Novela Project Institute:
Living History of the San Luis Valley

Adams State College
Department of Extended Studies
ED 589
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Instructors: Sandra Santa Cruz, M.A.
Dennis Lopez, M.A.
Mario Castaneda, Ed.D.

Office: Community Partnerships Office
Adams State College
Alamosa, CO 81101

Office Hours: By appointment

Office Phone: Sandra Santa Cruz: (719) 587-8210
Dennis Lopez: (719) 588-3174

E-mail: Sandra Santa Cruz: ssantacruz@adams.edu
Dennis Lopez: dennislopez522@yahoo.com
Dr. Mario Castaneda: professor.castaneda@gmail.com

COURSE CREDIT
3 Credit Hours
Applicable for Recertification Credit

COURSE PREREQUISITES
Bachelor of Arts degree or Bachelor of Science degree

COURSE DESCRIPTION

The Novela Project Institute (NPI) is an intensive cultural immersion training which trains teachers to 1) guide students in a quest to recover personal heritage, 2) express that knowledge through creative and academic presentation, and 3) understand the importance of that heritage in relation to local, regional, national and global history.

The NPI curriculum applies effective, relevant and rigorous research-based instructional methodologies that ensure student learning and appreciation of the multicultural and multiethnic history of the local community. NPI curriculum incorporates higher level thinking skills and learning modalities to improve individualized and diversified learning. Students experience increased self-esteem and confidence through the discovery of personal connection to living history.

NPI is a Master Trainer of Trainers program that trains teachers to train their students to infuse local history into the classroom by conducting primary and secondary source research. Participants will explore 1) explore performance-based instructional methodologies, 2) application of Bloom's taxonomy and learning modalities, and 3) administration of performance-based assessment strategies.

The Novela Project Institute is a week-long learning institute beginning Monday morning, 8:00 a.m. and ending Friday afternoon, 4:00 p.m.

CURRICULAR RELATIONSHIPS

Colorado Performance-Based Standards for Teachers

Standard Three:	Knowledge of Standards and Assessments 3.2, 3.3, 3.4, 3.6, 3.8;
Standard Four:	Knowledge of Content 4.1, 4.2, 4.3;
Standard Five:	Knowledge of Classroom and Instructional Management 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9;
Standard Six:	Knowledge of Individualization of Instruction 6.1, 6.2, 6.3, 6.6;
Standard Seven:	Knowledge of Technology 7.1, 7.2, 7.5;
Standard Eight:	Democracy, Educational Governance and Careers in Teaching 8.2, 8.5.

COURSE OBJECTIVES - STUDENT LEARNING OUTCOMES

Participants will learn to:

- utilize performance-based instruction, learning and assessment;
- increase active engagement of the student with the subject matter;
- incorporate higher level thinking skills (Bloom's Taxonomy) and learning modalities into instruction to improve individualized and diversified learning;
- improve assessment scores by improving self-esteem and acquired higher level thinking skills;
- gather research data through traditional and field research strategies;
- conduct effective group and individual interviews;
- document the data collected through audio and visual recording;
- interrelate local history with regional, national and global historical events;
- assist students to discover personal connection to living history;
- develop greater appreciation for personal, family and community heritage;
- translate the data into performance-based expression.

CONTENT OUTLINE

- Day One: Introduction, syllabus review, current educational issues and student demographics, NPI philosophy, performance-based theory, interview exercise, cultural appreciation discussion, cultural competency assessment and review homework assignments (reading, listening, writing, presentation).

- Day Two: Local history presentation, Novela Project Chronology, Four Schools of Thought presentation, Novela Project interview techniques, data collection, translating data into performance-based expressions.

- Day Three: Cultural Immersion Experience: an all-day visit to the community of San Luis ("the oldest town in Colorado") to explore the local history, culture, traditions and cuisine. Activities include a visit to the Ft. Garland Museum, tour of San Luís and mission churches, the People's Ditch ("oldest adjudicated water rights in Colorado"), the San Luis Museum & Cultural Center and Stations of the Cross Shrine. Local residents talk about the *acequia* way of life. This special outing culminates with a dinner of traditional Hispanic cuisine and entertainment.

- Day Four: Debrief Cultural Immersion Experience, time to prepare performance assignment.

- Day Five: Presentation of performance assignment.

COURSE PROCEDURES AND POLICIES

COURSE READING AND LISTENING ASSIGNMENTS:
Life in Los Sauces. Salazar de Valdez, Olivama and Dolores Valdez de Pong. 2005.
Writing Ethnographic Fieldnotes. Emerson, Robert M. 1995.
Decolonizing the Mind: The Politics of Language in African Literature. Ngugi wa Thiong'o. 1986.
Tejidos Culturales Audio Series: Programs 1-13, Sara Parker.

COURSE ASSIGNMENTS (scoring rubrics provided):
Class participation (involves collegial and professional discussions)
Reading assignments (handouts provided)
Listening assignment (excerpts from Tejidos Culturales)
Writing assignments (reflection papers)
Chronology assignment (relationship between local, regional and national events)
Cultural Immersion Experience
Interview assignment (individual interview of a local resident)
Performance Activity (creative expression of data collected)

COURSE EVALUATION PROFILE

Class participation	20%
Homework assignments	20%
Cultural Immersion Experience	20%
Interview assignment	20%
Performance Activity	20%

COURSE GRADING POLICY

92% - 100%	A
81% - 91%	B
70% 0 80%	C
55% - 69%	D
Below 55%	F

COURSE ATTENDANCE POLICY

Because this course is a week-long institute and content material flows quickly from one topic to another, prompt and consistent attendance is required. Full-day attendance

and promptness each day is required. *Classroom exercises or the field experience cannot be made up.*

COURSE POLICY FOR STUDENTS WITH DISABILITIES

Adams State College recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class or travel to the field experience site, please contact the Novela Project Institute before the beginning of the course.

COURSE EVALUATION POLICY

All students will be evaluated according to the rubric provided for each assignment. Participants are expected to successfully complete the course requirements at a proficient level or above.

CAVEAT

This course focuses on the history and culture of the people of the San Luis Valley for instructional purposes, however, the NPI methodology can be applied, adapted and replicated for any other population, geography or target locale.

We will attempt to cover all topics on dates assigned; however, circumstances beyond the control of the instructor(s) may prevent all topics being covered on the dates they appear on the syllabus. All student work is due on dates assigned. Exceptions will be made only for extreme circumstances such as illness or death in the participant's immediate family.

EXPECTATIONS

a. All assignments must be typed and submitted to the instructor via both electronically and hard copy.
b. Participants are responsible for all reading and listening assignments regardless of whether the assignment is specifically discussed in class.
c. NPI strives to establish a climate of respect for all participants where ideas and opinions can be expressed freely and safely.
d. Cross-talk, side conversations and interruptions during classroom activities and discussion is strongly discouraged.