

ART & Community Mapping UnSt 421 sec 567
Spring 2011_ 6 credit hrs
T& TH 2-4:50 _ AB 250

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Harvey Scott elementary: K-8gr/ SUN-school Community Partner Contact
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Annie Olson

Capstone Partnership with Harvey Scott elementary and the Sun Afterschool program has been partnered with PSU since Spring 2009. The student body includes a large English as a Second Language, Special Education classes. Scott is a Title 1, school-wide funded program, with Title I funds helping to support the entire instructional program. Student enrollment is 550 students comprised of **Hispanic 49.9% White 22.5% African American 14.3% Asian 9.2%**

85.9% of all Scott students are eligible for free breakfast and lunch. The average class size is 25-29 students. Recent challenges at Scott include difficulty meeting state benchmarks, especially in math and science, and the recent addition of 6th, 7th, and 8th grades. They did not meet their AYP (yearly progress report this year) and stand to be sanctioned by the federal education dept if this trend follows two years in a row.

PICTURING OUR HEARTS, DREAMS & OUR PLACES IN THE WORLD

AN TEN WEEK COMMUNITY BASED ART PROJECT

Children have important stories and points of view to add to crucial social, civic and political discussions that impact their lives on a daily basis. Children have opinions and concerns about the world, just like any adult, and we often overlook this. Our children need to be listened to and considered.

For the last 3 years, PSU students are paired with a student in Scott grades 4-8th partnering with the afterschool SUN program. The art buddies meet on site and work once a week for eight weeks on creating mental ART maps of their community. Students are asked to look inside their hearts and the map all things that are important to them, the things that really matter: People, places, things you care about moments/memories, things you love to do, things that hurt you, things that make you sad, happy, laugh, cry. On paper they create identity symbols for their unique selves and write about what is special to them. Next they picture their places in the community: exploring their neighborhoods. Student illustrate their favorite neighborhood park, the seaside, the markets, their family, neighbors and friend's home and the colorful streets we walk down everyday. The art maps are a reflection of how we feel about our community and ourselves. Last students write about their dreams and their fears for their community and for themselves; their heroes and their visions for a better, more peaceful world. These images of invented places, their future career goals and dreams of their places are all contained in their final mural panels which will be installed on outside on the walls of the school building, broadcasting our students images, voices and dreams for today and tomorrow.

FINAL PROJECT

FEEDBACK REFLECTION: To spark community reflection, dialogue and organizing to spread the impact of the new work.

Community Art is not about make art, it is about exploring connections between the creative process and community concerns and it about building relationships.

The Community Maps Project is based on the notion that we all have visions of the places in which we live. PSU mentors will record the words and stories and images of the adolescent students, which will address their own personal, socio-political, historical and geographical concerns within their community. PSU Students are expected to write in their journals, documenting experiences, thoughts, and questions using the Heart & Dream Art Maps as starting points for the dialogues with their mentees.

The art buddies will work in teams (two buddies teams, 2 PSU students with their 2 middle school students) to create collaborative digital stories. Each group of four is expected to produce a collaborative digital story based on the Community Place map that they are working on in class. The goal of the digital story is to add to the context of the Place map and spark community reflection on the stories that are embedded in the art. First, they are asked to share journal passages and to reflect on common themes (or divergent aspects of their experiences). They work with their partner and the kids at Harvey Scott to develop an idea for a digital story. Children have important stories and points of view to add to crucial social, civic and political discussions that impact their lives on a daily basis. These oral stories/histories will provide the context and for their shared art maps. These collaborative digital stories are more conceptual than realistic or geographically correct and are intended to show how the artists think and feel about their community. These works will involve creative planning sessions and collaboration with other students as well as with community members and will be viewed during the Afterschool Sun Showcase at Scott elementary, the last week of class.

PSU Mentor Roles:

PSU students will spend at 2 hours per week including participating in the exhibition and Sun Showcase (for 30 hours total in the term)

In addition, students will work in small groups to complete The Community Art maps project and the digital story telling component. These digital stories will be included in the Sun Show Case. There will be art exhibit opening showcasing the visual art component. These digital stories will be included in the Sun Show Case. Participation is mandatory for both events, see schedule for dates.

