

ARE6386 - Teaching Art in Higher Education

INSTRUCTOR: Flounder Lee

EMAIL:

CLASS MEETING TIME: Thursdays 11.45-2.45

CLASS LOCATION: FAC 102

OFFICE HOURS: TBD

OFFICE LOCATION: on zoom

COURSE DESCRIPTION

This course is designed for MFA students as an introduction to teaching art in higher education. It's about building a teaching practice that is informed, intentional, and inclusive. Together we'll explore what it means to teach art at the college level—philosophically and practically—while developing your own approaches, tools, and strategies. The course culminates in a professional teaching portfolio that will evolve with you throughout your graduate career.

We will also take time to reflect, plan, and practice teaching itself: from designing a course and grading fairly, to handling disruptions and hosting critiques. We'll work through uncertainty, ambiguity, and experimentation together, because teaching (like art-making) is never a finished product.

COURSE OBJECTIVES

Graduate MFA students are required to enroll in ARE 6386 either before or during their first semester of teaching in the School of Art and Art History.

During the course, students will:

- Draft and revise a personal teaching philosophy
- Work with different pedagogies
- Discuss working with different demographics
- Identify and experiment with multiple forms of critique and feedback
- Develop a syllabus and project calendar from scratch (with space for the unexpected)
 - Learn (just a little) about NASAD and other accreditation criteria
- Create and receive feedback on a demo lesson or mini-lecture
- Understand grading strategies, including late submissions, penalties, etc
- Reflect on AI's impact on learning and creativity
- Learn practical responses to classroom challenges, including grade disputes and disruptions
- Begin building a professional teaching portfolio

- Learn about hiring, tenure, and promotion practices in higher education
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COURSE COMPONENTS & ASSIGNMENTS

1. **Teaching Portfolio (Draft + Final)** – 25%
2. **Reading Reflections (~6 total)** – 20%
3. **Syllabus + Calendar Project** – 15%
4. **Co-Facilitated Seminar (in-class session)** – 10%
5. **Classroom Observation + Reflection (2 visits)** – 10%
6. **Demo Teaching or Mini-Lesson** – 10%
7. **Participation, Professionalism, and Process Journal (ongoing)** – 10%

Optional Bonus Assignments

- Teaching slide lecture accessibility redesign
 - Treats + classroom rituals reflection
 - Running Alternative Critiques (peers)
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TEXTS + RESOURCES

Readings will be posted in Canvas or provided in class. There is no required textbook, but we'll draw from writers like:

- J. M. Lang., *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*, (2010)
- J. A. Bowen., *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*, (2012)
- L. Nilson, *Teaching at Its Best: A Research-Based Resource for College Instructors*, (2010)
- Ken Bain, *What the Best College Teachers Do*, (2004)
- *Raise the room: A practical guide to participant-centered facilitation*. (2019) Meyers, E.J.
- bell hooks, *Teaching to Transgress*
- Aimi Hamraie, *Building Access*
- Kevin Gannon, *Radical Hope*

- James Elkins, *Why Art Cannot Be Taught*
 - Liz Lerman, *Critical Response Process*
 - Cathy Davidson, *The New Education*
 - Bettina Love – *We Want to Do More Than Survive*
 - McKeachie and Svincki, *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, (2010)
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METHOD OF INSTRUCTION

Seminar-style discussions, studio visits/observations, short lectures, readings, micro-teaching, peer feedback, and collaborative brainstorming. We will also have activities to help you build documents and materials over time.

WHAT PARTICIPATION LOOKS LIKE

- Showing up and contributing thoughtfully
- Completing readings and responding during discussions
- Participating in critiques, planning sessions, and brainstorming
- Giving helpful feedback to classmates (not just “I like this”)
- Asking questions when confused or curious

Participation is not about having the right answer or speaking the most. It’s about engaging actively and respectfully, both online and in person. It’s okay to have off weeks—just communicate with me.

CLASSROOM POLICIES

Late Work: Late work is 10% off if submitted in the first week after the due date, and 20% each additional week after that. Projects with firm deadlines (such as teaching demos or critiques) may not be rescheduled without prior notice.

