

# ASSIGNMENTS

## 2% ALTERNATE VENUE RESPONSE (Bonus)

Name: \_\_\_\_\_

Select an event to attend. Complete a one page single spaced review with 3 paragraphs: a) event description; b) your opinion; c) how you might use and event like this in your future classroom. You may include images but do not submit more than one page single spaced (approximately 500 words). Be concise and clear.

Evaluation:

	Need Improvement	Meets Expectations	Exceptional
Personal Insights	.25 point  The reaction provides a <b>surface level consideration</b> of the links between observed classroom events or personal experience and the content of the class.	1 point  The reaction begins the process of <b>examining a teacher’s practices</b> , decisions, and products in light of theory and research. It notes ideas of interest that the reader wants to understand better.	2 points  The reaction evidences <b>personal insight and critical introspection</b> . The personalization of ideas evidences a <b>deep level of thoughtfulness and a rich grasp of the links between the event, self, and future class</b> .
Qualities of Writing and Proofreading	.25 point  The writing demonstrates <b>limited control of standard writing</b> conventions (e.g., punctuation, spelling, capitalization, grammar, usage, legibility).	.5 point  The writing demonstrates <b>control of standard writing conventions</b> (e.g., punctuation, spelling, capitalization, grammar, usage, legibility).	1 point  The writing demonstrates <b>exceptionally strong control of standard writing conventions</b> and uses them effectively to enhance communication.  The layout demonstrates <b>aesthetic care</b> .

## **5% CHAPTER FACILITATION**

Prepare your assigned chapter with your group. You have 60 minutes to review the key concepts of the chapter and to involve the class in activities related to the chapter. The mark of a good lesson is class participation and engagement. Since everyone will have read the chapter, it would be best to make your review a reminder of key concepts and to extend the information and provide hands-on experiential learning of the chapter. Please email me a list of general supplies you will need the day before your lesson.

*Evaluation:* You will receive full participation marks if your lesson is well prepared and organized. I will provide feedback on pedagogical strategies. You will also receive verbal feedback from your peers.

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## **2% ARTIST STUDY PAGE**

Create a one-page digital pdf with images and information about an intriguing artist. Consider layout, font choice, and types of information to include. Please see examples at <http://www.solspire.com/sumsculturecollection.html> to help you get a better sense of aesthetic design. We will discuss layout and design in class. Place your name at the bottom right and be sure to include all references/links. This assignment is due before midnight on the day BEFORE class. No lates accepted on this assignment.

*Evaluation:* Name is on bottom right. The work contains biographical and relevant information, and good quality images presented in a “complete” layout. References are sited. Work is submitted in a pdf file on time.

Be sure that the following artists are chosen: Jacob Lawrence, Dale Chihuly, Gerald Tsutukawa, Joey Kirkpatrick & Flora Mace, Robert Sperry, and Roger Shimomura, along with Andy Warhol and pop artists.

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### 3% MUSEUM VISIT DESCRIPTIVE WRITING ASSIGNMENT

Take a photograph of something that catches your eye the museum. Most museums will not allow flash photography so please adjust your auto-flash. Print the image so it is fairly large, clear, and centered on page 2. Do your draft at the museum. It's easier when looking at the original. On page 1, include a catchy title and your name. Describe the picture in such detail that someone who cannot see the picture, will be able to imagine the detail you see. At the very bottom of the page, include a table like this:

I saw something else! Sorry!	I'm on the right track! This is pretty good!	This is spot on! Great description!

You may only use one page for the description. 12 pt font, single spaced typed. Staple the two together with the description in the front. We will be posting these in class.

*Evaluation:* You have to have 10 people in the class sign their names in your boxes (will be done in class). Quality completion will be visible. Clear quality image, clear descriptive writing, no typos, clear layout.

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**10% MATH TUTORIAL VIDEO**

**Name:** \_\_\_\_\_

Complete this self evaluation and submit on the video screening day.

- The goal is to create a high quality math tutorial video.
- Upload your video YouTube and send me the link by the due date. Due date is firm!
- The title must be "How to (you fill this in)".

