

Allegheny College/School Districts
High School Enrichment Programs*
Seminar Descriptions
2019-2020

*A Creating Landscapes Learning Satellite

Enrichment Program

Senior High Seminar Offerings 2019-2020

A) Improvisational Drawing	Brian Thummler	1 st	2 nd	3 rd
B) Water Color Painting	Mike Marley	1 st and	2 nd (double period)	
C) Creative Writing	Lora Zill	1 st	2 nd	3 rd
D) Short Story Writing and Illustration	Mike Marley			3 rd
E) Super Science	Dr. Shafiq Rahman			3 rd
F) Yoga Mindfulness and Relaxation	Hannah Cosdon	1 st &	2 nd (double period)	
G) Tai Chi	Karen Schrieber	1 st		
H) Character Development: how to make the most of a stage persona	Jess Sakal	1 st		
I). Improv Theater: How to create well-crafted performance on demand	Jess Sakal		2 nd	
J) Creating Theatre: Discovering the nuts and bolts of a well-rounded production	Jess Sakal			3 rd
K) Exploring Elements of Dance Composition	Gretchen Myers	1 st		
L) Voice Class (limit 8 per class-in chapel)	Vicki Jamison	1 st		
M) Yoga for Life	Karen Schreiber Mason			3 rd
N) Guerrilla Film Making	Shawn Washburn	1 st	2 nd	3 rd
O) Why be Good? An Ethical Dilemma	Wally Mason		2 nd	
P) The First Amendment and The Price of Free Speech	Wally Mason	1 st		
Q) Bridge	Barb Grzegorzewski	1 st	2 nd	3 rd
R) Jazz/Rock Improvisation	Jim Froman			3 rd
S) The Secrets of Languages and Linguistics (Languages 1)	Danuta Majchrowicz	1 st		
T) This Class Needs Taken (Languages 2)	Danuta Majchrowicz		2 nd	
U) Archeology	Danuta Majchrowicz			3 rd
V) Protest Music	Aimee Reash			3 rd
X) Sign Language	Bonnie Van Norte	1 st	2 nd	3 rd
Y) Conversation in the Digital Age	Wally Mason			3 rd
Z) Therapeutic Music Techniques	Cindy Legwaila			3 rd
AA) Examining Today's Political Climate Intergenerational (enrollment limited to 9 H.S. students)	David Miller			3 rd
CC) Great Minds Think....Differently	Ishita Sinah Roy	1 st		

DD)	Grow (Food) Meadville	Kerstin Ams	2 nd
EE)	Shhh! Listen! Intergenerational 9 high school students and 9 adult learners	Alec Chien	2 nd
GG)	Journey to Resilience: Designing Society for Well-Being	Lee Scardinaro	2 nd
HH)	Raise Your Voice!	Autumn Vogel	3 rd

Class Times

Period 1	9:00 am – 10:05 am
Period 2	10:15 am – 11:20 am
Lunch	11:30 am – 12:05 pm
Period 3	12:15 pm – 1:20 pm

Buildings

ALDEN - Alden Hall	MURR – Murray Hall
ARTER – Arter Hall	ODDF – Odd Fellows
DOAN – Doane Art Hall	QUIG – Quigley Hall
CARR – Carr Hall	VCCA – Vukovich Center
CC – Campus Center	
Lincoln Room and Treasure Room, Second floor of Reis Hall	

Seminar A: Improvisational Drawing
Instructor: Brian Thummler
Session Times: 1st or 2nd or 3rd
Grade Levels: 9th -12th

Goals and Objectives Statements:

While encouraging the freedom to pursue their personal interests, students will acquire an understanding of the elements of drawing. Equipped with this knowledge, students will become very confident, independent and creative in their work.

Assessment Procedures:

In maintaining a noncompetitive, nonjudgmental classroom-one that encourages self-expression-assessment will focus on the student's ability to recognize and appreciate what they like and dislike about their work.

Anticipated Class Assignments:

Students will be required to submit two completed drawings, plus related sketches and studies.

Seminar B: Water Color Painting
Instructor: Mike Marley
Session Times; 1ST and 2nd (Double Period)
Grade Level: 9-12

Goal and Objective:

Students in this class communicate limitless visual ideas and personal emotions with a wide range of water color painting materials and techniques, both known and those yet to be developed. The course involves focusing on the relation between one's emotions and visual imagery, as well as compositional design, drawing, and painting with water colors.

