



## are 230: foundations of avce spring 2014 course syllabus

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**Office:** ART 243A

**Office Hours:** Monday's 10:00 – 11:00 a.m. & by appointment

**Class Meeting:** M/W 8:00 – 9:45 a.m. in art building, room 103

Middle school students preparing for a knit-bombing project, Tubac Center for the Arts Summer Program, 2013

### course description:

In this course, students will be introduced to some foundational ideas in the discipline of Art and Visual Culture Education (AVCE). We will explore AVCE histories, influential theories, purposes, and implications. Through readings and class discussions/activities, students will gain an introductory understanding of the practices and structures of art and visual culture education in schools, museums, and community settings in the United States.

### course objectives:

Students will be able to:

**1. Understand various issues that influence student choice through art and visual culture education.**

InTASC Standard 1, 1(d): The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

InTASC Standard 2, 2(j): The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

InTASC Standard 4, 4(o): The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

NETS-T #4: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

**2. Demonstrate an aptitude for understanding and working alongside or with others of differing opinion.**

InTASC Standard 1, 1(h): The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

InTASC Standard 2, 2(m): The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

InTASC Standard 3, 3(l): The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

**3. Present issues of social diversity to others through art and visual culture education practices.**

InTASC Standard 1, 1(g): The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

InTASC Standard 4, 4(c): The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

InTASC Standard 8, 8(r): The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

### required texts:

- Gaudelius, Y. & Speirs, P. (2002). *Contemporary issues in art education*. Upper Saddle River, N.J: Prentice Hall.
- Stankiewicz, M. A. (2001). *Roots of art education practice*. Worcester, MA: Davis Publications.
- Additional required readings and course media will be hosted on the course d2l site in PDF format.
- Please see course calendar for reading schedule.

### d2l (desire to learn):

ARE 230 has a designated course site within the DL2 system. ALL students are REQUIRED to use D2L and to have a University of Arizona email account. Information, announcements, notes, images, and class activities will be posted on or linked to this course homepage. This means that you must check the homepage frequently for information.

### assignments & project descriptions:

Below is brief description of each course assignment. **\*\*Please see d2l for detailed and extended guidelines for each assignment.**

#### **Reading Journal (20% of final course grade):**

Throughout the semester, you will work on a reading journal. The purpose of this journal is for you to respond to ideas presented within the required readings, and discuss how the reading topics and issues relate to your own interests in art and visual culture education. You are required to create weekly entries (beginning the week of January 20<sup>th</sup> and concluding the week of March 28<sup>th</sup>) totaling 14 entries. Please review the document on d2l for more detailed guidelines and information regarding this assignment.

**Due:** Weekly, but submitted for review on March 5<sup>th</sup> and May 5<sup>th</sup>

#### **Discussion Questions & Glossary (15% of final course grade):**

In addition to your reading journal, you will be expected to respond to required readings through both the use of discussion questions and a class-wide online glossary. There are 23 total readings assigned throughout the semester. Even though you are expected to read each one carefully, you are only required to respond to 10 for this assignment. For each reading you choose (10 total), you will post one discussion question and add two terms to our online glossary.

**Due:** Ongoing; questions and terms are due by 2:00 p.m. the day before the reading is due (so either Sunday or Tuesday)

#### **Observations (20% of final course grade):**

During the course of the semester, you will be required to visit three different art education sites (a school, a museum, and a community organization) and observe what teaching and learning looks like within each space. Each visit should be between 45 and 60 minutes in length. Not all of these

observations will fit within our class time, depending on the schedule of your observation site. Our course calendar compensates for the time required to conduct these observations. For each observation, you will complete observation notes using a pre-designed document available on d2l. Additionally, you will develop a 5-7 page reflective paper that examines your observations and your new understandings about art and visual culture education developed from class readings and discussions. Please review various observation documents available on d2l for more detailed information about each aspect of this assignment.

**Due:** Dates for observations vary; report due May 7<sup>th</sup>

### **Pinterest Art Education Inspiration Board (15% of final course grade):**

This project is intended to help you begin to consider what your teaching practice might look like in a particular setting. Using pinterest.com, you will create a teaching inspiration board for the art education space of your choice. Your Pinterest board should focus on one particular setting (i.e.: teaching in a classroom, an art museum, or in a community organization), and should contain at least 20 pins. Additionally, you will develop a short paper to accompany your Pinterest board. This paper should discuss your reasoning behind your pins, and why they are relevant to the particular art education setting you chose. You will present your Pinterest board in a short presentation to the class.

**Due:** Online board, paper, and presentation all due February 19<sup>th</sup>

### **Exploring Curriculum & Pedagogy (20% of final course grade):**

As a practicing art educator, it will be your responsibility to not only plan and determine the content of what you will teach (i.e.: your curriculum), but also how you will teach it (i.e.: your pedagogy). In this project, you will first come up with an idea or topic you would like to teach, in the setting of your choice. Next, you will outline how you would go about teaching this. Therefore, you are developing both curriculum and pedagogy. You will prepare a written document, which outlines your proposed teaching project, and address both your curriculum and pedagogical approach. Additionally, you will complete a micro-teaching activity in class where you teach an aspect of your project to your fellow classmates.

**Due:** Paper and micro-teaching both due April 9<sup>th</sup>

### **Participation (10% of final course grade):**

You must be prepared for each in class discussion and activities. All students are expected to read all course materials, prepare for and participate in each class discussion. If you have trouble with class discussions, please think ahead of what you would like to discuss in class and prepare to interject this. If this still proves hard for you, please let me know. You will be given two participation grades throughout the semester, so that you can track and alter your participation if necessary.

