COURSE SYLLABUS AND ACADEMIC COURSE REQUIREMENTS

A. TEACHING ART IN THE SECONDARY SCHOOL (ARE 4352)
   University of Central Florida

B. COURSE CATALOGUE DESCRIPTION: Transition from university art studio practices to high school teaching of art. Organizing, designing and analyzing art experience and activities appropriate for junior high and high school students. An examination of teaching methodology relative to the high school and junior high setting.

Instructor: Anne C. Grey, Ph.D.
Three (3) Credit Hours
Intended for Art Education Majors

Contact Information
Office Hours: By Appointment
Contacting the Class
Class E-mail: To be provided.

Art Education Website: http://education.ucf.edu/arted/
Phone: 407-823-1768
E-mail: Anne.Grey@ucf.edu
Course Section: 0001
Course Day/Time: Wednesdays/5:30-8:20pm
Location: TA 0110

Live Text Contact Information:
E-mail: livetext@ucf.edu or call 407-823-2791
Office Hours: CMC located in the Education Complex Building 21 Room 194

Submit Live Text to: Anne Grey

ARE 4352 Live Text Submission: Group Assessment Model and Secondary Unit Plan and PPT

C. STATEMENT OF COURSE GOALS AND OBJECTIVES
Overall Course Objective: To explore innovative teaching methods, organizing, designing and analyzing art experience and activities appropriate for junior high and high school students. An examination of teaching methodology relative to the high school and junior high setting.

D. KEY FOR STANDARDS
C. Key for Standards
NS: National Standards
1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and culture
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between the visual arts and other disciplines

FSS: Florida Sunshine State Standards (Old)
1. The student understands and applies media, techniques, and processes
2. The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions in visual art
3. The student understands the visual arts in relation to history and culture
4. The student assesses, evaluates, and responds to the characteristics of works of art
5. The student makes connections between the visual arts, other disciplines, and the real world.

NGSSS: Next Generation Sunshine State Standards
1. CRITICAL THINKING and REFLECTION (Cognition)
2. SKILLS, TECHNIQUES, and PROCESSES
3. STRUCTURAL ORGANIZATION
4. HISTORICAL and GLOBAL CONNECTIONS
5. INNOVATION, TECHNOLOGY, and the FUTURE

FEAP/PEC: Florida Accomplished Practices/Professional Education Competencies
SAC: Subject Area Competencies
ESOL: English to Speakers of Other Languages
A. Students will design and teach a comprehensive five-day unit lesson plan. SAC 16 (1.2) 17 (3), FEAP/PEC 1,2,4,5,7,8.
B. Students will develop professional portfolios and resumes (materials) in preparation for teaching jobs. NS 6, FSS 5
C. Students will observe in secondary art classrooms. NS 6, FSS 5, FEAP/PEC 9
D. The students will investigate classroom management options. FEAP/PEC 9
E. Students will review and apply national and state curriculum standards. NS 1-6, FSS 1-5
F. Students will examine and formulate visual arts assessment procedures. SAC 20 (1-3) NS 5, FSS 4, FEAP/PEC 1
G. Students will write critically about contemporary works of art. NS 2, 3, 4, 5, FSS 2, 3, 4, SAC SAC 15 (1-3), 21 (1-4)
H. Understand the history and implement national and state standards. NS 1-6, FSS 1-5
I. Students will work with the World Wide Web as a teacher resource. FEAP/PEC 12, SAC 9 (1-3)
J. Students will participate in peer teaching and small group activities. FEAP/PEC 8, 10

E. REQUIRED READINGS AND RECOMMENDED READINGS
List may include but not be limited to:


No. 244 | Secondary Art Education: An Anthology of Issues  Bruce E. Little, Editor
Possibilities for making junior and senior high art programs truly relevant for students: innovative ways to teach art criticism; new approaches to interdisciplinary learning; how sketchbooks can motivate students; play and drama in the art class; the contributions computers can make; new vistas in multicultural art education; and ways art can enrich the lives of exceptional students.

ARE 4352-- Reading packets can be ordered from www.universityreaders.com (REQUIRED)


Lesson Planning Packet (take from ARE 5359 or ARE 4351)


*Purposes, Principles, and Standards for School Art Programs*, (1999), NAEA

**Highly Recommended Reading, could find a used 1st edition.**

Reading and assigned work may be subject to change.