Assessment:

As a course with no wrong answers, the purpose is joy, the basis is freedom, and the result is growth.

Seminar C: Creative Writing: both Poetry and Prose
Instructor: Lora Zill
Session Times: 1st or 2nd or 3rd
Grade Levels: 9th – 12th

Our goal will be to explore and discover what we have to say through the writing process. Students who love to write in any genre will strengthen their skills and learn to make language choices in keeping with their artistic and rhetorical goals. Writing is an art that is worthy of our dedication and hard work.

We will discuss word choices, sensory language, enjambment, imagery, the music of words and lines, audience, and artistic and rhetorical goals. This class will benefit both the beginner and the seasoned veteran. Both prose and poetry are art forms worthy of our dedication and hard work.

This class will strengthen writing skills in preparation for the new SAT emphasis on writing and college freshman writing course requirements.

Objectives:

- **Through various writing exercises we will learn how to use the “meat and potatoes” of writing, including imagery, sensory language, and the sound and rhythm of words and lines. We will “write tight” and “show, not tell,” and hopefully, discover “voice.”**
- **We will learn to shape our writing for an audience--either ourselves or others--through sharing our work aloud for class input. (This will be encouraged but not required.)**
- **We will learn self-editing and critiquing skills and how to respond to oral readings. The instructor will share her own writing for student input and talk about the writing life, including the winding road to publication, handling rejection, and dealing with editors.**

Assessment Procedures:

Assessment will be based on completion of writing assignments and class participation through offering insights into the work of others and/or sharing one’s own work for input.

Seminar D: Short Story Writing and Illustrating
Instructor: Mike Marley
Session: 3rd Period
Grade Level: 9-12

Course Goal:

Students in this class explore the art of story-telling from dreams, life experiences, and ever expanding imaginations. We focus on clarity of the message in writing. We experiment with vocabulary, word rhythm, compositional simplicity, feeling good, and drawing and illustrating. We sample what has come before and move our stories and visual images to personally unique, new and satisfying places.

Assessment:

The purpose is joy, the basis is freedom, and the result is growth.

Seminar E: Super Science
Instructor: Dr. Shafiq Rahman
Session Times: 3rd Period (first semester only)
Grade Levels: 9-12 (first time participants only, no repeats)

Course Overview:

Students Will:

- 1) Understand scientific concepts through both short lectures and hands on laboratory work;**
- 2) Analyze the importance of radioactivity, fiber optics and super conductivity.**

This seminar will be offered during the first semester. The first three classes will look into different areas of science that have revolutionized the world: 1) radioactivity, (2) fiber optics and (3) superconductivity. In the first, students will learn about the principle behind many of the modern medical devices as well as the production of nuclear medicine and the atomic bomb. In the second, the students will learn about the nature of optical fibers and why it forms the backbone of our information society. In the third, the student will learn about superconductivity and the promise it holds to drastically increase the efficiency of our energy use. The next three classes will be devoted to understanding electricity (current, voltage, voltage dividers, Ohm's law, etc.) through building circuits and experimenting with them.

Each of the six classes will involve learning theoretical concepts as well as doing hands-on laboratory work.

This description above only covers the first six sessions. Topics for the remaining six sessions to be determined.

Seminar F: YOGA, MINDFULNESS and RELAXATION

Instructor: Hannah Cosdon, LCSW

Period: 1 and 2 COMBINED (This is a 2 hour class)

Grade Level: 9-12 graders, Limited to 15 students (No yoga experience necessary)

Each 2 hour-long class (with a break) involves exercises to develop basic yoga technique, along with core concepts of mind-body relaxation. Students will learn specific movement sequences to build strength, balance and flexibility, as well as resting poses and creative coping skills for inspiration and stress-management. The main prerequisite for this class is willingness to actively participate. Practicing yoga, meditation, and other forms of mindfulness, involves concentration and imagination as well as practical skills, stretching the mind along with the body. Students are encouraged to write or draw in class journals/sketchbooks, and invited to bring appropriate music to share. *Be prepared to have fun, to challenge yourself, and to consider healthier coping methods.*

Statement of Goals and Objectives:

a. To enhance strength, flexibility, body alignment, breath support, movement and meditation skills b. To gain practical understanding of yoga concepts and coping skills, such as mindfulness, tension release, balance, and flow, through various learning modes (movement games, art, writing, music)

c. To follow movement sequences, developing skills to create new poses and patterns d. To develop flexible personal goals, evaluating how yoga, meditation, visualization and other

tools can help us in various ways (how we take care of ourselves, how we manage thoughts and emotions, how we communicate and navigate relationships, and how we find fulfillment)

