

**SUNY Oswego**  
**Course Outline**  
**Project SMART 2010-2011**

- I. COURSE NUMBER AND CREDIT: EDU 505 - 3 SH
- II. COURSE TITLE: Engaging All Learners Through Popular Culture and the Arts

III. COURSE DESCRIPTION:

We will use popular culture and contemporary arts to examine the social/cultural, political and economic characteristics of educational settings. We will also examine social structures of race, class, gender, (dis)ability, and sexuality, which create dominant and subordinate groups, privileging some and denying opportunity to others. We will identify obvious and subtle individual, institutional, and cultural actions that perpetuate social structures, as well as community-based culturally relevant teaching with focus in all content areas.

- IV. PREREQUISITES: Acceptance in Project SMART for 2011

V. JUSTIFICATION FOR COURSE:

This course is part of Project SMART, a year-round professional development initiative that provides on-going, sustained, collaborative, inquiry-oriented, standards-based experiences for teachers, pre-teachers, and college faculty. It is important for educators to use curriculum and teaching strategies that reflect the needs and interests of all children and to present the world as truthfully and completely as they can. It is also essential that educators understand how the social cultural context of the school and the learners mediate learning and teaching. Special attention will be given to examining how arts based curriculum can be used to engage all learners. They will consider the role of the arts in light of their own professional experiences in relation to the experiences of their colleagues, and within the scope of the School of Education's Conceptual Framework, the NYS Learning Standards, and NCLB.

For example, "Native American art...[ may] convey a sacred bond that articulates living in harmony and balance within this circle of life. The individual is not the subject or the center of Native American art, but is often depicted in relationship to the natural world" (Loreno, 2002).

This course involves teacher teams in assessing/reflecting on/designing instructional and professional development activities on some aspect(s) of their teaching that relates to student achievement, inquiry, diversity, reflection, authentic learning, and social justice. Participants will include K-12 teachers from Oswego County, Syracuse City, and New York City schools supported by higher education faculty.

- VI. COURSE OBJECTIVES: As a result of taking this course, candidates will be able to:
- A. Develop an analysis of how the social and cultural context mediates teaching and learning.
  - B. Examine visual and performing arts based curriculum that engages diverse student learners.
  - C. Reflect on approaches to engaging parents and community in school activities, planning, and assessment that better serve the needs of all students.
  - D. Identify aspects of effective school/community partnerships that successfully bridge racial, class, and cultural differences in an inclusive learning community.
  - E. Incorporate manipulative activities into lesson plans, and describe the strengths and limitations of the materials.
  - F. Apply several technologies, important for the classroom, in solving problems; develop lessons incorporating these technologies; describe the strengths and limitations of the technologies
  - G. Based on analysis of data on student learning, plan instruction and curriculum activities for the upcoming year to strengthen partnerships with school and community to improve student learning in one or more core curricular areas.
  - H. Review research-based areas of disparity in the learning and working environments that have prevented some students from achieving, exploring nontraditional paths or pursuing interests in a variety of classes and careers.

VII. COURSE OUTLINE:

- A. Study group teams share reports of academic-year instructional and professional development work, including data on teacher learning and student performance.
- B. Teams disaggregate data on student and teacher learning in one (or more) core curricular areas, examine and analyze samples of their student work to assess learning outcomes, and plan culturally relevant arts based curriculum.
- C. Teachers reflect and report on their own learning and formulate professional development goals and an action plan for the upcoming year.
- D. Teams of teachers examine arts based curricular materials and resources and talk about integrating arts across the curriculum.
- E. Study group teams reflect on how (within their individual content areas and grade levels) the arts can be used as a means for connecting school, community and the larger American culture.

- VIII. METHODS OF INSTRUCTION: Readings, team discussion, data analysis, dialogues, team sharing.
- IX. COURSE REQUIREMENTS: Each student will work on a team to (1) review, reflect on, and share the past year's professional development activities; 2) participate in arts based culturally relevant teaching professional development workshops; (3) complete a team report on disaggregated student performance data and an action plan for curriculum, instruction, parent/community involvement infusing strategies from professional development.
- X. MEANS OF EVALUATION: 33% review, reflect upon, and share past curriculum, instruction, and professional development activities in light of new information; 33% planning for upcoming curriculum, instruction and professional development activities; 33% attendance and participation.
- XI. RESOURCES: This course will place no additional demands upon the Department or the College. All costs for personnel and materials will be defrayed through a Project SMART TLQP grant to the Center for Interdisciplinary Educational Studies at SUNY Oswego.
- XII. FACULTY REQUIREMENTS: The course will be instructed by an interdisciplinary team of teacher educators, Project SMART teachers, and consultants involved in Project SMART.

XIII. BIBLIOGRAPHY:

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