**F. MAJOR TOPICS OF THE COURSE**
Perception, theories of perception, community support, national standards, state standards, student and program assessment, technology, Arts for a Complete Education (ACE), creativity, lessons plans, assessment of performance in teaching, teaching strategies, traditional media, art appreciation, art vocabulary, art education vocabulary, prominent persons in art education, theories of learning, motivational techniques, identification of concepts, problem solving, curriculum development, verbal articulation, rationales for art, art and culture, evaluation, discipline, program administration and supervision, classroom management, exhibitions/shows, ordering supplies/budget, public relations, record keeping, reading and writing skills, elementary art, educational philosophy, history of art education, tests and measurements, discipline-based art education, philosophy of art, interpreting meaning of art forms, aesthetic responding, safety of supplies and equipment.

Using APA writing style for scholarly research and papers.

**G. ACADEMIC COURSE REQUIREMENTS INCLUDING SPECIFICATION OF REQUIRED PAPERS, PROJECTS, DEMONSTRATIONS, EXAMINATIONS, ETC.**

**Learning Requirements:** Relevant historical and contemporary works will lead weekly discussions and inform students beyond the classroom into the student internship. Class readings will be divided into weekly selections. Each class member will be a part of one or more groups for presentations and activities.

1. **Group Presentations Assigned Readings and Related Articles**
Students will present a power point presentation on assigned readings and 1 related article from scholarly visual art appreciation/art criticism research or journal articles as a group and turn in proof sheet with minimum 6 slides per page, no written paper is required. Each presenter reports on 3 major points of each reading and turns in a copy of related article with power point.

On the week that a student is part of the assigned reading group, they must collectively decide upon how the readings and other work will be divided in advance. The group may collaboratively create a
presentation based upon the readings, or each student prepares their own power point for his or her reading. See Presentation Guidelines.

2. Each week either in class or as preparation for class, unless otherwise stated, students will write a Reflection Paper or prepare a Reflective Activity addressing 3 major points from the assigned reading with a 50/50 mix of content and reflection, 1.5-2 pgs, 20pts, no related article is required.

These assignments will be evidence and reflections for selected College of Education Teaching Portfolios, in Live Text for ARE 4352.

Unless stated otherwise by the instructor, reflection papers MUST BE submitted to www.turnitin.com.

a. Reflection Papers are written specifically from the books and journal articles you are reading, and may include information from class assignments and discussions. These are to be personal reflections regarding how you have reacted to the information (3 key points) or issue and how it has affected your thinking, feeling or actions. Content may include plans for the future that have been formulated as a result of your reflections and should not be solely a description of what you have read or the discussion you had, but more on how it is impacting you as a person or professional. (1.5-2 pages) See reflection guidelines. Unless stated otherwise by the instructor, reflection papers MUST BE submitted to www.turnitin.com.

Reflection Paper Format: No title page, name, course number, date and reading assignment should be single spaced flush left. Remainder of paper continuous double space in a times font with one inch margins all around. Include references at the end of the paper on double space from the final sentence in the body of the paper using APA Form.

b. Reflective Activities
Class Reflective Activities address major points from the assigned readings with a 50/50 mix of content and reflection. The Class Reflective Activities relate specifically to the guest speakers, books and journal articles you are reading, the class assignments and discussions you have been involved with in class. Students will participate in reflective activities in class on selected issues. These are personal reflections, lesson plans, group and artistic activities demonstrating how you have reacted to the information or issue and how it has affected your thinking, feeling or actions.

3. School Observation ARE 4352
Observe secondary art classroom (8 hours in two four hour sessions in two different schools). Should focus on A two-page typed paper addressing and using the heading of classroom management, student behavior, quality of assignments with teacher’s signature must be turned in for each visit, four pages total.

***Additional Notes for School/Classroom/Museum Observation***
Students are responsible for contacting the School/Classroom/Museum as necessary. *Remember you represent UCF when you attend an observation. Dress/act professionally.*

4. **Paper Proposal and Power Point for Teaching Art in the Secondary School:** (1 page)
Final paper topic is to be selected by student and progressively developed and presented to class. Topics can be found in class materials, the UCF online or physical library on campus and or CMC are tremendous resources. Position yourself in the books or journals about teaching art in the secondary school.

The final paper should include **5 lesson plans (ARE 4352) (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism)** for students with specific goals, objectives and references.

