Archival Theory and Method in Performance Studies: The Downtown Collection
Assistant Professor Tavia Nyong’o
Department of Performance Studies, TSOA

This research seminar will introduce a group of graduate and advanced undergraduate students to the theory and practice of archival research, at a unique NYU resource: the Downtown Collection of the Fales Library. Through an immersion in a collection that documents the extraordinary range of art, culture, and live performance in lower Manhattan from the 1970s to the present, the students will learn the range of materials that are archived, how to access and handle them, and how to conceptualize and execute a research project using these sources. The course will develop critical thinking about issues of documentation for the live arts in an era of new media and digital technology. Students will engage critically with new media technologies and the ways in which they are transforming how archives are created, accessed, and used. They will also obtain a grounding in traditional archival techniques and materials, getting the best of both worlds. By engaging downtown Manhattan as a learning community, the course will give students a richer sense of the artistic heritage of their campus neighborhood.

Computerized Analysis of Language Transcripts
Assistant Professor Christina Reuterskiöld-Wagner
Department of Speech and Language Pathology and Audiology, ED

The purpose of this project is to expose students in Speech and Language Pathology and Audiology to technology-based methods for transcription and analysis of language samples. A new course will be designed that will focus on two aspects of technology: the use of digitalized image and sound for transcription of language samples and the use of a computerized method for analyzing language samples collected during spontaneous speech. These methods represent the state of the art in Speech and Language Pathology and are important to offer as part of the curriculum for students in a research-oriented university.

The Digital Revolution in the Classroom: Conversion of Multimedia Forms for Interactive Interdisciplinary Courses
Donald White, Instructor
GALLATIN

The objective of this project is to innovate ways to adapt past multimedia forms used in the classroom to the next phase of the multimedia digital technological revolution. While the use of multimedia engages students with immediacy to think creatively about and to solve problems analytically in collaboration with one another and the instructor, the presentation of full-scale media courses has also met serious challenges of preparation and implementation, especially in conventional or partially upgraded classrooms. The scope of the project is to digitalize the multimedia resources used in five interdisciplinary courses at the Gallatin School. The diverse range of media formats, including slides, films, recordings for 78 rpm to 33 ⅓ rpm turntables,
video cassettes, audio cassettes, CDs, DVDs, and the Internet can be unified in custom digital formats. The strengths of the project are its promotion of interactive teaching of interdisciplinary courses and demonstration of the most effective methods of digital conversion for other courses. The outcomes of the project could be useful to any instructor interested in the efficient, productive, and enlightening use of media in the classroom, and could serve as a model for further curricular development.

**The General Studies Program: Media Matrix**
Adjunct Assistant Professor Lucy Appert
Nancy Reale, Master Teacher of Humanities
Robert Squillace, Master Teacher of Humanities
General Studies Program, SCPS

The creators and developers of the General Studies Program *Media Matrix*, a closed website designed to meet the specific needs of GSP’s Cultural Foundations faculty, is requesting funding for equipment necessary for faculty training. The *Media Matrix* is a complex online tool that delivers to both faculty and students materials needed for the freshman Cultural Foundations sequence, especially as pertains to the music and visual art components of the curriculum. Because of the innovative nature of the project, faculty must receive preliminary and ongoing training regarding its use, and it is our hope that we will be able to provide such training in the most efficient and convenient manner possible. We therefore seek funds for a “SmartBoard” projection screen that can be utilized in our conference room for these ongoing training sessions.

**LOCAL: Laboratory of Community Cultural Development**
Associate Professor Jan Cohen-Cruz
Department of Drama, TSOA
Rosemary Quinn
Director, Experimental Theatre Wing, TSOA

The Laboratory of Community Cultural Development (LOCAL) will engage students, faculty, and community members in a two-semester collaborative inquiry featuring community-based research and the creation of a play. Goals are to help the host community identify and pursue policy solutions to a significant issue that it is facing; to provide students with an activist theater experience; to further curriculum development in community cultural development; and to contribute to the field’s vigorous national and international dialogue. In the first semester, students will be guided by a team of artists and scholars in a method of collaborative inquiry to uncover concerns in a selected community adjacent to NYU. In the second semester, a team of artists will facilitate students’ and community members’ collective efforts to shape our discoveries into a play. An advisory council composed of community members, students, faculty, and a policy expert will guide the project from inception through policy implementation. LOCAL will expand on lessons learned three years ago when we undertook The Garden Project, a collaboration between TSOA students, a team of artists and scholars, and community gardeners from four boroughs advocating for the protection of urban green spaces.
A New Prospect of Teaching Chinese
Xiaoxiao Jiao, Senior Lecturer
Department of East Asian Studies, FAS

