<table>
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<tr>
<th>Meeting Time and Place:</th>
<th>Monday 12-2:45, ECT 215</th>
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<tr>
<td>Instructor’s Name:</td>
<td>Dr. Tracey Hunter-Doniger</td>
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| Office Hours:           | Monday 10-12 EHHP Room 226, 2:45-4:00 ECTR Room 215  
                          | Friday 11:15-1:00 EHHP Room 226  
                          | *Or by appointment |
| Office Location:        | School of Education, Room 226 |
| Office phone/email      | Telephone:  843-953-8075  
                          | Cell: 843-425-4154  
                          | *Email: hunterdonigertl@cofc.edu  
                          | *(Best way to contact me, as I frequently check emails.)* |
| Embedded Librarian      | Brandon Lewter, MILS  
                          | Interlibrary Loan Coordinator & Reference  
                          | Marlene and Nathan Addlestone Library  
                          | College of Charleston (SBM)  
                          | (843) 953-4982  
                          | lewterbj@cofc.edu |
|                         | Required Articles & Chapters: (Found on line and on OAKS)  
                          | Prospect, T. (2013) College Identity Crisis:  
| Required Supplies:      | Blank nesting dolls - Can be found on Amazon  
                          | Acrylic Paints (as needed) |
**Supplemental Articles:**


**Purpose:**
The students will investigate research on identity and gain insight to their own past, present and future lives. During the process the students will gain knowledge in critical reading, effective writing, good oral and visual communication, visual artistic skills, self-understanding and creativity.

**Objectives:**
Upon successful completion of the course, the student should be able to:
1. Have effective writing skills
2. Demonstrate critical reading and comprehension
3. Maintain a sense of self understanding
4. Have knowledge of video journaling
5. Submit lessons, and videos to OAKS (or other platforms) and have a general navigational knowledge to OAKS
6. Create works of expressive, narrative art.
7. Understand general concepts and skills of visual arts.
8. Create a digital story about their identity; past, present, & future.

**Learner Responsibilities:**
1. Students and instructor both share the responsibility for evolving uses of class time, which are valuable to each person involved. It is expected that students share information and act as resources to each other.

2. The instructor views her role as observer, facilitator, and participant. It is the responsibility of each student to explore ways of using this resource to maximize his/her learning.

3. Assignments will be based upon the needs of the students as a group and as individual to meet the objectives of the course.

**Tips for A Successful Visual Identity Experience**
1. The nature of the teaching/learning process in this class is experiential. We will start with a weekly lesson plan and then be flexible as to where the plan takes us.

2. Participate. A good portion of this class is a hands-on, "learning by doing" class.

3. Do the readings and think about issues or questions that arise as you read the chapters and be sure to submit them on time.
as part of the participation grade.

3. Be a risk-taker and don't worry about getting everything right the first time or being embarrassed to show your true self. The bigger and the more chances you take, the more you will gain from this class.

4. We will spend a great deal of time being involved in the creative process of preparation, incubation, illumination, and verification. This is a time to focus on the creative process. The informal nature of this class can often tempt even the most dedicated artist to stray from the content being explored. Don't let this happen to you!

5. Be on time. (If you are EARLY you are on time. If you walk into class as it starts you are LATE.)

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<thead>
<tr>
<th>Attendance and General Information:</th>
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<td>“For classes that meet once a week there will be one unexcused absence. Students will be marked tardy if they arrive after the first ten minutes. They will be marked absent if they arrive after ten minutes. Three tardies will be counted as one absence. There will be no allowance for leaving class early and students who do leave early will be marked absent. Students who exceed the allowable absences will be dropped with a WA. If a student exceeds the allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors in the Education Department will review the circumstances and make a final decision.”</td>
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<th>To Clarify:</th>
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<td>You get to miss ONE day this semester. After that your final grade will go down one full grade level.</td>
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<tr>
<th><em>NOTE ABOUT CELL PHONES, BEEPERS, BEEPING WATCHES, BLACKBERRY AND iPods, iPhones, AND OTHER PERSONAL COMMUNICATION DEVICES:</em></th>
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<tr>
<td>*Cell phones, beepers, beeping watches, Blackberries, iPods, iPhones and other personal communication devices are not allowed to be used during class time. In order to respond to the Cougar Alert System you may have your cell phone turned to “on” as long as the ringer is “off.”. Answering a cell phone (Blackberry, etc) or talking on a cell phone during class time and/or in the classroom is not permitted. In addition, all hand-held PDA’s and game devices are not allowed in the classroom. For additional information regarding cell phones or other electronic devices call the Graduate Studies office at 953-5614. There are no exceptions to this rule.</td>
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<th>Food in the classroom:</th>
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<tr>
<td>You may eat, but be on time and do not disturb others.</td>
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Assignments:

*Due Dates: TBD

Most work will be completed during class/studio time.

