Originating Course Information

Offering of Education: Teaching & Learning 5101: Teaching and Learning with Drama: Introduction
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled
Term of Offering: Summer 2012 - Seven Week Summer Session
Level/Career: Graduate, Undergraduate
Rationale for proposing this offering: 5101 is the semester equivalent of 633. I have taught this class meeting in a 1-2 week intensive format for approximately 10 years. It's always a popular class with students who can devote full-time study to the course. I want to offer the new class this summer.

Description for this offering: Introduction to the use of classroom drama and imagination in education.

Attachments

* OneTimeSupplement5101Su2012.doc: OneTimeSupplement
  (One Time Form Supplement. Owner: Edmiston,Brian W.)
* 5101 syllabus.docx: 5101 syllabus
  (Syllabus. Owner: Edmiston,Brian W.)

Comments

* Approved by GSC 3/29/12 (by Mercerhill,Jessica Leigh on 03/29/2012 03:10 PM)
* As in previous years I propose offering the course in interim week + the first week of the semester (by Edmiston,Brian W. on 03/28/2012 08:48 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Edmiston,Brian W.</td>
<td>03/28/2012 08:49 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>03/29/2012 03:10 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul</td>
<td>03/29/2012 03:10 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity  25
3. Waitlist Capacity  5
4. Final Exam:  
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information  
   carpeted room with moveable chairs

6. Class Search Title (18 character limit) unknown __________________________
7. Display in Class Search:  
   - [x] Yes  [ ] No
8. Credit Hours  3 __________________

9. Course Components (check all that apply):
   - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   - [ ] Laboratory  [x ] Lecture  [ ] Recitation

10. Graded Component (check one):
    - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
    - [ ] Laboratory  [x ] Lecture  [ ] Recitation

11. Campus of Offering (check all that apply):
    - [x] Columbus  [ ] Marion  [ ] Newark
    - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions: Jr or Sr standing with some field experience, or experienced teacher.

13. Permission to Enroll in this course: [ ] x No Consent needed [ ] Department Consent [ ] Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date: June 11, 12, 14, 15, 18, 19, 20

2. Previous quarter(s) of offering and enrollment: 633 Su 2011 20

3. Expected enrollment for proposed quarter of offering: 25

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site: __________________________

6. Will course be taught in distance learning format: [ ] Yes [ ] x No
### 7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
<th>3</th>
<th>U/G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Options (Check)</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Hours of</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>out-of-class preparation required:</td>
<td>Total hours of class meetings: 42</td>
<td>Length of each class: 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 8. Complete this section for Off-Campus courses only:

**Distribution of contact time (explain differences from on-campus offerings):**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Qualifications (explain any difference in rank/qualification from on-campus instructors):**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Explain differences in teaching arrangements from on-campus offerings:**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Services (explain how they will be provided to off-campus students):**

**Registration**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**D. Study Tour Request Information** (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________  
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [ ] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [ ] Flexibly Scheduled
   [ ] In Person
   [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Instructor: Professor Brian Edmiston
Office: Office hours by appointment
Email: edmiston.1@osu.edu
Phone: 2-1257
Class location: TBA
Meeting Time: TBA

OBJECTIVES

1. To use some active dramatic approaches to classroom teaching and learning
2. To begin to understand why active dramatic approaches can support reading and content area teaching and learning
3. To develop your own key drama skills

ATTENDANCE AND PARTICIPATION

Your punctual attendance and active participation every session is necessary because of the interactive workshop nature of the class.

Absences will significantly affect your grade because each class is worth 4 points for attendance and participation. You can complete make-up work to restore points for one absence. Make-up work must be submitted as replacement for the total hours of active participation on the day of absence. See attachment at the end of the syllabus for suggestions of ways to makeup any missed class.

- If you have to miss class because of an unavoidable conflict or because of unforeseen emergency circumstances or if you have to arrive late, you must contact the instructor (via e-mail or phone) to explain your absence.
- Attendance and participation points may be restored for 1-2 class periods at the instructor’s discretion via agreed make-up work equivalent to the time missed (see syllabus), but generally unless you have good reason and do significant make-up work the points for more than one absence will not be restored.

