School for New Learning

Learning in Museums: Architecture, Art, History, Science
Ways of Knowing in the Liberal Arts
AI 214
Spring 2016

Syllabus

Instructor: Barbara Radner, bradner@depaul.edu, 312-362-5155
Appointments: By arrangement

Course Dates:
Saturdays, April 2, 2016 through June 4, 2016
April 2   9:30 am – 12:45 pm
April 9   9:30 am – 12:45 pm
April 16  9:30 am – 12:45 pm
April 23  9:30 am – 12:45 pm
April 30  9:30 am – 12:45 pm
May 7     9:30 am – 12:45 pm
May 14    9:30 am – 12:45 pm
May 21    9:30 am – 4:00 pm
June 4    9:30 am – 12:45 pm

There will be no class on May 28 so that students can work on projects, including visiting museums if appropriate. Schedule is subject to change based on museum availability.

Course Location: Loop Campus and Museums
- Session on April 9 will include visit to Chicago Architecture Foundation.
- Session on April 16 will take place at Field Museum
- Session on April 30 will take place at Robie House.
- Session on May 28 will take place at the Chicago History Museum.
- Additional museum-based sessions will be incorporated in other sessions based on students’ interests, to be identified through survey of students who register and confirmed during session 1.

Course Description
A museum is a place of many windows—windows that frame looking to learn about past, present, future, people, places, and ideas. You can experience science, history, art, and architecture in a museum in “ways of knowing” that are three-dimensional learning opportunities. Join this course to gain insights into people, places, events, and ideas. Each student will choose an area to develop, so the course includes options for different credits. The class sessions will include visits to four Chicago museums and classroom activities in which
students design their own exhibits, booklets, or presentations—which can be displays or “virtual” computer-based explanations of topics. The final session will include a collaborative exhibit that students make to explain what they’ve learned about the area in which they specialized during the course.

**Learning Outcomes**
The course will expand the following abilities for all students:
- How to decide what the message is of an exhibit or online visual presentation.
- How to use ideas to analyze situations.
- How to use questions to focus on ideas when reading a text or visiting an exhibit or online source.
- How to communicate ideas through examples in visuals and text.

BAIFA student can complete two of these competencies through the course:

**Interpreting the Arts (A1X)**
Analyze what and how visual art communicates about a topic, theme, era, or issue—explaining the ideas communicated and the ways the artwork “reaches” the viewer.

**The Human Community (H1X)**
Compare and contrast a community, culture, or era with concepts that apply to history, anthropology, or sociology.

**Experiencing Science (S1X)**
Analyze scientific relationships with concepts that apply to natural science or technology.

**Science, Technology, and Society (S3X)**
Analyze relationships between changes in technology and the economy.

**FX**
Students apply the course content to their Focus Area in a project—in consultation with instructor.

**Learning Strategies & Resources**
Strategies:
- Students will use “frames”—guides to analyzing content presented in a museum exhibit. The frames will be graphic organizers students use to clarify relationships.
- Students will choose a topic, issue, or theme that they select as most relevant to their interests and collect relevant examples from museum exhibits and websites.
- Students will collaborate on the analysis of an exhibit and recommendations for enhancing its communication of ideas.
- Students will choose ways to communicate ideas with examples—including options of using technology, writing in a format they prefer, drawing, writing “reviews” of exhibits.
- Students will make “virtual” visits to museums as well as sessions at museums.
- Students will use graphic organizers to design plans for the presentation of a theme or ideas in a display, exhibit, website, booklet, or other format. The activity of designing a plan for a booklet will include the option of designing it for children.

Resources:
- The course will include sessions at museums and “virtual” visits, and relevant materials from the museums will be included in learning activities.
- Students will receive guides for use in museums and online “virtual” museums.
- Students will receive a list of links to resources they can select among to focus on their topic, issue, or theme.
- Articles will be linked for each session, with resources for each of the subjects that students identify as their learning priorities—including the listed competencies.

