

# AVT 692

## Intro to Art Teaching and Learning

### Professor Information:

Dr. Justin P. Sutters  
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### Class Meeting Times:

Thursdays 8:30 AM -12:10 PM  
**Room:** AB #L004  
**Office Hours:** By appt.

### Course Description

Through site visitations at two FCPS sites, students will broaden their understanding of age-appropriate pedagogical practices while also exploring how to make related modifications to artmaking materials and classroom management strategies. Contemporary research in the field of art education will supplement their continuation of curriculum foundations as they design and potentially implement interdisciplinary lessons at the secondary level. Students will also critically reflect on varied teaching contexts and their own personal development as an educator while also further understanding their role as an advocate for the field of art education.

### Course Objectives

In this course, teacher candidates will:

1. Critically observe the teaching practices of FCPS art educators at the secondary school level to better understand age-level appropriateness and varied classroom contexts.
2. Understand the professional expectations of educators and engage in reflective practices to the ends of developing a teacher identity.
3. Explore various art making media and make age-appropriate applications to classroom practices.
4. Extend curriculum development via short-term planning via fully supported unit plans including formative and summative assessments.
5. Gain deeper understanding of contemporary art and visual culture in relation to curriculum.

<b>Course Assignments/Evaluation</b> <i>(Points are approximate and subject to change)</i>	<b>500 Points Total</b>
<ul style="list-style-type: none"> <li>• Written Responses to Course Texts and Classroom Participation. <span style="float: right;">150pts</span> <ul style="list-style-type: none"> <li>○ 10 reading responses posted to Blackboard (Bb)</li> <li>○ Participation in classroom discussions</li> </ul> </li> <li>• Fieldwork Assignment <i>(Two secondary sites in Fairfax County Public Schools)</i> <span style="float: right;">100pts</span> <ul style="list-style-type: none"> <li>○ Self-reflexive journal, field notes, evidence of research, etc.</li> <li>○ Six site visits of 3hrs each (minimum of 18 total hours)</li> <li>○ Engagement, attendance, professionalism, etc.</li> </ul> </li> <li>• Studio Projects <span style="float: right;">100pts</span> <ul style="list-style-type: none"> <li>○ 4 completed works or finished portfolio</li> <li>○ Quality of final works and evidence of experimentation/growth</li> <li>○ Connections to pedagogical practices and age-appropriateness</li> </ul> </li> <li>• Curriculum Design—One Unit Plan consisting of three lessons (Final Exam) <span style="float: right;">100pts</span> <ul style="list-style-type: none"> <li>○ Supporting content (PPt, Teacher examples, Visuals, etc.)</li> <li>○ Images of student work (in-process and completed if possible)</li> <li>○ Evidence of assessment (Formative and/or Summative)</li> </ul> </li> <li>• Classroom Participation and Preparation <span style="float: right;">50pts</span> <ul style="list-style-type: none"> <li>○ Punctual and consistent attendance</li> <li>○ Preparation prior to class and engagement in class discussions/activities</li> <li>○ Professionalism during site observations and related communication</li> </ul> </li> </ul>	

**Notes**

- Students must successfully participate in all three site visits. If they are absent, they will be expected to conduct observations at a school to make-up the hours and be able to complete the related assignments.
- Unless otherwise specified, all written work must be typed, spell-checked, and proofread using academic language.
- Late submissions will result in grade reduction of 10% per day. Professional presentation standards are used as part of the grading criteria in this course, and all submitted work must reflect these standards. These standards are outlined below.

**Students are expected to demonstrate professionalism and class participation and will be evaluated based on the following criteria:**

- Exhibits punctuality and reliability, and a professional work ethic
- Exhibits a positive attitude toward learning
- Demonstrates honesty and trustworthiness
- Demonstrate professional communication skills
- Exhibits sensitivity to individual and cultural diversity
- Demonstrates appropriate classroom participation: note taking, attentiveness, sharing questions and comments, thinking critically... etc.
- Demonstrates appropriate classroom Etiquette:
  - *No cell phone/computer use in class unless approved*
  - *Show respect to whomever is speaking (Professor, peer, guest, etc.)*
  - *After each studio activity, clean your worktable and area.*

**Grading Scale**

George Mason University does not dictate a grading scale. Instructors may determine cut off points for A, B, C, etc. The use of plus and minus grades for A, B, C is also at the instructor's discretion.

