



Course Syllabus

<b>COURSE NUMBER:</b> COMM 5750:01/ SOCS 5750:01	<b>COURSE TITLE:</b> Special Institute: St. Louis Through the Arts	<b>TERM:</b> SU 08 June 16-20
<b>SITE:</b> Webster Groves	<b>INSTRUCTOR CONTACT INFORMATION:</b> Dr. Carol R. Hoyt Webster Hall 344 314-246-8058 <a href="mailto:crhoyt@webster.edu">crhoyt@webster.edu</a>  <b>Office Hours:</b> Tuesdays: 12-3 Thursdays 1-4	<b>CREDIT HOURS:</b> 3

**2. LEARNING OUTCOMES:**

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions
Students will explore the ways in which St. Louis communities were impacted by national historical, political, and cultural trends.	CA 2 SOCS 1 and 3	SOE 1
Students will develop an awareness of the offerings of various cultural institutions throughout the St. Louis metropolitan region.	CA 2 SOCS 3 and 4	SOE 1
Students will learn strategies for utilizing various visual, performing, and language arts forms to communicate perceptions	CA 2 SOCS 2	SOE 2

of community.		
Students will apply their knowledge through the creation of podcasts and community focus projects appropriate for the grade/age level that they teach.	CA 2 and 4 SOCS 1	SOE 2, SOE 4, Disp 2

**3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.**

**Session One: How do we “see community?”**

Overview of the Course

So where did you go to high school?

Visual Images as “Boosterism”

What is the value of “public art”?

Reggio children “see” their city.

The daguerreotypes of Thomas Easterly

Lunch on your own

Reconvene at “The Magic House”

Constructing Communities for Children.

**Session Two: Creation of a City: Mosaic of Neighborhoods**

Meet Downtown: Old Post Office classroom: 9 AM

The Old Courthouse

Walking tour of St. Louis City

Lunch will be provided.

The City Museum: Remaking a City through scraps from the past.

### **Session Three: Boundaries and Crossings: The Mississippi River**

#### **Board Van at 9:00 AM: Front Circle of Webster Hall**

Historical LeClaire: Creating an ideal community  
Tour of the Lewis and Clark State Historic Site, Wood River, Illinois.

Lunch will be provided.

The Music of the River; Telling Stories of river life through song.  
Tour of the the Great Rivers Museum, Alton Illinois

### **Session Four: Forest Park**

#### **Meet at Missouri History Museum: 9:00 AM**

Seeking St. Louis Through the Arts

Lunch on your own.

Tour of the Muny  
Tour of the Art Museum

### **Session Five: Who have we been, who are we now, who do we want to be?**

Visualizing the “future city”  
Community Redesign Projects

Lunch on your own

Communicating Community through Podcasting.

**THE COMMUNITY FOCUS PROJECT WILL BE DUE AT THE END OF SEMESTER.**

## **4. GENERAL GUIDELINES**

**This is a very intense and active class. Please dress comfortably and wear shoes that are comfortable for walking. Because some of the sites we will visit invite physical activity, it would be best to wear closed toe shoes. While we will be indoors for much of the class, some of the activities will take place outside. Please plan for the weather appropriately i.e. wear sunscreen, bring a hat, etc... Students who require accommodations should notify the instructor.**

**It is also extremely critical that you arrive for class on time. Our schedule (especially on days when we are traveling) is very tight and any tardiness will throw off the entire schedule). If for some reason you are delayed, please contact Carol Hoyt on her cell phone at 618-406-8990. If the bus leaves you behind, we'll try to find a way for you to join us on route.**

**5. RESOURCES:**

**Required Text: Fox, T. ed. (1995). *Where we live*. St. Louis, MO: Missouri Historical Society**

**6. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

**Participation:** Because this course is compacted and very intense, daily participation is essential. Students may not miss any classes.**In-Class Activities:** Throughout the course you are asked to completed several in-class activities that will link historical understanding and the arts.**Response Journal:** Each student will keep a response journal in which they will record their perceptions, questions, and cognitive/affective connections. Specific response journal assignments will be provided each day. **Community Focus Project:** At the conclusion of the course each student will develop a Community Focus Project in which they will select an aspect of St. Louis community history and develop curriculum/activities appropriate for their educational/professional setting. The Community Focus Project must be submitted in person or electronically by Noon on July 24th. Specific requirements for the Community Focus Project will be discussed at the first class session.

