

Registration Form

Name (last, first, middle): _____

Teaching field and level: _____

School: _____

School district: _____

Work phone: _____ () _____

Cell phone: _____ () _____

Email address: _____

Best way to contact you: _____

Name of seminar(s) desired: _____

Reason for interest in this seminar:

Teacher's signature: _____

Date: _____

Registration Information

1. Complete the online application form: messiah.edu/schools/humanities/center/program/reg-form.html.

If you prefer, complete the application form in the brochure and mail to the address listed below.

2. A confirmation email will be sent to you upon receipt of your application form.

3. Should you have any questions or need further information, please contact:

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The Center for Public Humanities

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11-1912



What is Teachers as Scholars?

Teachers as Scholars is an innovative program of professional development that brings together college faculty and secondary school teachers. Through this humanities-based program, secondary school teachers in history/social studies, English/language arts/communication arts and world languages/cultures departments participate with humanities professors in seminars that connect them to the world of scholarship—a major reason that they became teachers in the first place. Unlike most in-service programs that emphasize pedagogy or professional issues, the Teachers as Scholars seminars focus specifically on the latest disciplinary content available in various humanities fields of learning. Teachers are brought together from urban, suburban and rural districts to interact with one another as scholars, studying the subject matter they love to teach and searching for new insights and approaches found in the most recent research.

Eligibility and Professional Development Credit

Secondary school teachers from a pool of regional school districts are invited to participate in the Teachers as Scholars seminar program. Some of the participants from last year's seminars represented schools from these districts: Camp Hill, Carlisle, Cumberland Valley, Juniata, East Pennsboro, Eastern Lancaster County, Gettysburg, Greencastle-Antrim, Lower Dauphin, Mechanicsburg, Northern York, SciTech Harrisburg, South Western, Waynesboro and West Shore. All participants can receive ten (10 hours) of Act 48 Professional Development credits, which has been approved by the Pennsylvania Department of Education.

Location of the Seminars

In collaboration with your school district administration, we have scheduled summer seminars to maximize the availability for teachers outside the academic year (with an hour break for a provided lunch). All seminars take place in Ernest L. Boyer Hall and are limited to 16 participants.



SCHOOL OF THE HUMANITIES

Teachers as Scholars

S U M M E R S E M I N A R S

JUNE 18-22, 2012



the
CENTER for
PUBLIC HUMANITIES

messiah.edu/schools/humanities/center/program/public.html

Features

- Five 2-day seminars to choose from
- Three classrooms used throughout the event
- Lunches at Lottie Nelson Dining Hall during the midday break
- 10 hours of ACT 48 Professional Development Credit
- Seminars are free of charge, including lunch and light refreshments.

Schedule

Monday, June 18 and Wednesday June 20

Seminar I: Using Technology's Effects on Youth Culture and Communication to Transform the Classroom

Professor Nance McCown
9 a.m.–3 p.m. | Boyer Hall 222

Seminar II: The Many Cultures of Islam

Professor Sharon Baker
9 a.m.–3 p.m. | Boyer Hall 322

Tuesday, June 19 and Thursday, June 21

Seminar III: Writing as a Creative Pedagogy in the PSSA Era

Professor Helen Walker
9 a.m.–3 p.m. | Boyer Hall 222

Seminar IV: Logic and Persuasive Argument

Professor David Schenk
9 a.m.–3 p.m. | Boyer Hall 322

Wednesday, June 20 and Friday, June 22

Seminar V: Taming Indiana Jones: How to Teach Archaeology in and out of the Classroom

Professor David Pettegrew
9 a.m.–3 p.m. | Boyer Hall 422
& Stouffer Farm

Seminar I: Using Technology's Effects on Youth Culture and Communication to Transform the Classroom