**Due:** Weekly; one grade posted halfway through the semester and one posted at the end of the semester

### **grade policies & distributions:**

All grades will be posted on d2l as assignments are completed and assessed. You can keep up with your grades and progress through the class site. **There is a two-week turn around time for grades.** If you have any questions in regards to your grade please contact me as soon as the questions arise. **DO NOT WAIT UNTIL THE END OF THE SEMESTER TO BRING UP GRADE ISSUES OR QUESTIONS.**

Students will be assessed upon the intensity of their engagement in the experiences, attention to detail, willingness to exceed minimum expectations, and contributions to the class as a whole. Any

student who fulfills these criteria thoroughly and thoughtfully is capable of earning a B in this course. Those who consistently display exceptional effort and involvement will earn an A.

A (90-100%) - The student fulfills all course requirements and performs at a superior level.

B (80-89%) - The student fulfills all course requirements and performs at an above-average level.

C (70-79%) - The student fulfills all course requirements and performs at an average level.

D (60-69%) - The student fulfills all course requirements but performs at a below-average level.

E (59% and below) - The student fails to fulfill all course requirements and performs at a poor level.

*[The grade of Incomplete will be assigned ONLY under the following circumstance: only a small percentage of the semester's work is still outstanding and was not completed due to a documented medical emergency.]*

Grade Category	Grade Percentage
Reading Journal	20% of final grade
Discussion Questions & Glossary	15% of final grade
Observations	20% of final grade
Pinterest Art Education Inspiration Board	15% of final grade
Exploring Curriculum and Pedagogy	20 % of final grade
Participation	10% of final grade
Totals:	100%

### attendance policy:

Please be on time and in regular attendance. Please do notify me in advance if you must miss a class by sending an email message. Work you miss due to absence can be made up only under very exceptional circumstances. If you are absent, it is your responsibility to find out what you missed during the class session. **Over two unexcused absences will result in a lowering of your final grade 2 points per additional absence.** Lateness is not acceptable. If you arrive five minutes after class has begun, you will be marked late.

If you are more than five minutes late three times, each additional lateness will result in a lowering of your final grade 1 point per additional lateness. If you are more than fifteen minutes late to class, you will be considered absent. Although I reserve the right to administratively drop you from the class if you do not attend our first class meeting, dropping the course (if you choose to do so) is your responsibility and you should attend to it promptly.

**In order for an absence to be excused, it must be documented and meet one of the following requirements:** serious illness or injury, family emergency, and University-sponsored travel. All holidays or special events observed by organized religions will be honored as excused for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored as excused.

**Attendance is mandatory for observations in schools, museums, community centers, and other educational settings.** When you make an appointment to visit an educational location, keep it and arrive on time (at least 15 minutes before the start time).

## course expectations:

Please see the descriptions below for additional course policies and expectations.

### **Preparation and Deadlines:**

It is essential to be prepared and to meet course deadlines. Expectations and deadlines are outlined in the daily calendar posted under "Content" in d2l. Please check the d2l news feed and your email once daily, as the calendar is subject to change and is our primary means of communication. Expectations will be shared at the beginning of each class period for the following course meeting. For unexcused absences, in class work cannot be made up and other assignments that are late may not be accepted.

### **Computer and Cell Phone Policy:**

I expect you will use technology in the duration of the class to take notes, or research. However, please turn your cell-phones to silent settings during class so as to not be disruptive. Facebook, Twitter, Instagram and email can also wait till class is done. I *will* deduct points from your participation if I see you attending to business other than class content during class, as I deem it inappropriate behavior, *unless* it relates directly to class content and discussion.

### **Written Work:**

Written work must be typed, proofread, double-spaced, and submitted on time. Complete and proper APA citations must be used where references are required. Grammar, spelling, and punctuation count! Writing is expected to be correct and coherent. Free tutoring and editing services are available at the University Writing Center in the Nugent building. Additionally, documents related to writing and citing references will be posted on d2l. Your name, the date, and the assignment title must be placed at the top of all assignments. Please do note that all written work submitted to d2l will be assessed through the plagiarism detector program "turnitin."

### **Late Work Policy:**

For each calendar day (i.e. each 24 hour period after the deadline) late work will be reduced by 1/2 letter grade. Work more than two weeks late will not be accepted.

### **Electronic Communication:**

You are responsible for keeping up with the online course calendar available on the d2l site. Please check the news feed on class meeting days. I will make every effort possible to post news by 7:00 a.m. I will communicate with students personally via UofA email. Please contact me via UofA email only.

### **A Note on Content:**

The subject matter of this course contains material that may challenge or offend your moral, religious or political values and beliefs. During the course of the semester, we may encounter and discuss works of art that contain or deal with nudity, profanity, sexuality and violence. You are not expected to agree with all content and viewpoints presented, but you are required to respectfully consider these texts. If this is an insurmountable issue perhaps this course is not appropriate for you.

### **University Policies:**

**From the University Policy on Threatening Behavior:** "The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to

constructive change and respect for the rights of all individuals. Self discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.”

From the **University Code of Academic Integrity**: “Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own. This principle is further reinforced by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 – 5-403, all provisions of which apply to all University of Arizona students.”

The **Code of Conduct** is available at:

<http://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>

The **Policy on Threatening Behavior** is available at:

<http://deanofstudents.arizona.edu/disruptiveandthreateningstudents>

The **Code of Academic Integrity** is available at:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

### **ADA Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and that you notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. For more information on this, please see <http://drc.arizona.edu/teach/syllabus-statement.html>

### **Disclaimers:**

Information contained in this syllabus and in the course calendar, other than absence and grade policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.



Young children sketching at Tucson Museum of Art exhibition *Museum as Sanctuary: Giving Voice to Tucson’s Refugees*, 2013