Assessment:

Students will be evaluated based on their demonstration of: *Motivation to Learn (asking questions, active listening, sharing ideas) *Effort and Improvement (willingness to try, taking input from others, stretching limits) *Respectful Participation in individual and group exercises *Written reflections during class (interactive journals/sketchbooks)

** Exercise clothing is required for ease of movement. Please remove shoes, jewelry, and gum before class.*

Seminar G: TAI CHI

Instructor: Karen Schreiber Mason

Session Times: Period 1

Grade Levels: High School

Course Overview:

Learn Tai Chi, an ancient Chinese martial art and moving meditation. Tai Chi encourages relaxation, stress reduction, balance and coordination, self-confidence and a sense of well being.

Students learn a Tai Chi “form,” synchronized movements described as actions (Parry Down and Punch) and nature (Stork Cools its Wings), as well as exercises of coordinated breath, visualization and movement to increase and improve energy.

No previous Tai Chi experience required. The movements and exercises are both easy and challenging, relaxing and energizing, an opportunity to learn something fun and different without sitting at a desk.

Seminar H: Character Development: how to make the most of a stage persona
Instructor: Jess Sakal
Session Times: 1st (enrollment limited to 10)
Grade Levels: 9th -12th

Course Overview:

Students will explore the variables of creating believable characters for live performance. This class will cover:

***finding all potential character details in a text,**

***learning how to create added depth by “filling in” unwritten details, *exploring varied physicality/movement to create a full picture,**

***becoming more comfortable portraying well-rounded characters both in scripted and improvisational exercises.**

Goals/Objectives:

Participating students will leave with a basic skill set for, and increased self-confidence in, the above studies. Also, they will have a greater awareness of its usefulness beyond the stage (critical thinking, empathy, personal connection, writing, storytelling, etc.).

Assessment Procedures:

Students will be assessed on their willingness

--to participate, to explore their full capabilities (both physical and emotional), &

--to create a safe, positive, collaborative space for their fellow classmates.

A minor portion of their assessment will include review of their written character notes.

Seminar I: Improv Theater: how to create well-crafted performances on demand
Instructor: Jess Sakal
Session Times: Period 2
Grade Levels: 9th – 12th (enrollment limited to 12)

Course Overview:

Students will develop their skills in creating characters, situations, & plot developments in the moment. Using improvisational games & physical/mental exercises, this class will cover:

- *establishing trust & comfortability with teammates,**
- *learning/strengthening improv & theatrical fundamentals,**
- *exploring various physicality & movement,**
- *becoming more comfortable portraying well-rounded, in-depth characters & story lines.**

Goals/Objectives:

Participating students will leave with a basic skill set & confidence in the above studies. They will also have an awareness of improv's usefulness beyond the stage (such as: public speaking, mental agility, problem-solving, collaboration, teambuilding, writing/storytelling, etc.).

Assessment Procedures:

Students will be assessed on their willingness

- to participate,**
- to explore their full capabilities (both physical and emotional), and**
- to create a safe, positive, collaborative space for their fellow classmates.**

Seminar J: Creating Theater: discovering the nuts & bolts of a well-rounded production
Instructor: Jess Sakal
Session Time: Period 3 (enrollment limited to 16 students)
Grade Levels: 9-12

Course Overview:

Using games, movement, & storytelling, students will work toward creating a complete “polished improv” theatrical piece. Students will explore some of the various details of producing live theatre to more fully develop their piece. This class will cover:

- *script work (including plot development & resolution),
- *character work (including physicality, movement, & blocking), *theoretical production aspects (designs, budgets, logistics)
- *becoming a better collaborator, including giving & receiving constructive feedback.

Goals/Objectives:

Participating students will leave with a basic understanding of crafting a collaborative performance. They will also have an awareness of theatre’s usefulness beyond the stage (self-confidence, public speaking, problem-solving, teamwork, critical thinking, etc.)

Assessment Procedures:

Students will be assessed on their willingness

- to participate,
- to explore their full capabilities (physical/emotional/analytical), and
- to create a safe positive, collaborative space for their fellow classmates.

