



Cultural Heritage

EDUO 9680

1 Semester Credit/Unit

Instructor – Beth Levine

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Course Overview

Our cultural heritage has shaped our communities. Customs, practices, rituals, experiences, and values among others are passed down through generations to form who we are as a nation. This class gives the teacher the opportunity to experience this formation through a very effective teaching process while visiting and studying galleries and museums in the nation's capitol.

Course Objectives

In this course participants will have opportunity:

- Visit three Washington D.C. cultural museum/galleries.
- Conduct web exploration on museum/galleries prior to visit to help narrow focus.
- Ask questions of employees of museum/galleries about the exhibits.
- After the visit, relate the investigations and the visit to the teaching act
- Communicate the experience and explain how the visit and research impacts students' perceptions and understanding of new ideas.

Course Assignments:

1) Explore- Utilize resources to preview sites and generate a list of questions about the figures and content portrayed in the exhibit. Engage in additional research to determine historical significance and reflect on experiences and benefits of research.

2) Visit- Make contact with a museum representative to identify additional relevant information related to the questions developed prior to the visit and through investigation. Document visit through images in designated areas. Reflect on the significance of the inquiry process of the task.

3) Follow up- Identify areas that piqued curiosity, the elements that interested you and the additional research you made as a result. Record the resources utilized and determine how planning for additional research enriched the experience.

4) Relate- Construct a detailed presentation to a prospective parent/teacher community which includes an activator or summarizer to engage presentation participants and details the importance of lifelong learning and the effectiveness of actively questioning and researching.

5) Reflect- Record thoughts and considerations after the research experience. It's relevance and influence within the classroom and as a person.

Assessment Rubric

<p align="center">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p align="center">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p align="center">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
<p>All work submitted reflects in-depth understanding of course objectives.</p>	<p>Most work submitted reflects in-depth understanding of course objectives.</p>	<p>Work shows little or no in-depth understanding of course objectives.</p>
<p>Assignment responses shows evidence of new knowledge evidenced by detailing exploration of exhibits and identifying questions related to content and research. Provided evidence of active engagement during the visitation of sites and exhibits through photographs and descriptive accounts.</p> <p>Clear and reflective description of process by identifying resources that were helpful and future research objectives. Construct a presentation summary which effectively engages listeners in thought provoking exercise about their cultural backgrounds and invites them to participate in a similar experience.</p>	<p>Most responses shows evidence of new knowledge evidenced by outlining exploration of exhibits and identifying questions related to content and research. Provided evidence of engagement during the visitation of sites and exhibits through photographs and descriptive accounts.</p> <p>Concise description of process by identifying resources that were helpful and future research objectives.</p> <p>Construct a presentation summary which minimally engages listeners in thought provoking exercise about their cultural backgrounds and invites them to participate in a similar experience.</p>	<p>Responses show little to no evidence of new knowledge evidenced by a lack of substantiation of the exploration of exhibits. Questions related to content and research were not recorded. Lack of evidence of engagement during the visitation of sites and exhibits as many photographs and descriptive accounts were missing. Resources were not identified and future research objectives were not recorded. Presentation summary does not evoke interest related to cultural background nor invites listeners to participate in a similar experience.</p>
<p>Work submitted was organized and clearly articulated.</p>	<p>Most work submitted was organized and clearly articulated.</p>	<p>Work submitted was not organized or not clearly articulated.</p>
<p>Assignment content and required projects were original.</p>	<p>Assignment content and required projects were original.</p>	<p>Evidence that not all assignment content and required projects were original.</p>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>

Instructions for coursework submission:

Post all coursework at one time in the Completed Coursework DropBox found at the bottom of the course page. Pictures and documents may be scanned and posted along with your Word or PDF file of written assignments. Label each item carefully with the assignment number and make sure that your name and email address is easy to locate.

You are allowed 9 months to complete the course.

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Student Account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ>