Flex Course Request

College: EHE

Course Bulletin Listing: EDU T&L - EDUCATION: TEACHING & LEARNING

Course Prefix: -
Course Number: 872
Generic course or decimal subdivision?

Full Course Title: Approaches to Integrated Curriculum in Pre K-12 Classrooms

Level: Undergraduate
Graduate

Credit Hours: 3

Proposed Effective Year: 12
Proposed Effective Term: Spring Quarter

Previous term(s) of offering and enrollment

Flexibly Scheduled/Off-Campus/Workshop Course Information

Course Description: Critical review and application of theories, research, and practices related to integrated curriculum approaches in early childhood, elementary and middle school classrooms.

Offering Pattern: This year Every other year

GEC Course

General Course Information Statement

Offered in Distance Learning Format?
Service Learning?

Date Range(s): 3/10-5/3/2012
Complete this section for courses offered for less than term length or Workshops

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**General Information**

- Hours of out-of-class preparation: 96
- Total class meeting hours: 26
- Length of each class: 3

Off-campus offering?
State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university

This course is contracted through the office of Outreach and Engagement in the College of Education for the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

**Course Contact Information**

**Faculty Name**  Mindi Rhoades

**Faculty Email**  mrhoades@ehe.osu.edu

**Contact Name**  Sarah McNeill

**Contact Dept**  EDUTL

**Contact Email**  mcneill.27@osu.edu

**Contact Phone**  2-2476
Contemporary Art at the Center of Interdisciplinary Collaboration and Project-Based Learning

Wexner Center for the Arts, The Ohio State University
College of Education and Human Ecology
Department of Outreach and Engagement
Spring Quarter 2012
EDUTL 872
3 Credit Hours

Times and Locations:
Our meeting times and locations will vary. See the course Topical Outline below.

This course will explore the arts as products of collaboration amongst a range of disciplines. Using film, theatre, sculpture, dance, and architecture among other modes of expression and communication, we will investigate parallels between the creation of art and classroom, project-based learning. This course will touch on all of the academic disciplines in a broad sense and will feature the language arts, social/global studies, mathematics, kinesthetic learning, environmental studies, and, of course, the arts. As well as being exposed to current educational and cognitive research, participants will be pushed to think creatively and reflectively and expand their own perceived boundaries.

Goals of this class are to:
--promote and guide interdisciplinary, project-based learning.
--promote and guide team teaching.
--increase educators’ comfort level in interacting with and utilizing the contemporary arts as a resource.
--increase instances of community/school collaborations.
--inspire creativity and rejuvenate excitement in classroom planning.

Contact information:
Instructor
Tracie McCambridge
Educator for Docen and Teacher Programs
tmccambridge@wexarts.org
614.292.6982
Wexner Center, room 38

Instructor of Record
Professor Mindi Rhoades
rhoades.89@osu.edu

Office hours:
Feel free to email or call anytime. Please contact Tracie or Mindi to arrange a time to visit.

Academic credit and tuition:
This course is offered through OSU’s College of Education and Human Ecology’s Office of Outreach and Engagement. Credit will be awarded through OSU Continuing Education.

Requirement for successful completion:
- Attend all required sessions and be on time. Absence may be excused with a good reason, advanced notice to the instructor, and makeup of any required work.
- Complete all required reading and assignments.
- Participate in group discussion and work during meeting times.
- Work effectively with your partners.
In this program, you are expected to demonstrate integrity, be responsive to the welfare of others, foster a positive climate based on trust and mutual responsibility, and exhibit sensitivity to and respect for multiple sociocultural realities, diversity, and differences including, but not limited to, sexual identity, ability, class, race, gender, ethnicity, and age. This includes using suitable language, mannerisms, and interpersonal skills.