**Attendance:**

Punctual attendance is required in all classes and site visits. More than one (1) **unexcused** absence will result in half of a letter grade reduction of your final grade (A- to B, B+ to B-, C to D+). Attendance is taken at the beginning of each class. Three (3) late arrivals and/or early departures will be considered an absence. Students are responsible for obtaining notes and information from their peers regarding activities, projects, and materials presented or assigned at each missed class session.

**Class Cancellation:**

If the University closes due to emergency or inclement weather, class will be canceled. Information about official University closing can be obtained by looking on the University's website.

**Required Texts:** *Available for purchase from GMU Bookstore or online.*

Anderson, T. & Milbrandt, M. (2005) *Art for Life: Authentic Instruction in Art*: New York, NY: McGraw Hill

Beattie, D. K. ( 1997) *Assessment in Art Education*. Davis Publications

Davis, J. (2012) *Why our High Schools Need the Arts*. Teacher College Press. NY.

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Selected chapters from additional texts will be either posted digitally on Blackboard or distributed in hard copy form. Additional readings will be added as deemed necessary.

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University and School of Art Policies

In accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity

This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design

As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours

SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

ArtsBus

Dates for Spring 2017:

February 18

March 25

April 15

ArtsBus Credit:

\* Each student must have up to 5 AVT 300/Artsbus credits before graduation. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment.

\* If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300. Please go to the ArtsBus website: <http://artsbus.gmu.edu> "Student Information" for additional, very important information regarding ArtsBus policy.

\* Non-AVT majors taking art classes do not need Artsbus credit BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

Visual Voices Lecture Series Dates for Spring 2017:

January 26

February 9

March 9

March 23

March 30

Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater:

<http://soa.gmu.edu/visualvoices/>

**Important Deadlines**

<i>January 1 Day of Week</i>	<i>Sunday</i>
Martin Luther King Day (no classes)	Mon Jan 16
<b>First day of classes</b> ; last day to submit Domicile Reclassification Application; Payment Due Date; full semester waitlists removed	Mon Jan 23
<b>Last day to add classes</b> —all individualized section forms due Last day to drop with no tuition penalty	Mon Jan 30
<b>Last day to drop with a 33% tuition penalty</b>	Mon Feb 13
<b>Final Drop Deadline (67% tuition penalty)</b>	Fri Feb 24
Immunization Record Deadline	Wed Mar 1
Midterm progress reporting period (100-200 level classes)—grades available via <a href="#">Patriot Web</a>	Mon Feb 20 – Fri Mar 24
Selective Withdrawal Period (undergraduate students only)	Mon Feb 27 – Fri Mar 31
Spring Break	Mon Mar 13 – Sun Mar 19
<b>Incomplete work from Fall 2016 due to Instructor</b>	<b>Fri March 31</b>
<b>Incomplete grade changes from Fall 2016 due to Registrar</b>	<b>Fri April 7</b>
Dissertation/Thesis Deadline	Fri May 5
<b>Last day of classes</b>	Sat May 6
<b>Reading Days</b> Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.	Mon May 8 – Tue May 9
<b>Exam Period</b> (beginning at 7:30 a.m.)	Wed May 10 – Wed May 17
<b>Commencement and Degree Conferral Date</b>	May 20

Once the add and drop deadlines have passed, instructors do not have the authority to approve requests from students to add or drop/withdraw late. Requests for late adds (up until the last day of classes) must be made by the student in the SOA office (or the office of the department offering the course), and generally are only approved in the case of a documented university error (such as a problem with financial aid being processed) LATE ADD fee will apply. Requests for non-selective withdrawals and retroactive adds (adds after the last day of classes) must be approved by the academic dean of the college in which the student’s major is located. For AVT majors, that is the CVPA Office of Academic Affairs, Performing Arts Building A407.

Students with Disabilities and Learning Differences

If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide me with a faculty contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Official Communications via GMU E-Mail

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Honor Code

Students in this class are bound by the Honor Code, as stated in the George Mason University Catalog. The honor code requires that the work you do as an individual be the product of your own individual synthesis or integration of ideas. (This does not prohibit collaborative work when it is approved by your instructor.) As a faculty member, I have an obligation to refer the names of students who may have violated the Honor Code to the Student Honor Council, which treats such cases very seriously. No grade is important enough to justify cheating, for which there are serious consequences that will follow you for the rest of your life. If you feel unusual pressure about your grade in this or any other course, please talk to me or to a member of the GMU Counseling Center staff.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious Honor Code offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words and punctuation just as the passage appears in the original and must use quotation marks and page numbers in your citation. If you want to paraphrase or summarize ideas from a source, you must put the ideas into your own words, and you must cite the source, using the APA or MLA format. (For assistance with documentation, I recommend Diana Hacker, *A Writer's Reference*.) The exception to this rule is information termed general knowledge—information that is widely known and stated in a number of sources. Determining what is general knowledge can be complicated, so the wise course is, "When in doubt, cite."

