**Course Title:** ARE 6148 - Curriculum in Teaching Art (Web)
**Term:** Fall 2013
**Credits:** 3

**Faculty Contact Information**
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**Course Description**
A survey of historical and contemporary theories for development of art teaching curricula.

**Textbook and Materials**
- **Required Text:** *RETHINKING CURRICULUM IN ART* (2005), by Marilyn G. Stewart and Sydney R. Walker. Davis Publications.
  Note that we will be reading five chapters from Stewart and Walker’s textbook starting in week three of the term. These chapters are available for purchase in digital format through the publisher’s website at: [http://digitaleditions.davisart.com](http://digitaleditions.davisart.com). You may also purchase a digital version or print version of the complete textbook through the publisher’s website or by calling them directly at (800) 533-2847. Additional weekly readings will be available online through the course website or the UF College of Education Library website. Office and art materials required for this course will vary depending on individual needs.
- **A USB Headset with microphone**
  This piece of equipment is crucial for fully accessing the live sessions we have on Adobe Connect.

**Course Objectives**
This course is structured to assist graduate art education students in developing an understanding of various theories and approaches to structuring art curricula. Emphasis will be on identifying the basic elements of curriculum construction as well as linking contemporary theories and curricular practices in art education with their historical antecedents. At the completion of this course, students will be able to demonstrate understanding of:

- the basic elements of curriculum construction (i.e., intent, content, organization, and management).
- state learning standards in the visual arts and the various art competencies required.
- contemporary approaches to art curriculum development and their historical antecedents.
- various theories of learning and conceptions of knowledge, and how they relate to curricular development in art.
- approaches to assessing the knowledge and competencies required in an art curriculum
- print and online resources that support art curriculum development and implementation.

**Methods of the Course**
The primary instructional methods of this class include assigned readings and asynchronous group discussions on course topics. Synchronous online lectures, presentations, small group work, research, and project work will also be used to help students achieve the course objectives.
Course Requirements
To achieve the objectives of this course, the student will:

- read, synthesize and discuss selected readings on art curriculum development.
- collaborate on a "model" art curriculum unit with classmates.
- complete an independent research project related to art curriculum development.
- participate in discussions, complete all assignments, and contribute to our online learning community.

Learning Activities
A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. **Due dates for all learning activities are provided in the Course Schedule.**

Reading Review Assignments
Written reviews for each weekly reading must be typed and between 800-1000 words (or 2-3 pages) in length. Use 1-inch borders, 1.5 line spacing, and a 10-pt or 12-pt typeface such as Times Roman or Arial. Place your name and date with a title for the reading in the top left hand corner of the first page. Then, organize your written response under three sub-headings: **Summary, Key Points, and Personal Reflection.** Lastly, cite the chapter or articles you read in APA style at the end of your review under a sub-heading of **References.** Additional guiding questions and guidelines are given for each lesson’s readings.

The following criteria will be used to assess the written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. 10 points are possible for each written review for a total of 70 possible points at the end of the term, or 30% of your final course grade.

A Reading Review Rubric and Sample Reading Review are available for download on the course website.

Note: A few additional writing assignments may be given during the term in the form of worksheets, reflections, and idea generation activities. These are non-graded, required assignments.

Group Curriculum Project
The purpose of the group project is twofold: (1) to provide you with an opportunity to apply the principles of **backward design** to developing an art curriculum model; and 2) to simulate the kind of collaborative situation for curriculum development which exists in progressive schools today.

Class members will be divided into groups to work on a curriculum development project using a group wiki. The URL for your group’s wiki will be sent to you via email. Each group’s assignment is to create an art curriculum outline on a particular topic or theme and for a target grade level of their choice. This project will be posted on a group wiki and shared with other members of the class for comments.

Specific expectations and guidelines for completing the project are described on the Group Curriculum Project description sheet, available on the course website.

Each group’s curriculum unit will be evaluated according to: clarity (20 points); completeness (20 points); creativity (20 points); presentation (20 points), plus peer assessment and instructor assessment of individual performance (20 points), and will be worth 20% of your final course grade.
Independent Project
The purpose of the independent project (or “indie project”) is to provide you with an opportunity to explore a topic related to art curriculum planning that is of personal and professional interest, and that would be appropriate for use in an educational setting that you identify. This project will involve developing an original art unit of study using the *backward design* model and centered on a big idea(s) or essential question(s). The topic chosen for the unit should allow for inclusion of contemporary, culturally diverse, and female artists as learning resources.

The indie project should: (1) involve research of existing print and/or online art education materials in the field; and (2) result in a curricular unit that can be shared with others (including class members). This curricular project will have multiple documents that include a unit plan overview, three lesson or project descriptions, and supportive print or online teaching resources. All of this material must be published somewhere online (possible sites include, but aren’t limited to, Google Docs, LiveBinders.com, and Weebly.com.)

An Independent Project Proposal form must be completed and approved by your instructor before proceeding with this project. For additional information and direction, see the Independent Project description sheet on the course website.

The indie project will be evaluated according to: clarity (25 points); completeness (25 points); creativity (25 points); and presentation (25 points) – and will be worth 30% of your final course grade.

