ARE 6386: Teaching Art in Higher Education

INSTRUCTOR: Dr. Michelle Tillander
SEMESTER AND YEAR: Fall 2012 SECTION 8328 CREDIT HOURS: 3
INSTRUCTOR CONTACT INFORMATION: 352-392-9977. E-MAIL: mtilland@ufl.edu
INSTRUCTOR OFFICE LOCATION AND HOURS: Norman 12D/ M 4:30-5:30PM or email for additional times & appointment.

DESCRIPTION OF THE COURSE: This course is designed to introduce graduate art students to the teaching of art at the post-secondary level.

OBJECTIVES OF THE COURSE: Graduate MFA students are required to enroll in ARE 6386 either prior to or during their first semester of teaching in the School of Art and Art History. At the conclusion of this course, students will be able to identify and respond to the following:

- the nature and needs of college students and adult learners,
- approaches to studio art instruction at the post-secondary level,
- selected literature on teaching art at the post-secondary level,
- the characteristics of "effective" teaching at the post-secondary level,
- procedures for critiquing and grading student art work,
- academic, curricular, legal, social and ethical issues related to teaching art at the post-secondary level, and
- hiring, tenure, and promotion practices in higher education.

METHODS OF THE COURSE: The primary methods used in this course include lectures and discussions centered on topics related to post-secondary art teaching. Readings, guest speakers, and co-facilitated sessions will be used to initiate and expand on the course topics. Opportunities for direct classroom observation and teaching are provided. A portion of this course is completed through an individualized program of study that includes readings, curricular development, observations, and teaching related to the student's specific area of concentration. E-LEARNING (LMS: SAKAI) Internet-based systems will be used as an extension of this course. I use minimal paper and never collect paper assignment in class with the exception of the final portfolio.

COURSE COMPONENTS AND REQUIREMENTS: This course is comprised of six components:

1. attending weekly seminars including all students enrolled in the course,
2. classroom observations and documentation of reflection of teaching with selected art faculty and GTAs,
3. preparation of a teaching portfolio for seeking employment in higher education,
4. co-planning and teaching a seminar session with specific learning objectives,
5. written reviews and discussions of selected readings, and
6. completing all in-class and out-of-class activities designed to further your understanding of the course content.

Participation in class is necessary to achieve the course objectives. Excessive absences (3 or more) and/or tardiness will have an impact on a student's final grade. Students are expected to arrive to class on time and be prepared to participate in all class activities.

EVALUATION AND GRADING: A student’s final grade will be based on his/her fulfillment of the course objectives and requirements. Final grades will be based on evaluations of the following five factors:

- teaching portfolio (30%)
- written reviews of readings (20%)
- co-facilitated seminar session (20%)
- classroom written observations/reflections, videos, and teaching activity (20%)
- class participation and attendance (10%)

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.

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-; 69 D+; 68 D; 67 D-; 0-66 E

UF GPA equivalency A 4.0; A-3.67; B+3.33; B 3.00; B-2.67; C+2.33; C 2.00; C-*1.67; D+1.33; D 1.00; D-.67; and E, I, NG, S-U, WF 0.00

UF grading policy website: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at https://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx See the table below that reflects +/- grades.
COURSE TEXT AND MATERIALS: All readings for the course are listed on the reading handout and will be made available on the library course reserves ARES http://www.uflib.ufl.edu. It is recommended that students purchase a notebook for note taking, class handouts, and journal-keeping purposes. To facilitate advisement and peer support, students are required to get and use a GATORLINK account. The course has an eLearning in Sakai cite https://lss.at.ufl.edu for posting of all assignments and written reading responses.