Seminar K: Exploring Elements of Dance Composition
Instructor: Gretchen Myers
Session Time: 1st period
Grade Levels: 9th – 12th

Course Overview:

Overview – for students to explore elements of the creative process through movement and dance. The goal for the class is for students to 1) develop skills of communication through movement, and 2) explore space, time, energy, and form through movement. Upon completion of each unit, students will have the opportunity to discuss what they have learned and share this with each other.

Assessment:

Students will be assessed on their attendance, participation, growth, and attitude. Are they present and on-time? Do they participate in the exercises, processes, and discussions? Do they show increased skills in creativity and openness? Are they engaged and coachable?

Seminar L: Voice Class 1**Instructor: Vicki Jamison****Session Times: Period 1 or Period 2****Grade Levels: High School****Limit 8 students per class****Course Overview, Goals, Objectives, Expectations**

The focus of these classes will be solo performance. Students are expected to prepare and perform at least two times in solos of any style, unaccompanied or with recorded accompaniment. Following the performance, the instructor will offer vocal and presentational suggestions that the student will incorporate by performing portions of the piece again. The goal of this class is an understanding of the physical process of singing and building confidence in public presentation. A secondary goal is to develop good listening and observational skills as an audience member.

Assessment Procedures:

Prepare and sing a minimum of two songs for the class.

Willingness to accept suggestions and incorporate those suggestions

Exhibit good listening skills

Contribute to discussions regarding what is effective in each peer performance

Seminar M: YOGA for LIFE
Instructor: Karen Schreiber
Session Times: Period 3
Grade Levels: High School

Course Overview:

Learn and enjoy the calming practice of yoga postures, breath work and energy work to develop strength, balance and flexibility.

Explore the opportunities to use your yoga practices in your daily life to increase ease, relaxation, focus, energy and calmness and to release tension and stress.

No previous yoga experience required. Fun. Easy. Restorative.

Assessment Procedures:

Assessments based on student participation, interactions, responses and reflections and instructor observations.

Seminar N: Guerrilla Film Making
Instructor: Shawn Washburn
Session Time: 1st, 2nd or 3rd Period
Grade Level: 9-12 (no repeating students)

Course Overview:

Students enrolling in this course will be engaged in creating original short films. Guerrilla style film-making is a form of independent film production characterized by a small crew, quick scene shoots and use of readily available props and equipment. Viewing commercials, viral videos and class discussions about the uses of social media, will serve as inspiration during pre-production. Through a series of creative challenges, participants will familiarize themselves with the elements of movie making, learn to organize a shoot, frame a shot, edit, promote and present film.

The ability to create a film allows students to enter the world of visual media, emerging technologies and time-tested storytelling.

There is no formal evaluation. Instead students will be assessed on class participation, originality and the presentation of the final film production.

Seminar O: Why Be Good? An Ethical Dilemma
Instructor: Wally Mason
Session Times: 2nd
Grade Levels: 9-12

Course Overview:

Why be good? This is a question people (philosophers) have wrestled with for thousands of years. Is it OK to lie? If so when? Is it OK to cheat in school? Do we have a moral obligation to shop locally, recycle, take care of the poor, or give to charity? Are there instances when it is OK to steal? What makes life worth living? You will be encouraged to think about and analyze these questions.

By the end of this course you should be able to think critically and mindfully about everyday questions and how you live. You should also begin to develop a moral and ethical framework about online situations.

Assessment Procedures:

Students will be expected to participate in class through discussion. We will debate and discuss these moral questions and what they mean for successful living. Students will be asked to critically analyze different readings.

Seminar P: The First Amendment and Civil Disobedience
Instructor: Wally Mason
Session Times: 1st
Grade Levels: High School

Course Overview:

What exactly did the framers mean by freedom of speech in the First Amendment to the Constitution? We will discuss and debate this question as it pertains to new technologies today including the internet, social media, Facebook, and cyber bullying. Are there ethical limits to your free speech? What types of free speech are unprotected by the First Amendment? Where do we draw the line between free speech and hate speech?

The First Amendment allows individuals to peacefully assemble. Does the First Amendment guarantee the right to protest? This course will also focus on civil disobedience and civil rights. We will examine the philosophies of Henry David Thoreau, Mahatma Gandhi and Martin Luther King Jr.

Assessment:

Students will be expected to participate in class through discussion and debate issues pertaining to the First Amendment. Critically read, analyze and write about various documents including current events.