REQUIRED MATERIALS

Please bring with you to every class:
- your willingness to participate, take risks, step out of your comfort zone, and use your imagination
- hard copies of all of the readings
- your weekly learning reflection and/or printed out posts to Carmen

WEEKLY REQUIRED READINGS & REFLECTIONS


NOTE: You will be placed in groups in order to collaboratively make meaning about, and apply, the ideas and practices shared in class and in the readings

After class each week you need to read the chapter that is posted on Carmen for that week (hard copies may be provided); complete a learning reflection; and/or be a significant participant in a Carmen discussion.
• After participating in class use the reading (and any handout) to reflect on your in-class experiences; write notes on your hard copy
• Choose at least one quote or section and make a personal connection to it in terms of your own experience of teaching and/or learning. Write about this.
• Print out, complete the written Learning Reflection found on Carmen, and bring to the next class.
AND/OR
• Initiate or respond to an ongoing conversation on Carmen. Print out and bring your postings to the next class.

Carmen postings are intended for you to continue to dialogue with your peers to share ideas, experiences, and how to apply this knowledge in the classroom.

USING DRAMA WITH YOUNG PEOPLE
You will need to locate a small group of young people to work with for a short time on two occasions in order to apply some of the ideas and practices you are learning about in class. You will analyze and write about your experiences in Reflections #1 and #2
• Try to find more than one young person to work with; a small group is fine
• You can work with young people of any age pre-school through high school (not college)
• You can ask a teacher you have worked with previously if you can return to the classroom (e.g. tutoring, FEEP) or you might work with children who are friends and family or that you babysit
• Please let the instructor know as soon as possible if you are having difficulty finding a group.

WRITTEN ASSIGNMENTS
• Weekly Learning Reflections and/or Carmen Discussions (graduate students do both)
• Reflection #1 and #2 on Using Drama with Young People (graduate students write longer reflections)
• Mid-point/Final Paper (graduate students write a longer paper)
• Written assignments should not be seen as "academic" writing for an unknown audience. Their purpose is for you to clarify and develop your understanding as part of our ongoing dialogue in class, on line, and with your colleagues. (graduate students may write an academic assignment)

Reflection Papers #1 - #2 (submit to Carmen Drop Box)
• Think of the audience for your writing as yourself and the instructors.
• Reflections should be revised, edited, proofread, and typed.
• Reference readings by Chapter and page number
• Think quality over quantity. If you need a guideline 2-3 double-spaced pages should be fine if it includes everything on the rubric
• Reflections should connect to the readings. Note how the reading helps you connect to what you were thinking about teaching.
• Reflections should connect with your own practical experiences in- and out-of-class. Use specific examples (don't just talk in generalities) and discuss a few key moments in detail (rather than give lengthy descriptions).
• Stills, video, or tape recording are excellent ways to gather examples.
• Guidelines for each assignment are posted on Carmen.
• Any late assignments will receive an automatic letter grade deduction unless you have negotiated this in advance
• You may re-submit papers #1-#2 with permission. Any revisions must be made by the proceeding class session. Any additions or editing must be shown in bold.

Midpoint/Final Paper
• Your final paper is a synthesis of your journey in this class that presents some of the key ideas from your weekly reflections, Carmen postings, and Reflection Papers. The midpoint paper (that becomes a beginning draft for your final paper) is due Week 6.

