

**Texas Tech University
School of Art**

Art 3372: Rethinking Art Education
Section 001, M/W 9:00 – 10:50 a.m.

COURSE SYLLABUS (Spring 2010)

Instructor: Bruce Mackh

Phone: (806)-742-3825 – Texas Tech School of Art
(312)-997-1960 – cell (For emergencies only)

Email: b.mackh@ttu.edu

Office Hours: Before and after class or by appointment

Catalog Description

Contemporary content and teaching in the visual arts.

Prerequisites: Sophomore standing and non-major status

Overview of Course

The purpose of this course is to increase our awareness and knowledge of visual cultures, art and education in relation to ourselves, our students, the elementary classroom and the cultures of art. This course accomplishes that task by focusing on three distinctive, yet related, areas: art content, pedagogy and personal artistic skill development. Locating art and art education within various social contexts, we examine how race, class, gender, age, sexual identity, ability, etc., affect and influence how we interpret, react to, and interact with art. You will have the opportunity to explore your philosophies about art and begin to develop resources and strategies for classroom use. You will also have the opportunity to develop personal art skills relevant to your own self-esteem and teaching.

Throughout this course, we will concern ourselves with many issues that affect the teaching of art in schools. These include (but are not limited to): contemporary teaching approaches in art education, contemporary curricular and cultural developments, interdisciplinary impacts, and contemporary artists and issues.

A Word of Caution: You should not view this class solely as a means for ideas and art projects for use at the elementary level. Consider it a vehicle to learn more about art and yourself in relation to diverse cultures in which we live in and around.

Special Note: There is always a blending of art, education and the personal. This class deals with real issues in life, art and education—issues that are pertinent to the teaching and researching about art and education in the twenty-first century. Some issues may be personally unpopular, controversial or uncomfortable. All of the issues raised in this course are of substantive value and are addressed in art education research and literature. I hope you will approach difficult issues within the classroom with openness and respect.

About this Class

I expect you to attend every class. This is an experiential and reading intensive class. You are responsible for completing all of the required assignments, including keeping a journal in which you will write down and reflect about difficult issues or concepts, to note resources, and to take class notes. I expect all students to participate in class discussions, contributing ideas and perspectives on topics or art. All your work should incorporate aspects or issues addressed in class in relation to your personal or professional interests.

Texts, Materials, and Lab Fees

- 8 1/2 x 11 or larger sketchbook

Required Texts

Ayers, William. (2003). *On the Side of the Child: Summerhill Revisited*. New York: Teachers College Press.

Prince, Eileen. (2008). *Art is Fundamental*. Chicago: Zephyr Press.

Steward, Marilyn and Walker, Sydney. (2005). *Rethinking Curriculum in Art Education*. Worcester, MA: Davis Publications.

You were assessed a fee as part of your tuition which covers the replacement costs and use of clays, glazes, tempera paints, acrylic paints, markers, chalks, charcoals, crayons, pastels, inks, watercolors, various papers and other art supplies. The lab fee covers basic art supplies. You will be required to purchase additional materials as needed for projects throughout the semester.

Course Outcomes

1. Students will utilize contemporary art, artists, and social issues in discussions, written assignments, and lessons.
2. Students will gain in the ability to converse about the multiple social/institutional purposes, functions and goals of art and education.
3. Students will read and discuss texts that testify to race, social class and gender experiences.
4. Students will develop a deep understanding that art comes from real-life experiences.
5. Students will develop personal art skills and begin/continue self-confidence towards art making/knowing.
6. Students will develop strategies for classroom activities with children.
7. Students will utilize technology in lessons and art projects.
8. Students will attend two outside art-related events/openings.

Course Assessments

1. Students will successfully demonstrate knowledge of contemporary art, artists, and social issues through participation in class discussions, written assignments, and lessons.
2. Students will demonstrate growth in the ability to converse about the multiple social/institutional purposes, functions and goals of art and education as demonstrated by participation in class discussion and journal/sketchbook entries.
3. Students will read and discuss texts that testify to art education issues as well as race, social class and gender experiences. Student understanding of texts will be demonstrated by journal/sketchbook entries, presentations, and essays related to course texts.
4. Students will demonstrate a deep understanding that art comes from real-life experiences through students' personal art-making as well as journal/sketchbook entries, lessons taught to peers in the class, and participation in class discussions.

5. Students will demonstrate growth in personal art skills and begin/continue self-confidence towards art making/knowing, evaluated by critique of art projects produced in the course as well as journal/sketchbook entries and participation in class discussions.
6. Students will demonstrate strategies for classroom activities with children through development and implementation of lesson plans accompanying two art lessons presented in class.
7. Students will demonstrate use of technology in lessons presented to the class, lesson plans accompanying those lessons, and art projects produced over the semester.
8. Students will demonstrate attendance at one outside art-related through a written summary and evaluation of the event.