TITLE: \_\_\_\_\_

	n/a 1pt	⊖ 0pts	Ok 1pt	Yes! 1pt	Wow! Bonus	Producer Comments
<b>Artful Integration</b>						
Is the video interesting to watch even if you know the process or concept already?						
Does the video demonstrate the producer's expertise, care, preparation, and careful consideration for contextual information?						
Does the video demonstrate attention to nuance? (High quality)						
<b>Technology Integration</b>						
Does the quality of video encourage learning engagement?						
Does the video include title, producer, text books, links, images or music credits if used?						
Is consideration given to incorporating teaching tools that may assist multiple styles of learning or special needs viewers (overlaid text, close-up focus on certain segments, transitions, etc.)?						
<b>Teaching Skills</b>						
Are instructions clear, sequential, complete, correct, and succinct?						
Is the video short enough to engage the learner (1-3 min, 3 min max)?						
If necessary, is vocabulary defined?						
Has audience been considered?						

Total \_\_\_\_\_ /10 Bonus points (possible of 2): \_\_\_\_\_ (explain why in the comment box area)

Submitted on time? \_\_\_\_\_ (-2 points per day for late submissions)

One video-making option

[www.animoto.com](http://www.animoto.com)

Animoto All-Access pass: **a4esamee52a35 (FREE)**

If you want to buy your own All-access pass to create your own videos. Using this link <http://animoto.com/?ref=eulxpzsw> will give you \$5.00 off!

## 10% COMMUNITY PUBLISHING PROJECT

*Clearing – The Online Journal of Community-Based Environmental Education*

<http://www.clearingmagazine.org/online/>

You will be working directly with Larry Beutler, the Editor/Publisher on this project

[larry@clearingmagazine.org](mailto:larry@clearingmagazine.org)

For this project, you will work with your table group to research a particular theme. Find six excellent resources for teachers and students and provide a two or three paragraph description including how to purchase or obtain the material. We will discuss what information should be added to the descriptions.

We will end up with a 7-page submission per group.

Page 1 is a decorative title page with key information about the theme.

Pages 2-7 are individual pages including the cover to the resource or images and links from a site, as well as the 2-3 paragraphs describing the resource, its uses, benefits, strengths, and access.

### *Evaluation:*

You will receive full credit with the successful completion of this project. Process: Your group will present the finished products in class. Your peers will complete a **Questions and Suggestions** form for you and after you have modified your project, you will be sending the project to the editor. As with all publications, the editor will work with your group leader to modify any content or layout.

### **Questions and Suggestions Form**

\_\_\_\_\_ (group theme)

From \_\_\_\_\_ (names)

Questions:

1.

2.

3.

Suggestions:

1.

2.

3.

## 10% SERVICE PROJECT

The practice and intent of service learning is to offer students real-world interactions that reinforce course goals. By working with a community partner in need, students help to make a difference and also have the opportunity to apply what they are learning in courses.

### **Bellevue and Albion After School Programs**

Develop curriculum for these programs. Possibly teach some lessons.

Apartment complex / low income family housing / after school community school program

Workers generally help students with homework and need art projects

2x a week or once a week

9-15 students / 3-6<sup>th</sup> grades

### **Bellevue/Albion/Thomson After School Programs**

Stephanie Reinsch

Center for Civic Engagement

Graduate Assistant Literacy Programs

[stefanie.reinsch@wsu.edu](mailto:stefanie.reinsch@wsu.edu)

509-335-7708

### **Palouse Discovery Science Center**

Design a unit on the science of art with some interactive activities with kids (like creating pigments, optical illusions, perspectives, vanishing points, 3-dimensional art drawing, tones, composition, etc.).

Possibly teach at Family Science Saturday.

