

## Syllabus

Curriculum Enrichment 5301/5301 Carol Fairlie

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### Course Objectives

This course is designed to teach graduate students the methodology involved in the teaching of College Art curriculum.

By working in the classroom under the guidance of a college instructor and in a group meeting each week, the student will learn and design a curriculum that they can then utilize to teach a similar class in the future.

### Guidelines: Attendance Policy/Late Work

Each student must be prepared to attend this class for an hour to three hours each week and attend a specifically selected class during the scheduled meeting time of that class.

If there is an emergency situation that prevents this, let both instructors know as soon as possible!

Tardiness, and leaving early in either of these classes will be considered as partial absences.

Lectures, demonstrations, critiques and assignment explanations will occur during the scheduled class each week.

It is expected that each student will attend all required hours of this course. Consistent tardiness will be reflected in the overall evaluation.

All assignments should be turned in for corrections and then after corrections are made, entered into the correct section of the lesson book. Work, not typed and corrected and organized in a professional manor, will automatically be given a D, (below average).

All work not turned in on time must still be turned in to the instructor for assessment, which will reflect the lateness of the missed deadline.

All Assignments turned in late will be reduced by a 2 letter grades per week, 1 letter grade per 3 days.

Do not expect me to ask you for your late work, it is your responsibility.

Your final grade will be based on:

1. A lesson book for your specific class, which will include a class syllabus, grading objectives, daily lesson plans, examples of student art, and notes on teaching and grading, methodology and classroom concepts.

The lesson book should be typed, organized by week, with reading and reference material in the back.

2. Class participation, both in 5301 and your selected class.

### Required Work:

Notes on reading assignments.

Prepare the class itinerary for each week as if you, the student, were teaching the class.

These itineraries will include the daily class work, homework assignments, lesson objectives and classroom set-up.

They will be turned in each week, the week that the class meets, and critiqued.

As you attend the class, revise your ideas, make notes and rewrite your lessons accordingly.

You will be asked to select examples of student work throughout the semester, which will be brought to class for group critiques.

This work will reflect both the well executed work as well as poor work and “nice tries”.

We will discuss the merits of each example and share grading techniques and philosophy.

You will be working along with the teacher of this given class.

You may be asked to demonstrate a technique, set up a problem, run a critique, etc.

We will discuss the photographing of student work and pictures may be taken at mid-semester and finals week or throughout the semester.

These images will be properly labeled and mounted in slide sheets for inclusion in your final book.

In the weekly lectures, class criteria, dealing with problem students, grading criteria and grades, audio-visual nightmares, research methods, and job applications will be covered.

At the end of the semester, other areas of the profession will be reviewed: writing a letter of intent, a professional resume for teaching, a letter of reference, job interviews and how to look for a job.

## GRADING

A grade will be given at mid-semester and at final review.

A= Excellent/ beyond expectations

B= Above Average

C= Average

D= Below average but passing

F= Failure to meet the minimum requirements of the class

Basically to get a good grade:

- \* Fulfill the goals of each problem.
- \* Have good attendance in both classes.
- \* Have a well organized, neat handbook of your class, work/rework all written assignments after suggestions have been made and turn them back in for a grade. Failure to do this in a timely fashion will lower your grade.
- \* Attend and participate in both classes.
- \* Be prepared to assist the teacher in the class you are working in, or even give a lecture or demo on a specific topic.
- \* Participate in 5301 discussions, aimed at improving your work as well as that of your classmates.

## Writing Daily Lesson Plans

Write down the activities that are covered in the class each day, how much time is spent on them - how breaks are handled.

For each day write down the lesson and the objectives.

Objectives are the learning outcome, the why and what of the lesson.

**The Calendar will be posted on Blackboard,  
all websites and policies are listed in the content folder.**

## Calendar

### Week 1

Read pages 10- 20, Countdown.

Read and understand Bloom's Taxonomy Pg.308-311

Imagine, you are called by a local college to teach a class. What is the first thing you do (after saying "yes, of course").

Look at different books available for the class. How would you choose one? Review the book selected for the class you

Write out your version of the syllabus (see course information).

design a cheat sheet for day one

Daily lesson plans and objectives.

Curriculum Standards for Texas

Look at what should be covered, and apply it to your syllabus.

TASA Site

### **Week 2**

Do reading assignment w/notes-21-28, Meeting the class for the first time.

Get a copy of the "calendar" for the layout of the semester.

Design the "first out of class assignment".

Daily lesson plans and objectives.

### **Week 3**

Do reading assignment w/notes- 36-47, Facilitating Discussion.

Be prepared to answer in Class: What is active learning?

As applied to your class, answer the following questions:

1. Name three or four reasons you would use discussion method in your class.

2. What are some specific problems that might arise from this method?

3. There are three main methods and another four subsequent methods used in starting a discussion. List out these methods and describe each method.

4. Write out a question you might use in your class that applies to each of the first four methods, including the variations of either the connotative, comparative, evaluative or critical approach to a class situation.

5. Give a detailed example of how you would design a developmental discussion

Do daily lesson plans and objectives.

### **Week 4**

Week 4 read 48-55, Part 2, Facilitating Discussion

Design a good discussion for your class.

Daily Lesson plans:

Daily Lesson plan objectives:

### **Week 5**

Read: 55-71, Lectures

Design an outline for a lecture you will give in class. this may be one you would like to do or one your have been asked to do by the instructor.

Daily Lesson plans:

### **Week 6**

read: 72-81, 83-105, testing (Cheating, 95-98)

Midsemester review

mid term grades

MIDT.AVE.doc (21.5 Kb)

A good policy for teaching is to always have a mid-semester review of work, or a test. This lets the student know how they are doing in the class and gives you a chance to talk to them about their work and their class.

Design a midterm grade sheet that reviews the students work.

Make sure that the grading on the sheet reflects the grading criteria in your syllabus.

You will also do this at the end of the semester.

Look at the attachment for ideas...

### **Week 7**

Design a grade sheet for mid-semester that accurately will reflect how a student is doing in class. The syllabus and grading sheet must be the same in

grading criteria.

Read 108 – 114, 125- 136 grading

**Week 8/9 Read 171-186 Problem Students**

mid-semester

Document how a mid-semester review or exam is handled, include it in the lesson plans with objectives.

If a test is given, include a copy of the test/ and key.

Daily Lesson plans:

Daily Lesson plan objectives:

**Week 10**

read and review Ethics under Course information

Daily Lesson plans

Daily Lesson plan objectives

**week 11**

Read Teaching thinking 308-314

Read Online “Resumes”

Resumes

Write a resume as if you were applying for a job as a teacher or in the Art world: a museum educator, children's art instructor, etc. Go to the Resume Folder in Course Descriptions for URL's.

**Week12**

Read: Strategic Learning 291-306

Read Online “teaching philosophies”

Teaching philosophy

Write a teaching philosophy that reflects your style of teaching.

Go to the folder under Course Description, teaching philosophies. Look at the Matrix first, and then go to the examples show in various URL's.

**Week 13**

Letter of recommendations.

Using the teaching philosophy and resume of a fellow student, write a letter of recommendation.

Go to the folder in Course information for URL's in letter writing.

**Week 14**

Salaries and retirement plans

1. Go on the web and look up salaries for teachers in a position you might be interested in (k-12, community colleges, junior colleges, MFA teaching assistantships).

2. Using the web find out what type of retirement benefits are available for teaches and calculate how they would work for your retirement.

