. Submit the Service Log when completed or by the due date at the end of the semester. The service log must be signed by a sponsor, advisor, or organizer of the event you help with, so be sure to take the form with you to activities. You will need the email address of the organizer as Dr. Harlow will confirm participation.

**ASSIGNMENTS DONE IN CLASS:**

**4. I Imagine a World Where Art Project, 100 pts (participation grade):** You will need a black and white digital photo of your head and shoulders for this assignment, printed on computer paper.
5. **Envelope Portfolio & Quick Write Essays, 4 @ 10 pts each=40 pts:** You will complete four 400-word short essays/short responses in class at various times during the semester. We will also make the envelope portfolios in class.

6. **Children’s Literature Project, 50 pts (participation grade):** Students will work in class in teams to complete a children’s literature project.

7. **Attendance & Participation, 15 weeks at 10 pts each=150 pts:** Points are maintained by attending class, having needed supplies and materials, having needed devices, completing in-class projects and assignments, engaging with course memes and Dr. Harlow, and actively participating. Points will be lost for the following reasons: not engaging and actively listening to in-class presentations and lectures, not actively participating in in-class activities, using laptops/iPads/cell phones/other devices during class for other than class purposes, being late to class, absent, or leaving early, for not cleaning up work area, putting supplies away, and pushing chairs in at end of class, or not having needed supplies. Each of you will be given one free absence for which no points will be deducted – be sure to save this absence for when you really need it.

**ASSIGNMENTS FROM FIELD EXPERIENCE:**

8. **Field Experience Time Log, 60 pts:**

On the provided Time Log, you will list each day that you complete field experience hours. Your cooperating art teacher must sign the log when you complete the 30 hours and before you submit the document to Dr. Harlow. DO NOT SUBMIT THIS IN CANVAS. This must be a paper document that is turned into Dr. Harlow with a real ink signature on it. The log sheet for documenting these hours is in our Canvas Field Experience Module.

9. **Field Experience Journal Entries (3 written reflections), 3 @ 10 pts each=30 pts:**

You are to keep a Google Doc journal of your field experience observations. Once you have completed all three journal entries, submit the Google Doc link in Canvas. In the journal entries, record such things as pedagogical growth, curriculum ideas, behavior and classroom management strategies you learn, tips on how to order supplies, grading and assessment methods and strategies, how to display student work in the classroom and around school, professional learning, things you want to remember, ideas, and other important aspects that you would like to refer back to during your clinical teaching or teaching. You are to submit 3 written reflections from your field experience. Each journal entry should be at least 400 words, size 12, Times New Roman, black font.

**Q. CALCULATING THE FINAL GRADE**

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<td>2. Technology Tool</td>
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<td>3. Professional Service &amp; Community Service Log</td>
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<td>4. I Imagine a World Where Art Project</td>
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<td>5. Envelope Portfolio &amp; Quick Write Essays</td>
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<td>6. Children’s Literature Project</td>
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<td>9. Three Field Experience Journal Entries</td>
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| TOTAL            | 980 pts                                        |

**Final Grade % Points**

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R. COURSE POLICIES

Assignment Due Dates
All assignments for this course are due on Wednesday nights at midnight. See the course schedule at the end of the syllabus.

Visual, Written, and Presentational Professionalism, Writing Lab
- All written and verbal assignments and presentations should be the high quality of the teaching profession.
- For any assignments/papers that need citations and reference sections, APA Style 7th Edition is required OR MLA is required. Also, use APA or MLA to provide a reference slide at the end of slide shows and citations within the slide show. If you are highly skilled in another type of Style, at the beginning of the semester please speak to Dr. Harlow about using that Style.
- Written documents must be submitted using proper grammar, spelling, formatting consistency, etc. If grammar, spelling or using a Style are not your strength, please utilize the UNT Writing Center for tutoring and other writing assistance. Their website is https://writingcenter.unt.edu/
- All verbal and written communication (emails, Canvas messages, texts, and in-person conversations and dialogue) should reflect educational professionalism. Begin professional emails with a salutation or greeting (Examples: “Hello, Dr. Harlow, I am writing to you to ask . . . .” OR “Good Morning, Dr. Harlow, I was reading the syllabus and I have . . . .” )
- Professional dress is required for in-class presentations. Professional dress means business casual - this link explains: https://www.indeed.com/career-advice/starting-new-job/guide-to-business-casual-attire