Seminar Q: Bridge (the card game)
Instructor: Barbara Grzegorzewski
Session Times: 1 or 2 or 3
Grade Levels: 9-12

Course Overview:

Students will learn how to play the popular game of bridge. They will learn how to bid, play, defend, score, and develop statistical and analytical skills. Bridge is a social, communication game with rules and is a challenging way for students to have fun while learning to focus and compete among one another.

Assessment:

Students will have informal quizzes on what they are learning. As they develop their skills in bidding, playing and defending and achieve success, students and instructors will recognize the progress.

Seminar R: Jazz/Rock Improvisation
Instructor: Jim Froman
Session Times: 3rd Period
Grade Levels: 9-12

Course Overview:

Students who already have some experience playing the guitar will learn how to play scales and become familiar with basic rock and jazz music theory.

The scales and music theory will be used to write guitar solos over a pre-existing harmonic structure (chord pattern) in a given key.

Assessment:

Grading will be determined on attitude and effort.

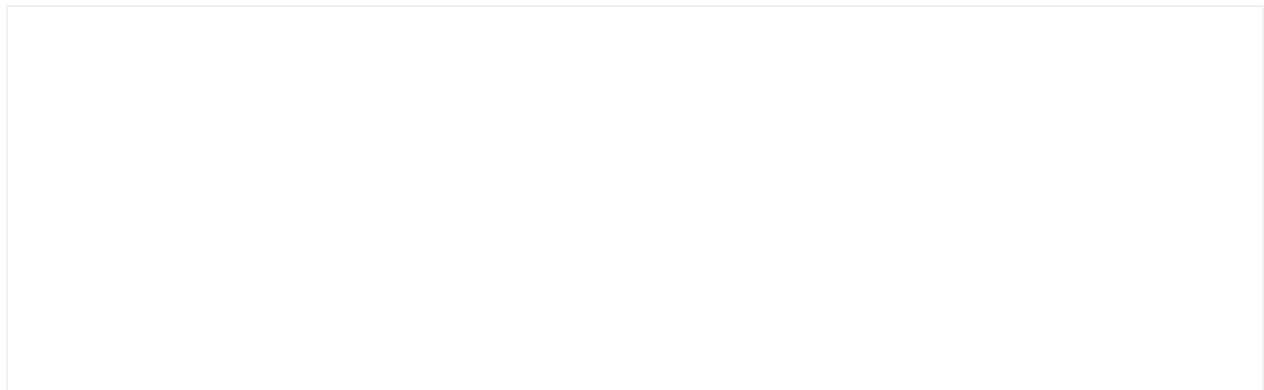
Seminar S: The Secrets of Language, Cultures and Linguistics (Languages 1)
Instructor: Danuta Majchrowicz
Session Times: Period 1
Grade Levels: High School Students only

Course Overview:

- Do you wear “tennis shoes”, “running shoes” or “sneakers”? What’s wrong with this phrase: “The coffee silver French small antique dirty spoon”? Why do most native English speakers in the US pronounce “twenty” as “twenny” and “butter” as “buder”, but don’t pronounce “button” as “budon”? Why do most native speakers of French pronounce “th” as “z”? If Chinese verbs don’t have tenses, how is the past indicated or how are ongoing actions indicated? How much does your language shape the way you perceive the world, act and interact with others? Why are swear words considered taboo but other words are perfectly acceptable in describing the same object or event? How is the language of the hearing impaired different from spoken language?
- Learn the answers to these questions, and other topics related to languages and linguistics. Students will cover basic topics in languages and linguistics during the first semester and choose among selected topics for the second semester. International and/or intercultural guest speakers will visit the class and share their language and/or cultural backgrounds. Some work between sessions can be expected.

Assessment Procedures:

Assessment is based on a student’s engagement. Engagement is gauged through class participation and through notes taken in class. Students class notes will reflect their observations, comments and questions regarding the subjects discussed in class. Some work between sessions can be expected.



Seminar T: This Class Needs Taken!!! (Languages 2)
Instructor: Danuta Majchrowicz
Session Times: 2nd Period
Grade Levels: High School Students only

Course Overview:

This class explores how human language evolved. We will study the following topics, using English as our sample language:

- **How is human language different from other animal communication?**
- **Was there one original human language?**
- **What cultures and languages influenced the development of English?**
- **What needs clarified about the Western PA dialect?**
- **Why are jokes/slang/insults in British/Australian/South African/Irish English often incomprehensible to Americans?**
- **How has English changed with more speakers of English-as-a-Second-Language than native speakers of English?**
- **What influence has social media had on changing “correct” English usage?**
- **Do multi-lingual people learn, remember and forget languages differently than mono-linguals?**
- **Some class periods will be devoted to topics chosen by students.**

Assessment Procedures:

Assessment is based on a student’s engagement. Engagement is gauged through class participation and through notes taken in class. Students’ class notes will reflect their observations, comments and questions regarding the subjects discussed in class. Some work between sessions will be expected.

