



Many Voices, One College: Fall 2018

FINAL PROJECT
J A YOUNGKIN

CONSIDERING GLOBAL HUMANITIES INTEGRATION
USING ALTERNATIVE "TEXTUAL" INPUT AND
FACILITATING HUMANISTIC AWARENESS

Basic Planning Elements:

- ▶ Course for project design: ELAP Writing or reading 980
- ▶ Student learning outcomes:
 - ▶ Focused on basic academic reading and writing skills and rhetorical organization of texts
 - ▶ Outlining, summarizing, comprehension, application of grammar, vocabulary, text organization, main ideas and details, inferences
- ▶ **Leaners: Non-credit level, English language learners, diverse age, education, acculturation**
- ▶ **Global Humanities content: Affecting human and natural environments; gender, family and cultural comparisons; health and technological concerns**
- ▶ **Big idea: Raising humanistic awareness of self and others**

Planning Elements continued

- ▶ Global Competencies (based on ACE, AACU, UMD)
 - ▶ Knowledge
 - ▶ Acknowledgement and understanding of cultural diversity and ambiguity
 - ▶ Knowledge of effective communication
 - ▶ Interpret interconnections among global issues and communities
 - ▶ Attitudes
 - ▶ Openness to learning and experiencing new and challenging concepts
 - ▶ Appreciating the value of self-awareness and esteem reflection
 - ▶ Value of contribution to one's community and environment
 - ▶ Skills
 - ▶ Critical and comparative skills in discussion and writing
 - ▶ Communication skills across culturally diverse groups
 - ▶ Active language learning and expression of identity through language

Final Planning Elements

- ▶ Module title: Responding to atypical texts regarding global themes and humanistic approaches
- ▶ Global student learning outcomes:
- ▶ Assessments
 - ▶ Classwork writing and collaborative activity participation including technology applications
 - ▶ Summary and response compositions
 - ▶ Final reflection composition with specific requirements including:
 - ▶ Critical consideration of semester activities
 - ▶ Rubric elements supporting course outcomes

What this project includes:

- ▶ What I am adding to my course:
 - ▶ Mindfulness practice
 - ▶ Feedback surveys
 - ▶ Museum visitation
 - ▶ “Many Voices, One Nation” Smithsonian National Museum of American History
 - ▶ Theater drama performance
 - ▶ On campus student performance of “The Glass Menagerie”
 - ▶ Live musical performance
 - ▶ On campus faculty performance of “North American Indian Cello Project” from Dawn Avery

How and Why I will add these elements:

How I will add this content

- ▶ Mindfulness practice will be used in class and suggested beyond (Mindful Mondays, etc.)
- ▶ Feedback surveys will be used in class and at home if needed (Bb)
- ▶ Museum, theater, and music will be treated as supplemental texts related to course provided themes

Why I am interested

- ▶ I want to facilitate student identity in a second language through awareness, creativity and inclusion
- ▶ Students need a critical ability to approach diverse 'texts' and sources
- ▶ Students need awareness that source texts can include and relate to their own interests and passions

How and Why I will add these elements:

How I will add this content

- ▶ Summary and Response assignments will analyze alternative texts with writing while in-class active learning will emphasize inter-relational aspects collaboratively
- ▶ A final reflection composition will facilitate students' synthesis of experiences and new awareness
- ▶ Final reflections will also include a visual aide or visual representation of the reflection composition visually inspired by an element from the semester activities
 - ▶ Wiki, poster, collage, multi-media, info-graphic, photography, digital media

Why I am interested

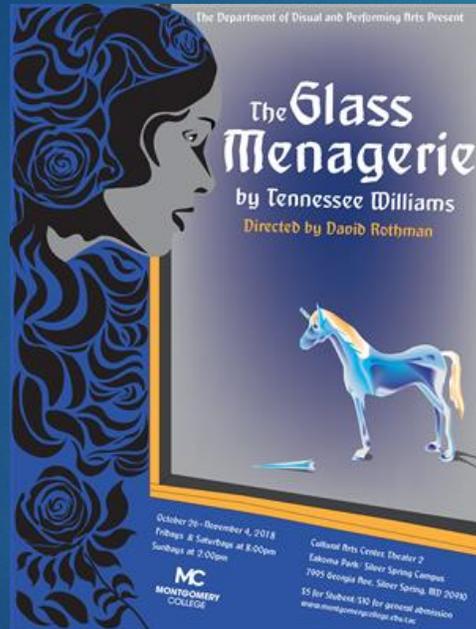
- ▶ I want to facilitate and interact with student's personality characteristics and humanistic qualities relevant and enriching to their course work and
- ▶ I believe students will prosper academically and personally with a greater awareness of self and other through purposeful analysis
- ▶ I want students to consider others and have awareness of their role in social environments
- ▶ I want students to produce a variety of texts to facilitate both structured and self-directed

