

# Fa20 - INTRO TO VISUAL ART STUDIES (20405)

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The University of Texas at Austin

Visual Arts Studies/Art Education Division

**VAS 330 Introduction to Visual Arts Studies –Wr**

Fall 2020 T/R 9:00-10:30 online

Instructor: Dr. Jenny Evans  
online via zoom, by apt

E-mail: [jennyevans@austin.utexas.edu](mailto:jennyevans@austin.utexas.edu)

Office Hours:

## ***This course is designed to be 100% online.***

- Students will be able to complete all required course activities remotely.
- This course will involve asynchronous learning activities whereby students will be required to complete coursework on their own.
- Enrolled students will be notified by the instructor which assignments will be asynchronous, when those assignments will be available, and when they will be due.

**Class Recordings:** Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

## **Course Syllabus**

### **Description**

This course is an introduction to the field of art education, a professional area of content and investigation referred to in the title of this course as Visual Arts Studies. Throughout the course, examination is made of a range of locations where education in the visual arts occurs beyond K-12 public schools, such as museums, community centers, and a variety of other community-based locations. Students explore this field of study through a lens of looking at past and present directions for art education, with each student working to establish a solid theoretical and practical foundation for his/her own future path within this dynamic professional field. It is necessary that art educators be grounded in their beliefs about the critical need for art within the lives of all individuals and their communities, and this class is an introduction to the development of these ideas.

### **Format**

The format for this course is a combination of lecture, discussion, oral presentation, community work, writing, and hands on production/creation. Some in-class work is done through

collaboration between class members; most assignments are completed individually. Class sessions take place online.

This is a “writing” (W) intensive class. A variety of writing assignments are given throughout the semester. Specific requirements for each writing assignment are presented in detail when each assignment is given, which is well in advance of when a writing assignment is due. (See Assignment List in Canvas)

### **Attendance and Course Policies**

As a Visual Art Studies (Art Education) major, you are now considered a professional in-training. Attendance is essential in this course. **Students are expected to attend each class period and to arrive ON TIME.** In order to fully participate in class activities, you are expected to complete assignments and readings as assigned prior to class. Students are expected to bring appropriate textbook(s) or hard copies of assigned readings to every relevant class session. You are expected to turn assignments in on time even if you are absent. **Late work will not be accepted. EVERY absence will impact your final overall course grade.** This is VERY IMPORTANT. **Excessive absences may cause you to have to repeat this course before moving forward in the program!** If you earn a B- or below, you will be required to repeat this course, since you MUST earn a 3.0 (B) or above in all VAS courses!

You are expected to refer to this syllabus and use Canvas on a regular basis. Check your e-mail daily for updates!

Assignments are due on the written or announced due date posted in Canvas. Timely completion of assignments is expected.

The course schedule is subject to change without notice; therefore it should not be relied upon as the final source of assignments. The student is responsible for all assignments listed on the course schedule and those announced in class. **When a class session is missed, it is the responsibility of the student to find out the assignments and obtain missed materials from classmates or teaching assistant.**

Please notify the instructor or TA *in advance* if you know you will be absent from class. By UT Austin policy, you must notify instructor of your pending absence as soon as possible prior to the date of observance of a religious holy day if it falls on a scheduled class day.

### **Writing Flag**

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## General Information about Writing Assignments

- Requirements for each writing assignment are presented in detail well in advance of when a writing assignment is due. However, the following information is applicable for all writing assignments due this semester:
- All writing assignments should be submitted as a word document or PDF online.
- Please use Times New Roman, 12 point, double spaced.
- Evaluation considerations for written assignments include both form (organization, clarity of presentation, punctuation, spelling, correct reference style, etc.) and content (focus of ideas, depth of insights, research of content, reasoning, logic, etc.).
- Writing format and reference citations should follow the APA style - the Publication Manual of the American Psychological Association (6<sup>th</sup> edition). It is not required that you purchase this publication manual, but your writing must adhere to this style and rules. Guideline is available on-line.

**Undergraduate Writing Center:** You may obtain help with your writing from the Undergraduate Writing Center. ([www.uwc.utexas.edu](http://www.uwc.utexas.edu) (Links to an external site.)) The UWC "offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. The writer works with a trained consultant to define goals for the session, such as deciding on a topic, clarifying and, organizing ideas, researching, drafting, and revising, improving grammar, punctuation, and usage, and citing sources properly." Obviously you must start your assignments early in order to have time to get help from the writing center if you need it.