Attendance: Two unexcused absences without penalty. After that, each additional unexcused absence may lower your final grade by 10%.

The university recognizes the instructor's right to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Tech Use: Bring laptops or phones for accessibility and research, but refrain from disengaged scrolling, gaming, etc. during critique or seminar, as this affects your participation grade. Let's all work toward intentional use.

SCHEDULE OVERVIEW (SUBJECT TO CHANGE)

Week 1 – Aug 21

Introductions

Community Agreements (build together)

Review syllabus, course structure, Canvas

Teaching Values activity

If time, Access Riders

Week 2 – Aug 28

Reading Discussion:

Access Riders Workshop

Generative AI (as a student and teacher)

Professoring (personalities, professionalities, positions, participation, etc)

Different Styles of Participation

Assign Studio Observations

Week 3 – Sept 4

Reading:

Discussion: What is the purpose of teaching art?

Dream Syllabus Brainstorm + Examples

CMS (Canvas, blackboard, oncourse, etc)--how to use them to your advantage

Week 4 – Sept 11

Syllabus Mapping + Course Calendar Planning

Lecture: Planning for Uncertainty (hurricanes, strikes, crises)

Homework: Begin Building Your Dream Syllabus

Week 5 – Sept 18

Reading:

In-Class Workshop: Writing Learning Objectives + Assignment Design

Week 6 – Sept 25

Lecture: What is critique? Models + Methods

Relational Ethics in Participation and Critique ("assume good intent," "pause and reflect before reacting," etc.)
model the kind of values you want students to replicate as teachers.

Group Research: Critique Models Prep

Week 7 – Oct 2

Critique Models Presentations (peer-led)

Mock Critique Practice Sessions

Discussion: Emotions, power, and critique

Intro to the Teaching Philosophy Statement

Week 8 – Oct 9

Reading:

Grading Strategies + Ambiguity

Begin Rubric-Building Activity

Week 9 – Oct 16

Peer Rubric Workshop

Teaching Philosophy Draft Due (in-class review and feedback)

Week 10 – Oct 23

Reading:

Lecture + Discussion: What we *can* teach, and how we know

Week 11 – Oct 30

Generative AI + Teaching

Lecture + Demo: Using AI in Syllabus, Prompts, and Feedback

Assignment: Create a responsible-use policy for your syllabus

Week 12 – Nov 6

Peer-Led Workshop: Designing Assignments

Discussion: Classroom Disruptions, Conflict, and Grade Disputes – Case Studies

Week 13 – Nov 13

Portfolios In Progress – Workshop + Feedback Sessions

Observation #2 Due

Week 14 – Nov 20

Final Philosophy + Dream Syllabus Peer Review

Portfolio Polishing Q&A Session

Final Sharing Circle + Reflections
Celebration + Closing Activity

Nov 27 – No Class

Thanksgiving Break

Week 15 – No Class

Final Teaching Portfolio Due

Final Submission Deadline – Dec 12 (by 9:30 AM)

This is the **last possible moment** to submit any work for the semester. No extensions past this date.

Final Portfolio Includes:

- Final teaching statement
 - Dream syllabus + calendar
 - Sample assignment with rubric
 - Observation reflections
 - Short reflection on your teaching voice
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UF Academic Policies

<https://go.ufl.edu/syllabuspolicies>

EVALUATION SCALE

A+ 97–100

A 94–96

A- 90–93

B+ 87–89

B 84–86

B- 80–83

C+ 77–79

C 74–76

C- 70–73

D+ 67–69
D 64–66
D- 60–63
F below 60

Accommodations for students with disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Class Demeanor Policy

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, le

or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil action of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Campus Resources // Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency at 1515 SW Archer Road,

Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Campus Resources // Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and Tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. The writing studio committed to helping University of Florida students meet their academic and professional goals by becoming better writers the writing studio online or in 2215 Turlington Hall for one-on-one consultations and workshops.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

Twelve-day Rule

Students who participate in official athletic or scholastic, extracurricular activities are permitted twelve (12) scholastic day absences per semester without penalty. In any case, it is the student's responsibility to maintain satisfactory academic performance and attendance.

Absences for Religious Holidays

Students, upon prior notification of their instructions, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. A student who believes that he/she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.