Overview of adding project

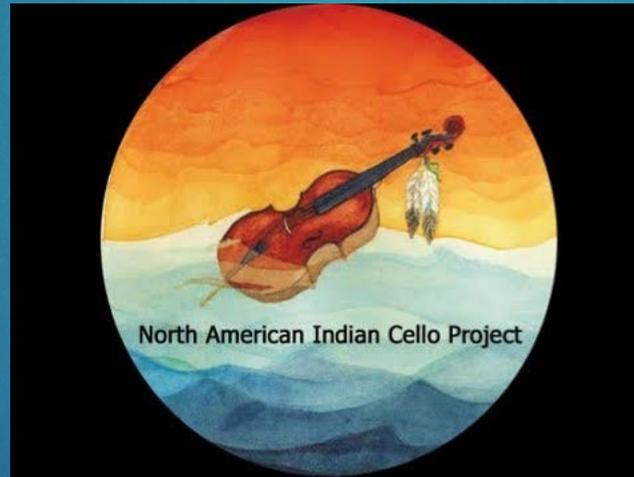
Added classroom strategies	Mindfulness exercises and feedback surveys >Raise awareness of humanistic needs through focus on individual response and reduce stress levels of students		
Project elements	Museum visit	Drama performance	Musical performance
Tasks and activities	Pre-activity schema activation >MVON website, predictions, Q+A Post-activity active- learning >Discussion questions with free-writing >Focus groups/jig-saw >Poster// Wiki with outline// flowchart creation Summary and Response writing	Pre-activity schema activation >drama background, predictions, Q+A Post-activity active- learning >Discussion question with free-writing >Focus groups/jig-saw >Poster// Wiki with outline// flowchart creation Summary and Response writing	Pre-activity schema activation >performer info, predictions, Q+A Post-activity active- learning >Discussion question with free-writing >Focus groups/jig-saw >Poster// Wiki with outline// flowchart creation Summary and Response writing
<p style="text-align: center;">Final response project</p> <p>1. Students will reflect in written form and be tasked with synthesizing their experiences and expressions into a coherent and personalized statement of purpose. This will be a document that can be a guide, future reflection point, support for a resume, or basis for continued study and creative projects as the students choose.</p> <p>2. A visual aide will also allow for creative application and reflection of experiences and alternative texts.</p>			

Project proposed and trial elements from Fall 2018

The Glass Menagerie



North American Indian Cello Project



Many Voices, One Nation



Project proposed and trial elements from Fall 2018

The Glass Menagerie

In Tennessee Williams' first Broadway triumph, Amanda Wingfield, a faded Southern belle of middle age, shares a dingy St. Louis apartment with her son Tom and his sister, Laura. Amanda yearns for the comforts and admiration she remembers from her days as a fêted debutante. She worries especially about the future of her daughter Laura, a young woman with a limp and a tremulous insecurity about the outside world. Tom works to support the family, but chafes under the banality and boredom of everyday life and struggles to write, while spending much of his spare time going to the movies — or so he says — at all hours of the night. (MC press)

Laura and her glass with Amanda
https://www.youtube.com/watch?v=Juh_aWlqPxTA

With unicorn
https://www.youtube.com/watch?v=pKl_49JfNPNC

The unicorn breaks at 7:50
https://www.youtube.com/watch?v=OP_ZhBrHisnk

Tom's closing soliloquy
https://www.youtube.com/watch?v=XEt_bKlrJomE

North American Indian Cello Project

Mohawk composer, cellist, vocalist, educator, and Grammy-nominated performer Dawn Avery has worked with musical luminaries from Luciano Pavarotti to Sting. Dawn Avery has performed at the Montreux, Copenhagen, Helsinki, and Banlieu Bleu jazz festivals in Europe. Recently establishing herself in the D.C. metropolitan area, Dawn Avery has performed at the Kennedy Center and this is her third season as part of the Smithsonian's Classical Native Program. She specializes in the performance of contemporary Native American music with her own ensemble OKENTI and as a soloist as part of the NORTH AMERICAN INDIAN CELLO PROJECT. As an educator, she helps to nurture future generations of musicians as Professor of Music at Montgomery College, where she has produced an annual World Arts Festival now in its seventh year. Her compositions span from orchestral to chamber. (MC bio)