Research Assistance
To assist you with course research please visit UNT University Libraries at https://library.unt.edu/ Librarians are on staff who can help you.

Late Assignments
Due dates are listed on the syllabus. In certain cases that are approved by Dr. Harlow, late assignments will be accepted WITH GRADE PENALTY – AFTER the assignment is graded, the grade for these assignments will be reduced by a total of 10% for late Day 1 - Day 3; 20% for Day 4 - Day 7. Any assignments turned in more than 7 days late will get 1 point and must be completed. No incompletes will be given. Submitting this assignment late will have an impact on your course grade. For any partner presentations, your partner can go ahead and present if you are not present. Your assignment grade will be determined and then will be reduced by 20% if you do not conduct your demonstration on your assigned date.

Extra Credit Policy
Give your best effort as you complete each course requirement. No extra credit assignments will be given for additional points in the course, unless Dr. Harlow chooses to give extra credit points to the entire class for a specific purpose or to attend a university/college/department event.

Redoing Course Assignments
Give your best effort as you complete each course requirement. While reworking an assignment shows great initiative on your part in regard to your personal learning, no assignment that has been reworked after initial grading will be accepted for new grading. Upon your request, I will be happy to provide feedback prior to your completion of an assignment and turning it in for a grade, provided it is sent to me in a timely manner.

Learning Management System (LMS)
Canvas will be used in this course. Look for: Current announcements regarding course, weekly updates, assignment modules for each assignment containing relevant documents and rubrics, upload portals, grades, and miscellaneous course files.

Technological Considerations

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If your own personal device (laptop, desktop computer, iPad, smart phones, or other devices) is not working properly, you will be EXPECTED to use UNT provided computers in the library or other various locations on campus to complete assignments on time and with the directions given. If you use Google Docs or Google Slides to submit assignments, make sure you have set it to “anyone with the link can view” so Dr. Harlow does not have to request permission to view. **If she has to request permission to view, you will receive late points for the assignment.**

**Audio/Video Recording**
Permission by the professor is required prior to recording any portions of class, including recording the professor. All class members must also be informed of such recordings. The professor will take a variety of photos and videos during class to use in future courses and also for Social Media related to the course. Please let the professor know if you prefer not to be filmed or photographed.

**Disclosure Statement**
The professor reserves the right to alter from this syllabus and course policy if deemed necessary to assure, but not limited to, the attainment of course learning outcomes and objectives, disability and other accommodations, illness, and academic honesty and integrity.

**S. ADDITIONAL POLICIES**

**Student Policies**
Students are encouraged to familiarize themselves with all policies listed on the UNT and CVAD websites.

**Academic Integrity**
The University of North Texas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Student Academic Integrity Policy 06. 003. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy. Read more about the UNT Student Academic Integrity Policy here: [https://vpaa.unt.edu/ss/integrity](https://vpaa.unt.edu/ss/integrity)

**Americans with Disabilities Act**
The UNT adheres to the requirements of the Americans with Disabilities Act. If students need accommodations under this Act due to a disability, please contact the UNT Office of Disability Access, 940-565-4323. This is the website: [https://studentaffairs.unt.edu/office-disability-access](https://studentaffairs.unt.edu/office-disability-access) Students with disabilities who need legally required accommodations as suggested by 2010 ADA Standards for Accessible Design, Section 508 of the U.S. Rehabilitation Act, and the Americans With Disabilities Acts should contact the UNT Office of Disability Access and make sure the course professor is also aware of accommodations needs.