The paper proposal is the first step of this process, and is intended to be a working draft of your ideas. **Your 1 page proposal and power point (minimum printed 6 slides per page) should include: Statement of Origin, Identify the overarching goal or topic, selected images and objectives. Your power point should indicate the highlights of each section.** Power point presentation primary focus is on quality of image selections. Be prepared when you present to take notes on your “slide handout” (printed B + W copy of power point slides) about feedback from the instructor and peers about your topic and lesson plans.

***Your research, image and lesson plans will be submitted in LIVETEXT for credit, unless otherwise stated by instructor. ***

5. **Expanded Paper in Class Peer Review**
Peer review of expanded paper should include, Goal and Objectives, Literature Review/References, Lesson Plan Outline (Statement of Origin, Procedures, Assessment) reflecting the highlights of each section. (3-5 pages). Primary focus continues to be general content outline and image selection. See Expanded Paper Guidelines. Expanded proposal and power point (printed 6 slides per page) should include: 4-6 References. Be prepared when you present to your peers to take notes on your “slide handout” (printed B + W copy of power point slides) about feedback you received on your topic and lesson plan. A summary sheet (provided) of your peer review must be completed and submitted. Unless stated otherwise by the instructor, expanded proposal papers MUST BE submitted to www.turnitin.com.

6. **Final Paper** *ARE 4352, Five lesson plans (8-10 pgs) (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism).* Work from contemporary artists is required for each lesson with a minimum of two images or slide (8 or 12). One of the assigned lesson plans should address media/technology criticism like found in Goldsen (1977), Duncum (2008) and Green (2000). Lessons should incorporate the studio component as listed above. Lesson Plans should be newly constructed not a lesson developed previously or done for another class. Include black and white proof sheet of art work. Artists and images should come from a 50/50 mix of internet and hard copy sources. Provide 4-6 new references for a total of 8-12.
Final Paper and Power Point Teaching Art in the Secondary School Headings: Introduction, Statement of Origin, Goals and Objectives, Literature Review/References, National and State Standards, Lesson Plans (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism), Required Texts and Artwork Prompts. (8-10 pages) See additional Final Paper Guidelines. Unless stated otherwise by the instructor, final papers MUST BE submitted to www.turnitin.com.

7. Group Classroom Management Plan

8. Group Assessment Plan

Note: According to the Museum of Contemporary Art in LA, Contemporary Art is work produced since 1940 in all media. Contemporary Art selected should be aesthetically challenging, and on a form and content continuum, these works should lean toward the content side, and present challenging social and political aesthetic and commentary.

***The presentation, instructional, research and professional planning aspects of these activities are designed to prepare future teachers and should be conducted with professionalism***

All written assignments must be typed and follow the APA form for quoting materials and listing references. If you use internet sources you must provide the address and a hard copy of the text. No grade will be assigned if there are any questions about references or quoted materials.

According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations.

* FEAP/PEC major program artifacts to be assessed by program rubric:
  3 Continuous Improvement
  4 Critical Thinking
  5 Diversity
  6 Ethics
  7 Human Development and Learning
  8 Knowledge of Subject Matter
  10 Planning

Class reading assignments, questions and comments, and presentations: All written assignments must follow the APA style for quoting materials (including the Internet) citing art work and listing references. If you use an Internet source, you must provide the address per APA form and may be required to submit a copy of the text.

Note: NAEA Student Chapter Meetings are suggested. College of Education LiveText Portfolio preparation and submission required.
H. EVALUATIONS AND GRADING INCLUDING THE WEIGHT OF EACH DESIGNED COURSE REQUIREMENT LISTED IN G. ABOVE. (ACADEMIC COURSE REQUIREMENTS) AND CONVERSION TO UNIVERSITY GRADING SCALES.

ASSIGNMENTS AND POINTS
One group ppt presentation on chapter with related article 40
Seven written reflections/activities 20 pts. each 140
Two Secondary Art Classroom Observations 40 pts. each 80
Management Plan 20
Assessment Model 20
Lesson Plan Proposal power point presentation 30
Expanded Peer Lesson Plan proposal and PPT 30
Final Lesson Plan and PPT Presentation (15 minutes) 50
Professionalism 20
Final Lesson Plan Paper to include:
Five (8-10 pgs) teaching art in the secondary school lesson plans 100

Undergraduate Total 530

Note: These totals may change during the semester due to additional assignments or quizzes. Students will be notified of any changes. No extra credit assignments will be given.