COURSE EVALUATION CRITERIA
I try to make the grading process as fair and transparent as possible by making our criteria visible through rubrics and by giving you ongoing feedback. I use both quantitative and qualitative approaches.
• At any point, if you are worried about or dissatisfied with your grade, please contact me. Written assignments can be resubmitted the following class period for a higher grade if you so choose. In addition to written comments a points system
is used to give you numerical feedback on assignments. ***PLEASE do not wait until the end of the quarter though to resubmit papers-they will not be accepted

<table>
<thead>
<tr>
<th>Attendance and participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reflections and/or Carmen Discussion</td>
<td>40</td>
</tr>
<tr>
<td>2 Reflection papers – Using Drama with Children (Reflection 1= 45, Reflection 2 =50)</td>
<td>60</td>
</tr>
<tr>
<td>Teaching Ensemble Game in Class</td>
<td>5</td>
</tr>
<tr>
<td>Final Paper (anticipated points given at mid-point)</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>300</td>
</tr>
</tbody>
</table>

Your final grade will be given using the points earned as a guide to applying the following qualitative criteria. What follows is an honest attempt to show you the criteria that I value.

**A**  This grade is given if you clearly *demonstrated* that you have *stretched* yourself professionally. You will show this if you record your reflections via Carmen and in written papers (on your thoughts/feelings about experiences in class, the readings, and your own practice) and then show how these reflections have made differences in your understanding of your practice.

**A-**  All of the above, though you demonstrate less of an inclination to stretch yourself, pose difficult questions, reflect upon and learn from your experiences and the readings, or grapple with the complexities of teaching and learning with drama.

**B+**  Similar to A- though it is not clear that you are prepared to really stretch yourself; you seem largely content with where you already are as a teacher.

**B**  You demonstrate only some complexity of understanding and application.

**B-**  You demonstrate little complexity of understanding and application.

**C+**  Overall, your understandings are thin or lacking in depth.

**C**  You seem confused or have made weak attempts to use drama.

**C-**  You seem to be no more informed than when you began the course.

**D+**  You failed to complete most major assignments satisfactorily

**D**  You failed to complete major assignments satisfactorily.

**D-**  You failed to complete all assignments satisfactorily.

**E**  You were not here, physically, emotionally, and/or intellectually.

**I**  An incomplete is given if you have been unable to attend class and do not complete assignments.

**OSU GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>E</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**ACADEMIC MISCONDUCT**

Any activity that tends to compromise the academic integrity of the institution, or subvert the education process (Rule 3335-31-02) will not be tolerated. Examples include violation of course rules stated in the syllabus, cheating on tests, plagiarism, dishonesty in reporting research results, and alteration of grades or forms.

**STUDENTS RIGHTS AND DISABILITIES**

Any student who feels that s/he may need an accommodation based on the impact of a disability should contact me directly to discuss specific needs. If you have documented disabilities you can also contact the Office of Disability Services at 292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations.

Also, please note that because I consider myself an ally of any student who experiences discrimination on any grounds including race, class, gender, sexual orientation, and disability I am open to listening to any complaint about incidents in this or any other class and that if needed I will represent any student in dealing with the issue.
## COURSE CALENDAR:
*Subject to change*