Instructor Bio
Barbara Radner has a Ph.D. in educational design and implementation from the University of Chicago. She has worked at and with several Chicago museums and is an experienced educator who integrates analyzing visuals in learning core concepts of humanities and science. She has received grants for developing educational programs from the National Endowment for the Humanities, US Department of Education, the Annenberg Foundation, and other major national foundations. She works with Chicago schools and museums to increase learning in exhibits and classrooms.

Course Sessions and Learning Products

<table>
<thead>
<tr>
<th>Session</th>
<th>Focus</th>
<th>Products</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>April 2</td>
<td>How to “see”</td>
<td>What I want to learn—complete an outline identifying your learning</td>
<td>April 6 -- email to instructor)</td>
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<tr>
<td></td>
<td>ideas</td>
<td>priorities.</td>
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<td>Visual Glossary – student identifies five terms from session 1 that are</td>
<td>April 9th --bring to class</td>
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<td>important to the student, represents them with icons. (Activity will be</td>
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<td>demonstrated in class session.)</td>
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<td>Reading from Icons and Ideas—Identify three insights—ways of thinking—that</td>
<td>April 9th --bring to class</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Article Summary</td>
<td>Activity Details</td>
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<tr>
<td>April 9</td>
<td>How to “read” a place</td>
<td>Article Summary—concise summary of an article relevant to student’s selected focus.</td>
<td>April 9—bring to class</td>
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<td>Session includes visit to Chicago Architecture Foundation</td>
<td>Chicago Map Key—list of five significant places in the city and what they represent in terms of different disciplines of the humanities. (Activity will be demonstrated in class session.)</td>
<td>April 9—bring to class</td>
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<td>April 16</td>
<td>How to read an exhibit—how to “frame” an exhibit to learn core concepts. Session takes place at Field Museum.</td>
<td>Article Summary—concise summary of an article relevant to the student’s selected focus. May include “blog” as well as traditional article format.</td>
<td>April 23—bring to class</td>
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<td>Museum Exhibit Report—student chooses an actual or online exhibit relevant to the student’s focus, completes a diagram identifying a central idea relating to their focus and analyzing how the examples communicate it.</td>
<td>April 23—bring to class</td>
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<tr>
<td>April 23</td>
<td>How to communicate ideas with visuals and concise text</td>
<td>Article Summary—concise summary of an article relevant to the student’s selected focus.</td>
<td>April 30th—bring to class</td>
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<td>Idea communication plan—select a core concept, represent it with icons and text.</td>
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<td>April 30</td>
<td>Mapping ideas.</td>
<td>Website summary—what ideas you learn about a place by visiting a website.</td>
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<td></td>
<td>Session takes place at Robie House</td>
<td>Revised idea communication plan—based on April 23rd session.</td>
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</table>
May 7  | Draft a Design to Communicate Your Core Concepts | Website report—what you learn about how a website represents ideas in your “field” of study. Draft design of product to communicate concepts relevant to the student’s focus—Design may be for a booklet, exhibit, webpage, or other format. Students will select among options and may innovate with their own format for a product. | May 14—bring to class |

May 14 | Communicating Concepts with labels or concise texts that focus on ideas. | Revised draft of product. | May 21—bring to class |

May 21 9:30 am – 4:00 pm Session takes place at Chicago History Museum | Improving Communication | Final Plan for Exhibit, booklet, display, website, or other product that will communicate core concepts with examples. | June 4—the session will be the presentation of designs. |

June 4  | Sharing Ideas | Reflection on the course outcomes in a report—My Competence Development. | June 11th—email to instructor |

At each session, students complete a report of learning in response to a session-specific question. The report includes self-report on contributions during class to the learning.

**Assessment of Student Learning**
The course products will be “customized” by students based on the focus they set for their learning.