The following grading scale is based on Undergraduate total scores of 470 and Graduate total scores of 510 and is for information purposes only, class grades will be calculated based on final points as assigned in class during the semester.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Undgrad</th>
<th>Grad</th>
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<tbody>
<tr>
<td>A  = 94-100%</td>
<td>442-470</td>
<td>479-510</td>
</tr>
<tr>
<td>A- = 90-93%</td>
<td>423-441</td>
<td>459-478</td>
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<tr>
<td>B+ = 87-89%</td>
<td>409-422</td>
<td>444-458</td>
</tr>
<tr>
<td>B  = 84-86%</td>
<td>395-408</td>
<td>428-443</td>
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<tr>
<td>B- = 80-83%</td>
<td>376-394</td>
<td>408-427</td>
</tr>
<tr>
<td>C+ = 77-79%</td>
<td>362-375</td>
<td>392-407</td>
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<tr>
<td>C  = 74-76%</td>
<td>348-361</td>
<td>377-391</td>
</tr>
<tr>
<td>C- = 70-73%</td>
<td>329-373</td>
<td>357-376</td>
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<tr>
<td>D+ = 67-69%</td>
<td>315-328</td>
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<tr>
<td>D  = 64-66%</td>
<td>301-314</td>
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<tr>
<td>D- = 60-63%</td>
<td>282-300</td>
<td></td>
</tr>
<tr>
<td>F  = 59% and below</td>
<td>281</td>
<td></td>
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I. MODE OF INSTRUCTION
Lecture 25%
Discussion 25%
Demo/present 25%
Field Study 25%
J. ADMINISTRATIVE COURSE REQUIREMENTS INCLUDING SPECIFICATION OF POLICIES RELATED TO SUCH MATTERS AS ATTENDANCE AND LATE ASSIGNMENTS.

The maximum number of unexcused absences for a studio or lecture course is equivalent to the number of class meetings per week with the exception of summer school, when the number of unexcused absences shall be one (1). An instructor may impose a penalty at his/her discretion for unexcused absences in excess of the prescribed number by penalizing the student's grade (as part of professionalism).

Work missed in class due to absence is the student's responsibility. Students must obtain class notes, information about what activities were covered, etc., from classmates and complete the work missed due to absence. The professor is not responsible for seeing that you make up work due to absences. Late papers due to absence will be penalized by grade and must be turned in at the next scheduled class meeting. Students must be present in class to turn in assignments. Early submissions, submissions by fellow students, or email submissions are not accepted. No make up exams or quizzes are given.

K. BIBLIOGRAPHY OF BOOKS, JOURNALS AND SOURCES FOR ART EDUCATION MATERIALS RELATED TO COURSE WORK.

National Art Education Association (NAEA)
1916 Association Drive
Reston, VA 22091-1590
703-860-8000

Art Education, the journal on art education published by NAEA
School Arts, journal by Davis Publications
Arts and Activities
World Wide Web


SYLLABUS ADDENDUM AND ADDITIONAL POLICIES and PROCEDURES

Evaluation Procedures may include but not be limited to the following:

• Attendance/Participation
• School or Museum Observations
• Management Plan
• Assessment Model
• Reflection Papers
• Reflective Art Project
• Group Reading Power Point Presentation
• Group Educational Activity Presentation
• Paper Proposal, Expanded Paper, Final Paper
• Exams, Texts, Quizzes

Class Examinations and Unannounced Lecture Quizzes
• You are expected to comprehend and demonstrate knowledge of the content presented in this course through lectures, reading assignments, handouts, video presentations, guest lectures, class discussions, etc.
• Unannounced quizzes may be given at the discretion of the instructor. If given, they are averaged together at the end of the semester to form one lecture/examination grade.

Reflection Papers
• Through the reflection papers and activities, you are (1) to critically reflect on what you have been learning in the course and (2) to formally express your knowledge and understanding of the course topics and issues through writing or group activities. The reflection should be based on 3 key points and a 50/50 mix of content and reflection.
• It should be clearly noted that the reflection paper/activity is NOT an “opinion”. In other words, (1) all personal beliefs, opinions, and other subjective information MUST be well supported with “objective” (i.e., clear and reasonable) reasoning and arguments and (2) documentation MUST BE clear, complete and accurate, including appropriate use of APA when citing references and other information.
• The content, topic(s) and or issue(s) needed to be addressed in each reflection will typically be provided to the class by the instructor.
• Unless stated otherwise by the instructor, reflection papers MUST BE submitted to www.turnitin.com.
• The student is STRONGLY encouraged (and MIGHT sometimes be required) to utilize the services of the UCF Writing Center to increase the likelihood that his/her reflection papers and other assignments are free of mechanical, stylistic, and other errors. In some situations, the instructor might require a student(s) to do that for various reasons, including assist a “good” writer become a “better” writer.
• See the Reflection Paper Guidelines in this syllabus for additional information.

