

Pedagogy and Professionalism

Course Description

This course is intended to equip MFA students with the skills and tools necessary for successful teaching in higher education as well as to explore career options in the marketplace outside of academia.

Prerequisites

Graduate standing in an arts-related field such as art and design, music, theatre and dance.

Overview of Course

The purpose of this course is to prepare students for future teaching positions in higher education while also exploring career options other than teaching. Students will develop a potential course including a syllabus, lesson plans, and grading rubrics. They will also write a teaching philosophy statement and an artist's statement, assemble a professional portfolio, write a resume and CV, and draft the template for a cover letter. As a final culminating activity, students will participate in a mock-interview during which they will present the professional materials they have developed during the course. Lecture, small group activities, guest speakers, and field trips will all be part of the class sessions. At the close of this course, students should be ready to assume a teaching position at an institution of higher learning and also to have gained the requisite skills and knowledge to conduct a successful job search outside of the university.

Required Texts:

Burzotta-Nilson, Linda (2010). *Teaching at its best: a research-based resource for college instructors*. San Francisco, CA: Jossey-Bass.

Ramsden, Paul (2003). *Learning to Teach in Higher Education*. London: RoutledgeFalmer. Also available as an eBook. (excerpts)

Light, Greg; Cox, Roy; Calkins, Susanna (2009). *Learning and Teaching in Higher Education: The Reflective Professional*. London: SAGE Publications.

Course Outcomes, Objectives, and Assessments

| Course Outcome | Course Objective | Assessment | Weight |
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| Develop a theoretical basis for art and design practice | Read, write, and understand materials pertaining to teaching and professional artistic practice. | Written assignments (other than course project) and quizzes | 25% |

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| Develop a practical basis for art and design practice | Create an effective syllabus, lesson plans, rubrics, and other practical tools for possible teaching in higher education | Presentations | 25% |
| Develop an intellectual community | Establish contacts with career services, working artists, designers, and professionals in the field | Class participation | 25% |
| Prepare for professional research, development, and distribution | Create a resume, CV, and other documents for future use in seeking a job after graduation; participate in discussions regarding the importance of ongoing engagement in research activity once employed at an institution of higher education or in another professional position | Course project | 25% |

Assessment and Grading Criteria

A = Excellent (100-90%)

B = Above Average (89-80%)

C = Average (79-70%)

D = Inferior (69-60%)

F = Failure (59% or below)

Lesson Schedule

| Week—Topic | Lesson | Assignment |
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| 1. Theories of teaching and learning | Lecture: there is a difference between teaching and learning. What makes a great teacher? Brainstorm qualities of a great teacher. | Write a 1-page paper about the best teacher or learning experience you've had. Include at least three ways this can inform your future teaching practice. |
| 2. Writing a Syllabus: a. Designing outcomes and objectives b. Investigating university policy and procedure c. Making an outline for instruction | a. Compare and contrast outcomes and objectives (Venn diagram) b. Use action verbs, limit numbers, one sentence each c. Group activity: seek specific policies on different university websites. d. Handout: CRLT guide to writing a syllabus. e. Groups evaluate and edit sample syllabi; share with class | a. Write 5 outcomes and objectives for your proposed course. Be prepared to defend these in class. b. Find and paraphrase the policy and procedure information you'd need if you were to teach your proposed course at UM c. Incorporate this information into the draft of a syllabus for your proposed course. Include policies, outcomes and objectives |
| 3. Writing lesson plans | Lecture: the steps of a great lesson. Groups write sample lessons for topics assigned by the instructor (mix of art-making and informational lessons) | Write at least three lesson plans for your proposed course. One should be informational, one creative, and one of your choice. |
| 4. Grading philosophy—norm-reference, criterion-reference, and rubrics | Groups practice writing rubric on topics assigned by the instructor | Write three grading rubrics for your proposed course. |
| 5. Presentation of course idea | Presentations and critique. As students make their presentations, peers fill out an evaluation and feedback form. These are given directly to the student following each presentation | Incorporate suggested changes to course idea. |
| 6. Student support—how much, how little? Disabilities, accommodations, and special circumstances | Empathy activity Role-playing activity—change roles of professor and student who needs help. Demonstrate right and wrong ways to handle this. | Refine your teaching philosophy to reflect your views on student support. |
| 7. Collegiality—your life as a | Guest speaker: dean(s) of A&D | Write a 1 pg. reflective |

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| faculty member | address faculty expectations, duties, and provide an overview of what it's like to be a faculty member | statement regarding how you see yourself as a faculty member handling duties beyond teaching. |
| 8. a. Professional development—never stop learning b. Writing a teaching philosophy and artist's statement | a. Investigate UM opportunities for professional development b. Show examples of artist's statements and teaching philosophies—good and bad. | a. Form a plan for what types of development activities you should pursue after being hired as a faculty member. b. Write your teaching philosophy and artist's statement |
| 9. Remaining relevant in the university—why you should publish as well as exhibit (tenure and promotion) | Finding balance: discussion about creative practice and research | Reflection paper: how can I relate what I learned in this class to my future as a faculty member? |
| 10. Presentation of syllabus and course design draft | Presentations and critique. As students make their presentations, peers fill out an evaluation and feedback form. These are given directly to the student following each presentation | Incorporate suggested changes to course idea. |
| 11. What else can you do with an MFA? Career options other than teaching. | Lecture and discussion. | Students find 5 – 10 non-teaching job postings in their field for which they might be qualified to apply following graduation. OR students can make a business plan for launching independent artistic or design practice including possibilities for advertising venues, gallery representation, and other relevant concerns. |
| 12. Field trip (professional arts location) | Field trip to the Ann Arbor Art Center and selected galleries. | Students write a 1-page reaction paper on their field trip experience and what they learned in relationship to their career aspirations. |
| 13. Guest speaker (non-educator arts professional) | Jerry Saltz, art critic | Students write a 1-page reaction paper on the lecture and what they learned in relationship to their career aspirations. |
| 14. Writing a killer resume and cover letter | Guest speaker from career services. Following the presentation, the majority of the class period will allow for time | Write a resume and good cover letter template geared towards the student's desired career field. |

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| | that students can work on these important documents with guidance from the career center speaker and also through peer collaboration. This session will be held at the Career Services location. | |
| 15. Mock interview: Presentation of professional portfolio including final syllabus for proposed course, teaching philosophy, artist's statement, and CV (2 weeks) | As students make their presentations, peers fill out an evaluation and feedback form. These are given to the instructor, who will evaluate them before giving them to the student. | Write a 1-page reflection of your interview experience, including what you did well and what you would do differently in an actual interview situation. |

Policies and Procedures

Late Work Policy

Work must be submitted on the stated due date. Assignments may be subject to a 10% reduction in grade per day the assignment is turned in after the day it is due. It is therefore in your best interests to turn in your work on time. If you know that your work will be delayed due to a reasonable mitigating circumstance for which you have documentation, please contact me prior to the due date so that we may discuss your options. Mitigating circumstances would include the death or serious illness of an immediate family member, your own serious mental or physical illness, a major weather emergency, or your own military deployment. Malfunctioning computer equipment, software, or lack of an internet connection will not count as mitigating circumstances. For further information please contact me directly.

Guidelines for Written Work

All written materials and assignments must be typewritten or word-processed utilizing the following format. NO handwritten papers will be accepted.

- 1-inch margins
- Times New Roman, size 12, black
- 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 in line with text), accompanied by correct citations, and DO NOT count towards total page length of the assignment.

EVERYTHING that is not the student's own work, words, or ideas must be CITED correctly including all images used in written work and presentations.

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/city/state of origin, 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.