Originating Course Information

Offering of Education: Teaching & Learning 5892: Workshop
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus, Workshop
Term of Offering: Autumn 2012 - Regular Academic Term
Level/Career: Graduate
Previous Value: Graduate, Undergraduate

Rationale for proposing this offering: Teachers working through the Stand Up for Shakespeare program will work with the complex text of Shakespeare's plays and will need ongoing guidance and professional training to interpret these plays in elementary - secondary classrooms. The 'rehearsal room' approach is well-documented and effective as a way to deepen student engagement with and understanding of Shakespeare's plays and other literary and nonfiction texts. Teachers will learn how to implement rehearsal room practices and dramatic inquiry approaches as they also learn to connect these approaches with comprehension and assessment goals of the standardized reading and language arts curriculum. This workshop enables teachers to actively participate in the study of Stand Up for Shakespeare pedagogy and assessments from the beginning of the school year, Autumn 2012.

Description for this offering: Teachers will learn 'rehearsal room' practices for studying complex texts in elementary-secondary classrooms; and how to connect these practices with curricular goals for reading comprehension and interpretation.

Attachments

* ENCISO Rdg Complx TXT OneTimeSupplement.doc: 5892 Rdg Complx Txt
  (One Time Form Supplement. Owner: Enciso, Patricia E)
* 5892 ENCISO Reading syllabus 2.docx
  (Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

* Approved by GSC 6/29/12 (by Mercerhill, Jessica Leigh on 06/29/2012 12:27 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>Enciso, Patricia E</td>
<td>06/28/2012 06:20 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>06/29/2012 12:27 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>06/29/2012 12:27 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
THE OHIO STATE UNIVERSITY ONE-TIME OFFERING REQUEST

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) ________NA________
2. Enrollment Capacity 20
3. Waitlist Capacity 0
4. Final Exam:
   □ Yes   ☑ No
   □ Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)
   a. Exam Seat Spacing NA
5. Special Instructions or Additional Information

6. The course time will be offered from 4:30 – 7:00 pm for 6 sessions of face-to-face class time with the lead instructor; and 2 sessions for 2 hours in the teacher’s classroom setting with the lead instructor. Students will also meet 1.5 hours for 15 weeks to plan, observe, and discuss their teaching. A co-instructor and the instructor will meet with teachers to support their planning and teaching. Instructor contact hours = 15 hours; Field study & support =24 hours

7. Class Search Title (18 character limit) Reading Complex Text

8. Display in Class Search:
   □ Yes   □ No

8. Credit Hours 2

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  Columbus City Schools teacher

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

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

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  August 28 (start)  December 4 (end)

2. Previous quarter(s) of offering and enrollment  NA

3. Expected enrollment for proposed quarter of offering  20

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  Indianola Alternative K-8 School; Hilltonia Middle School

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>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Graduate/ 3 credits</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td>6 sessions x 2.5 hours = 15 hours</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Classroom teacher</td>
<td>Teachers associated with the OSU/RSC program</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>Letter X S/U</td>
<td>Letter X S/U</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td></td>
<td>Total hours of class meetings: 15</td>
</tr>
</tbody>
</table>

| Length of each class: 2.5 hours |

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

Distribution of contact time (explain differences from on-campus offerings):
The workshop will be conducted across 6 sessions and the instructor will meet 2 times with small groups of teachers (4 hours) during their reading/language arts instruction time in their school settings to support and interpret teaching practices.

Instructor Patricia Enciso Rank Professor

Qualifications (explain any difference in rank/qualification from on-campus instructors)
Prof Enciso is regarded as a leading scholar in reading and literature education. Since 2009, she has worked directly with teachers and developed research associated with the OSU/RSC Stand up for Shakespeare approach to rehearsal room reading.

Explain differences in teaching arrangements from on-campus offerings
The format of whole group workshop sessions paired with in-classroom support and guidance enables a high quality, individualized approach to teacher development.

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

Registration The Office of Outreach and Engagement in the School of Teaching and Learning will offer registration support.
Office Hours 9-5 pm daily for the O&E office and the Office of Academic Services
Academic Advising see Office of Academic Advising, 242 Arps Hall, 1945 N. High St.

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
Begin Component 1

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

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

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

4. Meeting start time: ___04:3________  5. Meeting end time: ____7:00________

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>Enciso.4</td>
<td>Primary</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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>
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<td>2</td>
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<td>3</td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
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</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

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

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

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

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

4. Meeting start time: ____ by appointment   5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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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: ___________

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

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

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<tr>
<td>5</td>
<td>5</td>
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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
5892: Reading Complex Texts: Using rehearsal room approaches for interpretation and comprehension
S/U
2 semester credits

Professor Patricia Enciso, Ohio State University
   Enciso.4@osu.edu
Allison Volz, Hilltonia Middle School
Jill Sampson, Hilltonia Middle School
Megan Ballinger, Hilltonia Middle School

Tuesday 4:30 – 7pm
(6 class sessions; 2 in-classroom sessions; weekly meetings with teachers in school)
Meetings to be held at Indianola Alternative K-8; Hilltonia Middle School

Rationale

This course is for experienced reading and language arts teachers in upper elementary, middle, and secondary classrooms who want to develop new skills for challenging students to read with greater attention to details and deeper meaning, with a more difficult range of vocabulary and texts.