### **Palouse Discovery Science Center**

Outreach Coordinator (Family Fair Coordinator)

Open Tuesday - Saturday 10am-3pm

950 NE Nelson Ct. Pullman, WA 99163

Office: 509.332.6869 Fax: 509.332.2474

[community@palousescience.org](mailto:community@palousescience.org)

### **Palouse-Clearwater Environmental Institute.**

Interpretive signage needs at the [Rose Creek Preserve at PCEI](#). Need the signage to be youth friendly. The signage would be about the history of the place, native species PCEI has planted, and why it is important to have nature preserves, etc. It is one of the last places to have native species on the Palouse (Signage such as along the bike path from Pullman to Moscow). Here is some info from their website:

The Rose Creek Nature Preserve is a special place located only 7.5 miles northwest of Pullman, Washington, near Albion ([Directions and details about our work at Rose Creek](#)). Like other PCEI project sites, the Rose Creek Nature Preserve offers opportunity for a variety of educational programs for schools, community groups, and adults. Increasing awareness and knowledge of issues important to watershed sustainability, promoting critical thinking skills, and involving community members in service based projects to improve current watershed conditions remains our focus. The educational programs offered will be interactive and encourage hands-on experience with the natural world. Dates and times for these activities are flexible. Enroll your students or community group by calling PCEI at (208) 882-

1444 or filling out our online [registration form](#). Also visit the [Education Program](#) website to learn more about our other superior environmental education prospects.

**PALOUSE-CLEARWATER ENVIRONMENTAL INSTITUTE**

Heather Huston

VOLUNTEER COORDINATOR

1040 RODEO DR. (physical); PO BOX 8596 (mailing)

MOSCOW, ID 83843-1096

PHONE: (208) 882-1444; FAX: 866-504-9880

<http://www.pcei.org>

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**10% Integration Unit**

There are several parts to this assignment.

1. Each table will decide on a Unit theme connected to one grade.
3. Each student will submit a lesson plan for that grade and that unit (2 points for completion)  
Instructional Plan template online.
4. Lessons will be marked.
5. Completed collated units will be sent to me for sharing on the website (lesson: 6 points for completion with corrections / 2 points for on time collation and correct front matter). Submit the Unit Checklist.

## INSTRUCTIONAL PLAN CHECKLIST

Teacher Candidate:

- 1 **Grade:**
- 1 **Unit/Subject(s):**
- 1 **Instructional Plan Title**
- 1 **Focus:**

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- 1 **Purpose**
- 1 **Standards**
- 1 **Content Objectives**
- 1 **Language Objectives**
- 1 **Previous Learning**

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- 1 **Formative Assessment:** measures process/progress toward mastery of target(s)
- 1 **Summative Assessment:** measures outcomes/achievement of target(s)
- 2 **Student Voice:** *Select two components of student voice and identify how students will reflect and/or communicate on their learning or progress toward meeting the goals.*
- 1 **Grouping of Students for Instruction**
- 1 **Introduction:** Identify how you are going to introduce the concept
- 5 **Questions:** Identify 5 five questions that will drive student learning
- 1 **Briefly explain** how you will involve students actively in responding to these questions.

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- 3 **Learning Activities:** Numbered step by step instructions.
- 1 **Teaching approaches** you will use to teach the objective(s) of the lesson.
- 1 **List multiple means of access**
- 1 **List multiple means of engagement**
- 1 **List multiple means of expression**
- 1 **List methods of differentiation strategies**
- 1 **Include where the language learning objectives are integrated**
- 1 **Include cultural connections**
- 1 **Describe remedial activities**
- 1 **Describe extension activities**

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- 1 **Closure:** Explain how you are going to bring closure to the lesson.
- 1 Explain how students will share what they have learned in the lesson.
- 1 Identify 2 questions that you can ask students to begin the conversation.
- 1 Describe how you will connect again to students' lives and to future lessons
- 1 **Independent Practice:** extend experiences outside the class
- 1 **Possible Family Interaction**
- 1 **Instructional Materials, Resources, and Technology:** Attach these handouts or worksheets
- 1 **Integration with Other Content Areas:** List and explain
- 1 **Acknowledgements:** Acknowledge your sources.

/40 marks

**UNIT CHECKLIST (Submit unit electronically)**

**Cover Page:**

Enticing Visual and Unit Title

**2nd Page:**

- Title of Lesson
- Subject
- Grade
- Authors
- A paragraph describing the unit: An opening sentence about the unit followed by descriptions of each lesson and what else the unit includes (100-150 words).

