Course Information:
Location: The University of the Arts
Dates: July 23-28, 2018
9am – 5:30pm
Faculty Information:
Instructor
Name: Catherine (Cate) Cooney
Email: ccooney@uarts.edu

TPS-UArts Program Coordinator
Cate Cooney is an art librarian with more than 15 years of experience working with researchers and students in an academic environment, whether it is providing reference service, teaching workshops, or working behind the scenes on digital projects. She was head of the Printed Book and Periodical Collection at the Winterthur Library, and a metadata specialist with ARTstor. Early in her career, Cate created a digital library for the decorative arts and material culture at UW-Madison, and served as Assistant Librarian at Marquand Library of Art and Archaeology at Princeton University. She particularly loves teaching with objects, and has taught courses in book connoisseurship as well as numerous workshops on rare books and design materials. Cate has an MA in Library and Information Studies from the University of Wisconsin - Madison, where she also received an MA in Art History. While her academic work focused on 14th century Italy, her interests are wide ranging, including 20th century architecture and design, domestic advice, and the history of printed books.

Librarian Facilitator
Name: Stormy Vogel
Email: pvogel@uarts.edu
TPS-UArts Library Consultant
With 25 years of public school teaching experience, Stormy Vogel is currently a teacher/librarian at North Penn High School in Lansdale, PA. She is the K-12 Department Chair for libraries in the North Penn School District, which serves approximately 13,000 students. Before becoming Department Chair, Stormy was a curriculum coordinator for North Penn and was also a roundtable participant in the Pennsylvania School Library Study held in 2011. Teaching and interacting with 3100 students and 250 staff members is her favorite part of being a librarian. "Everyday I learn something new either by what I read or what a student or teacher shows me! I love the collaborative nature of being a librarian and guiding students and staff to the information that they want."

TPS Coach
Name: Jodi Sabra
With degrees in theater and education, Jodi Sabra is an inspiring and engaging teacher at Radnor Middle School, She teaches Language Arts and Theater, though her passion project is a pen pal exchange her students have conducted with children in Uganda.

Course Description:
Teaching with primary sources allows educators to design student-centered learning experiences focused on the development of critical skills and building content knowledge. The City provides a vast array of primary source material to help understand history, culture and identity. In this course, educators will examine the city of Philadelphia – its layout and geography, architecture, and the art it inspires – as a primary source. Educators will examine primary sources from direct access to sites around the city and local collections, as well as from the digital resources made available by the Library of Congress. Site visits include an architect-led walking tour of significant buildings in the city, a guided tour of a local cultural institution, a guided trolley tour of Fairmount Park, including some of the historic structures in the park, and a guided tour of Philadelphia's new Rail Park. Hands-on activities include exercises related to Architecture in Education, a plein-air painting exercise with a professional artist, and a mapping and drawing exercise with a local artist.

Students in this course will be walking a lot, and will be spending time outdoors. Being prepared for variable weather conditions, sun protection, and comfortable footwear will be essential.

Program Objectives:
Students completing graduate-level education coursework through the Professional Institute of Educators will:

- Enhance skills to improve teaching and student learning, both within and across content areas, to increase effectiveness in the classroom
- Communicate and collaborate with peers in diverse educational settings and communities
- Design and implement assessment strategies to evaluate student learning within and across content areas
- Gain skills, tools and techniques to enrich creative education in and through the arts and humanities to ensure high-quality arts education in schools
- Recognize and address the needs of all students, including those with diverse backgrounds
- Foster their own role in the lives of their students through exploration of the arts and humanities and integration of cultural resources into the classroom
- Utilize technology in diverse ways in support of student learning

Course Overview

I. Lecture/Discussion
Methodological and subject-based introductions from instructor and guest lecturers, class discussion.

II. Internet Research
Introduction/Utilization of Library of Congress database and other Library/Archive collections databases, research towards in-class assignments.