Assessments	Links to Course Outcomes	Percentage of Grade
Participation/In Class Activities	<p>Students will explore the ways in which St. Louis communities were impacted by national historical, political, and cultural trends.Students will explore the ways in which St. Louis communities were impacted by national historical, political, and cultural trends.</p> <p>Students will develop an awareness of the offerings of various cultural institutions throughout the St. Louis metropolitan region.</p> <p>Students will learn strategies for utilizing various visual, performing, and language arts forms to</p>	30%

	<p>communicate perceptions of community.</p> <p>Students will apply their knowledge through the creation of podcasts and community focus projects appropriate for the grade/age level that they teach.</p>	
Response Journal	<p>Students will learn strategies for utilizing various visual, performing, and language arts forms to communicate perceptions of community.</p> <p>Students will develop an awareness of the offerings of various cultural institutions throughout the St. Louis metropolitan region. Students will learn strategies for utilizing various visual, performing, and language arts forms to communicate perceptions of community</p>	20%
Podcast Activity	<p>Students will develop an awareness of the offerings of various cultural institutions throughout the St. Louis metropolitan region.</p> <p>Students will learn strategies for utilizing various visual, performing, and language arts forms to communicate perceptions of community.</p> <p>Students will apply their knowledge through the creation of podcasts and community focus projects appropriate for the grade/age level that they teach.</p>	10%

Community Focus Project	<p>Students will develop an awareness of the offerings of various cultural institutions throughout the St. Louis metropolitan region.</p> <p>Students will learn strategies for utilizing various visual, performing, and language arts forms to communicate perceptions of community.</p> <p>Students will apply their knowledge through the creation of podcasts and community focus projects appropriate for the grade/age level that they teach.</p> <p>Students will apply their knowledge through the creation of community focus projects appropriate for the grade/age level that they teach.</p>	40%
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**7. GRADING SCALE :**

<b>C Level Work</b>	<b>B Level Work</b>	<b>A Level Work</b>
<b>Student demonstrated minimal evidence that s(he) completed all reading assignments.</b>	<b>Student exhibited evidence that s(he) completed all reading assignments.</b>	<b>Student demonstrated exemplary engagement with reading assignments.</b>
<b>Student's class attendance was erratic.</b>	<b>Student attended class regularly and was on time.</b>	<b>Student attended class regularly and was on time.</b>
<b>Student met some criteria for assignments.</b>	<b>Student met criteria for assignments.</b>	<b>Student mastered criteria for assignments.</b>
<b>Student's participation in activities was minimal</b>	<b>Student participated in all activities.</b>	<b>Student was a willing and active participant in all activities.</b>
<b>Quality of work was acceptable.</b>	<b>Quality of work was competent.</b>	<b>Quality of work was outstanding.</b>

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

**8. Attendance Policy: Because of the intensive nature of the course it is essential that you attend all classes and arrive on time. Please dress comfortably so that you are able to participate in indoor and outdoor activities.**

**9. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

**Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is your own or implying that another person's work is your own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

**Students who engage in willful plagiarism will receive a grade of NC**

**At the risk of your own professional reputation...don't download lesson plans and unit plans from the internet...or copy them from other sources.**