<table>
<thead>
<tr>
<th>SESSION</th>
<th>READINGS</th>
<th>NEW TOPIC/ASSIGNMENTS</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>Introduction:</strong> Who are we? What is teaching &amp; learning with drama? <strong>Read and respond to Chapter One before Session 2 (pages 1-45)</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction</td>
<td>Be Active, Be Dramatic, and Dialogue Narrative: <em>Brave Margaret</em> – Robert D. San Souci</td>
<td>CARMEN discussion and/ or Learning Reflection on Introduction</td>
</tr>
<tr>
<td>3</td>
<td>Chapter One: Be Active, Be Dramatic, and Dialogue (pp. 1-45)</td>
<td>Dialogue: Authentic Substantive Conversations Narrative: <em>Jack and Jill</em> <em>Games – see schedule on Carmen</em> <strong>Read and respond to Chapter One before Session 3 (pages 46-74)</strong></td>
<td>CARMEN discussion and/ or Learning Reflection on Chapter One (pp. 1-45) READ OVER Lists of Improv, Ensemble Games &amp; Drama Strategies on Carmen *FIND group of children to work with</td>
</tr>
<tr>
<td>4</td>
<td>Chapter One: Be Active, Be Dramatic, and Dialogue (pp. 46-74)</td>
<td>Building an Ensemble Community Narrative: <em>Amos and Boris</em> – William Steig <em>Games</em>* <strong>Read and respond to Chapter Two before Session 4</strong></td>
<td>CARMEN discussion and/ or Learning Reflection on Chapter One (pp. 46-74) DUE: (in drop box) Planning for Reflection #1 on 1st use of drama</td>
</tr>
<tr>
<td>5</td>
<td>Chapter Two: Build an Ensemble Community</td>
<td>Teaching Modes 1: Facilitating Groups and Instructing/Directing Narrative: <em>Love That Dog:</em> Sharon Creech <em>Games</em> Discussion – Preparing for your Final Paper <strong>Read and respond to Chapter Three before Session 5</strong></td>
<td>CARMEN discussion and/ or Learning Reflection on Chapter Two</td>
</tr>
<tr>
<td>6</td>
<td>Chapter Three: Teach by Facilitating, Directing, Instructing, and Dialogizing</td>
<td>Teaching Modes 2: Facilitating and Dialogizing Narrative: <em>Love That Dog:</em> Sharon Creech <em>Games</em> Discussion – Preparing for your Final Paper <strong>Read and respond to Chapter Three before Session 5</strong></td>
<td>CARMEN discussion and/ or Learning Reflection on Chapter Two DUE: (in drop box) Reflection #1 on 1st use of drama</td>
</tr>
<tr>
<td>7</td>
<td>Chapter Three: Teach by Facilitating, Directing,</td>
<td>Dramatic Inquiry 1 Narrative: <em>Macbeth:</em> Shakespeare/Bruce Coville</td>
<td>CARMEN discussion and/ or Learning Reflection on Chapter Three</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Read and respond to Chapter</td>
<td>Before Session</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-----------------------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 8       | Four: Teach Through Dramatic Inquiry | Chapter Four | 6 | Dramatic Inquiry 2  
Narrative: *Macbeth:* Shakespeare/Bruce Coville  
*Games*  
Read and respond to Chapter Four before Session 6 | CARMEN discussion and/or Learning Reflection on Chapter Three  
DUE: (in hard copy + in drop box) Mid-point Paper (becomes draft of Final Paper) |
| 9       | Four: Teach Through Dramatic Inquiry | Chapter Four | 7 | Core Drama Strategies 1  
Narrative: *Voices in the Park:* Anthony Browne  
*Games*  
Read and respond to Chapter Five before Session 7 | CARMEN discussion and/or Learning Reflection on Chapter Four  
WORK with a group of children (write about in Reflection #2) |
| 10      | Four: Teach Through Dramatic Inquiry | Chapter Four | 7 | Core Drama Strategies 2  
Narrative: *Voices in the Park:* Anthony Browne  
*Games*  
Read and respond to Chapter Five before Session 7 | CARMEN discussion and/or Learning Reflection on Chapter Four |
| 11      | Five: Use Core Drama Strategies | Chapter Five | 8 | Planning Possibilities  
Narrative: to be decided  
*Warm-up Games*  
Read and respond to Chapter Six before Session 8 | CARMEN discussion and/or Learning Reflection on Chapter Five |
| 12      | Six: Plan Possibilities | Chapter Six | 8 | Assessment – How do you know what young people are learning?  
Narratives: *you bring these in*  
Final Paper Discussion  
*Games*  
Read and respond to Chapter Seven before Session 9 | CARMEN discussion and/or Learning Reflection on Chapter Six  
DUE: (in drop box) Reflection #2 on 2nd use of drama |
| 13      | Seven: Assess What and How You Want Young People to Learn | Chapter Seven | 9 | Synthesis  
*Games*  
Read and respond to Chapter Seven before Session 9 | CARMEN discussion and/or Learning Reflection on Chapter Seven |
| 14      | | | | Sharing from Final Papers  
*Games*  
DUE: (in drop box) Final Paper |
EDUTL 633
Reflection #1: First Use of Drama

