

DePaul University
SCHOOL FOR NEW LEARNING
COURSE SYLLABUS
OAK FOREST CAMPUS -- Winter 2010

LL 302 EXTERNSHIP: SPACE

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Credit Hours: 4 Credit Hours B.A. program

Course Description:

This course is designed to address the Externship requirement of the School for New Learning. Students will consider their learning styles by remembering and applying David Kolb's Learning Styles Inventory first introduced in the initial stages of the SNL program. Learners will develop ways of expanding and strengthening their learning repertoires, and of examining their own ideas of learning as well as those of experts, such as: Gardner's Multiple Intelligences, The Memletics Learning Style Inventory, the VARK Inventory, as well as others. **Students will examine: why, what, how and from whom/what they learn. They will also examine obstacles to learning.**

Students will explore various concepts and perceptions of SPACE, as it applies to: **Built-Form** (interior, exterior, along with the space created around and above buildings); **Unbuilt-Spaces** (air and light in defined positive and negative spaces); **Geo-Spatial-Environmental Attributes** of Suburban and Urban Space, green space, brown fields, reclamation; **Sculpture** (voids, solids, materials, light and space); **Illusionary Space** (M.C. Escher, Mondrian); **Music** (musical measures, meter, rhythm); **Science** (space and time theories; String Theory); **Personal Space** (under varying circumstances), and other pursuits which can have SPACE as an influential theme. The evolution of **MySpace** topics, expressions, and possible installations will also be explored as variations of digital/personal Space.

Students will take advantage of Chicago's many cultural assets: architecture tours (class tour as well as a Chicago Architecture Foundation tour); museum visits (especially light and space designs at The Museum of Contemporary Art); and experiencing open space and botanical themes at Chicago's area-wide nature preserves (Chicago Botanical Gardens, etc.). Throughout, students will chronicle their evolving awareness, appreciation and understanding of SPACE, as it relates to their individual daily lives, as well as it relates to specific Chicago areas and specific quality of life concerns. They will use various learning and questioning techniques to experience SPACE in a practical manner, as a valued asset, and as a necessary concept in the Fine Arts.

Readings will include: Books on Learning Strategies and Multiple Intelligences; Space and/in the Suburbs and in the City, including Planned Communities; the Evolution of Architectural Form and Space; Space as Abstract, an Illusion, Ephemeral; Space and Time Theories.

Students will also contact Chicago-area cultural institutions, to relate concepts of Space with the Built and Unbuilt Environment; Open Space; Museum Space; Musical Space; Space and Science; and Abstract Space.

Students will track their own interests and learning strategies through further readings, reflection, commentary, and writing on their experiences.

Competences Offered:

Pre-requisite: Research Seminar

L-10 Can reflect on the learning process and methods used in an experiential project.

L-11 To be developed by student and instructor.

Competence Criteria:

Students will be required to address two major areas in this course. These are: reflection on and developing educational learning styles; research and reflection on issues related to SPACE as a concept, reality and exploratory interest. Assessment will be based on meeting the demands of the competence statements negotiated between student and faculty. Details of assessment are listed below.

Expected Outcomes:

At the close of this course, students will:

- 1. be familiar with their own developing learning styles;
(a) what enhances your learning & what hinders learning?**
- 2. know some issues related to SPACE, in contemporary life;**
- 3. understand concepts involved SPACE, in various artistic and scientific manifestations;**
- 4. understand how art, science, philosophy, society and history interact to shape contemporary attitudes toward SPACE;**
- 5. be able to demonstrate their mastery of points 1 through 4 in writing.**

Learning Materials:

Materials in this course will be largely researched and chosen by individual students themselves. There are several recommended texts, some of which are listed below. Students will be expected to provide further books, journal articles, and interviews which fit closely with the demands of their competence statements.

Required Readings: Highlighted....(Others: Back-up Readings)

Lightman, Allan. Einstein's Dreams. Warner Books, Inc.1993

Gardner, Howard. Intelligence Reframed, Multiple Intelligences for the 21st Century. Basic Books. 1999.

MC Escher: The Graphic Work. Taschen. 2001.