**3<sup>rd</sup> Page:**

Table of Contents

Lesson 1 – by \_\_\_\_\_

Lesson 2 – by \_\_\_\_\_

Lesson 3 – by \_\_\_\_\_

Lesson 4 – by \_\_\_\_\_

Lesson 5 – by \_\_\_\_\_

Lesson 6 – by \_\_\_\_\_

**Class Handouts (Be sure to label the handouts with the same title you use in the lesson)**

## 10% QUIZ POINTS

10% of your grade will be based on quizzes and schematics you will complete based on the Arts Integration Book chapters and in-class learning. To prepare for each quiz, you may bring in a small-size index card which summarizes important information from the previous class or the reading chapter. You may use both sides of the index card. You may use all previous cards for each quiz and for the final exam. So be sure to leave space for adding corrections and key info after each quiz.

Track your scores:

	Score
Quiz 1	
Quiz 2	
Quiz 3	
Quiz 4	
Quiz 5	
Quiz 6	
Quiz 7	
Quiz 8	
Quiz 9	
Quiz 10	

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## 20% PERSONAL CLOAK PROJECT

- The project is intended to initiate explorations of "sense-of-place" and teacher identity through reflexive (autobiographical) inquiry into notions of one's ecological identity. One's ecological identity is personal, idiosyncratic, derived from a lifetime of experience making sense of the physical / ecological environments and a recognition of one's response and responsibility regarding humans' place in complex ecosystems. Ecological identity is a notion that helps frame explorations of sense of place. Indeed the two are symbiotic.
- The project honors the metaphorical and geographical places where we each dwell, work and recreate. Through the project, greater understandings of self in relation to a complex world can be had. A hopeful outcome is new or renewed sense of responsibility towards the natural world and a stronger idea of how you see yourself as a teacher.
- The project relies on stories of personal experience as starting points to the creation of textual and arts-informed narratives. Your research should be directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of prior experiences in particular (natural and human-made) ecological / environmental contexts and the forming of subsequent sensitivities in developing orientations to one's personal and vocational activities. It is particularly relevant to teachers who are keen to establish and articulate their groundedness in place, to think about what kind of teacher they want to be, and to help formulate a philosophy of teaching. The task here includes the integration of the arts to come to an understanding as well as articulate that understanding.
- I have no stipulations on this assignment aside from the plan that you can wear the cloak briefly, and be able to explain the metaphors or meanings the cloak has for you. You may "decorate" the outside of the cloak to demonstrate the way you want to be seen and the inside as how you see yourself, or you may just do the outside according to what you wish to represent.

- I will not be using a quantitative evaluation process to grade your work. I do, however, expect graduate students to do “A” quality work. Collectively, we have to work together in “good faith” which means openly conversing about problems and issues of concern associated with the teaching/learning process and the tasks at hand. Since this is a thinking/planning intensive process, we will have several discussions leading up to the due date. Your product with visibly make clear if your effort was:

*Evaluation (3-pages)*

Page 1: Please submit a clear photo of your cloak (on you or displayed).

Page 2: Please answer in short paragraph form, the following questions. Please end with two sentences detailing an explanation of the points you wish to give yourself. Total page length (2 pages). Please submit digitally.

Unsatisfactory (0-10)

Satisfactory (11-15)

Refined (16-20).

1. What did you learn from developing a representative artifact of your teacher identity?
2. What part of the experience of this assignment was most valuable to you?
3. What did you learn from this assignment about your views as a teacher?
4. How do you plan to use the skills learned from this assignment in your future teaching?
5. How do you plan to use the skills learned from this assignment in your future teaching of art?
6. What did you learn from watching peer-presentations and others’ cloaks?

This project is inspired and modified from Dr. J.G. Knowles’ final project in Sense-of-Place: Reflective, Artful Inquiry and Ecological Identity Course

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**20% FINAL EXAM**

Your 10 index cards and class book may be used.

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**Wishing you all a wonderful, inspiring, and mind expanding semester! Let the creativity begin!!**