III. Site Visits
First hand collections-based learning experiences with curators/specialists/artists at cultural sites in the Philadelphia region.

Student Learning Outcomes:
TPS Level I:
- Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study
- Describe examples of the benefits of teaching with primary sources
- Analyze a primary source using Library of Congress tools
- Access teaching tools and primary sources from loc.gov/teachers
- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching goals, etc.)
- Access primary sources and teaching resources from loc.gov for instructional use
- Analyze primary sources in different formats
- Analyze a set of related primary sources in order to identify multiple perspectives
- Facilitate a primary source analysis using Library of Congress tools
- Demonstrate how primary sources can support at least one teaching strategy (for example, literacy, inquiry-based learning, historical thinking, etc.)
- Create their own primary source-based activity that helps students engage in learning, develop critical thinking skills and construct knowledge

UNIVERSITY POLICIES:
Attendance + Participation
All students are expected to attend classes regularly and promptly, and for the duration of the scheduled instructional time. Students are responsible for all missed coursework and may be penalized for habitual lateness or absence. Repeated absences may result in a grade of "F" for the course.

Students who withdraw from a course must do so in writing. Non-attendance does not constitute withdrawal.

Academic Honesty + Integrity
Violations of academic integrity are considered to be acts of academic dishonesty and include (but are not limited to) cheating, plagiarizing, fabrication, denying others access to information or material, and facilitating academic dishonesty, and are subject to disciplinary action. (Please visit http://cs.uarts.edu/pie/policies#academichonesty/integritypolicy to review this policy in its entirety).

Accessibility and Accommodations
University provides reasonable accommodations to qualified individuals with disabilities to ensure equal educational and employment access, including access to University courses, programs, facilities, services, and activities, through the Office of Educational Accessibility at (215) 717-6616 or access@uarts.edu. Faculty can provide course accommodations/ modifications to students after receipt of an approved accommodations letter from the Office of Educational Accessibility.

GRADING CRITERIA AND ASSESSMENT METHODS:

THIS COURSE IS GRADED PASS/FAIL FOR NON-CREDIT STUDENTS **(ED 8140 01)**. LETTER GRADES WILL BE ISSUED FOR GRADUATE CREDIT STUDENTS **(STPS 602NM 01).** CREDIT STUDENTS ARE REQUIRED TO COMPLETE ASSIGNMENTS FOR EVALUATION OUTSIDE OF DIRECT CONTACT HOURS. THESE ASSIGNMENTS MAY INCLUDE LESSON PLANS, READINGS, PAPERS, PROJECTS, PRESENTATIONS OR OTHER WORK RELATING THE COURSE CONTENT TO CLASSROOM APPLICATION. FINAL COURSE PROJECTS WILL BE DUE WITHIN ONE WEEK AFTER THE FINAL CLASS MEETING.

COURSE OUTLINE:

SESSION + DATE	TOPIC	IN-CLASS COURSEWORK AND READINGS	WHAT'S DUE?
Session 1	Teaching with Primary Sources definitions, analysis and access	Class introductions Review syllabus + distribute materials Introduction to Primary Sources The City and Primary Sources: Concepts and Methods Hands-on exercises in classroom and/or lab with Library digitized sources Review Primary Source Analysis Tools Introduction to TPS Teachers Network	
Session 2	The City: Architecture as a primary source	**Site visit:** Architecture of Rittenhouse Square. Lecture and tour with architect David Ertz from 1706 Rittenhouse to 15th and Chestnut **Hands-on activity** with Kristin F. Mullaney and Preeti Scalone **Computer Lab time:** practice posting to TPS Network	**Students will post a reflection** about architecture on the TPS Teachers Network, including reference to a primary source in the Library of Congress or World Digital Library. (due by 7am on Wednesday) **Begin collecting album of images in TPS Teachers Network**
Session 3	The City: Park as a primary source	**Lecture:** *The Grid and the River* Elizabeth Milroy. **Site visit:** Fairmount Park. Trolley tours with Elizabeth Milroy, Professor and Department Head of Art & Art History at	