This project is a comprehensive effort to apply a computer-assisted pedagogical approach to solve the problems in teaching beginning-level Chinese that are caused by traditional approaches. It attempts to improve the design of the existing courses and enhance the efficiency of teaching the language at NYU. As an innovative trial, this approach was first carried out on a small scale a few semesters ago. The rapid progress the students made and the positive feedback we received show that this method can greatly reduce the difficulties in teaching Chinese, especially at the beginner level, and accelerate the whole learning process. In order to benefit more students, we wish to expand the experiment on a larger scale and in a more systematic way. The project includes two parts: 1) using computer technology as a supplementary tool in classroom instruction from elementary I level onwards; and 2) compiling new teaching materials and developing a multimedia CD-ROM for students to ensure the best results of this approach. The classroom instruction will provide sufficient listening and speaking training and expose students to as many Chinese characters and reading texts as possible. Besides teaching handwriting characters, it will teach students how to type characters and read texts with Chinese software. I will collaborate with two other Chinese lecturers at NYU to compile the teaching materials and the CD-ROM because this requires tremendous work. The joint forces of using Chinese software, the computer-based new teaching materials, and the CD-ROM will create a more efficient, interactive, and systematic learning environment. It will enable students to 1) easily convert their oral expressions into words even when their vocabulary is limited; 2) effectively link the pronunciation of a word with its written form; 3) learn more characters within the same amount of time; 4) read more texts with the help of online bilingual e-dictionaries; and 5) have more exposure to authentic texts even at the beginner level. The project would eventually open up a new channel to teach Chinese.

The Shakespeare Initiative: Unlocking the Bard with Teachers and Students
Joe Salvatore, Teacher
Department of Music and Performing Arts Professions, ED

The Shakespeare Initiative is a project that proposes to unite the Program in Educational Theatre’s curricular offerings in Shakespeare into one cohesive approach to training pre-service and in-service teachers and teaching artists. Currently the Program in Educational Theatre offers three separate experiences where students receive exposure to Shakespeare’s works. The first experience is through courses like Shakespeare’s Theatre, in which students study Shakespeare’s dramaturgy and his plays. The second experience is through participating in the program’s school outreach program, Shakespeare to Go, in which a company of students adapt and perform 45-minute versions of Shakespeare’s plays. The third experience is the program’s summer youth performance project, Looking for Shakespeare. This project draws young people from throughout the metropolitan area to historic Provincetown Playhouse, and in conjunction with a group of NYU graduate students and a professional production team, the ensemble creates and performs an original adaptation of a play by Shakespeare. The main focus of the Shakespeare Initiative will be to create a Shakespeare Youth Ensemble composed of middle-school and high-school students from throughout the city that will meet and work throughout the fall and spring
semesters. NYU students will have the opportunity to work with this youth ensemble as part of their coursework in the *Shakespeare’s Theatre* courses, thus strengthening and expanding the program’s ability to train teachers to teach and produce Shakespeare’s plays.

**Writing Consultants Program**

Dr. Andrea McKenzie  
Director of Writing in the Disciplines  
Expository Writing Program, CAS

The College of Arts and Science and the Expository Writing Program (EWP) established their *Writing in the Disciplines (WID)* initiative in 2002 to extend undergraduates’ writing and critical thinking skills beyond their foundational first-year writing course. One of the significant efforts of the *WID* initiative is collaborating with professors to redesign course curricula and assignments, and working with the professors’ students, individually and in peer groups, on course assignments. We do not, however, currently have the resources to extend this work. Our objective is to establish a *Writing Consultants Program*, training a small core of EWP faculty in pedagogical strategies specific to *Writing in the Disciplines*, and to use them as consultants to collaborate with professors to improve writing in specific courses. Consultants would collaborate with the professor to design assignments, recommend instructional techniques, and hold student workshops and conferences for specific assignments. Establishing a *Writing Consultants Program* at New York University would enable EWP and CAS to expand their already-established work of raising the level of undergraduates’ writing and critical thinking skills to a broader audience.