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

**7. ACCESSIBILITY/ACCOMODATIONS POLICY:**

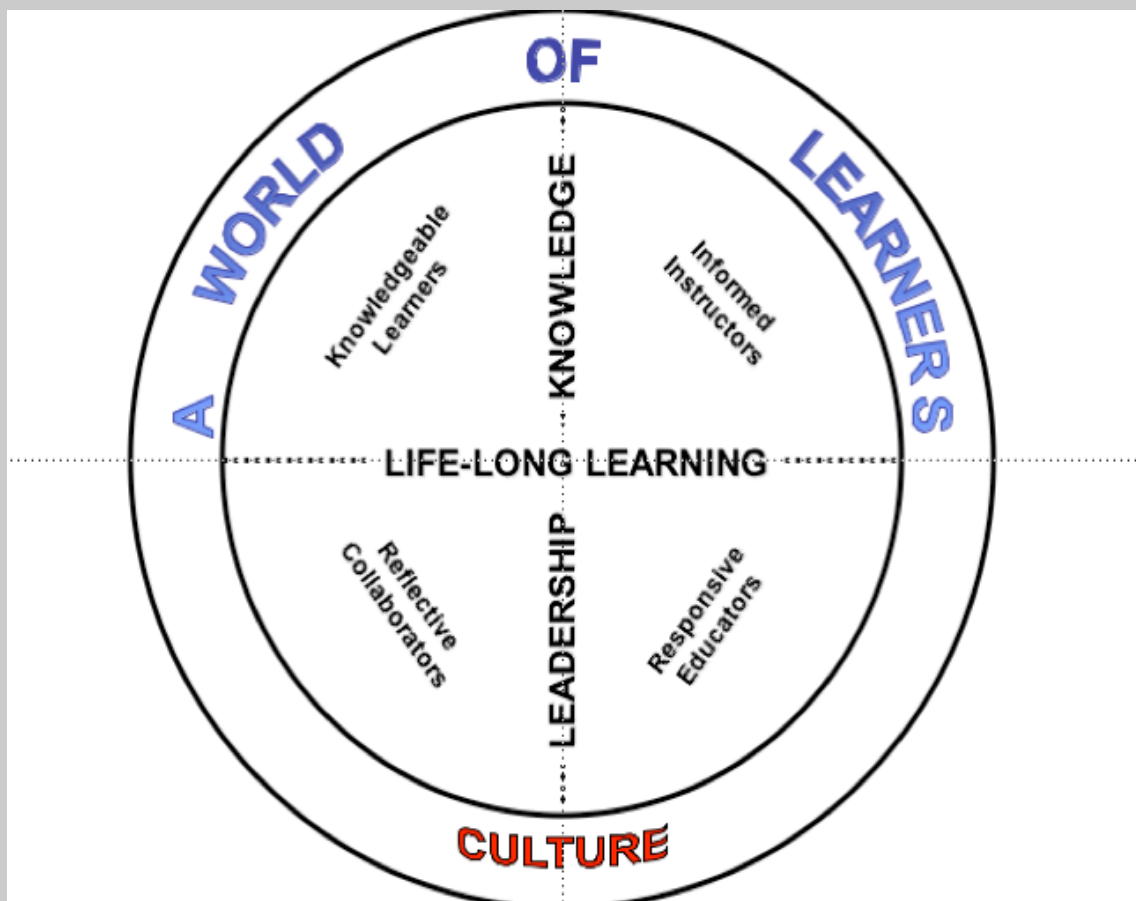
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The **Error! Contact not defined.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a

“world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## **Goals**

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

**Dispositions:**

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others

1.2 Embraces an openness to change (adaptability, flexibility)

1.3 Exhibits curiosity

1.4 Engages in reflection

2. Understands and Respects Others

2.1 Understands, respects, and responds appropriately to diversity in a variety of settings

2.2 Exhibits empathy

2.3 Commits to fairness and honesty

2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

3.1 Commits to professional behavior in university and school cultures

3.2 Practices informed decision-making in university and school cultures

3.3 Communicates and collaborates in university and school cultures

3.4 Accepts academic rigor (willingness to work/ high expectations)

3.5 Affects change with courage and confidence

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