SYLLABUS
Art 4540-001  ART TEACHING PRACTICUM
Spring 2017
3 Semester Credit Hours

DAYS/TIME: Friday, 9:40-12:40, Art 273
PROFESSOR: Beth Krensky, Ph.D., Professor
OFFICE HOURS: (Art #341): Friday 8:30-9:30, 1:00-2:00 (by appointment)
PHONE: (801) 585-7979
E-MAIL: Beth.Krensky@Utah.Edu

“Artists as artists are responsible only to their art; but artists are also citizens, and as citizens they have a particular responsibility to contribute to and nourish an arts-supportive society. In doing so they serve both democracy and themselves, their fellow citizens and their art.”
—Benjamin Barber, 1997

COURSE OVERVIEW
This is a community engaged learning internship to develop students' competencies as teaching artists in school or community settings. Under the supervision of an instructor and a community supervisor, students learn knowledge and skills related to various aspects of visual arts education. First-hand experience provides students with a deepened understanding of the art education field. Please note: this is a community engaged learning course and has a required four-hour per week service commitment.

COURSE OBJECTIVES
Students who have successfully completed the course should:
• Demonstrate an understanding of the theory and practice of community engaged learning.
• Demonstrate an understanding of theory and practice of civic engagement.
• Participate with the host organization/school in meaningful projects and other assignments that are intended to expand the student's understanding of the art education field.
• Demonstrate an understanding of the goals, objectives and operations of the host organization/school.
• Demonstrate an understanding of the needs and assets of the host organization/school and the community it is situated in.
• Demonstrate the ability to reflect upon one's practice as an arts educator.
• Display professional skills and behaviors while interning with the host organization/school.
• Expand one’s professional experience and credentials as a teaching artist.

COURSE READINGS


**COURSE REQUIREMENTS AND GRADING**

**Practicum Site Presentation (5 points)** You will give a 5-10 minute presentation about your practicum site. Please include the following in your presentation:

- The goals, objectives and operations of the host organization/school
- The needs and assets of the host organization/school
- Your role at the organization/school (specifically what you will be doing over the course of the semester)
- A timeline for what you will accomplish

**Service-Learning Internship (40 points)** You will be responsible for spending 4 hours per week at your practicum site for 12 weeks of the semester (for a minimum of 48 hours). Sites can include schools, museums, hospitals, arts organizations, university programs, foundations, and other sites agreed upon by the course instructor. The service-learning internship should meet a need expressed by the host organization/school and it must involve meaningful projects and assignments that are directly related to visual arts education. You will need to turn in a completed and signed site contract and final evaluation from your site.

**Assets Map and Needs Assessment (5 points)** You will create an assets map and needs assessment of your site and its immediate community. This assignment will be discussed in class.

**Reflection Journal: (10 points)** Throughout the course, you will keep a reflection journal. This journal should include:

1) Reactions to course readings and discussions (*You must include a one-paragraph response for each of the assigned readings*);
2) Descriptions of concrete activities you are engaged in at your practicum site as well as reflections on your experience; and
3) The following questions as your first few entries (to get you started)
   - *What are your expectations and learning goals for your service-learning experience?*
   - *How do you see the relationship between the “server” and “served?” How would you like this relationship to look? Who is benefiting more?*
   - *Why do you serve?*
**Active Participation (15 points)** You are expected to come to class having read the assigned readings and prepared to discuss them. In addition, your full participation in class discussions, activities and weekly reflections is very important.

**Final Creative Project or Paper (15 points)** You are responsible for writing a 5-page reflection paper or a creative project (this can be a photo, sound, or video documentation of your project) that addresses the following questions:

- Overview of the project
- What were your stated goals for your internship? To what extent did you meet them?
- What have you learned from your internship experience?
- How have you been impacted as a result of your internship experience?
- Has your understanding of art education changed as a result of your experience? If so, how?

You will have 5-10 minutes in class to present your project or aspects of your paper.

**Youth Art Teaching (10 points)**

**(10 points)** As part of a group, you are responsible for planning a one-hour art activity for 12 or 24 middle school students. This will take place during class time.