		the Antoinette Westphal College of Media Arts & Design, Drexel University, and Justina Barrett, Site Manager for Historic Houses/ Museum Educator for American Art, Philadelphia Museum of Art **Computer Lab time: TBA – may not be available due to length of tour**	
Session 4	The City: Changing urban environment as primary source	**Lecture:** Sarah McEneaney, artist **Site visit:** The Rail Park **Hands-on activity:** Plein Air painting at Rail Park **Computer Lab time**: work on lesson plan (credit students) and/or posting to TPS Network	**Students will post a reflection** about parks on the TPS Teachers Network, including a reference to a primary source in the Library of Congress or World Digital Library.
Session 5	The City as Source: Maps, real and imagined.	**Hands-on activity:** Miriam Singer, artist will lead the students in an activity using primary source material from the Library of Congress, and drawing exercises observing Broad St. **Site Visit**: Broad St. **Drawing Studio time**: complete studio project and prepare for exhibition **Computer Lab time:** complete draft of lesson plan/post final reflection on TPS Teachers Network.	**Students post final reflection and album of images** to the TPS Teachers Network.
	Assignment	*Writing Assignment Due: Lesson Plan*	*Students taking the course for graduate credit are required to submit a lesson plan with album on primary source images*. **Lesson plan due 5 pm August 4, 2018**

Grading Criteria and Assessments:
Students will post three reflections on the TPS Teachers Network, including references to primary sources in the Library of Congress or World Digital Library.

Credit students will post three reflections as well as submitting a lesson plan including primary sources from the Library of Congress. *The primary source images should be posted in an album in the TPS Teachers Network.*

ASSESSMENT ITEMS:

Evaluation/ Assessment Methods:

ASSESSMENT ITEMS:

- Lesson Plan
- Bibliographic Organizer or TPS Teachers Network Album

RUBRIC DOMAINS FOR ASSESSMENT:

Objective	Not Evident/Unsatisfactory	Basic	Proficient	Distinguished
Student Objectives	Objective(s) and not stated	Objective(s) and activities stated but no reference to what the students will know and be able to do	Objective(s) and activities stated with reference to what the students will know and be able to do	Objective(s) and activities clearly stated with reference to what the students will know and be able to do and how they will demonstrate what they know and are able to do, and under what circumstances the learning will take place
Materials and standards	No evidence of use of materials and standards	Evidence of the use of materials not aligned to standards	Evidence of the use of materials aligned to at least one standard	Evidence of the use of materials aligned to three or more standards
Evaluation	No evidence of evaluation	Evaluation included, but does not align with objective	Evaluation included, and aligns with objective	Evaluation included, aligns with objective, used to link to subsequent lessons

Final course grades will be calculated using the following scale:

Grade	Percentage Range	Grade Point
A	100 – 93%	4.0
A-	92 – 90%	3.67
B+	89 – 87%	3.33
B	86 – 83%	3.0

B-	82 – 80%	2.67
C+	79 – 77%	2.33
C	76 – 73%	2.0
C-	72 – 70%	1.67
D+	67 – 69%	1.33
D	63 – 66%	1.0
F	59% or less	0.0

PA AND NJ PROFESSIONAL DEVELOPMENT CREDIT:

Courses for credit qualify for PA Act 48 hours; non-credit coursework does not qualify. A three-credit class will be posted as Act 48 90-hour equivalency. Students will supply their unique PA Act 48 Professional Personal ID number and complete the request form, distributed in class, for credit to be posted. Act 48 posting to the PA Department of Education occurs at the end of each month, after final grading for coursework is complete. Students who teach in New Jersey should follow administrative policy for their own districts, which will require either a grade report or an official transcript to be submitted by the student. UArts is NJ provider #4700.