The following links provide important information:

**College of Arts, Humanities, and Social Sciences**
View the UNT College of Visual Art and Design website here: [https://cvad.unt.edu/](https://cvad.unt.edu/)  
View the UNT Art Education Program website here: [https://cvad.unt.edu/arteducation](https://cvad.unt.edu/arteducation)

**Counseling Services**
This is the website for UNT Student Counseling - [https://studentaffairs.unt.edu/student-counseling](https://studentaffairs.unt.edu/student-counseling)

**Student Academic Grade Appeals**
To read more about grade appeals: [https://policy.unt.edu/policy/06-040](https://policy.unt.edu/policy/06-040)

**Professional and Ethical Conduct Policy**
UNT has a Code of Student Conduct. Read more about it here: [https://studentaffairs.unt.edu/dean-of-students/conduct](https://studentaffairs.unt.edu/dean-of-students/conduct)

**Title IX Disclosure**
If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member
cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://idea.unt.edu/title-ix Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

University Policies
View UNT policies here-https://policy.unt.edu/

T. STUDENT EVALUATIONS
Thank you for completing the course evaluation at the end of the semester – this is very important to Dr. Harlow and crucial for helping us know what has been successful or how to improve the course. In the written comments, please be sure to share how aspects of the course or the professor’s interaction with you assisted you as a student and future teacher. Students may evaluate courses they take starting on a date designated by the university and will receive emails from the university on how to access these course evaluations. The course professor will also send reminders.

U. ART BUILDING EMERGENCY PLAN
An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS information for most buildings on campus are available at https://emergency.unt.edu/emergency-preparedness Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes and sign up for UNT emergency apps at this webpage. All UNT students taking classes in the ART Building should be familiar with the Emergency Emergency procedures are located at the following link: https://emergency.unt.edu/emergency-guidelines-0 This link shows emergency plans specifically for the ART building: https://emergency.unt.edu/sites/default/files/emergency_floor_plan -- art_building.pdf

“The aim of art is to represent not the outward appearance of things, but their inward significance.”

-Aristotle

<table>
<thead>
<tr>
<th>ART4750 Art Ed Practicum – LECTURE – Mondays, 9:00-11:50 am</th>
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<tbody>
<tr>
<td><em><strong>The last 30-45 minutes of class, you will work on your unit plan - most weeks, but not all weeks. Bring devices to every course meeting.</strong></em></td>
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<td><strong>8/21</strong></td>
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In-Class Assignment: Unit plan.  
Due: Unit Plan Phase #1 (due Wed. 8/30, midnight)

### 9/11

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/11</td>
<td>Week 3: How do we assess, motivate, and reward the secondary student?</td>
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</table>
|      | Planning assessment to measure goals and gather student performance data, selecting and designing assessments - don’t set students up for failure, making rubrics, rating scales and checklists, comprehensive journals, portfolios. Informal and formal assessments. Pre-Assessments, Formative Assessments, Post or Summative Assessments. Teacher evaluations (T-TESS). Entering art contests. Creating an engaging classroom, utilizing positive praise, how to motivate and reward the secondary student.  
Only Harlow’s year one at UNT: Stage level development, Maslow’s Hierarchy of Needs, Lowenfeld’s Stages of Artistic Development, age-appropriate artmaking decisions, social emotional learning (SEL), psychoanalytic theory, perceptual theory, and perceptual delineation theory. After year 1, this will only be in the elem course. |
Due: Nothing  
Note: Finish your unit plan exemplar by this date (sample art project). |

### 9/18

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>9/18</td>
<td>Week 4: Unit Plan Group Workday/Observations</td>
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<td></td>
<td>Dr. Harlow will be in Room 182 for any groups needing assistance with their unit plan.</td>
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### 9/25

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<tr>
<th>Date</th>
<th>Assignment</th>
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Due: I Imagine a World Where . . . |