Discussions
To ensure meaningful class discussion, it is important for students to have read the assigned readings beforehand. The point of our discussions is *not* to summarize the reading assignments or to achieve one particular understanding of a reading or author’s point of view for the whole class. Instead, our goal is to enlarge our personal understanding of the text by reading, discussing and debating what each of us understood from reading the articles or chapters.

Please **DO NOT** simply paste your written reading review verbatim into the discussion board or add it there as attachment. Such postings will not receive credit. You may, however, use portions of your reading review in formulating your discussion posting.

Participation Expectations in Discussions
Participation [in discussion topics] will be assessed according to the (a) clarity, (b) promptness, and (c) significance of your posts as well as (d) your contributions to the learning community. 5 points are possible for each lesson (there may be more than 1 discussion topic for a given lesson), and you are expected and required to participate in each discussion topic. Your discussion score is worth 20% of your final course grade.

Discussions are open for one week following the day an assigned reading is given. In other words, discussion forums are set to open on a Wednesday each week and close the following Tuesday. It’s important that you post your initial response to a reading early in the week and log onto the class discussion board several times during each week to respond to your classmates’ postings. Initial guidelines and guiding questions for each discussion topic will be posted for each lesson, which are based on that week’s reading. Your personal approach to the content and author’s point of view are very much welcome; however, please keep the focus of the discussion on the topic at hand. *Individuals wanting to engage in more personal discussions should use the Student Lounge topic on the Sakai discussion board OR the live-chat page, which is available on the course site.*
In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to at least two other postings from your class members. Additional participation is encouraged and will earn a higher score. Postings made earlier in the week generally generate more responses and discussion than those made later in the week, and thus also typically earn higher scores.

Lastly, consider the quality of the contribution you make to the class through your postings on the discussion board each week. Acknowledging each other’s postings with comments like “I agree” or “I couldn’t have said it better” are supportive, but they do little to advance the discussion. Responses that expand upon earlier postings by posing questions which provoke further thinking, or that point to illustrative examples found on other websites or in books make more significant contributions to the class.

A Discussion Participation Rubric is available on the course website.

Topical Calendar
Week One: What’s worth teaching in Art?
Week Two: What is backward design?
Week Three: What should we consider when planning an art curriculum?
Week Four: What makes a “really good” art lesson?
Week Five: How should we assess student understanding in art?
Week Six: How can we effectively integrate art with other school subjects?
Week Seven: What’s your vision of art education?
Week Eight: Student presentations

Grading Policy
Final grades will be calculated according to the following criteria:

• Reading Reviews (30%)
• Group Curriculum Project (20%)
• Independent Project (30%)
• Discussions (20%)

Evaluation criteria used in each of these areas is available. Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Late Policy
Work turned in beyond a deadline will not receive full credit. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

Incomplete Policy
School policy dictates that an incomplete grade (or “I”) should only be given in situations in which a student is in “good standing” in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an “I” is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the “I” grade. If the work is not completed by the end of the next term, and the “I” grade is not changed via a grade-change form, the “I” grade is automatically converted to an “E” grade.
Grading Scale
95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D; 0-59 E.

See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for additional information on UF grading policies. Please Note: A grade of C- or below will not count toward major requirements.

Course Policies
Class Participation: Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your grade.

Students should plan to login to the course several times throughout the week. On average, you should expect to be on one of the course sites (Sakai, Adobe Connect, and Wikispaces) a minimum of six hours per week. Later in the term, once the group and independent projects get underway, additional online time is expected. As for time spent on outside study (e.g., reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week at a minimum (or for some people more).

This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. Three synchronous sessions are planned during the semester on AdobeConnect.com (refer to the course schedule for Adobe Connect session times). During these sessions, faculty will be able to talk with students about the course content in real time, and vice versa. The expectations for both the group and independent projects will be explained in detail during these sessions, and students will be able to ask questions. During the final Adobe Connect session, students will share and discuss the independent projects they’ve completed in class. Students unable to attend a live session will be expected to submit a recorded PowerPoint presentation with voiceover describing their projects and will be able to watch a recorded (archived) video of the meeting on the Adobe Connect site.

Academic Honesty
Students are expected to abide by the UF Academic Honesty Policy (http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php), which defines an academic honesty offense as “the act of lying, cheating, or stealing academic information so that one gains academic advantage.” In the context of this class, this means not submitting papers or projects that were created by another person(s) and properly citing sources for any material used in completing course assignments. Submitting work that has been plagiarized will result in a failing grade.

Netiquette
Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The Core Rules of Netiquette (www.albion.com/netiquette/corerules.html) are excerpted from the book Netiquette by Virginia Shea (1994), and are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

Please note: The instructor reserves the right to remove any discussion postings deemed inappropriate.

Student Support Services
As a student in a distance learning course or program, you have access to the same student support
services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit http://helpdesk.ufl.edu. For a list of additional student support services links and information, please visit http://www.distance.ufl.edu/student-services.

Students with Disabilities
Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found on the Web at http://www.dso.ufl.edu/drc/; reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

Complaints
Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Changes to the Syllabus
The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified through SAKAI email.