DUE: Planning Session 4 in Dropbox
DUE: Reflection Session 6 in Dropbox

LENGTH: 3-4 pages (5-6 pages for graduate students)

OBJECTIVES:
1) Use 2-3 active and/or dramatic approaches to engage young people in learning
2) Report on what you did and reflect to analyze how these approaches led to some dialogue and learning (beyond literal comprehension or ‘acting out’ an event).
3) Connect your reflections to what you are learning in class

Your first use of drama should be a playful enjoyable experimental use of 2-3 active dramatic approaches with a small group of young people in order to explore an event from a narrative and have a dialogue with them about its meaning for them. If the children are young and like to play, then play with them. If they are older talk with them and then see if you can them on their feet.

The reflection paper is not about what went ‘great’ but what you learned from whatever happened including your mis-takes.

1. Choose a ABC event from a narrative (more details later).
Use one of the narratives from class. Or if you feel you need a different text, discuss this option with the instructor.

2. Planning
(If you can meet the young people before you plan)
Imagine the young people and what you think would engage them actively and dramatically with one or more ABC events. Write down how (and why) you might use 2-3 particular active dramatic approaches with them.

3. Work with the young people.
- Share (part of) the story (e.g. an illustration) to find out if what interests you also interests them
- Position yourself as collaborating with them to explore the meaning of events in the story for the characters and/or you (you are not instructing them about its meaning)
- Ask them if they will play/imagine with you “as if we are in the world of the story”
- Try out e.g. playing a game that moves you all inside the world of the story; let them sculpt or hotseat you; create
- have a conversation with a character
- Move back and forth between the everyday world and the imaginary world of the story
- Make connections between their experiences in the everyday world and the imagined world.

4. Write Reflection Paper #1 and hand in Week 4.
1) Report on what happened (you could use photos to show this if you have permission) + include some dialogue (what did the young people say)
2) Analyze
   a) why you did what you did (in terms of learning)
   b) what you learned about the young people and your relationship with them
   c) what you learned about their (different) understandings of event(s)
   d) what you learned about your teaching with them in this way (including your mis-takes)

Examples of things you might write in your analysis—We started by playing _____. It helped the students feel comfortable with me and with each other because ______. Then we tried ____, When we all did ______ it led to me pointing out ________ and asking ________, and the student said_________. And this means they started to move towards ____. OR after the group made ______ Student C said ________ so I asked this open-ended question ________ and that seemed to create the space for many possible interpretations of the same event. And then, when we did it with the next group student A said and student B added on with.... Then we tried some alternative actions such as _____. I think this pushed them because at first they seemed to only see the simplistic answer, like you should be _________. However, after using ________ drama strategy they started to see this idea a
little more complexly but could share some new ideas to how to handle it in several different ways.

This paper can be shown in other forms besides written prose including comic strips, photo essay, video. You can receive up to 5 extra credit points.