## Objectives

This course is designed so that students will be able to:

1. Recognize the valuable role the visual arts can play in the lives of all individuals.
2. Become familiar with prominent past and contemporary issues, ideas, and directions within the field of art education.
3. Establish a solid theoretical and practical foundation for her/his future path within the professional field of art education.
4. Demonstrate the ability to respond knowledgeably and thoughtfully, verbally and in writing about specific works of art/artists.
5. Consider the wide range of objects, ideas, and questions that can be included in art education within a range of educational settings.
6. Understand the value of museums and community settings within the educational experience of a variety of learners.
7. Understand how art activities can be integrated/connected to core curriculum.
8. Know and assemble the foundational components of an organized and potentially useful art curriculum designed for use with students in various art education settings.
9. Become familiar with Pre-K guidelines and gain experience planning and implementing Pre-school art activities.

10. Become aware of relevant TEKS, including basic awareness of English Language Proficiency Standards.

## **Texts and Readings**

**Required readings will be available on Canvas. Please look for them under Files**

## **Requirements/Grading**

- You are required to obtain a National Art Education Association student membership. Go to <http://www.arteducators.org/> (Links to an external site.) > Join> Student – ID required. The cost is \$35. You will create an e-portfolio through the NAEA website.
- A Texas Art Education Association student membership ([taea.org](http://taea.org) (Links to an external site.)) is also highly encouraged. Cost is \$16.

Your grade for the course will be determined by your performance on the following course assignments:

1. Attendance and Participation (10%)
2. Online Discussion Boards (15%)
3. Assignments on selected topics (15%)
4. VAC project (20%)
5. E-portfolio (20%)
  - Teaching philosophy
  - Résumé
  - Images of personal artwork
  - Welcome page biography
  - Change banner
  - Other items as assigned
7. Advocacy Project/Presentation (20%)

All of the major course assignments will be scored by content-specific rubrics or assessment instruments that will be provided to the students in advance of given assignments.

Your final grade is based on the average of the above requirements.

A = 90-100

B= 80-89

C= 70-79

D= 60-69

F = 59 and below

\*Please note that plus and minus grades will be assigned for the top three and bottom three points of each of the above grade ranges (ie. C- = 70-72.9, C = 73-76.9, C+ = 77-79.9)

### **Plagiarism - *From the Office of the Dean of Students***

Plagiarism can occur with ALL types of media- scholarly or non-academic, published or unpublished—written publications, Internet sources, oral presentations, illustrations, computer code, scientific data or analyses, music, art, or other forms of expression. Borrowed material from written works can include entire papers, one or more paragraphs, single phrases, or any other excerpt s from a variety of sources such as books, journal articles, magazines, downloaded Internet documents, purchased papers from commercial writing services, papers obtained from other students (including homework assignments), etc... As a general rule, the use of any borrowed material results in plagiarism if the original source is not properly acknowledged. So you can be held accountable for plagiarizing material in either a final submission of an assignment OR a draft that is being submitted to an instructor for review, comments, and/or approval. For a thorough discussion of “Scholarly Dishonesty” at the University of Texas at Austin, including consequences for scholarly dishonesty, see the following website: [http://deanofstudents.utexas.edu/sjs/scholdis\\_what\\_is.php](http://deanofstudents.utexas.edu/sjs/scholdis_what_is.php) (Links to an external site.) Also: see link to University Honor Code: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html> (Links to an external site.)

Students should be aware that all required writing assignments may be submitted to a plagiarism-detection tool such as Turnitin.com. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross-referencing submitted materials with an archived database of journals, essay, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the faculty member's judgment regarding detection of plagiarism.

### **Policy on Academic Integrity**

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct/> (Links to an external site.)

### **Students with Disabilities**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

## Cell Phone Usage

Please refrain from texting and phone calls during class time. If you have an emergency, step outside so that you do not distract others from learning.

## Safety

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> (Links to an external site.) :

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency) (Links to an external site.)