Grading Procedures

Criteria for Grading and Assessment

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%) [passing but not necessarily satisfying degree requirements]

F = Failure (59% or below)

Formatting Guidelines

All written materials and assignments must be typewritten or word-processed utilizing the following format. Except for the journal and/or sketchbook, NO handwritten papers will be accepted.

- 1-inch margins
- Times New Roman, size 12
- Double spaced
- Heading: your full name, the date, and the assignment title at the top of the first page
- Correct use of citations, if applicable
- Included illustrations, if any, must be located at the end of the document (not inline with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.

Citations

EVERYTHING that is not your own work, words, or ideas must be CITED correctly.

If you include any images in your written work, lessons, or presentations, you must cite them.

APA format for citing works of art:

Format: Artist (last name, first name), artist's role (in parentheses i.e. Artist, Architect), title, the work type, in brackets [Painting, Cathedral, Chair], country of origin or city, and state, and repository. Include URL or other identifying material about source, if needed.

Example: Cattelan, Maurizio. (Artist). (1997). *Novecento (Twentieth Century)*. [mixed media]. Sydney: Museum of Contemporary Art. Retrieved May 2, 2009 from <http://www.bos2008.com/app/biennale/artist/61>

To find the correct way of citing other materials according to APA format, see

<http://owl.english.purdue.edu/owl/resource/560/01/>

Wikipedia is NOT an acceptable source in scholarly research or writing. Do not use it. Do not cite it.

When necessary, contact and utilize the University Writing Center for assistance in writing papers. The Writing Center is at 175 English/Philosophy Building. It is open M-F from 9:00 a.m. to 5:00 p.m. Call (806)-742-2476.

Your Responsibilities as a Student I expect you to attend every class. When readings are due, I require you to prepare one question for discussion (at least one from each reading when there are multiple readings), legibly handwritten on separate 3 x 5 cards, which I will collect at the end of class. I also require you to keep a journal, writing down and reflecting about difficult issues or concepts and a sketchbook to work out art ideas. Every entry or sketch must be dated and include a connection to a course topic. Your journal and sketchbook must be brought to class daily.

Assessments and Assignments

Assessment	Description	Due Date	Value
Students will successfully demonstrate knowledge of readings and course material.	Be prepared to discuss each day's readings: <ul style="list-style-type: none"> • What is the author's position? • What is my position? • My reaction? • What is the relation to art and education? • What questions do I bring to the discussion? 	Instructor will keep a daily log of student participation and preparedness.	20%
Students will work with a partner/team and present one chapter or section from each of <i>Rethinking Curriculum in Art Education</i> and <i>Art is Fundamental</i> .	Presentations should clearly and comprehensively present material from the chapter/section to the rest of the class. (See attached grading rubric 6)	Students will sign up for presentations during the first week of class. Presentations will be completed as per the attached schedule.	20% (10% each)
After the completion of each course textbook, students will write an essay on a topic to be announced by the instructor.	(See attached grading rubric 1)		15% (5% each)
Students will attend one outside cultural event and write a two-page reaction paper.	(See attached grading rubric 2) Acceptable cultural events include TTU theatrical or music performances, TTU philosophical lectures or presentations, live civic theatrical or musical presentations, or First Friday Art Trails. Other events may be submitted ONLY with prior consent of the instructor.	These should be turned in within one week of the event attended.	5%
Students will teach one art lesson on an art concept, period, or artist.	Each student will teach a 10-minute lesson involving the teaching of a particular art concept, period, or artist. (See attached grading rubric 3)	TBA	5%
Students will teach one art project lesson .	Each student will be responsible for creating and facilitating one art	TBA	5%

	project lesson. (See attached grading rubric 4)		
Students will create 2 studio art projects using various art media.	Through individual and group critiques, students will testify to art technique mastery and self-confidence-building. (See attached grading rubric 5)	TBA	10% (5% each)
Students will participate in a final critique of the art projects they have created during the semester.		Final exam period/last day of class	5%
Students will maintain a journal/sketchbook throughout the course, recording personal reactions, ideas, and reflections on course topics.	Students will reflect on class discussions. Students will use life experiences as models for art projects and lesson plans. (See attached grading rubric 7)	Due on last day of class.	15%

Attendance Policy

Attendance is mandatory. Much of the content of this class occurs **in class**. Part of your responsibility in this class is to share your thoughts, views and perspectives on issues and readings with your classmates, no matter how rough or refined. You can't do that if you are not present in class.