<table>
<thead>
<tr>
<th>Grading rubric for Reflection Paper #1</th>
<th>pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNING</strong></td>
<td>8</td>
</tr>
<tr>
<td>- Why did you use this narrative with these young people?</td>
<td></td>
</tr>
<tr>
<td>- Why did you choose the active dramatic approaches that you did?</td>
<td></td>
</tr>
<tr>
<td><strong>LEARNING:</strong></td>
<td>10</td>
</tr>
<tr>
<td>- How were they learning (see handout Week 1)</td>
<td></td>
</tr>
<tr>
<td>- How did they work together collaboratively?</td>
<td></td>
</tr>
<tr>
<td>- What engaged them with events in the narrative?</td>
<td></td>
</tr>
<tr>
<td>- What did some of the students do and say that you think was significant in terms of their learning?</td>
<td></td>
</tr>
<tr>
<td>- How did they connect the narrative with their everyday lives?</td>
<td></td>
</tr>
<tr>
<td><strong>TEACHING</strong></td>
<td>10</td>
</tr>
<tr>
<td>- What did you do specifically?</td>
<td></td>
</tr>
<tr>
<td>- How did you position yourself collaboratively?</td>
<td></td>
</tr>
<tr>
<td>- How did you (try to) get a conversation going?</td>
<td></td>
</tr>
<tr>
<td>- How did what you do ‘teach’ (see handout Week 1)</td>
<td></td>
</tr>
<tr>
<td>- What were some mis-takes? (that you’d do differently)</td>
<td></td>
</tr>
<tr>
<td>- What were you most proud of?</td>
<td></td>
</tr>
<tr>
<td><strong>DIALOGUE</strong></td>
<td>10</td>
</tr>
<tr>
<td>- How was the young people’s dialogue an authentic and substantive conversation? (see Chapter 1)</td>
<td></td>
</tr>
<tr>
<td>- How did your teaching extend the dialogue?</td>
<td></td>
</tr>
<tr>
<td>- How did students see from more than one perspective?</td>
<td></td>
</tr>
<tr>
<td>- How do you think dramatic inquiry make a difference to the dialogue?</td>
<td></td>
</tr>
<tr>
<td><strong>CONNECTING WITH READINGS</strong></td>
<td>4</td>
</tr>
<tr>
<td>Connecting with 2+ specific extracts from the readings (Graduate Students 4+ extracts).</td>
<td></td>
</tr>
<tr>
<td><strong>CONNECTING WITH CARMEN/LEARNING REFLECTIONS</strong></td>
<td>3</td>
</tr>
<tr>
<td>Connect with 2+ specific points from Carmen discussions/learning reflections (Graduate Students 4+ Carmen).</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>45</td>
</tr>
</tbody>
</table>
DUE: Session 12 in Dropbox

OBJECTIVES:
1) Use 2-3 additional active and/or dramatic approaches to engage young people in learning
2) Report on what you did and reflect to analyze how these approaches led to some extended dialogue and learning
3) Connect your reflections to what you are learning in class

LENGTH: 3-4 pages (5-6 pages for graduate students)

1. Choose a narrative (or topic).
   Try to work with the same group as previously unless you have a good reason not to do so.

2. Build on what you did last time. Use the notes from Reflection Paper #1.

3. Go beyond your first use of drama: push yourself to try out what may feel less safe for you (but that feels safe for the young people).

4. In your planning and/or analysis draw on what you have learned from the readings and discussions.
**Grading rubric for Reflection Paper #2**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNING</strong></td>
<td>- How did you build on what you already knew about these young people from your first use of drama to use this narrative with these young people? and to choose the active dramatic approaches that you did?</td>
<td>8</td>
</tr>
</tbody>
</table>
| **LEARNING:**           | - How were they learning differently from your first use of drama (see handout Week 1)  
- How did they work together collaboratively?  
- What engaged them with events in the narrative?  
- What did some of the students do and say that you think was significant in terms of their learning?  
- How did they connect the narrative with their everyday lives? | 10     |
| **TEACHING**            | - What did you do specifically that was the same/different from last time?  
- How did you position yourself collaboratively?  
- How did you (try to) get a conversation going?  
- How did what you do ‘teach’ (see handout Week 1)  
- What were some mis-takes? (that you’d do differently)  
- What were you most proud of? | 10     |
| **DIALOGUE**            | - How was the young people’s dialogue an authentic and substantive conversation? (see Chapter 1)  
- How did your teaching extend the dialogue?  
- How did students see from more than one perspective?  
- How do you think dramatic inquiry make a difference to the dialogue?  
- Do you think your dialogue was ever ‘dialogic’? | 12     |
| **CONNECTING WITH READINGS** | How did you use 3+ specific extracts in your planning and/or analysis?  
*(Graduate Students 6+ extracts)*. | 5      |
| **CONNECTING WITH CARMEN/LEARNING REFLECTIONS** | How did you use 3+ specific points from Carmen discussions/learning reflections in your planning and/or analysis?  
*(Graduate Students 6+ Carmen)*. | 5      |
| **TOTAL**               |                                                                                                                                                                                                             | 50     |
EDUTL 633
Midpoint/Final Reflection Paper
‘Where I have traveled this quarter. . .’