**Sharing of Course Materials is Prohibited:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**VAS 330W: Introduction to Visual Arts Studies**  
**Fall 2020**  
**Course Calendar**

Date/ Topic	Readings & Daily Activities	Due <b>Orange denotes writing</b>
<b>Aug. 27/R</b> Week 1: Welcome and Introductions	Introductions Syllabus and schedule. Ask class to join NAEA and TAEA.	<b>Questionnaire</b> <b>Membership to NAEA &amp; TAEA</b>
<b>Sept. 1/T</b> Week 2: Introduction to art learning	Discussion – personal and locations of personal art learning Read:	<b>Memories of My Art Education and Visual due</b>
<b>Sept 3/R</b> Week 2: Child Development	Discussion – readings Read: Drawing Development by Lowenfeld/Edwards Read: Studio Habits of Mind by Hetland	<b>Watch: Teaching art or teaching to think like an artist</b> <a href="https://www.youtube.com/watch?v=ZcFRfjb2ONk">https://www.youtube.com/watch?v=ZcFRfjb2ONk</a> <b>Respond: online discussion of video</b>
<b>Sept 8/T</b> Week 3: Child Development	Discussion – reading Read: Children and their Art, by Hurwitz /Day	
<b>Sept 10/R</b> Week 3: Teacher skills	Create sample lesson plan with Mandala Lesson Read: TEKS	<b>Respond: Online discussion of artwork and artist's statement</b>
<b>Sept 15/T</b> Week 4: Teacher Skills	Celebrate international DOT day Write Lesson plan inspired by children's book Read: Lesson Planning with the Arts in Mind by T. Hunter-Doniger	<b>Respond: Online discussion of artwork and artist's statement</b>
<b>Sept 17/R</b> Week 4: Teacher Skills	Professional Responsibilities Guest speaker: Tara Garvey - Center for Child Protection	<b>Complete Lesson Plan and Artwork</b>
<b>Sept 22/T</b> Week 5: Teacher Skills	Share lesson plan and artwork – Show & Tell	<b>Respond: Teaching Experience Reflection</b>
<b>Sept 24/R</b> Week 5: Teacher Skills	Discussion: Teacher Professionalism- Guest speaker - COFA Resume advice <a href="mailto:facs@austin.utexas.edu">facs@austin.utexas.edu</a>  Digital Portfolio, Resume Read: <i>Do I need a digital Portfolio</i> by Simon <i>Teaching Art, Teaching Artists, Teaching Art Teachers</i>	<b>Create Digication e-portfolio (begin portfolio)</b>

	by R. S weeny	
<b>Sept 29/T</b> Week 6: Value of Art/Advocacy	<p>Discussion: Creativity Watch: 7 ingredients of Creativity <a href="https://www.youtube.com/watch?v=SA2bjD3tn5c">https://www.youtube.com/watch?v=SA2bjD3tn5c</a></p> <p>Read: <i>Teaching creatively and teaching for creativity: Distinctions and relationships</i> by Craft and Jeffrey <i>Playing, Creativity, Possibility</i> by Olivia Gude</p>	<p><b>Watch: Do schools kill Creativity</b> <a href="https://www.youtube.com/watch?v=iG9CE55wbtY">https://www.youtube.com/watch?v=iG9CE55wbtY</a> <b>Respond: online discussion of video</b></p>
<b>Oct 1/R</b> Week 6: Value of Art/Advocacy	<p>Arts Integration Read: <i>The A2 Curriculum</i>, by T. Hunter-Doniger</p>	<p><b>Watch:</b> <a href="https://www.edutopia.org/video/new-studies-link-arts-crucial-cognitive-skills">https://www.edutopia.org/video/new-studies-link-arts-crucial-cognitive-skills</a> <b>Respond: Online discussion of video</b></p>
<b>Oct 6/T</b> Week 7: Value of Art/Advocacy	<p>Discussion: What is the purpose of Art Education? Turnaround Arts Program Watch: <a href="https://www.youtube.com/watch?v=dUtDinnvIU">https://www.youtube.com/watch?v=dUtDinnvIU</a> Read: <i>10 Lessons Art Teach</i> by Eisner <i>Student Behavior and Art</i> by Robinson <i>Why Arts education is Crucial</i></p>	<p><b>Watch: Welcome to Turnaround Arts</b> <a href="https://www.youtube.com/watch?v=hKKmb8gNAA0">https://www.youtube.com/watch?v=hKKmb8gNAA0</a> <b>Respond: Online discussion of video</b></p>
<b>Oct 8/R</b> Week 7: Value of Art/Advocacy	<p>Discussion: Why do arts matter? Video: Tate Why Study Art Read: <i>Why we make art and why its taught</i> by Hickman</p>	<p><b>Watch: What is art for</b> <a href="https://www.youtube.com/watch?v=ZVIQOytFCRI">https://www.youtube.com/watch?v=ZVIQOytFCRI</a> <b>Respond: Online discussion of video</b></p>
<b>Oct 13/T</b> Week 8: Value of Art/Advocacy	<p>Discussion: Art Advocacy Guest speaker: Betsy Murphy Read: <i>Why Arts Education must be saved</i> Activities: Explain Advocacy Project</p>	<b>Write up outline for art advocacy defense.</b>
<b>Oct 15/ R</b> Week 8: Value of Art/Advocacy	<p>Discussion: Advocacy project – round table ideas, work day Video: <a href="https://www.youtube.com/watch?v=elho2S0Zahl">https://www.youtube.com/watch?v=elho2S0Zahl</a></p>	Work on speech
<b>Oct 20/T</b>	Presentations of Advocacy Speeches	Turn in <b>written copy of speech online</b>