Therefore, whether absences are excused or unexcused, they will have a decided impact on your final grade. After three absences, every additional absence will lower your final grade for the course by one letter grade. In addition, any combination of three tardies or instances of leaving early count as one absence. You may want to reconsider taking this section if extenuating circumstances hinder regular class attendance. If you need to be excused from class for religious reasons or due to TTU-sponsored activities, TTU policy asks that you provide a written note prior to the absence and make up the work (see below).

Students may write a 2-page précis on the day's assigned readings in order to make up for discussions missed due to absences, but only for the first three absences. NO extra credit will be given to make up for excess absences.

Reporting Illness

In case of an illness that will require absence from class for more than one week, the student should notify his or her academic dean. The Dean's office will inform the student's instructors through the departmental office. In case of class absences because of a brief illness, the student should inform the instructor directly. Other information related to illness is found in the Student Handbook and the Residence Halls Handbook.

Absence due to religious observance

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Absence due to officially approved trips

The Texas Tech University Catalog states that the person responsible for a student missing class

due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Illness and Death Notification

The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/ or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student's responsibility for missed class assignments and/or course work during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterwards. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Civility in the Classroom You are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that everyone has an opportunity to gain from time spent in class, unless otherwise approved by the instructor, you are prohibited from using cellular phones or beepers, checking your email or surfing the internet, updating your social networking sites, eating or drinking in class, making offensive remarks, reading newspapers or magazines, sleeping or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in, minimally, a request to leave class, which will be counted as an unexcused absence.

Academic Integrity The current Undergraduate Catalog states policies concerning academic integrity. Note that for "students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension". See section on "Academic Integrity" for further information on cheating and plagiarism.

Americans with Disabilities Act If you require special arrangements in order to meet course requirements because of a disabling condition, contact me as soon as possible so that necessary accommodations can be made. (Americans with Disabilities Act, July 26, 1990)

Health and Safety Policy Every effort will be made to comply with the intent of state laws or acts and the University Health and Safety Program in an effort to maintain a safe academic and working environment. Information and awareness of safety factors will be included in the course content when applicable.

Conflict Resolution

The Office of the Ombudsman is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call (806)-742-4791.

Class Schedule

(Note: all items are subject to change at the discretion of the instructor)

Date	Presentation/Discussion	Other items due
W Jan 13	First Day of Class	
M Jan 18	University Holiday No Class	
W Jan 20	Rethinking, Ch 1	
M Jan 25	Rethinking, Ch 2	
W Jan 27	Rethinking, Ch 3	
M Feb 1	Rethinking, Ch 4	
W Feb 3	Rethinking, Ch 5	
M Feb 8	Rethinking, Ch 6	

W Feb 10	Rethinking, Ch 7	
M Feb 15	Rethinking, Ch 8	
W Feb 17	Art is Fundamental Getting Started p. 1-18	
M Feb 22	Art is Fundamental, First Year, Unit 1 and 2, p. 19-56	Essays due for Rethinking Curriculum in Art Education
W Feb 24	Art is Fundamental, First Year, Unit 3 and 4, p. 57-80	
M Mar 1	Art is Fundamental, First Year, Unit 5 and 6, p. 81-100	
W Mar 3	Art is Fundamental, Second Year, Unit 1 and 2, p. 101-124	
M Mar 8	Art is Fundamental, Second Year, Units 3-6, p. 125-146	
W Mar 10	Art is Fundamental, Third Year, lessons 1-5, p. 147-164	Reminder: Cultural Events papers should be turned in within one week of attending the event.
M Mar 15	Spring Break	
W Mar 17	Spring Break	
M Mar 22	Art is Fundamental, Third Year, lessons 6-10, p. 165 to end	
W Mar 24	Class discussion of On the Side of the Child, p. 1-29	Essays due for Art is Fundamental
M Mar 29	Class discussion of On the Side of the Child, p. 30-63	
W Mar 31	Class discussion of On the Side of the Child, p. 69-99	
M Apr 5	No Class	
W Apr 7	Class discussion of On the Side of the Child ,p. 100-119	
M Apr 12	Class discussion of On the Side of the Child, p. 120-end	
W Apr 14	TBA	
M Apr 19	TBA	Essays due for On the Side of the Child
W Apr 21	TBA	
M Apr 26	TBA	
W Apr 28	TBA	
M May 3	TBA	
W May 5	Study Day	
M May 10	Final Exam: Critique	

NOTES: _____

Grading Rubric 1: Essay

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Essay adequately addresses essay question						
Use of additional resources						
Use of proper English/overall quality of writing						
Meets due date						
Correct format						
Length (5 full pages of text, not to exceed 6 pages*)						

Total Points = _____ / 30

30 – 27 = A = 5% of course grade

26 – 24 = B = 4% of course grade

23 – 21 = C = 3% of course grade

20 – 18 = D = 2% of course grade

17 or less = F = 1% of course grade

* Page length refers to text ONLY. Any graphics, pictures, or illustrations must be attached at the END of the document, not included within the body of the text. Attachments do not count towards total page length of the paper. All attached images must be accompanied by correct citations.