Group Work
• Using information and skills gained during the semester, group work will require you to apply your comprehension and knowledge of the course content with other students.
• If the student(s) is in doubt about the appropriateness of his/her project content or have/has any questions about the project, it is their responsibility to ASK and to peruse the syllabus, correspondence, and elsewhere.
• See Group Work Guidelines in this syllabus for additional information.
• Power point MUST be used during the oral presentation.
• Each group member MUST be present for and participate in the presentation.

Grading System
• A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 & Below. Will include plus/minus.
Grade Dissemination
- Papers will be returned in class.
- Based on student confidentiality laws, including The Family Educational Rights and Privacy Act of 1974 (FERPA), course grades will NOT be posted and/or provided via email or telephone. Students are encouraged to see the instructor during regular office hours by appointment to obtain them or go to “myUCF Grades” if the instructor chooses to use this system.
- Submission of late assignments will affect grade.
- Unless stated otherwise by the instructor, all projects and assignments must be typed and must meet all criteria and guidelines given verbally in class and/or in writing for completing them.

Disclosure Statement
- Many factors can influence the development and implementation of a course. The instructor, therefore, reserves the right to alter from this syllabus, including a course policy, when she deems it necessary to assure, but NOT limited to, the attainment of course learning outcomes and objectives, academic honesty and integrity, and disability and other accommodations.

Attendance and Participation
- Class attendance and participation is essential and required.
- A physician’s note DOES NOT automatically excuse a student from meeting course learning objectives, requirements, and policies, including the course attendance and participation policy.
- The student MUST schedule (or reschedule) vacations, retreats, trips, and etc. around class meeting dates, exams, deadlines, and etc. If NOT, the student might want to enroll in this course when he/she is able to fulfill the attendance and participation requirement.
- The student is required to arrive to class on time and to be present throughout class sessions. Students arriving more than 15 minutes late for a class session will be considered as an absence. Additionally, leaving a class session early will be considered an absence.
- The student is required to participate in all course requirements, including but not limited to lectures, examinations, discussion, in and out of class assignments, observations, and projects.
- Should a student have to regularly miss class, depart early and/or arrive late due to an extenuating circumstance, he/she may want to consider a “withdrawal” this semester to ensure that his/her absences, early departures, and late arrivals do not affect his/her final semester grade and their overall University grade point average. The University’s Catalogue should be reviewed for further information about this important University policy.
- The student is required to turn off cellular telephones, beepers, and pagers during class.
- The student is strongly encouraged to take notes during class.

Pegasus Email Address
- To increase the likelihood that the student receives all University-related correspondence related to this course from the course instructor and others, the student is REQUIRED to use their University-given Pegasus email address.
If the student does NOT adhere to this course policy, he/she will be responsible for getting all missed correspondence, including, but not limited to, class announcements and assignments on his/her own.

Lectures and Evaluation Procedures
- The given dates of course lectures, topics, examinations, and activities provide a tentative semester schedule. They are subject to change as deemed necessary by the instructor.
- It is expected that reading assignments will be read by the student prior to class. It is also expected that class assignments, projects, and other activities will be done by the student prior to class.
- An assignment that is not completed and submitted in class by deadline dates will result in a loss of points.
- If the student is in doubt about a course evaluation procedure, it is their responsibility to ask the instructor.

Electronic Correspondence
- The student must (1) download all handouts and other information that is sent electronically, including email and WEBCT, prior to class sessions and (2) bring them to class for discussions and other course-related activities.
- The student is responsible for knowing, following, and completing all assignments, instructions, class announcements, clarifications, and other information that are sent by the instructor via email and other electronic forms of communication.
- As a general rule, handouts sent electronically will not be provided in class unless deemed necessary by the instructor.