November 12 performance
<https://www.montgomerycollege.edu/offices/advancement-and-community-engagement/mctv/performing-arts.html>

Many Voices, One Nation

Many Voices, One Nation takes visitors on a chronological and thematic journey that maps the cultural geography of the unique and complex stories that animate the Latin emblem on the country's Great Seal and the national ideal: *E pluribus unum*, Out of many, one.

Through almost 200 museum artifacts and about 100 loan objects, this exhibition shows how the many voices of the American people have contributed to and continue to shape the nation and its communities, from its earliest beginnings to the present. Through objects such as a painted elk hide from the Southwest, circa 1693, a Norwegian bowl brought by 19th-century immigrants, a gold miner's trunk, symbols of union and liberty such as Uncle Sam and Columbia, and a baseball helmet used by Boston Red Sox player Carl Yastrzemski in the 1970s, the exhibition explores the never-ending process of becoming one nation. (website)

Many Voices One Nation website
<http://americanhistory.si.edu/many-voices-exhibition>

Example of feedback survey

Reflection Survey: How are you doing today?

How did you feel before the quiz and in class writing// before coming to class today? (from 10 to 1)

- ▶ Confident _____ not very confident
- ▶ Prepared _____ not prepared enough
- ▶ Calm _____ nervous
- ▶ Why do you think you feel this way?

How much do you feel....?

- ▶ Included in the community 10 _____ 1
- ▶ Aware of the requirements 10 _____ 1
- ▶ Considered during planning 10 _____ 1
- ▶ Acknowledged by the instructor 10 _____ 1
- ▶ *Concerns, questions, or comments...*

Example of Summary and Response Assignment outline

Paragraph 1= summary of reading (most important points, one interesting detail quoted)

- ▶ Source of summary and thesis of text/article/essay
- ▶ Major points of text in the same order as found in the original
- ▶ One specific detail that supports a major point
- ▶ Conclusion point (how does the text conclude?)

Paragraph 2= response to reading (your evaluation of the included facts and the missing facts)

- ▶ Overall response/ evaluation/or analysis of reading
 - ▶ The purpose of the resource is to ...
 - ▶ The resource attempts to...
- ▶ One point or detail you agree with
- ▶ One point or detail you disagree with
- ▶ One point or detail the author fails to mention or is missing from the discussion

Examples of Discussion questions for classwork and reflection questions for final composition

Self and collaborative discussion questions (used in class with focus groups)

- ▶ How does gender and age difference play a role on the characters circumstances or personalities? How do these variables affect the audience perceptions?
 - ▶ Consider also: ethnicity/ country of origin for characters (student actors)
- ▶ How are the issues experienced and discussed by the characters similar or different to issues for people in other various places and times?
 - ▶ Consider the people and places connected to your own life and family. How would your parents and grandparents find similarities or contrasts to their lives in this drama?
- ▶ Which discussion, scene or character reminds you most of an aspect of your own life? Explain.
- ▶ How is the setting and the human environment important in the drama? Does it affect the way you consider your human environment?
- ▶ Which ways might the people and their issues in this drama interact with the natural environment? Are you considering the natural environment with regards to the drama?

Reflection composition question examples (students choose 2-3 to include in their response)

- ▶ How will the knowledge and experiences from this semester affect you for next semester?
- ▶ How will you be affected in the long-term?
- ▶ Can you use your new knowledge to enrich your relationships?
- ▶ Will your experiences this semester affect the way that you choose to consider your natural and physical environment around you?
- ▶ How will your new understanding of others change your attitude and consideration of others?
- ▶ Have your personal goals been influenced by new knowledge from this semester?



Many Voices, One College

J A YOUNGKIN 2018