**Requirements weight (for grading):**
- Attendance/participation: 15%
- Project proposal: 20%
- Reflection assignments: 15%
- Communication: 10%
- Final portfolio/presentation/paper: 40%

**Due midnight, April 13**
**Ongoing through quarter**
**Presented in class May 3**

**Fall grading scale**
This course is Pass/Fail
83% and above = Pass

**Accessible services:** If you need an accommodation based on the impact of a disability, you should contact us to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. We rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services (292-3307), we encourage you to do so.

**Academic misconduct:** Ohio State professors are expected to report suspected cases of academic misconduct to the Committee on Academic Misconduct. (Find the university’s rules on academic misconduct here: [http://acs.ohio-state.edu/offices/oaa/procedures.1.0.html](http://acs.ohio-state.edu/offices/oaa/procedures.1.0.html)) The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the statements of someone else, you must acknowledge that source in a citation. This includes material you have found on the web. The university provides guidelines for research on the web at [http://gateway.lib.ohio-state.edu/tutor](http://gateway.lib.ohio-state.edu/tutor).

**Topical Outline:**
Reading assignments will be made available to you electronically through a course blog.

**Saturday, March 10, 2:00pm | Thurber Theatre, Drake Union**
**1849 Cannon Drive (OSU campus)**
You will experience a performance of *Nearly Lear*. Tickets will be purchased for you and will be available at will-call. This performance is based on Shakespeare’s *King Lear*.

Please complete your first reflection during or after this performance. Reflect upon the kinds of knowledge or research that you imagine were important or necessary in creating this work. What kind of study must have gone into the creation of the script? What sort of prep would the actor have had to do? You can be purely speculative at this point, but really begin to consider how you think *Nearly Lear* came to be.
Thursday, March 22, 4:30-7:18pm | Wexner Center for the Arts
Please gather in the Wexner Center’s coat check area before class.
We will discuss arts-integration and project-based learning, in general, and go over the basics of what this class and the final assignment will entail. We will revisit *Nearly Lear*.

*Please read before class: --Readings will be discussed in class--*
Please go to the ODE Academic Content Standards webpage and revisit not only the standards in your academic area, but also the standards in an academic area with which you would like to collaborate.


Thursday, March 29, 4:30-7:18pm | Wexner Center for the Arts
Please gather in the Wexner Center’s coat check area before class.
People know much more about viewing art than they often realize. We will explore active looking techniques in the Wexner Center’s galleries and talk about parallels between guided art-looking and reflective critical thinking processes that can be used in any discipline. This class will focus on becoming more acquainted with the visual arts and visual literacy, meta-cognition, and educational theory.
Please complete your second reflection while or after viewing works by David Smith.
Reflect upon the kinds of knowledge or research that you imagine were important or necessary in creating this work.

*Please read before class:*

Saturday, March 31, 9:00am-3:00pm | Wexner Center for the Arts
Please gather in the Wexner Center’s coat check area before class.
We will explore visual narrative and communication on film and paper. We will view and discuss the film *Persepolis* along with a variety of student created films. We will also explore graphic novels for all grade levels and disciplines. This class will touch on a number of subjects, but will link most directly with social studies, language arts, media literacy, and, of course, visual art.
Please complete your third reflection during or after watching *Persepolis*. Reflect upon the kinds of knowledge or research that you imagine were important or necessary in creating this work.

*Please read before class:*

Thursday, April 5, 4:00pm-7:00pm | Wexner Center for the Arts
Please gather in the Wexner Center’s coat check area before class.
We will explore the layered demands of architectural design. Completing a successful architectural project requires thinking across a range of disciplines. We will consider the design of the Wexner Center for the Arts and will experiment with a variety of ways that the architectural
process taps into academic disciplines. This class will focus most directly on design and STEM subjects.

Please read before class:

For the week of April 9-13, class will be ‘remote’
More details will be provided earlier in the quarter.
Project proposals are due by midnight on the 13th.