### 10/2

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<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>10/2</td>
<td>Week 6: Unit Plan Group Workday/Observations</td>
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<tr>
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<td>Dr. Harlow will be in Room 182 if any student groups need assistance with their unit plan.</td>
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### 10/9

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>10/9</td>
<td>Week 7: Let’s Create a Purposeful Classroom Environment – Physically, Emotionally, Cognitively! Service is important – citizenship &amp; advocacy!</td>
</tr>
</tbody>
</table>
|      | In Class Assignment: Envelope Portfolio Mini-Essay #3. Children's Literature Project. Unit plan.  
Due: Elementary Art Unit Phase #2 (due Wed. 10/11, midnight) |
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<th>Date</th>
<th>Description</th>
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| **10/16** | **Week 8: Unit Plan Workday/Observations**  
*Dr. Harlow will be in Room 182 for any groups needing assistance with unit plans.* |
| **10/23** | **Week 9: Technology tools presentations! THIS place and THAT place.**  
*Partner groups will make short tech tool presentations and have course students participate in brief activity. Place-based learning. Art history.*  
**In Class Assignment:** Technology tool presentations. Unit plans if time.  
**Due:** Nothing. |
| **10/30** | **Week 10: Technology tools presentations. How do I plan what I am going to teach?**  
*Working with a partner, you will develop a nine-week elementary basic curriculum plan, based on a scenario that you and your partner will be given. Literacy. Ordering supplies.*  
**In Class Assignment:** Envelope Portfolio Mini-Essay #4.  
**Due:** Technology tool presentations. Elementary Art Unit Phase #3 (written unit/lesson plans, slideshow, video, exemplar) (due Wed. 11/01, midnight). |
| **11/6** | **Week 11: Unit Plan Workday/Observations**  
*Dr. Harlow will be in Room 182 for any groups needing assistance with unit plans.* |
| **11/13** | **Week 12: Art unit demonstrations. Let your senses guide you! How do you keep it safe in the art classroom?**  
*Unit demonstrations by four groups. Sensory art. Safety in the art classroom.*  
**In Class Assignment:** Presentations and critiques. T-TESS for 2nd field experience lesson.  
**Due:** Field Experience Journals (all three entries due Wed. 11/15, midnight) [Presenters must complete research/reflection document within three days of presentation and upload in Canvas.] |
| **11/27** | **Week 13: Art unit presentations. How do you communicate with parents?**  
*Unit demonstrations by four groups. Interactions with and to mom, dad, guardians, grandparents.*  
**In Class Assignment:** Presentations and critiques.  
**Due:** PD & Community Service Log. Field Experience Time Log. Envelope Portfolio. (paper copy of service log & field experience due in class; envelope portfolio will be completed in class) [Presenters must complete research/reflection document within three days of presentation and upload in Canvas.] |
| **12/4** | **Week 14: Art unit presentations. The end!**  
*Unit demonstrations by four groups. Final exam prep. How to begin and end the year in elementary and middle school classrooms. Course conclusion.*  
**In Class Assignment:** Presentations and critiques. |
OTHER SUGGESTED READING AND COURSE BIBLIOGRAPHY: (For your information, this reference section has been completed with APA 7th Edition Style.)


Erickson, M., & Young, B. (2002). *Multicultural artworlds: Enduring, evolving, and overlapping traditions.* NAEA.


**IMPORTANT WEBSITES:**

**National:**
- National Art Education Association: [https://www.arteducators.org/](https://www.arteducators.org/)
- (NAEA Publications: NAEA News (your course professor writes and has written a column for this), Studies in Art Education, Art Education Journal)