TEXTS:

- *Web Links* (D2L: psuonline.pdx.edu)
- *Beginners guide to community based arts.* Keith Knight, Mat Schwarzman New creative Community: the Art of cultural Development. By Arlene Goldbard.
- *Available on amazon*

COURSE REQUIREMENTS/GRADES:

Your grade is based on all of the criteria for course requirements and policies. However, as indicated in the Student Capstone Guide, you are not graded only on the service aspects of the course in themselves, but on the learning demonstrated by your contributions to group work and the quality of group and individual written production and/or oral presentations.

In Class (Critical Reading, Thinking, and Sharing) (40% of final grade)

Your final grade is a reflection of your work as a critical thinker, learner, speaker, and writer on topics surrounding arts education and community based art initiatives.

★ Class Participation/Attendance (10%)

You may have 1-2 excused absences during the term without an impact on your grade.

After 2 absences, each absence will lower your grade by one letter grade step (e.g., an A becomes an A-). Participation and attendance are important, as this is a discussion-based class.

★ Short Reading Responses (written 2pgs) and in class discussions (10%) ALWAYS DUE ON TUESDAYS: Discussion is a key component to our service learning this term. You will be required to submit weekly written reading responses throughout the term and to bring a draft copy to class. These will be brought to class so that you are ready with questions and quotes for discussion. Further instructions will be discussed in class.

★ Oral PPT. Presentations 20%: (50pts) Each student will be required to give one in-depth presentation on one issue focused on linking course readings and topics to updated research and local experiences of students and educators in our community. The student will also prepare discussion questions on this issue, and will lead the class discussion. Detailed instructions will be given.

★ ONLINE SUBMISSIONS ON D2L: Every week you will be required to logon to <https://d2l.pdx.edu/>. Login with your ODIN account and password. Click on Community Mapping Class. Click on Course Content to assess the weekly schedule and assignments. You are required to submit a weekly response to the questions posted online. You will upload your word docs. to the DROP BOX in D2L. **DO NOT EMAIL ME ASSIGNMENTS. WE WILL NOT BE USING D2L MAIL. ANY QUESTIONS, OR CONCERNS NEED TO BE EMAILED TO szhac@hotmail.com.**

SOCIALLY RESPONSIBLE LEARNING (60% of final grade)

This portion of your grade will be evidenced in your interactions with one another and our community partner, your writing on your experience as a mentor and group project participant, your contributions to the group project, and the quality of the project itself.

★ Mentoring (hours, end-of-term review) (20%)

Students must spend at least 2 hours per week of the term (30 hours total) active in individual mentoring, classroom work, or work with after-school program at Scott.

Weekly Reflective Journal Entries using the writing prompts on D2L

Each week's journal entry submission should do the following:

1. You will be asked to track your work with youth throughout the term. This should be descriptive, detailed, and personal, as well as connected to ideas we're discussing in the course.

2. Make connections between what you see in the classroom and what you see in the course readings/discussions.
3. Be submitted by the Sunday following the volunteer week EACH WEEK. These will be checked each week.
4. If you do not volunteer during a particular week, please note that in your entry. Do not merely skip a week of journal entries. If you are sick, note that in your entry as the writing prompts as best you can.

*** CREATING A TOUR OF PSU: A ONE ON ONE MENTORING ACTIVITY**

In collaboration with your Scott mentee, create a one on mentoring activity for them on the campus of PSU. Most of our students have never been on a college campus; find out what they are interested in or curious about learning more about. Write a brief proposal (one page) geared towards the 4-8 grade student audience of what activity you have planned for your trip to PSU. Share it with them and myself, and get feedback before our Group Field trip on May

*** TEAM WORK: FINAL COLLABORATIVE GROUP PROJECT (includes weekly team updates and peer evaluation) (40%)**

You are required to spend at least 1-2 hours per week, researching, recording, transcribing for the digital story telling component of the Art project which will be presented at the SUN showcase. You will document your work in your online journal submissions, meet in small groups, and work with the class as a whole to create a successful event. Your evaluation will be based on your weekly status reports, evidence of participation in class, and peer evaluations at the end of the term. There will also be a final write-up documenting your research, community partner goals, and results.

Policies

Attendance:

Attendance and class participation are expected and required. It is critical that you do not miss or be late to your sessions at Scott. The community partners and the students will be depending on you; also, you will be representing PSU in the community, so responsible behavior is obviously essential. Notify in advance if you must miss a session or class period by calling or texting me at 5035450480.