USEFUL RESOURCES:
UF and CFA guidelines (8/2013) http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf
UF Graduate School http://graduateschool.ufl.edu
UF Teaching Center http://www.teachingcenter.ufl.edu/ta_development.html
UF Faculty resources http://www.arts.ufl.edu/startup/faculty_resources.asp
Teaching Philosophy http://teachingcenter.wustl.edu/writing-teaching-philosophy-statement,
The Teaching Portfolio http://www.usask.ca/gmcte/resources/portfolio

RECOMMENDED BOOKS: Not Required
What the Best College Teachers Do. (2004) Ken Bain

POLICY FOR MAKE-UP EXAMS OR OTHER WORK: Students who miss work deadlines with excused absence are responsible for submitting the work due to the instructor before the beginning of the next class meeting to avoid being considered late. If excused absence has affected the student’s ability to work, the student is responsible for discussing this with the instructor before the due date. Unexcused absence will not suspend due dates, and the work will be considered late. To be approved for an incomplete:
1. Students must have completed the major portion of the class with a passing grade of C or better
2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
3. The student and instructor have discussed the situation prior to the final critique (except under emergency conditions)

ATTENDANCE POLICY: Attendance is required and very important to promote a community of creative scholars and count from the first class meeting. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the department to indicate their intent, may be dropped from the course. Anyone with more than three unexcused absences will lose 5% of their semester grade for each further unexcused absence. I encourage graduate students to attend professional conferences and lectures in their field; therefore, your absence in class for such an attendance is excused with prior arrangements. Work for excused absence is still due on time. Please contact me prior to class, or as soon as possible, if extenuating circumstances prevent attendance. Make-up of missed class work due to extenuating circumstances is required within 2 weeks of absence. The university recognizes the right of the individual professor to make attendance mandatory.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

ACADEMIC HONESTY POLICY: Students are expected to abide by the UF Academic Honesty Policy, 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 includes properly citing sources for any materials (both printed and online) used in completing course assignments. http://www.dso.ufl.edu/judicial/academic.php

Proper citation formats such as APA/MLA helps provide support for your ideas and reduces the possibility of plagiarism. All images and text from the Internet, journals, or books must have full APA/MLA citation to be used in your work. APA Style | Electronic References http://owl.english.purdue.edu/owl/resource/560/01/ MLA Style http://owl.english.purdue.edu/owl/resource/747/01/

STUDENTS WITH DISABILITIES: Individuals with disabilities must register with the Office for Students with Disabilities and confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills
necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university. Counseling Center web site: [http://www.counsel.ufl.edu](http://www.counsel.ufl.edu)
The Counseling Center: P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

**ONLINE COURSE EVALUATION PROCESS:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty do not receive the results until after the grades have been finalized. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/).
### Critical Dates:

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<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tr>
<td>co-facilitated Seminar (30 minutes) / incl. Handout for class</td>
<td>Sign up date TBD (Week #4, #6, #7, #8, #10, &amp; #11)</td>
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<tr>
<td>Readings Reviews/Discussions 1, 2, 3, 4 (Sakai discussion)</td>
<td>Week#2, #3, #5, #9, &amp; #12</td>
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<tr>
<td>draft Teaching philosophy (paper in class)</td>
<td>Week#6</td>
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<td>Final Teaching Philosophy (Sakai)</td>
<td>Week #8</td>
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<tr>
<td>Teaching Activity</td>
<td>Completed by November 18 Week#11</td>
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<td>Teaching Activity Reflection</td>
<td>Within 1 weeks of teaching event</td>
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<td>Teaching Activity Video share 3-4 minutes (in class sign-up sheet)</td>
<td>Week #9, #10.11, &amp; 12</td>
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<tr>
<td>Field Observation #1</td>
<td>Week#12 complete by</td>
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<tr>
<td>Field Observation #2</td>
<td>Week#12 complete by</td>
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<tr>
<td>Final Teaching Portfolio (paper and digital in class)</td>
<td>Week#14</td>
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### Topics