Concepts that students identify should be based on core concepts of the discipline they focus on. If the student chooses a social science discipline—history, economics, political science, or other subject, the student will focus on that discipline in the articles reported and in the exhibits analyzed and the project designed. Resources for identification of core concepts of science and social science will be provided.
If the student chooses to focus on interpreting the arts, that student will communicate about using arts to communicate—so, for example the student’s design for an exhibit or booklet could focus on elements of art as used to communicate to the public. Resources clarifying the elements of art and principles of design will be provided in conjunction with sessions, and students specializing in arts interpretation will focus on those elements and principles in readings and design.

Student work will be assessed for focus on the required components.

**Grading Basis**

All assignments are to be completed by the due date. Assignments submitted late will be assessed without consequence for late submission if the student provides justification for the delay in advance of the submission. If a product is not submitted at the time it is due and there is no justification for the lateness of completion, the student’s grade will be reduced by one grade level. However, course sessions integrate the assigned work, so it is essential that students complete work as assigned.

Students will complete the following products based on the sessions. The assessment basis emphasizes the communication of ideas. Students will develop components of their final product as they complete the course sessions.

<table>
<thead>
<tr>
<th>Product</th>
<th>Assessment Basis</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td><strong>Session Report</strong></td>
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<tr>
<td>Response to a session-based</td>
<td>Demonstrates that the student has developed ideas or strategies and contributed</td>
<td>20%</td>
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<tr>
<td>question</td>
<td>positively to the learning experiences.</td>
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<td>Self-report of ways the student</td>
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<tr>
<td>contributed to the learning</td>
<td></td>
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<td>experiences.</td>
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<tr>
<td><strong>Article Summaries</strong></td>
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<tr>
<td>Students complete in outline</td>
<td>Summary emphasizes ideas and provides examples that communicate them.</td>
<td>15%</td>
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<tr>
<td>format a concise report on</td>
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<td>ideas from articles relevant to</td>
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<td>their area of interest.</td>
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<tr>
<td><strong>Museum Exhibit Report</strong></td>
<td>Appropriately identifies a central idea and explains it in terms of examples</td>
<td>10%</td>
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<tr>
<td>Students analyze museum exhibit,</td>
<td>included in the exhibit.</td>
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<tr>
<td>identify central idea and</td>
<td></td>
<td></td>
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<tr>
<td>illustrative examples.</td>
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<tr>
<td><strong>Idea Communication Plan—</strong></td>
<td>Appropriately identifies a core idea and communicates it with a visual and</td>
<td>5%</td>
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<tr>
<td>Example of communicating one</td>
<td>label that clarifies and focuses on the idea.</td>
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<td>idea with one visual and concise</td>
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<tr>
<td>text</td>
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<tr>
<td>Design an exhibit, booklet, other product that communicates core ideas with examples.</td>
<td>Design focuses on core concepts of a discipline; Design uses examples to represent those concepts in ways that others can learn the ideas through the examples.</td>
<td>40%</td>
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<tr>
<td>My Competence Development</td>
<td>Student explains with examples the development the student accomplished through the course.</td>
<td>10%</td>
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### Course Grading Scale
- A = 95 to 100
- A- = 91 to 94
- B+ = 88 to 90
- B = 85 to 87
- B- = 81 to 84
- C+ = 77 to 80
- C = 73 to 76
- C- = 69 to 72
- D+ = 65 to 68
- D = 61 to 64
- F = 60 or below

### Pass/Fail Grading Options
Students have the option of taking all SNL undergraduate courses as Pass/Fail. A Pass is awarded when course outcomes accomplished and competence is demonstrated at a level that would otherwise earn a grade of C- or higher. In deciding to select Pass/Fail grading students should be aware that competences assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student’s grade point average. If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

### Course Policies
This course includes and adheres to the college and university policies described in the links below:
- [Academic Integrity Policy](#)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants

Course Expectations

Attendance
SNL's courses require a regular time commitment throughout the quarter. You are required to prepare assignments as well as prepare for work in the sessions.