Group Projects
- Group projects will require the participation of each group member. Individual projects will not be accepted unless deemed necessary by the instructor.
- Through group projects and other coursework, students will develop conceptual and interaction skills that will be critical to future success.
- In situations where the instructor determines that a student did not comply/ meet with course requirements and expectations for group assignments and related work, this may result in but is not necessarily limited to, a failing grade on the group activity.

Individual and Group Presentations
- Students are expected to wear professional attire during individual and group presentations.
- Power point must be used during oral presentations.

Office Hours
- Office hours are given at the beginning of the semester, and are by appointment. It should be noted, however, that the instructor is subject to change them due to unforeseen circumstances and to assure the attainment of course objectives. When that occurs, the students will be notified as soon as possible.
- The instructor will respond to emails, telephone and other types of messages and requests at the earliest convenience.
The instructor is unavailable on, but might not be limited to weekends and holidays.

**www.turnitin.com**
- In this course, the instructor reserves the option to use “turnitin.com” and to have students submit some or all of their course assignments, projects, papers and any other work here.
- If that educational tool is used, emailed and hard copy papers may not be accepted, unless stated otherwise by the instructor.
- When submitting an assignment to [www.turnitin.com](http://www.turnitin.com), the student is strongly encouraged to submit their work at least 15 minutes earlier than the deadline time. This will help to ensure a successful submission; given the system will close exactly at the designated time. That time might or might not coincide with one’s watch or clock(s) elsewhere.
- The website address is [www.turnitin.com](http://www.turnitin.com). If you are using this educational tool for the first time, you will need to go to “create a user profile” in the upper left-hand corner of the website. Create your profile. Then, you will be able to submit your work. The instructions for creating your profile and submitting your work are self-explanatory and user-friendly.
- If you have successfully submitted your work, you will receive a receipt from turnitin.com.
- To log-in to ARE 4352 (Teaching Art in the Secondary School) you will need to input the following information: To be provided.
- Turnitin.com Class Identification Number: To be provided. Password: To be provided.

**myUCF Grades**
- “**myUCF Grades**” is an option for faculty to informally report grades to students electronically. Students can view their, and only their, grades through the UCF portal. This grade posting system is an alternative to some current methods of giving students grades.
- In this course the instructor reserves the right to use “myUCF Grades” and to report here, none, some or all grades earned by students.

**Academic Honesty and Integrity**
- This class abides by the “Rules of Conduct” of the University’s **Golden Rule Handbook**.
- Academic dishonesty in all forms and of all kinds, including, but not limited to, cheating and plagiarism, will not be tolerated.
- Original work is required of every student on all course work.
- Any act of academic dishonesty, including cheating and plagiarism, will immediately result in, but not necessarily be limited to, a failing grade on the course evaluation procedure.
- If the student has doubt about what constitutes academic dishonesty, it is their responsibility to become familiar with the University’s **Golden Rule Handbook**.
- The student is required to do his or her own work. It is expected that all work produced will be completed in its entirety by the student(s) who turns it in.
- See the University’s **Golden Rule Handbook**.

**Disability Accommodations**
- According to the University’s Office of Student Disability Services’ (SDS) Website [http://www.sds.sdes.ucf.edu/General_Information/default.htm](http://www.sds.sdes.ucf.edu/General_Information/default.htm), students who are “eligible for disability-related services must have a documented disability as defined by applicable
federal and state laws...Students who have a disability which may require special assistance are requested to voluntarily contact Student Disability Services...” For further information, contact SDS at (407) 823-2371.

Classroom
- Classroom disruption will not be tolerated.
- Students are responsible for maintaining classroom decorum. Detailed conduct regulations and procedures are presented in The Golden Rule.
- If a computer, including a laptop computer, desktop computer, or some other electronic device, is used in the classroom, the student is required to use it for note-taking only.
- Recording any class session or portion of class session is prohibited.
- Wikipedia and similar electronic encyclopedia courses can not be used as citations in assignments.

Additional Reflection Guidelines

The reflection assignments in this course provide the students with an opportunity to demonstrate their acquisition and master of the course content, standards, and learning objectives. Much of the power of this assignment is that students have an opportunity to (1) critically reflect on the course content and (2) to formally express knowledge and understanding of the course content through writing. The paper should be a 50/50 mix of content and reflection.

It should be clearly noted that the “reflection” is NOT an “opinion”. In other words, (1) all personal beliefs, opinions, and other subjective information MUST be well supported with “objective” (i.e., clear and reasonable) reasoning and arguments and (2) documentation MUST BE clear, complete and accurate, including appropriate use of APA when citing references and other information.

General Information
- The topic(s) or issue(s) that students will be responsible for discussing in the reflection paper will come from the class material for the week.
- The instructor reserves the right to require the student to submit their paper by the deadline date through “turnitin.com”. If that educational tool is used, email/printed papers may not be needed unless otherwise stated by the instructor.

Turnitin.com Class Identification Number: To be provided.
Password: To be provided.

- Papers must be typed, double-spaced, 12pt. font, with 1 inch margins overall.
- Papers must be a minimum of 1-2 pages and can not exceed 3 pages (Not including a separate cover and reference page, if required).
- No more than two direct quotes can be used in the entire paper, all others must be paraphrased.
• Original work is always required of every student on this and other course evaluations.
• Writing should use formal language and correct grammar, spelling and punctuation.
• Use the Publication Manual of the American Psychological Association (APA) 5th Edition (or the most recent edition) for citing referenced and including quotes, tables and etc. in written and oral presentations.
• The student is STRONGLY encouraged (and MIGHT sometimes be required) to utilize the services of the UCF Writing Center to increase the likelihood that his/her reflection papers and other assignments are free of mechanical, stylistic, and other errors. In some situations, the instructor might require a student(s) to do that for various reasons, including assist a “good” writer become a “better” writer.
• All content covered in reflection papers/activities must be clearly related to class lectures, readings, videos, in-class discussions and activities, as directed by the instructor. The connection between sources and the course content should be clear.
• Do no simply outline or summarize the material that has been covered.
• Use a separate title page for name, date and title, unless otherwise directed.
• Think before writing and use clear, simple and grammatically correct prose.
• Check spelling, proof read carefully, do not plagiarize.
• When writing a reflection paper, the following questions could be used to guide, plan and develop a response:

What is the initial reaction to the information or issue?
What has been studied, read or discussed about the topic or issue selected?
What new information has been learned about the topic or issue?
How did the topic or issue differ from what was expected?
What was a surprise about the topic or issue?
What has been learned about your personal goals and objectives related to teaching from the issue or topic?
How has learning about the topic or issue affected preconceptions or misconceptions?
How does the new learning affect your current views of education and or art education?
How will the new learning affect your attitudes, behaviors and actions in the future?
How does the new learning affect you as a person or professional?

Evaluation for Reflection Papers
1. Length
2. 50/50 Mix of Content and Reflection (content, explanation, interpretation)
3. APA, Grammar, Spelling, Clarity and Writing Style

Additional Proposal, Expanded Proposal and Final Paper Guidelines

General Information
• The topic(s) or issue(s) that students will be responsible for discussing in the final paper will come from scholarly literature and class material.
• The instructor reserves the right to require the student to submit their paper by the deadline date through “turnitin.com”. If that educational tool is used, email/printed papers may not be needed unless otherwise stated by the instructor.
Turnitin.com Class Identification Number: To be provided.
Password: To be provided.

Paper Proposal and Power Point Teaching Art in the Secondary School (1 page)
Each student will research and create a brief presentation and lesson plan proposal with an aspect of each lesson (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism), in mind for the final project. The paper proposal is the first step of this process, and is intended to be a working draft of your ideas.

The topic is to be selected by student and progressively developed and presented to class. Topics can be found in class materials, the online or physical library on campus and or CMC are tremendous resources. Students should position themselves in the books and or journals about teaching art in the secondary school. You may need to review the online catalog of books or journals to know where to start. The paper should include 5 lesson plans for teaching art in the secondary school (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism), with specific goals and objectives identified.

* FEAP/PEC major program artifacts to be assessed by program rubric:
  5 Diversity
  6 Ethics
  9 Learning Environments
  11 Role of the Teacher

Your 1 page proposal and power point (printed 6 slides per page) should include: Statement of Origin, Identify the over arching goal or topic, selected images and objectives for each lesson (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism). Your power point should indicate the highlights of each section. Power point presentation primary focus is on quality of image selections. Be prepared when you present to take notes on your “slide handout” (printed B + W copy of power point slides) about feedback from the instructor and peers about your topic and lesson plans.

