

ArtsBridge

Syllabus

EDS 137-B00/139
Fall 2009
Tuesdays 12:30-2:50
Thursdays in the field

PCYNH 304

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The ArtsBridge program supports arts education by placing UC San Diego students with interest and/or expertise in various artistic disciplines in local K-12 settings, to implement arts-based curricula. The ArtsBridge Seminar will focus on the theory and practice of teaching and learning, both in general and specific to the arts, with an emphasis on public service. Scholars will collaborate with one another and with the teachers and students of a local elementary school, developing and executing arts activities that culminate in an installation on the host campus.

The innovative nature of this seminar and related fieldwork requires students to participate in activities that differ from those in traditional college courses. Scholars will complete assignments relevant to project goals and to their role in the field as mentors, teachers, and co-participants in meaningful creative activity. An implicit objective of this experience is that scholars will genuinely embrace and actively contribute to project development in ways that resonate at both an individual and collective level. The real-world context of this project is intended to provide opportunities for authentic learning that will both shape and be shaped by students' strengths, interests, and potential future endeavors.

COURSE READER: Available from University Readers at <http://www.universityreaders.com>

IMPORTANT COURSE INFORMATION:

- Course Reader available from University Readers at <http://www.universityreaders.com>
- ArtsBridge Forum - <http://thewritingnet.org/forum> (Private discussion board for ArtsBridge scholars. Registration is required.)
- Direct all questions about registering for the course to Melissa Wolf - mawolf@ucsd.edu
- ArtsBridge America Website - <http://www.artsbridgeamerica.com>
- Host school - North Terrace Elementary, 960 Capistrano Dr. Oceanside 92058, 760-757-4343

EXPECTATIONS OF SCHOLARS:

1. Attend and participate actively in weekly seminar and project activities.
2. Complete required reading and writing assignments.
3. Conduct independent research relevant to the project.
4. Develop and complete a Learning Project.
5. Complete and document a minimum of 40 hours of fieldwork (a requirement in order to pass EDS 139, the 2 unit pass/no pass fieldwork component of ArtsBridge).
6. Be punctual and responsible in the field.
7. Submit required paperwork.

SCHOLAR EVALUATION:

Course grades will be based on the quality and timeliness of the assigned work as listed below, *but will also depend on* active participation in discussions and activities, attendance and punctuality, professionalism in the field, and your resourcefulness and initiative on the project as a whole.

- 35% Weekly Reading & Writing Assignments
- 20% 3 Reflective Essays (initial, midterm, final)
- 40% Learning Project
- 5% Required paperwork

COURSE SCHEDULE AND READINGS

Note: * = Readings which are NOT in the course reader.

Week 1 9-29-09	INTRODUCTION Assignments: Initial Reflective Essay
Week 2 10-6-09	THE VALUE OF THE ARTS IN EDUCATION Buffington - The Big Idea: Service-Learning and Art Education. Davis - Why Our Schools Need the Arts. Introduction Chap. 2: The Case for the Arts in Education Assignments: Readings reflections Fieldwork reflections Scholar info sheet Copy of your TB test results
Week 3 10-13-09	STRUCTURING TEACHING Marzano - Teaching Specific Types of Knowledge (excerpt). In <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . Zemelman et al - Best Practice in Visual Art, Music, Dance, and Theater. In <i>Best Practice: Today's Standards for Teaching and Learning in America's Schools</i> . *Content Standards for Visual and Performing Arts at: http://www.cde.ca.gov/be/st/ss/ *Wiggins & McTighe - What is Backward Design? In <i>Understanding By Design</i> . Assignments: Readings reflections Fieldwork reflections

<p>Week 4 10-20-09</p>	<p>BEHAVIOR MANAGEMENT</p> <p>Charney - Teaching Children to Care. Chap. 1: Intentions Chap 11: Stress the Deed, Not the Doer (excerpt) Chap 14: Teachers as Mirrors (excerpt) Faber & Mazlish - excerpt from How to Talk So Kids Will Listen and Listen So Kids Will Talk. OR How to Talk So Kids Can Learn. (Sign up in class to read one or the other.) Kohn - How Not to Get Control of the Classroom. In <i>Beyond Discipline: From Compliance to Community</i>. *Wood - excerpt from Yardsticks: Children in the Classroom Ages 4-14 : A Resource for Parents and Teachers</p> <p>Assignments: Readings reflections Fieldwork reflections Learning Project plan ideas</p>
<p>Week 5 10-27-09</p>	<p>PROJECT PLANNING</p> <p>Zeichner & Liston - Understanding Reflective Teaching. In <i>Reflective Teaching: An Introduction</i> *Clark - The Creative Accident: Are you Looking for the Unexpected? http://www.copyblogger.com/creative-accident/ *Self-selected readings, TBA</p> <p>Assignments: Readings reflections Fieldwork reflections Midterm Reflective Essay Learning Project plan draft</p>
<p>Week 6 11-3-09</p>	<p>LEARNING</p> <p>Gardner - Multiple intelligences: Implications for Art and Creativity. In <i>Artistic Intelligences: Implications for Education</i>. LeMoine - Art is Not a Reward: Pitfalls and Promises of Arts Integration. In <i>Renaissance in the Classroom: Arts Integration and Meaningful Learning</i>. *Wood - excerpt from Yardsticks: Children in the Classroom Ages 4-14 : A Resource for Parents and Teachers *Online readings, TBA</p> <p>Assignments: Readings reflections Fieldwork reflections Learning Project outline</p>

<p>Week 7 11-10-09</p>	<p>SERVICE LEARNING</p> <p>Krensky & Steffen - Arts-Based Service-Learning: A State of the Field. *Online readings TBA</p> <p>Assignments: Readings reflections Fieldwork reflections</p>
<p>Week 8 11-17-09</p>	<p>INSTALLATION & PROJECTS</p> <p>*Project-based/online readings TBA</p> <p>Assignments: Fieldwork reflections</p>
<p>Week 9 11-24-09</p>	<p>INSTALLATION & PROJECTS</p> <p>*Project-based/online readings TBA</p> <p>Assignments: Fieldwork reflections</p>
<p>Week 10 12-1-09</p>	<p>INSTALLATION & PROJECTS</p> <p>*Project-based/online readings TBA</p> <p>Assignments: Fieldwork reflections Paperwork as required by ArtsBridge America</p>
<p>Finals Week</p>	<p>CULMINATION</p> <p>Culminating Event at North Terrace (during scheduled final) - Friday, Dec. 11, 11:30-2:30</p> <p>Assignments: Final Reflective Essay</p>