A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer. Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (DePaul Center #1100) in order to have their absence excused. Two absences for any reason, whether excused or not, may constitute failure of the course.

Your instructor should be notified if your life events do not allow you to participate in the course for more than one week. This is particularly important when there are small group discussions or you are working as part of a team.

Students who miss any class must provide a report that is based on readings and tasks for that session. Students who miss more than 10% of any given course are subject to failure. This means that if you miss more than two class sessions you may not have met the requirements for a passing grade. It is within your instructor’s right to fail you.

DePaul Incomplete Policy
The intent of the Incomplete Grade (IN) is to allow eligible students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.
Eligibility: Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Please do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted an incomplete after the end of the quarter.

You must request an incomplete grade in writing before the end of the quarter in which you are enrolled. If you do receive permission from your instructor to take an incomplete in the course, she will require that you complete, sign, and submit a contract, specifying how you will finish the missing work within the next two quarters (excluding summer).
Incomplete Grade Contract Form:
http://snl.depaul.edu/student-resources/undergraduceresources/Documents/UGradForms/incomplete_contract.pdf

Please note:
IN grades are given at the discretion of your instructor, who is not obligated to give IN grades at any time.
Undergraduate students have two quarters to complete an IN. At the end of the second quarter (excluding summer) following the term in which the IN grade was assigned, if the work is not submitted for assessment and graded accordingly, the IN grade will automatically convert to an “F” grade.
Ordinarily no incomplete grade may be completed after the two-quarter grace period has expired.
Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committee’s permission.

Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.
In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

Commitment to the Course
Attendance is both mandatory and essential in SNL courses. Students and faculty are expected to arrive on time, and to actively participate in every scheduled class session. Specific course policies may be listed in the course syllabus. Acceptance of the syllabus indicates agreement to policies outlined in that document. If you find yourself getting behind, please contact your instructor immediately.

Your Role as a Student
As a student, you will be taking a proactive approach to your learning. As the course instructor’s role is that of a learning guide, your role is that of the leader in your own learning. You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.
Please also note that this is a course offered by DePaul University's School for New Learning (SNL), a college for undergraduate and graduate degree-seeking students 24 years and older. SNL welcomes the perspectives and encourages the participation of all DePaul students, and students who take this course should respect and be mindful of SNL's mission in supporting a diverse and inclusive environment.

A professional and academic attitude is expected throughout this course. It is the expectation that all dialogue(discussions, informal interactions, one-on-one meetings, etc.) associated with this course is civil and respectful of the dignity of all participants--each student and your instructor. Any instances of disrespect or hostility can jeopardize a student’s ability to be successful in the course.

Cell phones and Texting
If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive manner. Out of respect to fellow students
and your instructor, texting is never allowed in class. If you are required to be on call as part of your job, please advise me at the start of the course.

**Academic Integrity**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas.

Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details.

**Plagiarism**

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions may include assigning a grade of F for the assignment and/or the final course grade. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university. Please be aware that any written work submitted in this course may be verified using Turn-It-In technology in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact. To help you to cite your sources properly, look at the sites indicated under “Help with Citing Sources and Avoiding Plagiarism” in the SNL Writing Guide’s Writing Help: [https://snlapps.depaul.edu/writing/](https://snlapps.depaul.edu/writing/).

**Dean of Students Office**

Your instructor will work with the Dean of Students Office respond to serious issues.

The Dean of Students Office (DOS) helps students in navigating the university, particularly during
difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally the DOS has resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. The DOS is committed to your success as a DePaul student. Please feel free to contact the DOS office.

For Students Who Need Accommodations Based on the Impact of a Disability
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course).

Please be sure to contact the following office for support and additional services:
Center for Students with Disabilities (CSD) csd@depaul.edu

Loop Campus: Lewis Center 1420. (312) 362-8002

University Resources
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office