**Texas:**
- Texas Art Education Association: [https://www.taea.org/](https://www.taea.org/)
- Texas Fine Arts Commission: [https://www.arts.texas.gov/](https://www.arts.texas.gov/)
- Dallas Art Museum: [https://dma.org/](https://dma.org/)
- Kimball Art Museum: [https://kimbellart.org/](https://kimbellart.org/)
- CEDFA: [https://www.cedfa.org/](https://www.cedfa.org/)
- The Mexican American Museum of Texas: [https://tmamt.org/](https://tmamt.org/)
- State Museum of Asian Cultures: [https://texasasianculturesmuseum.org/](https://texasasianculturesmuseum.org/)
- Texas African American Museum: [https://5fc5b9f6a68df.site123.me/](https://5fc5b9f6a68df.site123.me/)
- Bob Bullock Texas State History Museum: [https://www.thestoryoftexas.com/](https://www.thestoryoftexas.com/)

**Art Education and Education:**
- American Educational Research Association: [www.aera.net](http://www.aera.net)
- Americans for the Arts: [https://www.americansforthearts.org/](https://www.americansforthearts.org/)
- Art Class Curator: [https://artclasscurator.com/](https://artclasscurator.com/)
- Art is Basic: [https://www.artisbasic.com/](https://www.artisbasic.com/)
- Art of Education: [https://www.theartofed.com](https://www.theartofed.com)
- Art 21: [www.pbs.org/art21/](http://www.pbs.org/art21/)
- Art of Ed: [https://artedge.kennedy-center.org/educators.aspx](https://artedge.kennedy-center.org/educators.aspx)
- Artful Artsy Amy: [http://artfulartsyamy.blogspot.com/](http://artfulartsyamy.blogspot.com/)
- ArtsOnia: [www.artsonia.com](http://www.artsonia.com)
- Artsy Fartsy Art Room: [http://theartsyfartsyartroom.blogspot.com/](http://theartsyfartsyartroom.blogspot.com/)
- Art with Trista, Facebook: [https://www.facebook.com/groups/324121017971299/user/100022980801534](https://www.facebook.com/groups/324121017971299/user/100022980801534)
- Bethany Theile, Art Teacher You Tube Channel (and her social media): [https://www.youtube.com/@BethanyThiele](https://www.youtube.com/@BethanyThiele)
- CASEL: [https://casel.org/](https://casel.org/)
- Cassie Stephens: [https://cassiestephens.blogspot.com/](https://cassiestephens.blogspot.com/)
- Deep Space Sparkle: [https://www.deepspacesparkle.com/](https://www.deepspacesparkle.com/)
- Edutopia, George Lucas Educational Foundation: https://www.edutopia.org/
- Facebook: Online Art Teachers (K-12) Private Group: https://www.facebook.com/groups/ONLINEARTTEACHERSK12/
- iPad Art Room: https://www.ipadartroom.com/
- Lessons from the K-12 Art Room: http://galatiak12art.blogspot.com/
- Love and Logic: www.loveandlogic.com
- Mini-Matisse Art Room: https://minimatisse.blogspot.com/
- Mrs. Knight's Smartest Artists: http://dolvinartknight.blogspot.com/
- Online Art Teachers (K-12): www.onlineartteachers.com
- Painted Paper: http://www.paintedpaperart.com/
- Pinterest: Many accounts, and also https://www.pinterest.com/TrinaDHarlow/
- SchoolArts Magazine: https://www.davisart.com/schoolarts/
- Shine Bright Zamorano: http://www.shinebritezamorano.com/
- Social Media Recommendations: https://theartofeducation.edu/2018/06/15-of-the-best-facebook-groups-for-art-teachers/
- Splish Splash Splatter: http://splishsplashsplatterart.blogspot.com/
- Smart Classroom Management: www.smartclassroommanagement.com
- Square 1 Art: https://www.square1art.com/
- Teach Kids Art: https://www.teachkidsart.net/
- TED and TEDx: www.ted.com
- The Teacher Toolkit: https://www.edutopia.org/
- Thomas Elementary Art: http://thomaselementaryart.blogspot.com/
- Visual Thinking Strategies: https://vtshome.org/

**Dr. Harlow's Facebook**: Dr. Trina Harlow - Educator and Artist, https://www.facebook.com/drharlowart

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