Week 9: Value of Art/Advocacy		
Oct 22/R Week 9: VAC - project	Discussion: Visual Art Center Project – select groups/artwork Guest Speaker; Clare Donnelly, Julia, and Adele. Activity: Introduce Family Day Project. General tour, resources, etc. Read: <i>Big Ideas and Essential Questions in Curriculum</i>	<b>Select Groups – Groups Select Artwork</b> <b>Watch:</b> <a href="https://www.edutopia.org/blog/reading-the-world-through-art-sarah-donovan">https://www.edutopia.org/blog/reading-the-world-through-art-sarah-donovan</a> <b>Respond: Identify Essential Questions</b>
<b>Oct 27/T</b> Week 10: VAC - project	Discussion: Introduce Questioning Strategy Assignment. Read: <i>Personal Spaces</i> by Sakatoni & Pistolessi Activity: Boyer's Human Commonalities & Big ideas/mind map Complete Questioning Strategies Worksheet and begin to plan hands-on art activities.	<b>Create ideas for museum art ed lesson. – multiple ideas with art project, supplies, etc.</b>
<b>Oct 29/ R</b> Week 10: VAC - project	Discussion: Round table of ideas Guests: Friends at the VAC	<b>Continue working on project</b>
<b>Nov 3/T</b> Week 11: VAC - project	Discussion: Explain Fun Sheets and give handouts if needed. Read: <i>Principle of Possibilities</i> by O. Gude	<b>Continue working on project</b>
<b>Nov 5/R</b> Week 11: VAC - project	Group workday Create video, introducing artwork, art project, demonstration of art project, and explanation of take-away handouts.	<b>Create video</b>
<b>Nov 10/T</b> Week 12: VAC - project	VAC Presentations	<b>Upload video and handouts</b> <b>Reflection on VAC project</b>
<b>Nov 12/R</b> Week 12: Professionalism	Studio/Work Day on e-portfolios Upload Lesson plans, videos, handouts, resumes Read: <i>Balancing the Two Faces of E-Portfolios</i>	<b>Reflection on e-portfolio</b>
<b>Nov 17/T</b> Week 13: Art learning outside the classroom	Discussion: Community Art Ed Read: <i>Community Art Education</i> by Ulbricht	

	Read: <i>Diversity in the Garden: Celebrating Community</i> by Murphy	
<b>Nov 19/R</b> Week 13: Art learning outside the classroom	Discussion: Museum learning Guest speaker: Emily Cayton – Associate Director of Education, The Contemporary Austin  Read: <i>Attenborough (CIAE) There's More to it Than Just Looking: The Art Museum as an Integrated Learning Environment</i>	
<b>Nov 24/T</b> Week 14: Art learning outside the classroom	Discussion: Community Art; Guest speaker: Adrienne Hodge – Co-Founder of Moon Gallery & Studio/Culture & Arts Education Specialist, Dougherty Arts School  Read: <i>Guidelines for Teaching Artists</i> by Booth – Mini QQQ	
<b>Nov 26/R</b>	TURKEY DAY – no class	
<b>Dec 1/T</b> Week 15: Teacher skills/Professionalism	Discussion: Reflective practice Read: <i>Developing Visually Reflective Practices</i> by Klein + Miraglia <i>Developing Reflective Practice</i> by McGregor + Cartwright	<b>Reflection on class experience</b>
<b>Dec 3/R</b> Week 15: Teacher skills/Professionalism	Discussion: Educational Philosophies Read: <i>What is your educational philosophy?</i> By Johnson <i>Revising your teaching philosophy</i> by Tombrella	<b>Write your Teaching philosophy</b> <b>Add it to your e-portfolio</b>
<b>Dec. TBD</b>	Final	<b>e-portfolio due</b>

\*Note: This is a tentative schedule. Some changes to the schedule may be made. Any changes to the above schedule will be announced in class and distributed via canvas.

