



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring  
**Course Prefix:** ART  
**Course Title:**

Secondary Art Education Methods II

**Year:** 2025  
**Course and Section #:** 3510-01  
**Credits:** 3

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### ***Course Description***

Investigates theories and models of curriculum development in the visual arts for middle school and high school students. Includes implementation of curriculum development, unit/lesson planning, and evaluation strategies in the visual arts. Prepares prospective art teachers to plan, organize, and promote quality art programs and curricula.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Dr. D. Elizabeth Healey

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

1. Develop quality curricula for secondary art students, implementing state and national standards.
  2. Create lesson plans/unit plans and curricula that reflect multicultural and interdisciplinary components.
  3. Develop assessment strategies and tools using acceptable and appropriate criteria for the visual arts.
  4. Select appropriate equipment, technology, and materials for the classroom.
  5. Use research methods and resources that fit curricula goals.
  6. Compose a variety of disciplinarily appropriate texts within multiple situations and for multiple audiences within art education.
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## ***Course Materials and Texts***

One of the following:

- 'Wreck this Journal' by Keri Smith
  - 'How to Be An Explorer of the World' by Keri Smith
  - 'Observe, Collect, Draw!: A Visual Journal' by Giorgia Lupi & Stefanie Posavec.
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## ***Course Requirements***

Course Assignments, Assessments, and Grading Policy

Grade breakdown will be as follows:

- Attendance & Participation (20%)
- Reflection on Artmaking (5%)
- Teacher Interview Project (10%)
- Evening for Educators Professional Development Project (10 %)
- Group Lesson Planning Project (20 %)
- Sketchbook Project (15%)
- Art Displaying/Exhibition Project (10%)
- Online Teaching & Artist Portfolio (10 %)

Per university policy, the following grading scale will be used to calculate all grades:

*A 94–100*

*A- 90–93.9*

*B+ 87–89.9*

*B 84–86.9*

*B- 80–83.9*

*C+ 77–79.9*

*C 74–76.9*

*C- 70–73.9*

*D+ 67–69.9*

*D 64–66.9*

*D- 60–63.9*

*E 0–59.9*

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## **Required or Recommended Reading Assignments**

One of the following:

- 'Wreck this Journal' by Keri Smith
- 'How to Be An Explorer of the World' by Keri Smith
- 'Observe, Collect, Draw!: A Visual Journal' by Giorgia Lupi & Stefanie Posavec.

Readings Assigned throughout the Semester:

Bae-Dimitriadis, M. (2024) Teaching Visual Culture in the New Digital Mediascape: Generative Artificial Intelligence. *Art Education*, 77(4), 4-7.

Bates, J. (2000). Chapter 3: Planning Verbally and Visually. In *Becoming An Art Teacher*. (pp. 39-68). Cengage Learning.

Bates, J. (2000). Chapter 4: Progressing through Planning Toward Teaching. In *Becoming an Art Teacher*. (pp. 69-96). Cengage Learning.

Dabach, D. B. (2010). Chapter 8: Visual Prompts in Writing Instruction: Working with Middle School Language Learners. In D. M. Donahue & J. Stuart (Eds.), *Artful Teaching: Integrating the Arts for Understanding Across the Curriculum K-8*. (pp. 103-110). Teachers College Press. First Edition.

Feldman, J. (2019). Chapter 3: How Traditional Grading Stifles Risk-Taking and Supports the "Commodity of Grades". In *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms* (pp. 27-37). SAGE Publications. First Edition.

LaJevic, L. (2019). Exploring the Hiring Process of K–12 Art Teachers: Tips for the Job Search. *Art Education*, 72(5), 8-13.

Leonard, N. (2020). Entanglement Art Education: Factoring ARTificial Intelligence and Nonhumans Into Future Art Curricula, *Art Education*, 73(4), 22-28.

McIntosh, P. (1989). White Privilege: Unpacking the Invisible Knapsack. *Peace & Freedom Magazine*, 10-12.

Micheaels, C. (2010). Chapter 10: Keeping Reading and Writing Personal and Powerful: Bringing Poetry, Writing and Bookmaking Together. In D. M. Donahue & J. Stuart (Eds.), *Artful Teaching: Integrating the Arts for Understanding Across the Curriculum K-8*. (pp. 122-137). Teachers College Press. First Edition.

Walker, S. R. (2021). Introduction. In *Artmaking, Play and Meaning Making*. (pp. 2-9). Davis Publications.

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## General Description of the Subject Matter of Each Lecture or Discussion

Class 1- Course Overview

Class 2- Fostering Creativity through Collaboration Part 1

Class 3- Unit Planning

Class 4 Fostering Creativity through Collaboration Part 2

Class 5- MLK Holiday

Class 6- Process vs Product in Artmaking

Class 7- Lesson Planning  
Class 8- Fostering Creativity through Artmaking and Play Part 1  
Class 9- Interdisciplinary Connections  
Class 10- Fostering Creativity through Artmaking and Play Part 2  
Class 11- Culturally Sustaining Pedagogy  
Class 12- Fostering Creativity through Artmaking and Play Part 3  
Class 13- President's Day Holiday  
Class 14- Teacher Interview Presentations  
Class 15- Standards & Assessment  
Class 16- Fostering Creativity through Artmaking and Play Part 4  
Class 17- Accountability  
Class 18- Fostering Creativity through Artmaking and Play Part 5  
Class 19- Displaying Student Art  
Class 20- Reflection on Artmaking throughout Semester  
Class 21- Preparing for the Interview and Student Teaching  
Class 22- Art Exhibition  
Class 23- Begin Group Lesson Plan Project  
Class 24- Collaborate on Group Lesson Plan Part 1  
Class 25- Collaborate on Group Lesson Plan Part 2  
Class 26- Teaching Lesson Plans Part 1  
Class 27- Teaching Lesson Plans Part 2  
Class 28- Teaching Lesson Plans Part 3  
Class 29- Teaching Lesson Plans Part 4

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## ***Required Course Syllabus Statements***

### **Generative AI**

AI programs are not a replacement for your human creativity, originality, and critical thinking. The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Finding information on a topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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### Using Remote Testing Software

Select the box that applies.

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

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### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.