

Berrien Springs Partnership Lab Syllabus and Instructor Qualifications

LABS (CLASSES) ARE PROVIDED AS AN EDUCATIONAL SOURCE FOR PBL (PROJECT BASED LEARNING)

COMMUNITY CLASS TITLE: Illustrated Book Journaling

GRADE OR AGE LEVELS: 3rd-12th

FORMAT: IN-PERSON Virtual

DAY AND TIME OF THE WEEK: Tuesdays 3:30-4:10 (Week of Sept 12-Dec 9 with week of Thanksgiving off)

TOTAL REQUIRED HRS: 14.5 **ADD'L POSSIBLE HRS (OPTIONAL TIME):**

TOTAL SEMESTER HOURS POSSIBLE: 18

LOCATION (address): Zoom

- add directions here if necessary

PRIMARY INSTRUCTOR:

- list additional instructors that will be background checked:

Niki McNeil

CONTACT INFORMATION: phone: 269-876-6518

email: nikimcneil@comcast.net

website: www.StudioCIAclasses.com

ADDITIONAL REGISTRATION AT SITE REQUIRED? YES NO

IF YES, INSTRUCTIONS FOR REGISTRATION:

INSTRUCTOR QUALIFICATIONS (may attach a separate page if necessary):

Niki brings art classes to life in a way that captivates and engages students. Her classes are more than just lessons; they're interactive adventures where imagination knows no bounds. Explore the vast landscape of artistic expression with Niki, where every stroke and stitch is a step towards unlocking your creative potential.

COURSE DESCRIPTION (OVERVIEW):

As avid readers we already know we like to learn, experience, and connect through the written word, why shouldn't a reader's book club be the same way?! In this group learners will connect through a variety of weekly discussions and share their own reading experiences with each other.

Illustrated Book Journaling- where art club meets book club. This is a safe space to talk about all things books and art related.

Does your student need to slow down when reading? Are you looking for a way to instill a love of literature? Illustrated book journaling is a fun and creative way to not only get kids excited about reading but to help them to master reading critically (many times without them realizing it).

Illustrated Book Journaling provides a way for visual learners to create their own composition of the story using small drawings to help them remember the important themes of the books as well as a way to document the quotes that stood out to them in the story. It

causes students to stop and reflect on a book instead of finishing and forgetting it. These skills all transfer over to the real world of book reports and research papers. Plus, it is a wonderful way to keep track of all the books you have read. I know I personally have enjoyed looking through my journal and sharing it with other avid readers and artists.

The group material will be often be dictated by the students enrolled. They will share what they are currently reading, their favorite reads of all times, and what's on their to-be-read list. What we learn to draw each week will be based on what the students are reading and requesting to learn to draw for their journaling entries. Students can choose to buddy read with other group members or all be reading different books. The goal is not to discuss in depth each and every book read, but to instill a love of reading and provide a bit of accountability to read regularly while providing a social outlet with like-minded students.

We will talk books, share favorite quotes and passages from our stories read, learn some drawing techniques and work together to brainstorm what should be added to our journal entry for each book. As students work through the process of what to include on their journal entry for a book; we will discuss the people, places, and events that played a major role in the story. We will talk about what we learned from and want to remember about the story. We will talk about the passages of the book that stood out to us.

No art skills are required. Students are welcome to use stencils transfer paper or tracing paper to add objects to their journaling entry if they do not feel confident in drawing. I will have short lessons on drawing objects often found in illustrated book journaling entries (Mountains, Clocks, Buildings, etc) or objects requested by students. We will learn techniques such as balance and scale as we plan out our journal entry as well. As everyone walks away from a book with a different outlook each journal entry will be unique to the reader, we will encourage each other through this process and our different outlooks.

Please be courteous of other learners and choose to discuss books that are appropriate in nature for the entire class. While I know many students enjoy scarier or more controversial books, we want to stick to books that work for most readers in the group.