--

Seminar U: Anthropology is not the study of bugs.
Instructor: Danuta Majchrowicz
Session Times: 3rd Period
Grade Levels: High School only, class is limited to 14 students

Course Overview

Get a grasp on what makes us tick as human through field trips to Greendale Cemetery, Baldwin Reynolds Mansion, and the Stereoscopic Museum in Meadville. You'll learn about: 1) Archeology: by comparing burial practices of semi-ancient peoples 2) Linguistics: by analyzing language/culture change through 200 years of burial inscriptions and recipes 3) physical anthropology: by comparing the causes of death in native and immigrant populations 4) cultural anthropology: by tracing the cultural impact of currency and technology in 19th and 20th century urban life and leisure (e.g.c how jello became a status symbol). This is studying *Anthropology!!!* A very cool way to analyze human society and understand what makes us tick. *NB: The field trips will start during lunch: students will bring a bag lunch on these days.*

Assessment is based on a student's engagement. Engagement is gauged through class participation and through notes taken in class. Students' class notes will reflect their observations, comments and questions regarding the subjects discussed in class. Some work between sessions can be expected.

Seminar V : Protest Music in the United States
Instructor: Aimee Reash
Session Time: 3rd Period
Grade Levels: 9th-12th

Course Overview:

We live in a nation with free speech, and many musicians have exercised that right in their music. America has had a long tradition of protest music and this class will introduce students to the genre. We will begin in the late 1700's with slavery music and end with punk and hip-hop from 2008.

Objectives:

- **Learn about music that has served as a catalyst for social change**
- **Discuss how these songs are in harmony with our Constitution's First Amendment**
- **Introduce students to a variety of different genres and musical styles that all have a common thread --- the right to protest**

Assessment:

- **Participation, attendance, and attitude**
- **Assignments**

Seminar X: Sign Language Class
Instructor: Bonne Van Nort
Session Times: 1 or 2 or 3
Grade Levels- 9 - 12

Course Overview:

American Sign Language (ASL) is the fourth most used language in the United States. ASL is a complete, complex language that employs signs with hand movements, facial expressions, body/head movements and fingerspelling. ASL has a rich history, and is the first language of many Deaf people in the US.

Students will discover what sign language is and who uses it. Students will learn to communicate by using our hands. When we add facial expressions and body language, you have a conversation. In this course, you will discover how to use this beautiful, expressive language to communicate with deaf people of all ages. Not only will this class promote signing skills, but also a greater understanding of Deaf Culture through interaction with Deaf and Hard of Hearing people.

We will have an introduction to the language itself, learn numbers, the alphabet and fingerspell names. We will then move on to family, foods, holidays, animals, emergencies, sports, everyday phrases and more. Students will learn to sign complete sentences, introduce themselves without speaking, learn the "slang" in sign language. Students will incorporate body language and facial expressions into this language. We will also have times where we will be immersed in silence, enabling the student to have a greater understanding of what a Deaf person "hears". On the last day of the course, I will bring in Deaf and Hard of Hearing individuals into the classroom to converse with the students. Upon completion of the ASL class, students will be able to carry on a conversation with Deaf and Hard of Hearing individuals.

Seminar Z: Therapeutic Music Techniques I
Instructor: Cindy Legwaila
Times: Periods 3
Grade Levels: 9-12

Course Overview:

Through self-exploration, students will learn therapeutic music techniques for self expression, stress management, motivation and creating community. This class will include lyric and musical analysis of current recorded songs as well as individual and group songwriting exercises. Students will explore self expression through creating and leading body percussion, voice, hand drumming and small percussion in drum circle experiences. Students will also learn to use recorded music for relaxation and imagery.

Goals: Students will learn ways to use music for self expression, stress management, motivation, and community building.

