

## COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

### 1. General Information.

- a. Submitted by the College of: Fine Arts Today's Date: September 1, 2011
- b. Department/Division: Art
- c. Is there a change in "ownership" of the course? YES  NO   
 If YES, what college/department will offer the course instead? \_\_\_\_\_
- d. What type of change is being proposed?  Major  Minor<sup>1</sup> (place cursor here for minor change definition)
- e. Contact Person Name: Dr. George Szekely Email: gszek01@uky.edu Phone: 859-278-4824
- f. Requested Effective Date:  Semester Following Approval OR  Specific Term<sup>2</sup>: \_\_\_\_\_

### 2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: A-E 576 Proposed Prefix & Number: A-E 576
- b. Full Title: Art in the Middle Schools Proposed Title: Art in the Middle Schools
- c. Current Transcript Title (if full title is more than 40 characters): \_\_\_\_\_  
 Proposed Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. Current Cross-listing:  N/A OR Currently<sup>3</sup> Cross-listed with (Prefix & Number): \_\_\_\_\_  
 Proposed –  ADD<sup>3</sup> Cross-listing (Prefix & Number): \_\_\_\_\_  
 Proposed –  REMOVE<sup>3,4</sup> Cross-listing (Prefix & Number): \_\_\_\_\_

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.

Current:	<u>1</u> Lecture	____ Laboratory <sup>5</sup>	____ Recitation	____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	<u>1</u> Studio	____ Other – Please explain: _____		
Proposed:	<u>1</u> Lecture	____ Laboratory	____ Recitation	____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	<u>1</u> Practicum	____ Research	____ Residency
	____ Seminar	<u>1</u> Studio	____ Other – Please explain: _____		

- f. Current Grading System:  Letter (A, B, C, etc.)  Pass/Fail  
 Proposed Grading System:  Letter (A, B, C, etc.)  Pass/Fail
- g. Current number of credit hours: 2 Proposed number of credit hours: 3
- h. Currently, is this course repeatable for additional credit? YES  NO

**Comment [OSC1]:** Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:  
 a. change in number within the same hundred series\*;  
 b. editorial change in the course title or description which does not imply change in content or emphasis;  
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;  
 e. correction of typographical errors.

\*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

Proposed to be repeatable for additional credit?		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours: _____			
If YES: Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i. Current Course Description for Bulletin:</b>	<u>Study of perceptual and aesthetic awareness in middle school level adolescence. Field and practicum experiences with methods and materials appropriate to the teaching of art in the middle school. Curriculum design, lesson planning, teaching skills, evaluation, classroom safety, and multi cultural activities. Included: readings, lecture, dicussions, demonstration, micro-teaching, laboratory and studio experiences.</u>		
Proposed Course Description for Bulletin:	<u>A-E 576</u> <u>Centering on the study of perceptual and aesthetic development of middle school adolescents, this course provides field and practicum experiences that utilize methods and materials appropriate to the teaching of art in the middle school. Topics include: curriculum design, lesson planning, teaching skills, classroom safety and assessment. Lecture, demonstrations, micro-teaching, laboratory and studio experiences are integrated into the class design.</u>		
<b>j. Current Prerequisites, if any:</b>	<u>Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)</u>		
Proposed Prerequisites, if any:	<u>Major in Art Education/ ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)</u>		
<b>k. Current Distance Learning(DL) Status:</b>	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.			
<b>l. Current Supplementary Teaching Component, if any:</b>	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
Proposed Supplementary Teaching Component:	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
<b>3. Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
Proposed to be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, explain and offer brief rationale:			
_____			
<b>5. Course Relationship to Program(s).</b>			
<b>a. Are there other depts and/or pgms that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES, identify the depts. and/or pgms: _____			
<b>b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
If YES <sup>7</sup> , list the program(s) here: _____			

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## COURSE CHANGE FORM

6. Information to be Placed on Syllabus.

- a.  Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

**COURSE CHANGE FORM**

Signature Routing Log

**General Information:**

Course Prefix and Number: A-E 576  
 Proposal Contact Person Name: Dr. George Szekely Phone: 859-278-4824 Email: gszek01@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Art	9/2/2011	Ben Withers 7-4013 / / bwithers@uky.edu	
College of Fine Arts	1/27/2012	G.Maschio 7-1707 / Gmasc1@uky.edu /	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council	4/10/2012	Sharon Gill	
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