We'll be using a free app called Slack to hold our group discussions between classes. Slack has a very flexible system allowing you to get email or pop up notifications, but also have do not disturb times where no notifications will be sent. We'll learn the ins and outs of the platform in our first class. Students are expected to spend time in our discussions each week, plan on an additional 45 minutes per week interacting with their classmates outside

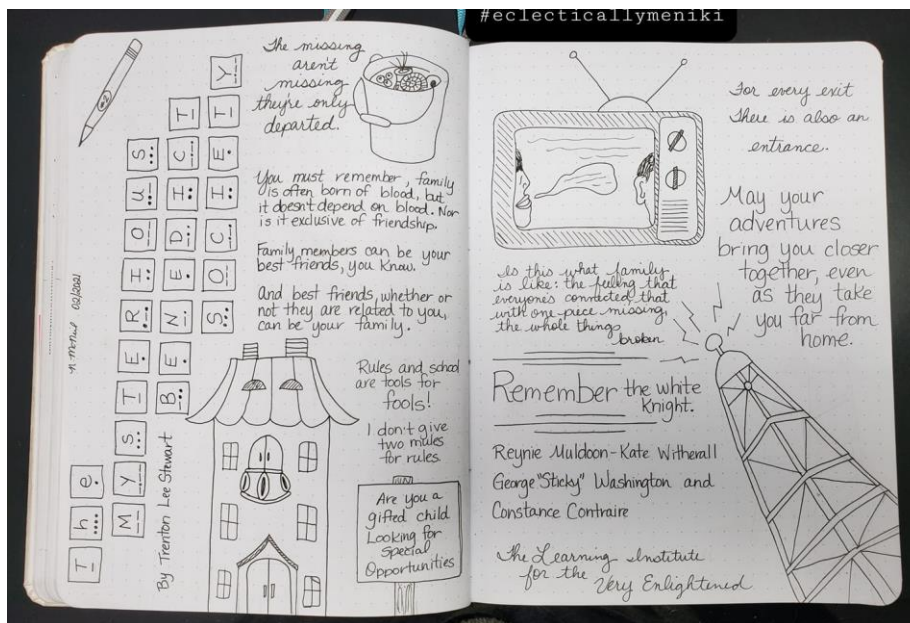
of our live class.

We'll start at the very beginning "What is Illustrated Book Journaling" and move on from there learning everything we can about the topic.

SYLLABUS/OUTLINE: WEEKLY BREAKDOWN OF PROJECT-BASED LEARNING LAB ACTIVITIES

Describe activities that will reinforce the lesson. Include any work and time to be required outside of class:

Each week we will create a new drawing project using a variety of techniques and styles to reinforce the major elements of art. I will also challenge students to expand their creative thinking and use art as a way of expression.



COURSE OBJECTIVES AND APPROXIMATE TARGET DATES:

Steps to check for student understanding, along with dates or # of weeks into class:

In our live weekly meetings students will share their finished art and any bonus art they finished up that week. There is 1 bonus video drawing every week along with the live class, the bonus video helps ensure the student is able to follow the step by steps without an instructor right there, which builds their confidence.

STUDENT ASSESSMENT - what will be used to evaluate student progress and/or end of semester pass/fail status?

- 1) Student agrees to attend at least 80% of class sessions/lessons offered. Attendance is kept online and tracked by Partnership staff. Failure to meet 80% or be on track to meet 80% may result in program discontinuation.
- 2) The Partnership Student Assessment or Performance Form is filled out by the teacher and turned in to Partnership staff. The link to this form is found on the web page for this class. Failing marks for lack of participation, behavior issues, practice time, etc. may result in program discontinuation.

Class-specific assessment: discuss and include the form or a link to the form that you use.

ADDITIONAL RESOURCES: (online, books, video, etc.):

N/A

CLASS POLICIES: ATTENDANCE, BEHAVIOR, WEATHER, ETC.

Attendance: Do your best to be in class every week, please let me know if you won't be attending any given class. Students are able to work the whole course via videos with prior arrangements or due to extended illness/travel.

Weather: If either the district the class is held in or Coloma (the district I'd be traveling from) is closed, we will not have class. If your district is closed or you are concerned about being out and class is still on please stay home, you are not penalized for lack of attendance during weather situations. If you are unsure which district your class is held in, please reach out and ask.

Other: I expect students to be kind and respectful of other students and their own and other students' work. Please find something nice to say or say nothing at all.