Lowe, David. Lost Chicago. American Legacy Press. 2000.

Ehrenhalt, Alan. The Lost City. The University of Chicago Press. 1995.

Hudson, John C. The Geography of Chicago. The University of Chicago Press. 2006

Burnham, Daniel. The Plan of Chicago. 1909.

Mayer and Wade. Chicago: Growth of a Metropolis. The University of Chicago Press. 1969.

Buder, Stanley. Pullman: An Experiment in Industrial Order and Community Planning 1880-1930. Oxford University Press. 1979.

Breugmann, Robert. Sprawl: A Compact History. The University of Chicago Press. 2006.

Clay, Grady. Real Places: An Unconventional Guide to America's Generic Landscape. The University of Chicago Press. 1998.

Evaluation:

Students will be assessed on the following (described in greater detail below) methods of demonstration of competence:

1. Initial discussion with the instructor;
2. development of competence statements; and development of 4 or 5 questions relating to each of the competence statements;
3. production of a journal responding to those questions;
4. production of an annotated bibliography related to the issues raised in the competence statements; and,
5. an artifact which symbolizes the experience, plus an accompanying description.

1. Discussion with the Instructor

Students are encouraged to contact the instructor as they develop their competence statements and journal questions (described below) and with any other course related questions.

2. Competence Statements and Questions

While the Lifelong Learning competence statement is already written, students in the BA program must write one further statement for their Externships. These statements should encompass both the theoretical and practical aspects of the chosen topic, and should indicate both breadth and depth of research and experience. Students should review the course syllabus and introductory essay and discuss their competence statements with the instructor.

Students will designate areas of inquiry pertaining to the issues raised by their competence statements, and will write four or five questions which relate to each competence statement. By means of these questions, students will describe the details they hope to learn about throughout the Externship project.

3. Journal

Written journal entries will describe the learning achieved by the student throughout the duration of the experience. By answering the process questions defined above, students will demonstrate their growing mastery of the topic, of the intellectual development defined in the Lifelong Learning statement, and on the nature of their own experiences. The journal should number four entries of five pages each (totaling 20 pages), and should demonstrate students' ability to reflect on issues raised in the readings and volunteer experiences, to reach conclusions about those issues, and to relate these to the goals of the competence statements. Journal entries must be submitted periodically for review.

4. Annotated Bibliography

The Annotated Bibliography cites all sources used in the project, that is, approximately 20 sources. List, according to the designated bibliographic format, each source you reviewed. Write a brief (four or five sentences) description of the source and its value to your research. Comment on the author, the topic, the timeliness, the methods used, **the relevance to your topic**, and the relative ease of understanding the material.

A Note on Sources

Please use no more than 4 websites in your Annotated Bibliography, and these should be .gov or .org sources. Always check the provenance of your sources. If you have questions about this, please contact the instructor.

5. Artifact

Students will create or choose a **tangible item** which represents their experiences in this course. Artifacts might include photo journals, case studies, works of art and design which students have produced, or other physical items, and should be explained in a written document of approximately 3 pages. This document should answer the following questions:

What is the artifact?

What are its elements, history, or other relevant info?

How does it symbolize your experience?

How does it relate to your competency statements?

SPACE

Tentative Schedule Winter 2010

January 9th Introduction; Kolb's Learning Styles Inventory; alternative learning strategies; Howard Gardner's Multiple Intelligences; SPACE and its various Relationships.

January 16th In-depth Explanations and Explorations of SPACE (Abstract, Illusionary, Conceptual, Formative, Evolving); Chicago Spaces.

Sunday January 17th or Sunday January 24th Downtown or Neighborhood Tour for Experiential Learning of the Built and Unbuilt-Environment.

January 23th Tour Recap; Other Tours and Spatial Themes Explored; Preliminary Development of Student Research Questions.

January 30th **No Class** (take own tour; develop Research Questions).

February 6th Relate Personal Tour Experiences; develop Research Questions

February 13th **No Class** (take own tour, develop Research Questions).

February 20th Share Research and Discovery Experiences; Submit Learning Questions

February 27th Class discussion & collaborative learning in preparation of Final Products

March 6th Student Products (oral/written); class celebration