New Course Request

Indiana University

Campus

Check Appropriate Boxes: Undergraduate credit □  Graduate credit □  Professional credit □

1. School/Division Herron School of Art and Design/Fine Arts
2. Academic Subject Code HER

3. Course Number J530 (must be cleared with University Enrollment Services)
4. Instructor varies

5. Course Title University Visual Art Teaching Practicum

Recommended Abbreviation (Optional) University Teaching Practicum

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at 3 or Variable from ______ to ______

8. Is this course to be graded S-F (only)? Yes □ No □

9. Is variable title approval being requested? Yes □ No □

10. Course description (not to exceed 50 words) for Bulletin publication: P: graduate student with a B.F.A. in studio art. Introduction to techniques, topics, and goals of teaching studio art courses at the undergraduate level.

11. Lecture Contact Hours: Fixed at 3 or Variable from ______ to ______

12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

13. Estimated enrollment: 12 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: Every semester

15. Will this course be required for majors? □ for assistantships

16. Are the necessary reading materials currently available in the appropriate library? Yes □

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Eric Norten Date 2/1/07
Department Chairman/Division Director

Dean of Graduate School (when required) Date

Approved by: Valerie Eitzen Date 2/1/07
Dean

Chancellor/Vice-President Date

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
I. COURSE TITLE:

UNIVERSITY VISUAL ART TEACHING PRACTICUM
credits: 3
course number: HER 5530
proposed instructor: VARIES
prerequisites: student must be a graduate student with a B.F.A. or equivalent in studio art.

This course is required for all students enrolled in the M.F.A. in Visual Art program before or concurrent with an appointment for a Teaching Assistantship.

II. COURSE DESCRIPTION AND RATIONALE:

The University Visual Art Teaching Practicum is a seminar course introducing students to the techniques, topics, and goals of teaching studio art courses at the undergraduate level. This course will cover topics such as: developing a syllabus, the presentation of ideas through lectures and hands on demonstrations, health and safety policies and procedures, code of conduct, concepts of learning styles, and an introduction to cognitive development theories. This course will also address various topics specific to the teaching of studio art such as moderating a classroom peer critique. This class is designed to prepare the student for teaching-autonomy in terms of managing course syllabi as well as attendance and grading rosters.

Students will be required to observe instructors of diverse areas of study as they teach and present their observations to the seminar class. Upon peer review, students will be requested to present assignments and their ideas to the class through both a lecture and demonstration component. Interdisciplinary thinking will be encouraged and students will also devise projects in collaborative effort with classmates of different studio practices. Course work will include developing a mock syllabus for a course via proposal, description, requirements, and assignments. In addition students will be required to address fundamental studio learning through identifying foundation principles and techniques to studio art education. They will be encouraged through peer review and forum to present these topics in a new and engaging way. Other topics addressed will be grade inflation, the multi-media classroom, and contemporary collegiate learning.

Rationale: Being that the Masters of Fine Arts is a terminal degree this course will prepare our students for a professional career within the academic setting. Many professional artists seek academic positions in teaching studio arts and often these positions are awarded to candidates with experience and training.

This class will provide each student valuable, applied experience and training in the preparation and execution of teaching a studio art course. The University Studio Art Teaching Practicum will provide students with the basics in class development, and through observation and active participation students will gain the skills necessary to prepare and teach classes of their own design as well as classes in an established curriculum. This course will help students succeed after graduation and provide Herron School of Art and Design with informed graduate students who are able to take on the leadership roles of teaching assistants as well as Foundation Studio Associate Instructors.
III. EDUCATIONAL OBJECTIVES:

During this course students are encouraged to foster ideas and topics with a teaching goal. Students will learn and develop constructive and effective communication in the instruction, evaluation, and discussion of the visual and studio arts.

Objectives include but are not limited to the following:

- Students develop a willingness and confidence to instruct and direct a group in activities promoting:
  - the understanding of artistic theories, techniques, principles, and craftsmanship
  - the development of personal identity and investment through an art practice
- Students develop a cognitive understanding of the practical concerns involved in teaching the studio arts in concept and technique.
- Students interrogate their own and each other’s strategies for creating course content reflecting on issues of learning goals and teaching strategies.
- Students engage in activities and assignments that provide a tangible understanding and experience in the teaching of the studio arts.

IV. COURSE CONTENT:

The University Visual Art Teaching Practicum will encourage and foster the evaluation of studio art practice and learning. Course work consists of individual and group activities of observation, review / discussion, and assessment. The course will meet on a weekly schedule. Written coursework will involve both individual and collaborative effort and includes the development of a course from concept to syllabus to specific assignments as we as working with peers to develop cross-disciplinary projects / assignments to highlight keys to studio art learning. Peer reviews will be used to evaluate and discuss the clarity and success of written work, presented materials, and demonstrations required of each student. Each student will be required to demonstrate a technique or process specific to their field of study as well as present an assignment associated with this demonstration. This will be considered a class presentation and will require visual resources, contemporary examples and dialogue on the topic of discussion. Readings are selected to provide a platform for conversation on the subjects of teacher conduct, responsibilities, and the practical concerns facing a teacher of the studio arts. Guest lecturers will be invited from Student Affairs to talk on the subjects of health and safety, and dealing with troubled students. A large group critique will incorporate discussions of constructive criticism and creating teaching opportunities in the strategies and practice of art.