Objectives:

- 1) Students will create a list of recorded songs and/or lyrics that motivate, sooth and encourage them.**
- 2) Students will create their own lyrics in several different songwriting experiences. about suggested topics.**
- 3) Students will participate in and lead community music experiences through drum circles**
- 4) Student will learn why and how music affects the body & mind and is used in music therapy with various populations**

Assessment Procedures:

- *Willingness to explore self & share with teacher and/or peers**
- *Respect of peers through listening and positive feedback**
- *Written list or playlist of songs for stress management & motivation, relaxation and self exploration**
- *Completed songwriting and music & art projects.**
- *Active involvement in all music experiences & discussions**

Seminar AA: Examining Today’s Political Climate
An intergenerational class – enrollment limited to 9 high school students

Instructor: David Miller

Session Times: 3rd Period

Grade Levels: 9-12.

Course Overview:

White supremacy, environmental devastation, rampant anxiety and loneliness.

In order to address our contemporary situation, we need to understand the rise of neoliberalism over the past four decades. This class introduces neoliberalism by exploring its histories and philosophies, as well as its cultural, political and economic implications. We also consider how we move beyond neoliberalism to create a more egalitarian and sustainable world. Outside readings will be required.

Seminar: CC : **Great Minds Think Differently**
Instructor : **Ishita Sinha Roy**
Session Times : **09:00-10:05am**
Grade Levels : **Middle and High School**

Course Overview:

We've all heard the saying, "Great minds think alike." This course challenges that adage with cases of stand-apart thinking and the need for a diversity of perspectives at a time when social media engines, shopping sites, and even your cable box, recommends what you should read, buy, or see. When conformity is the dominant mod in the culture, what can challenging the majority provide? The class is interactive and requires curious minds to explore the cases we bring to the table.

Assessment:

Regular attendance and participation in the course sessions.

Seminar DD: Grow (Food) Meadville
Instructor: Kerstin Ams
Session Times: 2nd period
Grade Levels: 9-12

Course Overview:

Students will learn how and why small-scale farmers use specific practices to grow fruits and vegetables by trying it out in Allegheny's Carr Hall Garden and student gardens. This course will follow the seasons: harvesting in the fall, preserving and cooking food in the winter, planning and learning in the early spring, and planting as the school year ends. We will also discuss the context of small-scale farming in our local and national food systems.

Goals:

- **Students gain practical skills and knowledge to grow fruits and vegetables**
- **Students understand benefits and challenges of local and national food systems**

Expectations:

- **Students will attend class and participate in both discussions and hands-on activities**

Assessment:

Students will be evaluated based on participation, attentiveness to learning new skills, and short quizzes.

Students will be evaluated on their engagement and participation in class, and their final presentation and reflection paper

Seminar EE: Shhh! Listen!

Teacher: Alec Chien

Time of class: 1st period

Grades: 9-12

Brief Description:

We all want to be heard, to belong and to be valued. Yet, many are not. One of the cruelest treatments of humanity by humanity is negligence. We don't give dignity to people, we affirm it. The first step is to cultivate a heart that wants to listen, first to others, then, to ourselves. This gathering will investigate into specific passages from great masterpieces of the classical music world by focusing on specific musical elements found in vintage compositions by Beethoven, Brahms, Bach and many others. By that, the discussions in class will branch off to how applicable this listening skill is in life, your life, my life. We will learn together. We will listen together.

Seminar GG: Journey to Resilience: Designing Society for Well-Being

Instructor: Lee Scandinaro

Session Times: Period 2

Grade Levels: All

Course Overview:

Each class is designed for students to understand and explore what a society designed for well-being might look like. To lay a ground work for this concept, first semester will cover the basic neurological science behind trauma and resilience and what this looks like in everyday life experiences.

Second semester will move into the cultural and societal conditions which lead towards a society designed for well-being. Students are encouraged to implement concepts they come up with, based on their own life experiences, in their schools and communities.

Students Will:

- 1. Begin to understand brain development as it relates to trauma and resilience**
- 2. Learn to analyze cultural concepts regarding place, inequality, and violence as they relate to a society designed for well-being.**

Assessment:

Students are expected to participate in class through discussion and journal reflection. They are also expected to conduct a series of interviews with their peers outside of class. Students will be assessed based on the completion of these interviews as well as their analysis of the interviews.

Seminar HH: Raise Your Voice!

Instructor: Autumn Vogel

Session Times: 3

Grade Levels: All

Course Overview

Public speaking is terrifying.

But what if it wasn't?