Be especially careful when using the Internet for research. Not all Internet sources are equally reliable; some are just plain wrong. Also, since you can download text, it becomes very easy to inadvertently plagiarize. If you use an Internet source, you must cite the exact URL in your paper and include with it the last date that you successfully accessed the site.

#### Writing Center

Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis.

The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit [ittraining.gmu.edu](http://ittraining.gmu.edu) to see the schedule of workshops and to sign up.

**COURSE CALENDAR** *\*\*Assignments or dates are subject to change. Current version will always be posted on Bb.*

<b>Week 1: Thursday, January 26<sup>th</sup> 2017 @8:30 am (Room L004)</b> <b><i>Advocacy &amp; Art Education: What is it?</i></b>	
Class Activities:	For Next Class:
Introductions Course Syllabus / Learning Expectations	Read Davis Text: Chap 1 ( <i>PDF file is on Bb</i> ) Read Art For Life: Chap 1 ( <i>PDF file is on Bb</i> )
Discuss Intro To Davis text: Role of advocacy Teaching philosophy activity NAEA Student Chapter updates	Post initial reading response on Blackboard by Monday 1/30* (11:59 CST) Two peer responses due by class on Thursday
Media exploration: Collage and cut paper	Bring materials, ideas and sketches for collage studio project ( <i>X-acto knives, scissors, glue stick, etc.</i> )

<b>Week 2: Thursday, February 2<sup>nd</sup> 2017 @8:30 am (Room L004)</b> <b><i>Art Education Foundations: Expectations and outcomes</i></b>	
Class Activities:	For Next Class:
Discuss assigned readings	Read Davis Text: Chap 2 ( <i>PDF file is on Bb</i> ) Read Art For Life: Chap 2 ( <i>PDF file is on Bb</i> )
Program of study—course evaluation Discuss field observations and site placements	Post initial reading response on Blackboard by Monday 2/6 Two peer responses due by class on Thursday
Work on collage and cut-out project	Bring materials, ideas and sketches for collage studio project as well as in-progress project.

*\*\*NAEA Student Chapter Meeting after class @ 12:30\*\**

<b>Week 3: Thursday, February 9<sup>th</sup> 2017 @8:30 am (Room L004)</b> <b><i>Educational Theory &amp; Assessment: What can and cannot/should not be assessed?</i></b>	
Class Activities:	For Next Class:
Discuss assigned readings	Read Davis Text: Chap 3 Read Art For Life: Chap 3
Fieldwork preparations and final assignment	Post initial reading response on Blackboard by Monday 2/13 Two peer responses due by class on Thursday
Finish collage and cut-out project	Continue working on cut-out if not complete Bring image for relief print

<b>Week 4: Thursday, February 16<sup>th</sup> 2017 @8:30 am (Room L004)</b> <b><i>Visual Culture: Meaning Making and Interpreting—Navigating Ambiguity</i></b>	
Class Activities:	For Next Class:
Discuss assigned readings	Read Davis Text: Chap 4 Read Art For Life: Chap 4
Additional fieldwork preparations Begin site visits and observations	Post initial reading response on Blackboard by Monday 2/20 Two peer responses due by class on Thursday
Media exploration with relief printmaking	Complete matrix and prepare for next class.

<b>Week 5: Thursday, February 23<sup>rd</sup> 2017 @8:30 am (Room L004)</b> <i>The Creative Process: Creativity as Cognition</i>	
Class Activities:	For Next Class:
Discuss assigned readings	Read Davis Text: Chap 5 Read Art For Life: Chap 5
Discuss site observations	No Blackboard Response due this week.
Initial runs of relief prints	Complete matrix and prepare for next class.