Late Work: Please email all late work to me ASAP for partial credit.

Paper Format: All submitted work should be typed (double-spaced, 12 pt. font). Any reading responses and the final reflective narrative should follow the standards for business and technical writing. Documentation style should be in APA or MLA format. Proofread carefully. Your work should demonstrate the quality of a soon-to-be graduating university senior.

Disability Resource Center Accommodations:

Accommodations are collaborative efforts between students, faculty, and the Disability Resource Center. Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC should contact the DRC immediately

GOALS FOR PSU Capstones/ Learning Objectives for This Capstone

The goal for the Scott community is clear

● Connection: Authentic Experiences and Bonds Fuel Us

We believe that everyone needs a mentor – someone to trust, to share honesty with, and enable us to be accountable to ourselves. We need spaces where it is encouraged to be ourselves, to have our own ideas and vision. We approach the arts as a way to help us feel connected to others and reminded what is essential.

● Voice: Young People Prevail

To promote kids voices and visions: Children have important stories and points of view to add to crucial social, civic and political discussions that impact their lives on a daily basis.

● Risk: A Push into New and Positive Directions

Find beauty in mistakes or failure. Through accident or mishap, there are opportunities to learn. It is hard to dare when fear of screwing up, letting down, or reprisal looms; and, you can't grow if you don't dare. We actively seek ways to push each other out of our comfort zones to stay engaged and challenged.

● Inclusion: Everyone is on Equal Footing

You can never tell where the next meaningful artwork will come from. You have to encourage everyone. We believe everyone is ready to inspire or be inspired, with something to teach or learn.

● Leadership: The Baton is yours for the Taking

Anyone can lead a project. Mentorship is a two way street. The same person can be a supportive follower and a visionary on different projects.

University Studies & Course Goals

● Inquiry and Critical Thinking

- To learn about local and national issues in Arts education, the achievement gap, desegregation of schools, and the role of community based Art centers to support child and youth achievement.
- Develop senior skills in research, critical thinking, and organization as they gather information and prepare to put on an final art exhibit event for Harvey Scott students and families.
- To explore the “achievement gap” as an issue related to larger social inequities and to research community based art programs that help close this gap.
- Improved oral and written communication skills, both one-on-one and in groups
- Gain theoretical insight and background information on service learning and education reform and NCLB

● Communication

- To develop mentor skills: Cultivate trust, mutual understanding and oral communication, and commitment as a foundation for your creative partnership during the ten-week community map project.
- Use Visual art and digital storytelling art and as communication tool
- Enhance oral communication skills as they interact with students, Sun School staff, the greater Harvey Scott community, and peers at PSU
- Refine written communication skills as they produce documents for the Harvey Scott project, blog journals, and a final reflective narrative
- Teaching: Pass on new community-building skills to others to sustain the impact.

● The Diversity of Human Experience

- To understand and utilize multiple learning styles (using Howard Gardner's ideas about multiple intelligences) and tools (computer, art, etc.) for effective learning in a diverse population of youth.
- To consider the special challenges and richness in urban centers and to facilitate learning based on partner needs in a culturally competent manner.
- Build team working skills through group projects
- Achieve a greater understanding of the challenges of K-8 education in a school with ethnic, social, and economic diversity.

● Ethics and Social Responsibility

- To consider and understand the role of community members (volunteer and paid) in forming stronger access to services, academic enrichment, and long-term success in school.
- Develop a new understanding of the problems and successes of PPS and the need for the community to address our educational needs to preserve the democratic society many take for granted
- To gain leadership experience and to develop interpersonal communication skills working with community center staff and volunteers as a community of support for youth.
- To learn about advocacy for youth in Oregon and to participate in at least one act of advocacy during the term (for example, letter writing).
- Expand their role from that of the typical university student to teacher and community advocate, developing a greater sense of social responsibility and engagement with the Portland community
- Final Project: Feedback/reflection: Spark community reflection, dialogue and organizing to spread the impact of the new work

Instructor's Facilitation Role:

My job, as your Capstone instructor, is to serve as a facilitator and advisor for your experience. Our work in the classroom should build a context for thinking more deeply as you provide service to the community. This is a community-based class not only in your service work but also in the classroom. The classroom community is built by all of us in an open, honest, and critical space.