Grading Rubric 2: Reaction Paper—Cultural Event

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Summary/description of Event (50% of text)						
Personal reaction to event (50% of text)						
Use of proper English/quality of writing						
Meets due date						
Correct format						
Length (2 full pages of text, not to exceed 3 pages*)						

* Page length refers to text ONLY. Any graphics, pictures, or illustrations must be attached at the END of the document, not included within the body of the text. Attachments do not count towards total page length of the paper. All attached images must be accompanied by correct citations.

Total Points = _____ / 30

- 30 – 27 = A = 5% of course grade
- 26 – 24 = B = 4% of course grade
- 23 – 21 = C = 3% of course grade
- 20 – 18 = D = 2% of course grade
- 17 Or less = F = 1% of course grade

Grading Rubric 3: Art Lesson (Concept, Period, or Artist)

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Lesson is applicable to multiple grade levels						
Use of visual aids						
References to works of art						
Preparation						
Creativity						
Effectiveness of lesson						
Meets time guidelines (10 minutes)						
Written Lesson Plan (must include correct citations for all materials used, including works of art)						

Total points = _____ / 40

- 40 – 36 = A = 5% of course grade
- 35 – 32 = B = 4% of course grade
- 31 – 28 = C = 3% of course grade
- 27 – 24 = D = 2% of course grade
- 23 or less = F = 1% of course grade

Grading Rubric 4: Art Lesson (Project)

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Anti-biased; tied to relevant social issue						
Applicable to multiple grade levels						
Written lesson plan						
Preparation						
Effectiveness of lesson						
Creativity						
Clarity of presentation						
Time (20 minutes or less)						

Total points = _____ / 40

40 – 36 = A = 5% of course grade

35 – 32 = B = 4% of course grade

31 – 28 = C = 3% of course grade

27 – 24 = D = 2% of course grade

23 or less = F = 1% of course grade

Grading Rubric 5: Studio Art Project

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Originality						
Creativity						
Completion by due date						
Demonstrates understanding of key course concepts						
Applicability to future teaching						

Total points = _____ / 25

- 25 – 23 = A = 5% of course grade
- 22 – 20 = B = 4% of course grade
- 19 – 17 = C = 3% of course grade
- 16 – 15 = D = 2% of course grade
- 14 or less = F = 1% of course grade

Grading Rubric 6: Class Presentation

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Demonstrates substantial knowledge of chapter/section content						
Creativity						
Clarity of presentation						
Preparation and organization of materials						
Overall quality of presentation (physical/vocal mannerisms, ability to hold audience interest)						
Completion by due date						
Written lesson plan						

Total points = _____ / 40

40 – 36 = A = 10% of course grade

35 – 32 = B = 8% of course grade

31 – 28 = C = 6% of course grade

27 – 24 = D = 4% of course grade

23 or less = F = 2% or less of course grade

Grading Rubric 7: Journal/Sketchbook

	5 excellent	4 good	3 satisfactory	2 unsatisfactory	1 very poor	0
Legibility						
Number of entries:						
Format of entries: Each journal entry or sketch must include the date it was written or drawn and make a connection to one of the course discussion topics						
Entries demonstrate connection between the student's personal life experience and course topics						
Entries demonstrate personal growth and reflection						
Meets due date						
Overall quality						
Evidence of learning and reflection						

Total points = _____ / 40

40 – 36 = A = 15% of course grade

35 – 32 = B = 13% of course grade

31 – 28 = C = 11% of course grade

27 – 24 = D = 9% of course grade

23 or less = F = 7% of course grade

Class Participation and Discussion = 20% of final course grade

There are 28 days of class.

Students may earn up to 3 points per day for:

- Verbal contributions/questions
- Active listening (i.e. taking notes)
- Participation in class activities

This results in a total of 84 possible points for class participation and discussion.

84 – 76 = A = 20% of course grade

75 – 67 = B = 16% of course grade

66 – 58 = C = 14% of course grade

57 – 50 = D = 12% of course grade

56 or less = F = 10% or less of course grade