Thursday, April 19, 4:30-7:18pm | Wexner Center for the Arts
Please gather in the Wexner Center’s coat check area before class.
We will explore how artists draw attention to environmental issues through their work. Wexner Center Director of Education, Shelly Casto, will fill everyone in on the Art & Environment program for 11th and 12th graders. Artist Amy Youngs will share her work and process with the group. This class will focus most directly on the visual arts and science. This class will also focus on process and product documentation and assessment.

Thursday, April 26, 4:30-7:18pm | Wexner Center for the Arts
Please gather in the Wexner Center’s coat check area before class.
We will further our investigation of active looking, this time using contemporary dance. This class will continue our study of creative process as well as illustrate how learning can take place through movement. We will view and discuss the work of choreographer, Sara Mitchell Sherman. This class will focus most directly on movement, visual literacy, and language arts.

Thursday, May 3, 4:30-7:18pm | Wexner Center for the Arts
Please gather in the Wexner Center’s coat check area before class.
We will share our hypothetical interdisciplinary projects. More details about what this class will entail will be shared early in the quarter.

This quarter will include an additional ‘remote’ class. Details will be provided in class.

Assignments:

Project proposal—
Inspired by the artists, designers, and art works that you will experience through this quarter, you will be asked to create a layered, project-based lesson plan for your students that integrates a range of disciplines. Your proposal will simply provide a skeleton of what this project might look like and what disciplines will be incorporated. You will be given a planning checklist in class.

Reflections—
Each reflection assignment is laid out in its corresponding class agenda. Please see class agenda for March 10, 29, and 31 for details.

Final Presentations/Papers—
Please come to class prepared to walk the group through your project-based lesson plan. You will be given a presentation check-list in class. You may use PowerPoint, provide the group with a hands-on experience, talk us through visuals, or present your work in another way that suits you. Check in with me to let me know what you plan to do. Along with your presentation, please plan to hand in an outline of your lesson plan.
Bibliography:


Flex Course Request Form

College: _Education and Human Ecology, Dept of Outreach and Engagement_
Course Bulletin Listing: ________________________________ (e.g. EDUTL – Education Teaching and Learning)
Course Number: _872_ Generic course or decimal subdivision: _Y / N_ Course Decimal: ___
Level: Undergraduate _X_ Graduate _X_ Grade Option: Letter _S / U_ _X_ Credit Hours: _3_
Proposed Effective Year: _2012_ Proposed Effective Term: ___Spring__ Previous Terms of Offering: ___N/A___

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: This course will explore the arts as products of collaboration amongst a range of disciplines. We will investigate parallels between the creation of art and interdisciplinary, project-based learning.

Course offered less than term length: _Y / N_ Distribution of Class Time: _1/7 hr wkshp, 1 / 1.5 hr performance attendance, 6/3 hr classes, 96 out of class prep hrs_________________ (e.g. 3 hrs / 10 weeks)

Offering Pattern: Distance Learning Format: _Y / N_ (means 100% online) Section Size: _20_ Date Range: _March 10-May 3, 2012__________

Off-Campus Offering: _Y / N_ Off-Campus ZIP code: ___________ Off-Campus Location: _Most classes will be held at the Wexner Center for the Arts on campus. No other OSU facilities are needed.________________

Hours Out-of Class Preparation: _96__ Total Class Meeting Hours: _26.5_ Length of each Class: _varies-see above__

Advertised Course Title: ____ Contemporary Art at the Center of Interdisciplinary Collaboration and Project-Based Learning

Faculty Name: _Mindi Rhoades______ Faculty Rank: ___Senior Lecturer_________

Faculty Phone: _______ (614) 688-3629_________ Faculty E-mail: __mrhoades@ehe.osu.edu___

Secondary Instructor: Tracie McCambridge______ Desired Access: ________________________________

SI Phone: _614-292-6982______ SI E-mail: tmccambridge@wexarts.org___

Academic Advising Opportunity: ____By appointment____ (by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair: __________________ Date: _1-17-2012_

Approved by the School Director: __________________ Date: _1-18-2012_