A. Required:

1. Weekly written statements: These are short informal statements that require students to think about the readings and write down three ideas, comments or questions and submit them on OAKS.
   - Critical reading of the required text. It is expected that students stay current with all readings and assignments and submit them to OAKS on time. No late work will be accepted.
   - To spark discussion I will randomly take the submissions and use them as talking points during the lecture/discussion periods of my class.

2. Video Journal: The students will create weekly video diary entries leading to the discovery of their own identity, past, present and future.
   - The students will follow prompts based on the narrative questioning procedures of McAdams' Life Story Interviews.
   - This structure is designed to assist the participants in the reflection process and salient issue of their lives.
   - The students will need to comprehend the readings and prepare what they will say during their video journal.
   - Although the video journal entries will be in an informal setting, it will be essential to their final (digital storytelling) project for the students to speak clearly.
   - Additionally, viewing and editing videos is a very effective way to evaluate one's speech patterns and fluency.

3. Artist Statements: The students will write three artist statements (narratives) that will be approximately 3-5 pages APA format typed.
   - The students will be expected to write clearly and cohesively, leading the reader through their paper using proper grammar, punctuation, transitions, and references.
   - The paper will effectively explain the nuances of the artwork and how it relates to the students’ identity of the past, present and future.

4. Art work: Accompanying each stage of identity, the students will create a work of art as a visual narrative. Each work of art would focus on three different artists and their styles.
   - Past: The students will look into their past and create a work of art that shows their identity and how it was formed.
• Present: The students will consider who they are presently and how they perceive themselves today.
• Future: The students will envision themselves in the future, where are they going and what their future identities might be.

5. **Digital Storytelling Final Project:** For the final project/product the students will create an iMovie (MP4) in a digital storytelling format depicting their identity, past, present and future.
   • This iMovie will incorporate segments from their video journal and their artwork forming a summative product from the entire semester.
   • Creating the storyboard for a digital storytelling project takes a great deal of effort. This takes hours upon hours of rigorous planning and revisions to generate a respectable presentation.

6. Nesting Dolls: Painting and embellishing blank nesting dolls of 5 or more to illustrate the many layers of identity.
   • All painting and embellishments will be to a high standards and follow the elements of art and principles of design.

| Evaluation: | 1. Participation/Attendance in all class activities.  
| | • *More than 1 absence will result in a drop of a full letter grade.*  
| | • *3 tardies (10 minutes late) equal an absence.*  
| | 2. Reading the textbook is required.  
| | 3. Video Journals must be complete and on time.  
| | 4. Three artist statements will be APA formatted double spaced, typed, and written with proper spelling and grammar.  
| | 5. Three works of art will be created and presented on time for a class critique.  
| | 6. The digital story will be complete and turned in on time in a MP4 format that is easy to recall.  
| | 7. Nesting Dolls of the selves  
| Suggested Materials And Equipment: | You are required to provide your art material and supplies. A video recorder will be provided for you.  
| | **Required material:**  
| | • Required Reading Material  
| | • Blank Stacking Dolls  
| | **You will know a week in advance what materials you need to bring to the following class**  
| | **Suggested Material:** |
• Laptop computer or electronic tablet.
• Notebook/Journal

**Honor System:** Academic honesty and integrity are highly regarded in this class. Please be aware that as a student you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct both at the College of Charleston and as a representative of the College in field experience situations. Violations to the Code of Conduct outlined on page 10-11 in the student handbook will be reported to the Honor Board.

**Technology:** Enrollment in this course required that you utilize one or more of the following: (a) Internet, (b) WebCT, (c) Microsoft Powerpoint, or (d) Word Processing. The above listed computer applications are available in the College managed computer labs located in JC Long, the Library and various other campus locations. Therefore, if you do not have reliable access to the applications you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the applications, please consult with your instructor to arrange tutoring.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>74-76%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>64-66%</td>
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<tr>
<td>D-</td>
<td>60-63%</td>
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<tr>
<td>F</td>
<td>=59% or below</td>
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**Accommodations** Any student needing accommodations please identify yourself so such accommodations can be made. If you have a PNL from SNAP please provide that documentation.