\_\_\_\_\_

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## AE 576

### TEACHING ART IN THE MIDDLE SCHOOLS

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Dr. George Szekely

Professor

301 Fine Arts

[gszek01@uky.edu](mailto:gszek01@uky.edu)

Studio Phone: 278 4824

Office Hours: Monday and Wednesday 7-8 AM and 12-1 PM

#### **Course Description:**

Centering on the study of the perceptual and aesthetic development of middle school level adolescents, this course provides field and practicum experiences that utilize methods and materials appropriate to the teaching of art in the middle school. Topics include: curriculum design, lesson planning, teaching skills, classroom safety and assessment. Lecture, demonstrations, micro-teaching, laboratory and studio experiences are integrated into the class design.

The course is designed for undergraduate Art Education (K-12) majors accepted to the Teacher Education Program (TEP).

#### **Student Learning Outcomes:**

This segment of the art education sequence of courses provides students with the knowledge, skills, and sensitivities required to plan and carry out a meaningful and creative program of art for middle school students. Students will participate in extensive field experiences to practice teaching methods and materials appropriate to for art in a middle school setting. Curriculum designs, lesson ideas, and methods of evaluation will be tested in the Fayette County Schools.

- 1.0 Students will understand the conceptual and practical differences between the elementary and middle school art curriculum
- 2.0 Students will research and learn about the middle school student as artist
- 3.0 Students will explore the crisis in art during the middle school years
- 4.0 Students will learn about the social dimensions of adolescent art
- 5.0 Students will participate in building a quality art program
- 6.0 Students will contemplate and talk about aspects of teaching art to teenagers
- 7.0 Students will select appropriate and original art experiences that engage middle school students in art
- 8.0 Students will chart plans for preparing middle school students for high school art and beyond

#### **Tentative Course Schedule:**

This semester's list of topics, assignment due dates, and examination dates is listed on BB

##### Week 1

- A Survey of Middle School Art Objectives for Elementary Art Teachers
- Collaborations with Middle School Art Teachers
- Middle School Mentors in the Elementary Art Class
- Building on Elementary Art: proposals for Middle School Art Teaching

##### Week 2

-Conceptual Development in Art During the Middle School Years

-Physical Changes and Artistic Changes

-The Age of Choice: Opportunities and Obstacles to Making Art During the Middle School Years

-Similarities and Differences: Elementary, Middle School, High School, and Adult Art

-Maturing as a Middle School Artist in Contemporary Society

Week 3

-Paths to Adulthood: Striving for Personal and Artistic Independence

-Peaks and Valleys in Middle School Students Daily Lives and Art

-The search for Individuality in a Large Art Class

-Art and Solitude: Perils and Possibilities

-Art and Daily Interactions: Parents, Siblings, and the Companionship of Friends

-Converting Challenges to Enjoyment: Maintaining Artistic Interest and Confidence During the Middle School Years

Week 4

-Understanding Many Points of View: Group Art Activities

-Artistic Voices Through Public Art: Murals

-Personal and Social Explorations: Performance Art

-Making a Difference and Changing the World: Community Arts

-Copycats and Originals: Awareness of Fashion and Trends

Week 5

-Foundations for a Middle School Art Curriculum

-Organizing and Sequencing Middle School Art Lessons

-Language, Style, Taste, and Other Influences on Middle School Art

-Opportunities to Discover and Look at Great Art

-Talking and Writing About Art in School and at Home

Week 6

-Reducing Stress and Pressure in the Art Room

-Teaching Art as Attentive Caring for Young Artists

-Teaching a Respect for Art Materials and the Art of Others

-Positive Management of Art Failures: Learning Not to Give Up

-Setting High Expectations and Trusting Young Artists

Week 7

-Influences and Inspirations for Middle School Art

-Middle School Studio Art: Developing Artistic Skills and Viewpoints

-Problem-Solving and the Design Arts

-Media Studies in an Age of New Media

-Studying Art in the Community

-What Middle School Students Appreciate: Art History and Criticism

Week 8

-Art Career Explorations

-Making Art Alone: Preparation for Art Making Beyond the School

-Establishing Individual Art Making Routines

-Designing and Constructing Personal Art Studios

-Acting on Individual Art Interests

## Week 9 – 10

### -Evaluation exercises

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#### **Assignments:**

##### Art Portfolio (10 points)

Art will be preserved in a class portfolio and frequently shared with students in our "adopted" middle school. Future art teachers will create and organize an exhibit of all their art made for this class and collect/photograph student's art works.

