

# Ten Mini-Grants Available Fall Term for Curricular Infusions

## College Success Strategies: Personal Responsibility and Interdependence

Ten curriculum development mini-grants are available this winter term to infuse personal responsibility and interdependence strategies into your curriculum. Sponsored by the Title III *Engaging Students* grant, these mini-grants support work that uses integrative learning to intentionally develop students' skills in working independently, taking responsibility for their learning and their choices, and also for working interdependently and taking advantage of resources available to them, including people in their classes, etc.

### What is an infusion?

For our purposes, *a curricular infusion introduces a key concept, strategy, idea, principle or skill from the College Success curriculum (On Course) into the learning activities of your disciplinary course.* The learning outcomes of your class remain the same, but may be enhanced through infusions of college success strategies that explicitly address some of the skills students need to stay on task, study effectively and participate confidently. By weaving the material from College Success into your pedagogical approach and activities students engage in, you are offering students opportunities to practice skills needed to succeed in college and in life.

### How can you approach a “curricular infusion”?

- Read our Tips for Developing Curricular Infusions Here: <http://www.lanecc.edu/lc/fresources/InfusionTips.htm>
- Embed an activity or strategy or sequence of strategies into your course that intentionally develop personal responsibility and interdependence. Examples from other faculty who have developed assignments can be found here: <http://bit.ly/qIRk7F>
- Develop and lead an activity or set of activities that develops skills in personal responsibility or interdependence
- Develop an assignment or set of assignments that links your curriculum to students' personal responsibility and interdependence.
- Syllabi revisions, course readings, and/or other curricular design features that help students to see the connections between learning and academic behaviors that support it (e.g., planning, prioritizing time, linking short-term tasks to long-term goals and learning, etc.).

Over the five years of the Title III grant, our goal is to use a multi-pronged approach to improve student retention and success. Students come to Lane with a variety of life skills and study skills, and by integrating development of academic behaviors such as personal responsibility and interdependence into curricular and co-curricular activities across campus, we offer students multiple opportunities to accrue skills over the course of their career here that will support lifelong learning and success.

If you are interested, fill out the brief application form below. **Applications are approved on a rolling basis.** Send it to Anne McGrail [mcgraila@lanecc.edu](mailto:mcgraila@lanecc.edu) by Monday of Finals Week (March 12, 2012 Midnight).

**APPLICATION FORM:** email completed form to Anne McGrail [mcgraila@lanecc.edu](mailto:mcgraila@lanecc.edu)

- 1. Provide the name(s) of faculty member(s) proposing this infusion:**

**Gabriella Soraci, L00526376**

- 2. List the course(es) for which you intend to create one or more infusions assignments.**

**Beginning Drawing, Art 131**

- 3. Describe the infusion assignment.** Include in your description:  
The purpose of your infusion: What is the curricular “trouble spot” you are addressing with your infusion?

Students often have trouble in the course when we move from drawing from observation to drawing from the imagination. I usually have 1 week each term where the students start drawings using ink blots and then work on them with multi-media and collage materials to develop images out of “chaos.” It is an important skill for art students to see shapes, lines, values, textures, etc., as the building blocks of an image, and be able to strengthen their minds eye to envision what they can do with these basic building blocks. The trouble is that often the students are embarrassed or cautious about working intuitively without a preconceived idea of what the drawing should look like. I have had success with this project when there are several students who “lead the way,” so to speak, by bravely jumping into the process. My idea is to turn this into a group assignment with 3-4 students per group. That way some of the pressure is removed for those students who initially feel uncomfortable with non-objective use of visual vocabulary, and there is greater opportunity to learn from one another. They will begin with their own individual inkblot fragments and collage materials and then I will give each group a large sheet of butcher paper to create a larger drawing together collectively.

Is this infusion for a single course, a set of courses, or a single course across several sections (multiple faculty involvement)?

The infusion will be specific to my beginning drawing class, art 131. Should it prove successful, I plan to use the assignment all three terms next year.

any other information that would be helpful for the committee to understand your project.

Yes. I will also be giving the students a more specific art historical context for the assignment, something that I have wanted to do for several terms but until now had not completely thought through. The Surrealist used an old parlor game know as “The Exquisite Corpse” to produce collective poetry and images. The process including contributing fragments to a larger whole without knowing what that whole would look like. The Surrealists believed that this allowed the artists to tap into the “collective unconscious” and therefor allowed a more profound experience than working alone. Here is a link for more information on “The Exquisite Corpse”  
<http://www.exquisitecorpse.com/definition/About.html>

I will discuss this history with the students and show them various artworks that were created collectively, as well as read several poems created using the game.

4. **Describe the quick assessment** you intend to use to test the efficacy of your infusion. (examples may be pre-post tests, student self-reflections, comparative analysis of student work with and without integrated assignment, student feedback, in-class discussion summaries, etc.) One of many websites devoted to classroom assessment techniques can be found here: <http://www.ntlf.com/html/lib/bib/assess.htm>

After the second day of working on the project, the students will be asked to write reflectively in their journals about the experience of working in a group to create a work of art and about what they think of the drawing that they created together. I will also ask the students to write about what they see in the drawings created by other groups. This is also an important skill – being able to describe visual language verbally, and it may be easier for them to do this if the work they are critiquing was made by a group rather than by an individual.

5. Curriculum Development Hours Requested (5-10 hours per faculty member):

I am requesting 10 hours. I will need time to create a very specific handout as well as create an image slideshow and an informative and historically accurate lecture to begin the assignment.

**Work and Reporting Requirements:** If approved, you will be asked to post your infusion assignment /strategy on the First Year Experience website/moodle page to share with other faculty. It is also assumed that you will teach the assignment/engage in the activity and report back. Reporting can take many forms: we may also ask you to share your work at future faculty professional development activities such as Tea and Topics, Fall Inservice, or other workshops, either in handout or presentation form, or to post the results of your work on our website.

**Note:** If you are applying for more than one project (e.g., an individual and a group project), please fill out separate applications for each one. Applications are approved on a rolling basis; multiple applications by individuals will be approved if funding allows.