Professor Nance McCown,
Department of Communication

**Monday, June 18
and Wednesday, June 20**

It is no secret that technology-based communication—texting, Facebook, Twitter, YouTube—has its share of negative effects on youth culture and communication,

not least the foreshortening of reading, writing and critical thinking abilities. In this seminar we will explore these effects through presentations, articles and social media, and then discover ways to flip them into positives for enhancing classroom culture and communication. Collaborative brainstorming and exercises will offer participants the opportunity to develop content-specific ideas for capturing student attention through the principles they themselves employ every day in their own generation's communication preferences. Teachers then can use those principles to enhance student engagement with course subject matter and applications. *Recommended for teachers in all humanities areas: history-social studies, English (literature and writing), world languages and all other fields of communication and cultural study.*

Seminar II: The Many Cultures of Islam



Professor Sharon Baker, Department of
Biblical and Religious Studies

**Monday June 18
and Wednesday June 20**

In our global age, teachers need to be conversant in world cultures, including the ways in which world religions intersect with cultures around the world. This educational

imperative is nowhere more apparent than when Islam is the topic of study. The world of Islam is not a uniform cultural unit any more than Christianity or any other world religion, yet it is often imagined by Americans as only an Arab religion. This seminar will equip teachers to provide students with knowledge about the many cultural expressions of Islam around the world. Islamic religious beliefs and values will be studied comparatively within the settings of Arab, American,

Sub-Saharan and Indonesian cultures. Specific focus will be given to the intersections of religion and culture in the areas of customs, clothing, violence, and women's lives. *Recommended for teachers in history-social studies, world literature, American Studies, world languages, and all other fields of cultural study.*

Seminar III: Writing as a Creative Pedagogy in the PSSA Era



Professor Helen Walker,
Department of English

**Tuesday June 19
and Thursday June 21**

The July 2010 issue of Newsweek documented the worrisome Creativity Crisis of the past decade, in which the ability of American children to think creatively has

been in steep decline. This has profound social and economic implications for our nation's future as it faces the pressing need for creative leadership to solve the vast and complex problems facing us. It therefore also has profound implications for how we educate today's children for tomorrow. Teachers, however, are caught between demands to teach both for testing as well as for developing critical and creative thinkers, readers and writers. This seminar will explore a powerful tool available to us for nurturing both creativity and critical thinking skills: writing. Based on the most recent research, we will experiment with and then consider together how the rich resources of expository, creative and reflective writing can develop what our students need both as lifelong learners as well as test takers. Participating teachers will benefit from writing theory and practice, supplementary readings and a new network of colleagues. *Recommended for teachers of writing and all other humanities fields using writing as a method of student learning.*

Seminar IV: Logic and Persuasive Argument



Professor David Schenk,
Department of Philosophy

**Tuesday June 19
and Thursday June 21**

Have you ever worked with students to develop a cogent, persuasive thesis that is supported by logical analysis and argument? And have you ever been frustrated with the results? Then this seminar

is for you! We shall consider the development of higher order thinking in students through the use of the logic of persuasion and argumentation. Using both formal and informal logic, we shall study how to identify fallacies through structural analysis of arguments with a view to helping students develop sound reasoning techniques. Whether your students learn through thesis writing, persuasive speeches or through class debates, they all make arguments that would benefit from a sound understanding of logical reasoning. *Recommended for teachers of writing, speech, communication and all other fields using reasoning methods as a means of student learning. Also recommended for faculty coaches of debate or speech clubs.*

Seminar V: Taming Indiana Jones: How to Teach Archaeology in and out of the Classroom



Professor David Pettegrew,
Department of History

**Wednesday June 20
and Friday June 22**

Grab the fedora, bring the bullwhip! In this workshop, we will examine the nature of archaeology today and consider tools for effectively teaching archaeology in

the classroom. We will begin on the first day with a general discussion of archaeology, its popular conception, principal methods and resources for instruction. We will then move on the second day to the Stouffer Farm site south of Dillsburg where we will conduct a series of exercises in real archaeology (see www.stoufferfarm.wordpress.com): establishing a grid, surveying, excavating and measuring. This mix of traditional seminar content and field work will provide participants with a range of pedagogical tools for using archaeology in teachers' courses, while also exploring Indiana Jones, who is the popular image of archaeology today. *Recommended for teachers in history-social studies, western literature, American studies,*