This course will be a journey for all involved. Together, we will hone our skills and become comfortable in our own skin, speaking in front of an audience and establishing a presence. We will learn together what makes compelling public addresses. Most importantly, we will learn how to express ourselves and how to be heard. We all have a voice. In this class, we will find it.

Goals/Objectives

The intent of this class is to embark on a shared learning journey to improve our public speaking. Throughout our six weeks together, students will:

- Learn public speaking best practices
- Apply best practices to their own public speaking
- Engage in self-assessment
- Identify what matters to them
- Learn how to craft compelling points
- Learn how to effectively communicate

Student Assessment

Student success will be assessed by:

- Students' willingness to engage in discussion and class activities and ask questions
- Students' willingness to engage in self-reflection and self-assessment
- Students' self-assessment

EXPECTED STUDENT BEHAVIOR
Senior High Gifted/Talented Program
2019-2020

Dear Student,

We appreciate your participation in the Senior High School Gifted and Talented Program. Although this program is implemented at Allegheny College, it is an extension of the home school district curriculum. Therefore, students who participate in this program are subject to the rules and regulations just as if they were at the home school.

1. DO NOT switch seminars unless instructed to do so by an instructor, guidance counselor, or district coordinator. To the best of everyone's ability, you have been placed in seminars of your choice. We hope that you will find them to be interesting, meaningful, and educational. These seminars are designed to have ten to twenty students in attendance.
2. Attendance is critical since seminars consist of only twelve sessions. Missing three sessions indicates that you have lost interest and contact with the objectives of the seminar. If you miss three seminar sessions, you may be dropped from the program.
3. Students must maintain good grades to remain in the program. If you do not have a GIEP and earn a D or F in any class on your report card, you will be removed from the program for the duration of the year. If you have a GIEP and receive a D or F on your report card, your parents will be contacted to discuss your attendance.
4. You are expected to be prepared, contribute, experience, and learn as much as possible while enjoying your seminar time. Many seminars will have some form of independent or group study or work activity on campus. Your conduct is a reflection of your school and community and a high level of personal responsibility, standard of behavior and representation is expected.
5. School district policy applies to all students who participate in the seminars. This includes the time students are traveling to and from the seminars, at the seminar facilities, and during the seminars. Students who conduct themselves inappropriately will be disciplined in accordance with your home school's discipline policy. Instructors are not expected to tolerate disciplinary or academic problems. Should problems arise, they will promptly be referred to the respective district coordinator for appropriate resolution.
6. Students are expected to ride on district provided transportation unless the parents have made special arrangements in advance and your school principal and guidance counselor have granted approval. Documentation of approval must also be given to the project coordinator.
7. Students must remain on campus at the designated seminar/lunch area at all times.
8. Know your schedule, seminar location(s) and be prompt. Classes begin promptly at 9:00, 10:15 and 12:15.

Name: _____

Signature: _____ Date: _____

Media Release Consent Form
Allegheny College
Office of Public Affairs
Allegheny College
520 North Main Street
Meadville, PA 16335

Student Name: _____

School Location: _____

Dear Parent of Guardian:

Allegheny College periodically receives requests for newspapers, magazines, and television and radio stations for stories concerning school-related activities. Often, such requests include permission for students' names and/or pictures to be used as a part of a news account or a feature story.

In order to ensure that we have your permission to

release your child's name and/or picture to the media, the College needs your written consent. Please indicate below whether or not you will consent to the release of your child's name and/or picture for the purposes stated above and return this form to your child's teacher.

_____ I grant permission for my child's name and /or picture to be used in newspaper, magazine, television and/or radio coverage and stories concerning school-related activities at **Allegheny College**.

_____ I further agree to hold the College and its Board of Trustees, employees and agents, harmless should I have any claim regarding the use of my child's name and/or picture in any type of news coverage stories.

_____ I do not grant permission for the release of my child's name or picture for the reasons stated above. I understand that this will prevent my child from receiving recognition for accomplishments through the channels described.

.....
By agreeing to the above I also grant permission to the Secondary Gifted & Talented Program associates to use video or pictures of my child, named above in articles, brochures, newsletters, newspapers or other media describing the specific program in which my child participates. The programs may include any of the following: Arts Immersion and Exploration, Allegheny College, Crawford Central School District, Conneaut School District, PENNCREST School District. I understand that the articles or productions will also be used by the program staff to describe the program to other parents and professionals.

Parent or Guardian's Name

Parent or Guardian's Address

Important Links

Registration Booklet with Course Descriptions:

On-Line Registration Form:

