

HAA 2970 (Teaching of Art History)

Fall 2010, 2 credits
Alternating Mondays (and one Tuesday!) 2:30-5:15 PM
Room 104 Frick Fine Arts
Instructor: Kirk Savage
Office hours: Monday 1-2PM, or by appt, 104 FFA
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Description: This is an introduction to pedagogy for graduate students in HA&A. It is required for TAs with teaching assignments, and they should normally take it in their second year. The course focuses on principles and practices of good teaching and uses hands-on methods to encourage students to gain confidence and share ideas. I expect the course to be a collaborative effort, where students learn as much from each other as from the instructor.

Goals: Learning how to teach is truly a life-long undertaking. This course can really only steer you in a helpful direction. With that in mind, this course should:

- inspire class members to think about how students learn and how we can teach them better.
- give class members some specific techniques to promote active learning, design good assignments, evaluate students fairly and constructively, and deliver content effectively.
- stimulate class members to reexamine their fundamental teaching goals.
- help class members begin to develop their own teaching philosophy and articulate it.

Requirements:

- 1) Attendance and active class participation. Participation will encompass not only discussion but also ungraded in-class exercises. I will ask you to evaluate your own participation at the end of each class, as if you were evaluating a student in a class of your own. 40% of final grade.
- 2) Short assignment design. This is an assignment of your own design, for a 2-3 page paper or equivalent exercise. The assignment instructions should be no more than one page long. First draft due Oct 11, second draft due Dec 2, final draft due Dec 15. 10% of final grade.
- 2) Written teaching statement, 500-750 words. This is a standard element of a teaching portfolio. Rough draft due Dec 2, final draft due Dec 15. 20% of final grade.
- 3) Proposed course syllabus. This can be an adapted version of someone else's course or one entirely of your own design; the syllabus should be a concrete example of the principles you articulate in your teaching statement. First draft due Nov 7, second draft due Dec 2, final draft due Dec 15. 30% of your final grade.

Note on turning in drafts: I am asking you to turn in your drafts *before* the class meetings so that I can look at them beforehand. I have set up a digital “dropbox” in my public folder on MobileMe (easier to use than the one on Courseweb). Go to: <https://public.me.com/savagethomas> and enter the password **pedagogy**. This will allow you to upload your assignments into the dropbox and also download the assignments of your classmates.

Readings: There is a huge pedagogy industry in the U.S. with an ever-growing literature. I am not an expert on this literature, nor do I expect us to become expert over the course of this term. What I have done is to base the course reading around what has become the bible of “significant learning”:

- L. Dee Fink, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (Jossey-Bass, 2003), available at Pitt Book Center.

I have also included some readings in PDF form on the Courseweb site, and put a book on reserve, which some of our students have helpful, in the Fine Arts Library: *McKeachie’s Teaching Tips*, 12th ed. (Boston: Houghton Mifflin, 2006).

If you want to keep up on the latest scholarship on higher-ed pedagogy, a good place to go is the Wiley periodical *New Directions for Teaching and Learning*, which is available online through Pittcat.

For your reference Pitt’s CIDDE also offers a useful website for teachers, which you can use for reference throughout the semester:

<http://www.cidde.pitt.edu/fds/index.htm>

Policies: Ordinarily for graduate courses I trust you to follow basic ethical principles and to make arrangements with me in advance if you need extensions or accommodations. But since this is a pedagogy class, I will include all the policies below, just as you should on your own undergraduate syllabi:

a) *Academic integrity policy:* Cheating or plagiarism on any exam or assignment will not be tolerated. Simply put, plagiarism is using someone else's words as if they are your own. If you ever use someone else’s text word for word in your own writing, you must enclose those words in quotation marks and cite the source; if you paraphrase from a source, you must cite it as well. If you try to pass off someone else’s writing or research as your own in any exam or assignment, or otherwise cheat in the course, *you will receive an F grade in the course and you will be reported to the dean’s office for disciplinary action pursuant to the School’s Academic Integrity Code* (see <http://www.fcas.pitt.edu/academicintegrity.html>).

b) *Disability policy:* If you have a disability for which you are or may be requesting an accommodation, you must contact me and the Office of Disability Resources and Services [216 William Pitt Union, (412) 648-7890, (412) 383-7355 (TTY)], *within the first two to three weeks of the term*. DRS will verify your disability and determine reasonable accommodations for this course.

c) *Policy on recording classroom sessions*: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Note on Courseweb: Make sure and check the Courseweb site regularly for announcements and possible updates to assignments.

Class calendar

Aug 30 Introduction: Content-centered vs learning-centered teaching
Read: Fink, 55-61.

Please bring one example of an art-history syllabus chosen from the Web.

Sept 13 Course design I: Taxonomies of learning; formulating learning goals
Read: Fink, 27-55, 60-81.

Sept 27 Assessment/grading; responding to student writing; assignment design
Read: Fink, 82-100; Nancy Sommers. "Responding to Student Writing," in *College Composition and Communication*, Vol. 33, No. 2 (May, 1982): 148-156.

Please bring one example of an art-history short paper assignment. (This could be an assignment of your own devising, or someone else's.)

Oct 12 **[Note: This is a Tuesday!!]** Active learning; discussion; groups
Guest: Gretchen Bender
Read: Fink, 103-24.

Also take a look at:

- *McKeachie's Teaching Tips*, chap 5 (PDF)
- http://www.cidde.pitt.edu/fds/lrn_active_lrn.htm, and
http://www.cidde.pitt.edu/fds/lrn_activities.htm.

Short-assignment design due in "dropbox" Oct 11.

Oct 25 Content delivery/lecturing; teaching with images
Guests: Barbara McCloskey, Alison Langmead (tentative)
Read: *McKeachie's Teaching Tips*, chap 6 (PDF)

Nov 8 Course design II: Putting it all together and making a syllabus
Read: Fink, 124-144; Rose and Torosyan, "Integrating Big Questions with Real-World Applications: Gradual Redesign in Philosophy and Art History" (PDF); PDF on syllabus requirements.

Rough draft of art history syllabus due in "dropbox" Nov 7.

Nov 22 The teaching statement

Please bring at least one example of a teaching statement chosen from the Web.

Dec 6 Workshop on teaching statements, syllabi, and assignments

This class session will focus on constructive critique of your drafts. Come prepared with comments on your classmates' work.

Drafts of your teaching statement, syllabus, and assignment are due in "dropbox" by Thursday, Dec. 2.

Dec 15

Final drafts of assignment, syllabus, and teaching statement due in "dropbox."