Topics to be covered in the course include:

- writing a course proposal, description, syllabus; developing course content
- calendars / scheduling, grading,
- code of conduct; health and safety
- dealing with misconduct
- special needs students
- communicating to a classroom via lectures, demonstrations, and individual instruction
- developing assignment sheets and technical handouts
- nurturing individual learning and identity
- teaching issues of craftsmanship and concept
- examination of different student learning styles
- introduction to cognitive development theories relevant to the educational process

V. REQUIRED AND RECOMMENDED TEXTS:
During the course of this class students will be required to discuss and respond to certain or selected texts. Readings are chosen to provide a framework of specific topics to the course. Readings are also highlighted in the course for their specific introduction to and/or analysis of art and academic themes and roles.

Shahn, Ben *The Shape of Content* Cambridge, Harvard University Press 1957

Additional readings may be selected at the discretion of the instructor.

**VI. EVALUATION AND GRADING:**

**Grading Criteria:**
Each student’s performance during the class will be evaluated by instructor’s review of participation in and completion of assigned work. Peer review will be structured in the class to provide the student a diversity of constructive analysis of both presented and drafted coursework. Final review of all coursework and performance will be reserved by the instructor. The successful completion of this class includes and is not limited to:

- Evidence of a high level engagement in course topics through the satisfactory completion of assigned work
- Evidence of self evaluation with regard to written and presented assignments
- Participation in group discussions, activities, and assignments which includes engaged effort in peer reviews and analysis
- Evidence of individual development and effort and evidence of intensity in that effort in regard to exploring new concepts.

All coursework must be presented for evaluation on time for full credit. Late presentations will be graded down one letter grade. No projects will be accepted more than 3 days late.

**Evaluation:**
15% Participation in peer reviews and classroom discussions
15% Observation and summary of classroom visits
30% Satisfactory completion of requirements related to classroom presentations and demonstrations
40% Satisfactory completion of written assignments and in-class workshops

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Note: Graduate courses completed with grades below C (2.0) are not counted towards degree requirements, but such grades will be counted in calculating a graduate student’s grade point average.

Incomplete. An incomplete grade in this course will only be permitted in exceptional circumstances, such as a documented serious illness or injury. No one may have an incomplete simply to gain more time to complete course requirements.

Late Work: Projects and portfolios are due as specified unless an extension is requested and received at least two days before the due date. Projects and portfolios without an extension will be docked half a letter grade for each day late, including weekends.

CLASS PARTICIPATION
Consistent attendance is expected except in case of emergency or illness. More than two unexcused absences will result in a reduction of the course grade (1/2 a letter grade per absence).

Class participation is more than just attendance. It includes consistent preparation, active listening, and contributing discussions and projects. Your grade for participation will be based on the following criteria:

1. Preparation: Did you read the required material thoughtfully and critically? Did you come to class with questions to ask and issues to consider? Have you prepared artistic work for presentation in a timely manner? Graduate students will be called upon to start discussion with thought-provoking questions from the readings—write these down in advance.

2. Engagement: Do you ask questions of all members of the class? Do your questions close the conversation, or stimulate it? Are they deliberate and relevant to the discussion? Do you try to apply the material you have learned by relating and synthesizing information with previous discussions, readings, and experiences, as well as other courses and intellectual interests.

3. Courtesy: Do you listen to others as they speak? Are you considerate of opposing viewpoints? Do you contribute to an atmosphere of mutual respect?

Learning Disabilities
Accommodations will be given to any student needing accommodations because of disability, provided the student has registered with Adaptive Educational Services (AES) at IUPUI and completed the appropriate forms issued by that office. Students requesting disability-related accommodations should contact AES at (317) 274-3241. AES is located in Cavanaugh Hall (CA) 001E.

VII. Bibliography
See section V above for required and recommended texts, and individual weeks for additional articles and book chapters.

VIII. Cheating and Plagiarism

Cheating and plagiarism undermine the very principles upon which higher education is founded. Any violation of the academic policies of IUPUI is forbidden and will result in a failing grade for the course and a letter to the Dean requesting further investigation.

Cheating: A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, unless the instructor specifically has authorized such assistance. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. A student must not collaborate with other persons on a particular
project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work. A student must not submit substantial portions of the same academic work for credit more than once without permission of the instructor to whom the work is being submitted. A student must not alter a grade or score in any way.

Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, historical documentation, and citations to the sources of information.

Plagiarism: A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgement. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she: quotes another person's actual words, either oral or written; paraphrases another person's words, either oral or written; uses another person's idea, opinion, or theory; or borrows facts, statistics, illustrative material, unless the information is common knowledge.

For further information on Student Misconduct, see the following section of the IUPUI Student Code of Conduct: http://life.iupui.edu/help/code.asp

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