**Extra Credit Opportunities**

- **Attend ArtsLINK (5 points)**
  This is a free statewide conference for Arts Education and Elementary Education students. Saturday, March 4, 8:30 am – 3:00 pm, Beverley Taylor Sorenson Arts and Education Complex on the University of Utah campus. Register at: [http://www.finearts.utah.edu/artslink?highlight=WyJhcnRzbGluayJd](http://www.finearts.utah.edu/artslink?highlight=WyJhcnRzbGluayJd)

- **Utah Symposium in Science and Literature April 12-14 (5 points)**
  UMFA Dumke Auditorium

  The 2017 Utah Symposium in Science and Literature will address the human-constructed and human-perceived landscape. We will consider urban ecology and the human-built environment through the lenses of biology, ecology, anthropology, art, psychology, history, landscape and garden design, urban planning, and other relevant disciplines. Our keynote speakers will be poet Cole Swensen (author of *Ours and Landscapes from a Train*), visual and environmental artist Mel Chin ([http://www.melchin.org/](http://www.melchin.org/)), and biologist John Marzluff (author of *Subirdia*).

- **Attend a visiting artist lecture or arts ed. workshop (2 points)**

**ATTENDANCE AND PUNCTUALITY POLICY**
Due to the hands-on nature of this class, participation is very important. Full and active participation both enhances your learning and supports the entire class. You must be present to receive points for participation. Late assignments will be reduced by 10% for each day late.

**Grading Total = 100 points**
A: 95-100; A-: 90-94; B+: 86-89; B: 82-85; B-: 80-81; C+: 76-79; C: 72-75; C-: 70-71; D+: 66-69; D: 62-65; D-: 60-61; E: 0-59

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in the course can be made available in alternative format with prior notification to the Center for Disability Services.

FACULTY AND STUDENT RESPONSIBILITIES
All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. I suggest that you read the Code carefully and know that you are responsible for the content.

"Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." (6-316)

"Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Policy 6-400, Student Code)

RESOURCES

Americans with Disabilities Act (ADA) Statement
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Center for Wellness & University Counseling Center
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: http://counselingcenter.utah.edu, 801-581-6826.

**Office of Equity and Diversity**
The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University’s efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. http://diversity.utah.edu, 801-581-7569.

**Women’s Resource Center**
The Women’s Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women’s identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. http://womenscenter.utah.edu/

**Learners of English as an Additional/Second Language**
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

**The Writing Center**
If writing is difficult for you, if you're new to college and don't yet feel quite able to meet college writing expectations, or if you simply would like to improve your writing, I encourage you to visit the Writing Center: www.writingcenter.utah.edu. 587-9122.

**ASUU Tutoring Center**
The ASUU Tutoring Center provides individual tutoring ($7 per hour) and group tutoring sessions ($4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. http://tutoringcenter.utah.edu.
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<th>Date</th>
<th>Topic/Discussion</th>
<th>Activity</th>
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<td>Course Introduction</td>
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<td>1/20</td>
<td>Overview of Service-Learning</td>
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<td>Taylor and Ballengee-Morris Reading</td>
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<td>1/27</td>
<td>Arts-Based Service-Learning</td>
<td>In the field plan school visit</td>
<td>Krensky and Steffen Reading Interview form</td>
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<td>2/3</td>
<td>Entering and Working with Communities, Assets and Needs</td>
<td>In the field plan school visit</td>
<td>Kretzmann and McKnight Reading Signed contract</td>
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<td>2/10</td>
<td>Art Education for Social and Environmental Justice</td>
<td>In the field Prep school visit</td>
<td>Needs and assets; discuss K and M Practicum site presentation</td>
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<td>2/17</td>
<td>Art Education in Action!</td>
<td>In the field American International School visit</td>
<td>Assets and Needs map</td>
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<td>NO CLASS: UAEA conf.</td>
<td>In the field</td>
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<td>3/3</td>
<td>Community-Engaged Art</td>
<td>In the field</td>
<td>Journals</td>
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<td>3/10</td>
<td>Understanding Diversity</td>
<td>In the field Workshop</td>
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<td>3/17</td>
<td>NO CLASS: Spring Break</td>
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<td>3/24</td>
<td>Exiting Communities</td>
<td>Discuss final projects and leaving communities</td>
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<td>3/31</td>
<td>Field Trip (?)</td>
<td>In the field The Pitmen Painters</td>
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<td>4/7</td>
<td>Lessons from the Field Engaged Practice</td>
<td>In the field</td>
<td>Long Reading Journals</td>
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<td>4/14</td>
<td>Where do we go from here? Engaged Practice</td>
<td>Mel Chin 9:30-10:30 UMFA Dumke Aud.</td>
<td>Final Paper/Creative Project Final Site Evaluation Final Presentations</td>
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<td>4/21</td>
<td>Envisioning Reflection/Celebration</td>
<td>Final Presentations Best Practices</td>
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