

## **Curriculum Enrichment**

**ART 5301**

**Spring 2025**

**SRSU**

**Schedule:** Monday 6:00P.M.-8:50P.M.

**Location:** FAB 209

**Instructor: Ramon G. Deanda Contact:**

**Cell:** (915) 269-5693 *Please, text unless it is an emergency!*

**Email:** Deanda.Ramon@sulross.edu **PLEASE, write Painting in subject heading**

**Office:** FAB 009

**Office Number:** 432-837-8258

**Office Hours:** 10:00-11:00 A.M. and 1:00PM-1:50 MWF

If need be, we can schedule a meeting. I will be around the FAB most of the time.

**Final Exam/Critique: FINAL Friday MAY 2 6:00-8:00P.M.**

**REQUIRED TEXT** McKenzie's *Teaching Tips*.

- This book will be used as the informational and theoretical book. We will have weekly discussions.

### **PLO's**

This class meets the set requirements following SACS Program Learning outcomes for PLO#5:

- *Develop a familiarity with instruction into the process of art education at the college level.*

### **Course Objectives**

This course is designed to teach graduate students the methodology involved in the teaching of college Curriculum in Art or another chosen field.

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.

### **Course Structure:**

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

### **Attendance Policy:**

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

*\* Sul Ross policy states that one absence is equal to 45 minutes.*

This means each class missed is 3.5 absences.

Three (3) absences from a studio class **may** result in the lowering of the final evaluation by one letter grade, four (4) absences could result in failure!

\* 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.

### **Classwork:**

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.
2. The lesson book should be typed, organized by week, with reading and reference material in the back.
3. Class participation, both in 5301 and your selected class.

### **Required Work:**

Quizzes or 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 working along with the teacher of this given class.
- You will prepare to demonstrate a technique, set up a problem, run a critique, etc.
- 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.

**STUDIO CLASSES:** 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 slip sheets for inclusion in your final book.

**LECTER CLASSES:** We will discuss collecting examples of tests and papers, throughout the semester. These will be “white-outs” of names, but document good and poor examples of work, and will be properly labeled and mounted in slip 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.

### **Classwork: Late Work**

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 Assignments turned in late will be reduced by 1 letter grades per week. Be prepared.

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

### **GRADING:**

Grading is on a 100-point scale.

This grade will be a combination of a grade on your reading and quizzes, written work, daily class outlines and objectives, attendance, and class discussions/ participation.

- Understanding of each assignment.
- Timeliness

Graduate students must have an A or B to pass the class.

### **TO GET A GOOD GRADE:**

\* 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, and 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.

## **HOMEWORK:**

**Reading Assignments:** Weekly reading assignments are crucial to understanding the work in class.

### **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.

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

## **Health and Safety:**

Toxins are inherent to all studio art classes and affect health and safety. Machinery and tools also pose risks. Write up a health policy for your class and your medium.

## **CLASS EVALUATIONS:**

Class evaluations are put up on Blackboard at the end of every semester. Besides common questions about the class, concepts for improvement and constructive criticism can be addressed. This evaluations are critical for all instructors and aid in their evaluations, raises and promotions. Your input counts!!!

**Disabilities:** Please notify me if you have a disability that requires accommodation. If you would like to request such accommodation because of a physical, mental, or learning disability, please contact the ADA Coordinator for Program Accessibility in student life/ the Student Center.

**Academic honesty:** The University expects all students to engage in all academic pursuits in a manner that is beyond reproach. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to cheating, plagiarism, collusion, and the abuse of resource materials. More information on this can be found in the SRSU Rules & Regulations supplement to the Student Handbook.

**Cell phones** must be turned off or set on a quiet vibrate and may not be answered during class.

**An “F” for the day will be given to those who break this policy.**

Emergency personnel and family emergencies are exempt only if you let me know in advance.

**Music:** Personal “headgear” may be not be used.

**Attendance:** The structure of the course requires consistent attendance. It is expected that each student will attend all required hours of this course in both the Friday meetings and the scheduled TA class. Consistent tardiness will be reflected in the overall evaluation.

**Email:** All students are required to maintain an @sulross.edu computer account. This account provides both an online identification key and a University Official Email Address. The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, event notifications, financial assistance information, course syllabi and requirements, and correspondence between faculty and students. Such correspondence is mailed only to the university official Email Address.

**Disciplinary Action Code: #21.** (Partial quote) “Campus disruptive activities includes disorderly classroom conduct that obstructs, interferes with, inhibits and/or disrupts teaching and/or classroom activities”. If you smell like alcohol or Marijuana, I will ask you to leave class and not come back.

## **Curriculum Development 5301**

### **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.

As an example, if I am teaching perspective,

I want my students to learn vanishing points, but my objective is for them to be able to interpret three-dimensional space on a 2-D surface.

If I vary the assignment into steps, each step has an objective.

First, they copy what I draw on the board, then they try and draw a box for direct observation.

What are the differences in objectives?

➔ Daily lesson plans WITH OBJECTIVES will be turned in every week.

### **Week 3 January 27**

Read pages 10- 20, Countdown.

Read and analyze 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 are in.

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 4 February 3**

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 5 February 10**

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 the different ways of approaching 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, and then with the fifth method, apply 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

Write down daily lesson plans and objectives.

**Week 6 February 17**

Read 48-55, Part 2, Facilitating Discussion

Design a discussion for your class.

Daily Lesson plans:

Daily Lesson plan objectives:

**Week 7 February 24**

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

Daily Lesson plans:

**Week 8 March 3**

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

Midsemester review

mid term grades

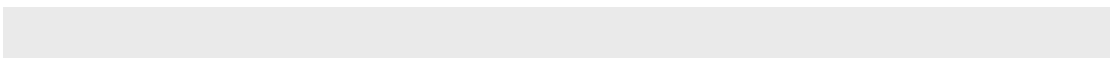
A good policy for teaching is to always have a mid-semester review of work, or a test. This lets the class and gives you a chance to talk to them about their work and their class.

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 9 March 10**

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 10 MARCH 17 Spring Break**

**Week 11 March 24**

**Read** 171-186 Problem Students

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

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

Daily Lesson plan objectives:

**Week 12 March 31**

Read and review Ethics under Course information

Daily Lesson plans

Daily Lesson objectives

**Week 13 April 7**

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.

**Week 14 April 14**

Read: Strategic Learning 291-306

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 15 April 21**



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 16 April 28**

#### 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 teachers and calculate how they would work for your retirement.