We will review research on reading comprehension of fiction and nonfiction texts and compare these ideas with a ‘rehearsal room’ approach. ‘Rehearsal room’ approaches to reading were developed by actors and, in particular, the Royal Shakespeare Company’s education program to support engagement with and understanding of Shakespeare’s plays. Some of the approaches include repeated reading, representation of key words, and expansion of character, plot, and theme using many drama strategies. The text is selected carefully to focus on key quotes and descriptions that form a ‘montage’ of a story. Students learn to work together to pull the meaning into a whole, fully developed text.

Assessments for inferencing, comprehension, and interpretation will be defined and implemented in relation with all reading approaches.

Throughout the 15 week semester, the instructor and co-instructors will meet with teachers to plan, implement, and reflect on their use of new teaching practices for reading complex texts. Teachers will meet two times for up to 2 hours during the course.
Each week, teachers will meet together to plan and review students’ engagement with and understanding of complex texts.
Assignments:
1. Class participation 30% (attendance and full participation during all class sessions is required)
2. Inventory of practices for teaching reading 10%
3. #1 Text selection, plan, implementation, assessment 20% (written; discussed with instructor)
4. #2 Text selection, plan, implementation, assessment 20% (written; discussed with instructor)
5. Inventory and self-assessment of teaching practices with rehearsal room approaches & complex texts. 20%

<table>
<thead>
<tr>
<th>Workshop Sessions</th>
<th>Assignments</th>
<th>Meeting with instructors pre/post teaching</th>
<th>Teachers Meetings for planning 15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 4:30 – 7pm</td>
<td></td>
<td>2 times per semester</td>
<td>1 time/week during semester</td>
</tr>
<tr>
<td>1 Sept 4</td>
<td></td>
<td>Develop a plan for supporting and assessing students’ reading of a complex text; review this with instructors prior to teaching.</td>
<td>Meet with colleagues to select texts, select text excerpts, and plan for active approaches to reading complex texts.</td>
</tr>
<tr>
<td>2 Sept 18</td>
<td>Inventory of teaching practices</td>
<td></td>
<td>Meet with colleagues to plan for assessments of students’ active approaches to reading.</td>
</tr>
<tr>
<td>3 Oct 2</td>
<td>Text selections</td>
<td></td>
<td>Meet to review teaching and learning with complex texts.</td>
</tr>
<tr>
<td>4 Oct 16</td>
<td>Reflection on planning, implementation &amp; assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Nov 13</td>
<td>Reflection on planning, implementation &amp; assessment</td>
<td>Review and discuss shared perceptions of students’ reading process and assessments. Plan for revisions</td>
<td></td>
</tr>
<tr>
<td>6 Dec 4</td>
<td>Re-inventory of teaching</td>
<td></td>
<td></td>
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<tr>
<td>Workshop Sessions</td>
<td>Topics</td>
<td>Readings</td>
<td></td>
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<tr>
<td>1 Sept 4</td>
<td>Introduction: Moving into the story. Rereading. Noticing complexity. Review common core standards and misconceptions.</td>
<td>Common Core Appendix B &lt;br&gt;‘Eleven’ by Sandra Cisneros; Langston Hughes short story &lt;br&gt;RSC Toolkit for Teachers &lt;br&gt;The Progression of Reading Comprehension</td>
<td></td>
</tr>
<tr>
<td>2 Sept 18</td>
<td>What happens in rehearsal room reading? How is assessment part of the process?</td>
<td>RSC Toolkit for Teachers &lt;br&gt;Sylvia &amp; Aki (historical fiction) &lt;br&gt;Selected texts (teacher choice) &lt;br&gt;Notice &amp; Note powerpoint (book available 11/15/2012; Beers &amp; Probst)</td>
<td></td>
</tr>
<tr>
<td>3 Oct 2</td>
<td>Nonfiction and rehearsal room reading. Text and excerpt selection for strategic focus. Intertextual knowledge: Building across and between authors and texts.</td>
<td>Claudette Colvin: Twice Toward Justice (Nonfiction) &lt;br&gt;Miracle’s Boys excerpts (realistic fiction) &lt;br&gt;Shakespeare – Macbeth (drama) &lt;br&gt;RSC Toolkit for Teachers &lt;br&gt;Reflections and refractions of meaning</td>
<td></td>
</tr>
<tr>
<td>4 Oct 16</td>
<td>Inferences, vocabulary, comprehension and assessment</td>
<td>Effective Practices for Developing Reading Comprehension</td>
<td></td>
</tr>
<tr>
<td>5 Nov 13</td>
<td>Inferences, vocabulary, comprehension and assessment</td>
<td>Apprenticing Adolescents to Reading in Subject Area Classrooms</td>
<td></td>
</tr>
<tr>
<td>6 Dec 4</td>
<td>Readers reading together Complex tasks and complex reading.</td>
<td></td>
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</tr>
</tbody>
</table>

**Professional Articles**


**Texts**

Drama strategies

Kylene Beers & Robert Probst (2012) *Notice and Note: Essential Strategies for Deepening Understanding of Literary Texts*

**Drama Strategies and Comprehension Strategies Websites**
http://dramaresource.com/strategies/

http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/explorative_strategiesrev1.shtml

Question the Author (QtA)
http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html#related-resources

Questioning: A Comprehension Strategy for Small-Group Guided Reading
http://www.readwritethink.org/classroom-resources/lesson-plans/questioning-comprehension-strategy-small-408.html

Reading drama http://virtual.clemson.edu/groups/dial/ap2000/drama.htm

On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It
http://www.ncte.org/positions/statements/onreading