<b>Week 6: Thursday, March 2<sup>nd</sup> 2017 @8:30 am (Room L004)</b> <i>Aesthetics</i>	
Class Activities:	For Next Class:
NO CLASS—National Art Education Association (NAEA) Conference in NYC	Read Davis Text: Chap 6 Read Art For Life: Chap 6
	Post initial reading response on Blackboard by Monday 3/6 Two peer responses due by class on Thursday
	Work on relief prints and be ready to complete

<b>Week 7: Thursday, March 9<sup>th</sup> 2017 @8:30 am (Room L004)</b> <i>Art Criticism and Student Engagement</i>	
Class Activities:	For Next Class:
Discuss readings Recap NAEA Conference	Read Beattie Text: Chap 1 Read Art For Life: Chap 7
Updates on field observations and assignment Discuss second site placement for after spring break	Post initial reading response on Blackboard by Monday 3/20 Two peer responses due by class on Thursday
Final run of prints—finished edition	Arts Advocacy Position Statement due on 3/23

**WEEK 8: SPRING BREAK—NO CLASS ON THURSDAY, MARCH 16<sup>TH</sup>**

<b>Week 9: Thursday, March 23<sup>rd</sup> 2017 @8:30 am (Room L004)</b> <i>What is assessment and why do we have to do it? Art History as (re)construction</i>	
Class Activities:	For Next Class:
Discuss readings Field observation updates	Read Beattie Text: Chap 2 Read Art For Life: Chap 8
Assessment: foundational concepts Relation to curriculum and lesson planning	Post initial reading response on Blackboard by Monday 3/27 Two peer responses due by class on Thursday
Media Exploration: Acrylic paint	Research acrylic medium and prepare for next studio Submit rough draft of field observation assignment

<b>Week 10: Thursday, March 30<sup>rd</sup> 2017 @8:30 am (Room L004)</b> <i>Studio Processes</i>	
Class Activities:	For Next Class:
Discuss readings Field observation updates	Read Beattie Text: Chap 3 Read Art For Life: Chap 9
Curriculum: framework for final unit plan	Post initial reading response on Blackboard by Monday 4/3 Two peer responses due by class on Thursday
Studio: Acrylic project	

<b>Week 11: Thursday, April 6<sup>th</sup> 2017 @8:30 am (Room L004)</b> <i>Technology &amp; Curriculum</i>	
Class Activities:	For Next Class:
Discuss readings Field observation updates	Read Beattie Text: Chap 4 Read Art For Life: Chaps 10 & 11
Curriculum: Rough draft of unit plan outline	Post initial reading response on Blackboard by Monday 4/10 Two peer responses due by class on Thursday
Studio: Finish acrylic project	Submit updated annotated bibliography

<b>Week 12: Thursday, April 13<sup>th</sup> 2017 @8:30 am (Room L004)</b> <i>Curriculum Design &amp; Ephemeral Art</i>	
Class Activities:	For Next Class:
Discuss readings Field observation updates	Read Beattie Text: Chap 5 Read Art For Life: Chap 12-14
Curriculum: Unit plan introduction and one lesson plan due	Post initial reading response on Blackboard by Monday 4/17 Two peer responses due by class on Thursday
Media exploration: Site-specific installation	

<b>Week 13: Thursday, April 20<sup>th</sup> 2017 @8:30 am (Room L004)</b> <i>Formative Assessment</i>	
Class Activities:	For Next Class:
Discuss readings Field observation updates	Read Beattie Text: Chap 6 Read Art For Life: Chap 15-16
Curriculum: Unit plan introduction and two lesson plans due (revise first one)	No Bb post required
Studio: Site-specific installation	Site Observation Project due on 4/27



**Week 14: Thursday, April 27<sup>th</sup> 2017 @8:30 am (Room L004)**

***Summative Assessment***

Class Activities:	For Next Class:
Discuss readings	Read Beattie Text: Chaps 7-8 & Appendix
Curriculum: Unit plan introduction and three lesson plans due (revise first two)	No Bb post required
Studio: Finish site-specific installation	Complete and prepare final portfolio

**Week 15: Thursday, May 4<sup>th</sup> 2017 @8:30 am (Room L004)**

***Portfolio Review***

Class Activities:	For Next Class:
Discuss readings	Final unit plan
Curriculum: Assessments for all three lessons due	
Studio: Portfolio critique	

**Week 16: Thursday, May 11<sup>th</sup> 2017 @8:30 am (Room L004)**

***Final Exam***

Class Activities:	
Pot-luck Submit final unit plan: informal presentations Disposition self-assessment	