Expanded Paper and Power Point Peer Review: Presentation should include, Goal and Objectives, Literature Review/ References, Lesson Plan Outline (Statement of Origin, Procedures, Assessment) reflecting the highlights of each section (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism). (3-5 pages). Power point presentation primary focus continues to be general content outline and image selection. See Expanded Paper Guidelines. Expanded proposal and power point (printed 6 slides per page) should include: 4-6 References. Be prepared when you present to take notes on your “slide handout” (printed B + W copy of power point slides) about feedback from the instructor and peers about your topic and lesson plan. Unless stated otherwise by the instructor, expanded proposal papers MUST BE submitted to www.turnitin.com.

Final Paper and Power Point Teaching Art in the Secondary School:

Final Paper ARE 4352, Five Teaching Art in the Secondary School lesson plans (8-10 pgs (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism)). Work from contemporary artist is required for each lesson with a minimum of two images or slide (8 or
One of the assigned lesson plans should address media/technology criticism like found in Goldsen (1977), Duncum (2008) and Green (2000). Lessons must incorporate a studio component. Lesson Plans should be newly constructed not a lesson developed previously or done for another class. Include black and white proof sheet of art work. Artists and images should come from a 50/50 mix of internet and hard copy sources. Provide 4-6 new references for a total of 8-12.

**Final Paper and Power Point Teaching Art in the Secondary School**

**Headings:** Introduction, Statement of Origin, Goals and Objectives, Literature Review/ References, National and State Standards, Lesson Plans (one drawing, one painting/color, one ceramic, one sculpture, and one media criticism). Required Texts and Artwork Prompts. (8-10 pages) See Final Paper Guidelines. Unless stated otherwise by the instructor, final papers MUST BE submitted to [www.turnitin.com](http://www.turnitin.com).

***The presentation, instructional, research and professional planning aspects of these activities are designed to prepare future teachers and should be conducted with professionalism***

All written assignments must be typed and follow the APA form for quoting materials and listing references. If you use internet sources you must provide the address and a hard copy of the text. No grade will be assigned if there are any questions about references or quoted materials.

According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations.

- Papers must be typed, double-spaced, 12pt. font, with 1 inch margins overall.
- Use appropriate headings.
- Final Papers must be a minimum of 8 pages and can not exceed 10 pages (Not including a separate cover and reference page).
- No more than six direct quotes can be used in the entire paper; all others must be paraphrased and properly cited.
- Original work is always required of every student on this and other course evaluations.
- Writing should use formal language and correct grammar, spelling and punctuation.
- Use the *Publication Manual of the American Psychological Association (APA) 5th Edition* (or the most recent edition) for citing referenced and including quotes, tables and etc. in written and oral presentations.
- The student is STRONGLY encouraged (and MIGHT sometimes be required) to utilize the services of the UCF Writing Center to increase the likelihood that his/her reflection papers and other assignments are free of mechanical, stylistic, and other errors. In some situations, the instructor might require a student(s) to do that for various reasons, including assist a “good” writer become a “better” writer.
- All content covered in reflection papers must be clearly related to class lectures, readings, videos, in-class discussions and activities, as directed by the instructor. The connection between sources and the course content should be clear.
- Do no simply outline or summarize the material that has been covered.
- Use a separate title page for name, date and title.
- Think before writing and use clear, simple and grammatically correct prose.
• Check spelling, proof read carefully, do not plagiarize
• The primary purpose of the literature review is to provide a thorough foundation from the literature to support the research topic.
• The literature review must include a minimum of 10-15 references. APA 5th Edition (or the most recent edition) must be used for citing and they must be from professional journals.
• All articles must have been published in the last 10 years.

When writing your paper, and developing lesson plans, the following structured inquiry questions can be used to explore your topic.

1. Identify an issue in teaching art in the secondary school that is of particular interest to you. The issue must be one that has been discussed in the professional literature and has been addressed in the research literature.
2. What is your personal experience with this issue?
3. As you examine the issue what are the essential questions surrounding the issue?
4. What is the answer to the above questions?
5. As a result of studying the issue in depth, how has your understanding of the issue changed?
6. How might your teaching activities change based on your new understanding?
7. How will I provide for appropriate goals, objectives, and lessons?
8. What assessment strategies can be used with lesson plans?
9. Have I provided for different ways of learning?

Evaluation Criteria for Final Papers
1. Appropriate Length
2. Literature Review
3. Structured Inquiry Questions Explored
4. Appropriate Headings
5. APA, Grammar, Spelling, Clarity and Writing Style
6. Lesson Plans and Images