DUE: Session 8 (midpoint) hard-copy + in Dropbox
DUE: Session 14 (final) in Dropbox

LENGTH: 6-8 pages (8-10 pages for graduate students)

Your midpoint/final reflection paper synthesizes ‘where I have traveled this quarter.’ This should be a personal account of how your reflections on your journey this quarter have changed your understanding of teaching and learning with drama. You should reference and extend what you put in Reflection Papers #1 and #2.

Think quality over quantity to show how have you grown in your understanding of teaching and learning. Be specific and use examples to show e.g. your thinking about teacher-student interactions, community, teaching modes, learning modes, learning tools, power relationships, engagement, interpretation of text. If you plan to pursue teaching as a career discuss how your new knowledge might affect your future practice.

You have the choice to structure the paper any way you like. 10 out of the 60 points are given for using original/innovative ways to present your changing understanding (e.g. you might use drawing, poetry, music, DVD, a game) and connect with 5+ significant quotes from readings and 5+ significant Carmen postings/Learning Reflections.

Write for an audience of students with a similar background to you who may be taking the equivalent of 633 (5010) in the future.

Grading rubric for Final Reflection Paper
(also used to give you tentative feedback at Midpoint i.e. to show what you would get as a grade if that were the final paper)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant experiences on my ‘journey’</td>
<td>/10</td>
</tr>
<tr>
<td>How I am thinking differently about learning . I used to … and now I …</td>
<td>/10</td>
</tr>
<tr>
<td>How I am thinking differently about teaching. I used to … and now I …</td>
<td>/10</td>
</tr>
<tr>
<td>An extended connection with a section from the readings</td>
<td>/10</td>
</tr>
<tr>
<td>How I will likely apply ideas from this class in future classrooms where I may work and/or some advice to future students in 633 (5101)</td>
<td>/10</td>
</tr>
<tr>
<td>Originality and innovation in presentation</td>
<td>/10</td>
</tr>
<tr>
<td>Total</td>
<td>/60</td>
</tr>
</tbody>
</table>
MAKE-UP WORK CONTRACT

Name___________________________________________________ Date Submitted_________________________

Dates of Absence:

Reason for Absence:

Students need to discuss this contract with the instructor. The agreed upon make-up work should be equivalent to the time missed (i.e. if you miss an entire class you should spend 2.5 hours on this make-up work so copying notes may only take 30 minutes so then you would also need to spend 2 hours doing something else to get full points)

Make-up work Options:

***If you see the word w/REFLECTION-you must do a written analysis and reflection accompanying each of the following options. It doesn’t count to just say that you experimented with drama with a group of children.

Options include one more of the following. Please write in the amount of time it took for each item.

____ Talk with someone from class and copy down notes –w/REFLECTION

____ Experiment with using drama in a classroom/ group of children--w/REFLECTION
   --This is a different assignment than the 2 uses of drama you have done for class

____ Experiment with using drama with a text and group of your peers—w/REFLECTION

____ Read an additional article—w/REFLECTION
   --Appropriate articles are found in Carmen Content (see Dramatic Inquiry Articles)

____ Visit the library or a bookstore and write annotated notes on the suitability of using drama with at least five books appropriate for the students you teach. w/ REFLECTION
   --Your annotated notes should include possible inquiry questions, multiple ways into the text and various drama strategies that could be used to explore the questions and multiple perspectives

____ Compile 6-8 teaching resources you can find online which use drama to work with texts. Determine which are (or could be) examples of excellent teaching? Which are inquiry based and which are just to test comprehension or “engage” the students in a “fun” activity? How could you change them? w/ REFLECTION
   --i.e. If you find there are not examples of dramatic inquiry—then in your reflection—write how you could take the same text and lesson and change into more of dramatic inquiry.