##### Idea Books (15 points)

Lesson ideas, plans, and classroom notes will be housed in a hand made idea book. Idea books will be divided into the following sections:

- Illustrated class notes
- Original ideas and sketches for the design of art lessons
- Collection of photos, clippings, and reprints
- A photo album of class art
- A photo album of student art
- Middle school curriculum design and individual lesson plans

##### Collections (10 points)

Artists find ideas and inspiration in objects and material finds they collect. You will be asked to discover unique objects materials to be used for art making in our studio and to share with the students we teach.

- Everyone will fill "treasure bags" and laundry baskets for the weekly show and tell. Ideas for each object, and new art discovered, will be discussed in class.
- Weekly field trips will be suggested to include local stores, malls, museums, and environmental sites to collect ideas, objects, and images.
- Students will create special collection books and display cases for small-object-treasures.

##### Lesson Plans and Teaching Art (25 points)

- Comprehensive visual/written lesson plans will be designed for each public school teaching session. Ten original lesson plans will be created.
- An important aspect of our course will be to continue a proud, 35year tradition, of participation in the Adopt-a-School Project; showcasing your exciting art teaching in the Fayette County Middle Schools.

##### Weekly Assignments (20 points)

Weekly assignments will include your own field trips, art works, listening to TED talks on the Internet, and developing ideas and collection for your art teaching. Weekly assignments are on Black Board, posted each Friday morning. Please make sure that you check BB each Friday morning to see what you will need for the next class session.

##### Readings and Examinations (20 points)

Required textbook, reading and examination:

G. Szekely. *The Art of Teaching Art* (New York: Pearson, 2006)

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(Sections from) G. Szekely. *Art Teaching* (New York: Rutledge 2012) will be available on BB, and be a part of the reading assignments

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Recommended Readings and Recommended TED talks will be listed on BB

Additional Assignment for GRADUATE STUDENTS (10 points)

Graduate students are expected to conduct an annotative and critical study of the literature in middle school art education using the *Journal of Art Education* and the *Research Journal of Art Education*. Perimeters of the study will be listed on BB

**Course Grading Scale:**

Undergraduate students can earn up to 100 points for the class, and graduate students by virtue of their extra assignment can earn up to 110 points for the class.

Total points that can be earned as follows:

Undergraduate Students (100 points possible for the course)

90 -100 points = A

80 - 89 points = B (must maintain a B in methods courses to be allowed to Student Teach)

70 -79 points = C

60 - 69 points = D

below 60 points = E

Graduate Students (110 points possible for the course)

100 -110 points = A

90 - 99 points = B

80 -89 points = C

Below 79 points = E

**General Evaluation Policies:**

Idea books will be reviewed and receive a letter grade four times during the semester.

Lesson plans will be reviewed and graded each week.

Each lesson taught in the public school will receive a comment card with a letter grade.

Weekly assignments will be graded in idea books.

You will always know where you stand in the course. You are welcome to re-do any assignment to improve your grade. Grades are not a secret; you will always be aware of your grade in your idea book and on BB. Please feel free to contact me with any questions or concerns.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Submission of Assignments:**



Assignments are to be submitted on time, according to a BB posted schedule. Some assignments will be readings in preparation for discussions, viewing Internet assignments, as well as written and visual items. Penalties will be applied to late or missing assignments.

### **Attendance Policy:**

Your regular attendance and punctuality will be an important consideration in determining your final grade. Since we will be teaching in a public school, your role as a professional art teacher requires punctuality and perfect attendance. No absences are allowed. Attendance policies for the course follow university guidelines for excused absences, as follows.

#### **Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

#### **Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family: <http://www.uky.edu/Ombud>. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities.

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Part II of Student Rights and Responsibilities (<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the

fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work that a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student, and the student alone must do it. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas that are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.