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<tr>
<th>Week</th>
<th>Assignments Due</th>
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<tr>
<td><strong>WEEK 1:</strong> M 8.26</td>
<td>See reading for next week (in Sakai and ARES to download)</td>
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<td><strong>M 9.2 (LABOR DAY) - NO CLASS</strong></td>
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<td><strong>WEEK 2:</strong> M 9.9</td>
<td><strong>Reading 2 Discussion:</strong> What’s worth teaching in studio art classes today? Read and response due before class (see rubric)  <strong>Ongoing:</strong> Work on seminar presentation and handout Coordinate teaching activity date and content</td>
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<td><strong>WEEK 3:</strong> M 9.16</td>
<td><strong>Reading 1 Activity:</strong> Pedagogy as experience. Discuss classroom observations, teaching activity and teaching portfolio assignments Meet in Seminar Groups and work on topics Discuss classroom observations, teaching activity and teaching portfolio assignments EXAMPLES: seminar handouts, portfolios Review written reading responses</td>
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<td><strong>WEEK 4:</strong> M 9.23</td>
<td><strong>Reading 1:</strong> Ellsworth, E. (2005). Introduction. In E. Ellsworth. Places of learning: Media, architecture, and Pedagogy (p.1-13). N.Y.: Routledge/Farmer. In class discussion only bring notes and a Ellsworth quote on a note card.  <strong>Reading 2:</strong> What’s worth teaching in studio art classes today? Read and response due before class (see rubric)  <strong>Ongoing:</strong> Work on seminar presentation and handout Coordinate teaching activity date and content  <strong>Seminar Topic 1:</strong> TBA  <strong>Schedule Teaching mentors:</strong> Map out a teaching philosophy Teaching philosophy activity <strong>Guest TBD (GTA/faculty?</strong></td>
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<td><strong>WEEK 5:</strong> M 9.30</td>
<td><strong>Seminar Topic 2:</strong> TBA  <strong>Collaboratively rework syllabus and Project Sheets(3) in class Review required components of a syllabus (Mapping out goals, action verb objectives and assessment) Resource Examples</strong></td>
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<td><strong>WEEK 6:</strong> M 10.7</td>
<td><strong>Seminar Topic 3:</strong> TBA  <strong>Collaboratively syllabus draft in class (check goals, objectives, assessment) 1 Project Sheet</strong></td>
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| Week 8: M 10.21 | **Seminar Topic 4:** TBA  
Discuss Teaching Philosophy statements (drafts) in groups  
**Guest TBD (GTA/faculty)** | **Final Teaching Philosophy Due** (Sakai)  
*Ongoing:*  
Portfolio development  
Syllabus and 3 project sheets (Your individual) |
|---|---|---|
| Week 9: M 10.28 | **Reading 4 Discussion:** What does it take to be an art professor today?  
4 max.-Video teaching share (4 minutes)  
**Guest TBD (GTA/faculty)** | **Reading 4 What does it take to be an art professor today?**  
Read and response due before class (see rubric)  
*Ongoing:*  
Portfolio development  
Syllabus and 3 project sheets (your original/individual) |
| Week 10: M 11.4 | **Seminar Topic 5:** TBA  
5 max.-Video teaching share (4 minutes) | *Ongoing:*  
Portfolio development  
Syllabus and 3 project sheets (your original/individual) |

**M 11.11 (Veteran’s Day) - NO CLASS**

**IMAGINATION STATION DOWNTOWN FESTIVAL NOVEMBER 16-17, 2013**  
http://www.gvlculturalaffairs.org/website/programs_events/DFAS/downtown_art_fest.html

| Week 11: M 11.18 | **Reading 4 Discussion: Your Choice plus one from lists** (2)  
4 max.-Video teaching share (4 minutes)  
**Guest TBD (GTA/faculty)** | **Reading 4 Discussion: Your Choice plus one from lists** (2)  
Read and response due before class (see rubric)  
*Ongoing:* Portfolio development  
Syllabus and 3 project sheets |
|---|---|---|
| Week 12: M 11.25 | **Seminar Topic 6:** TBA  
Review Portfolios (feedback)  
5 max.-Video teaching share (4 minutes) | **Portfolios DRAFT**  
CFA Evaluations on line.  
*Ongoing:*  
Portfolio development  
Syllabus and 3 project sheets |

**THANKSGIVING HOLIDAY (11.27-30)**

| Week 13: M 12.2 | **Final PORTFOLIO DUE**-Review and feedback  
Portfolio return/pick-up TBA | **Teaching Portfolio Due**  
W (12.4) All Fall classes end  
**Reading days** (12.5-6, 2013)  
**Exams** (12.7, 9-13, 2013)  
September 2: Labor Day  
November 8-9: Homecoming  
November 11: Veterans Day  
November 27-30: Thanksgiving |