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 Spring 2013 - Regular Academic Term
Level/Career Graduate
Previous Value Graduate, Undergraduate
Rationale for proposing this offering This course is for Columbus City School teachers K-12. Though a stand-alone course it will also provide a follow-up to a 5892 course offered to CCS teachers in Autumn 2012.
Description for this offering This course is for English/language arts, reading, and social studies teachers in elementary, middle, and secondary classrooms, who want to learn how to use active dramatic approaches to teaching and learning.

Attachments

• Sp2013OneTimeSupplement.doc: OneTimeSupplementForm
  (One Time Form Supplement. Owner: Edmiston,Brian W.)

• 5892 EDMISTON ActiveDramaticApproaches Sp2013syllabus.docx: Syllabus
  (Syllabus. Owner: Edmiston,Brian W.)

Comments

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>08/20/2012 04:08 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>08/21/2012 08:21 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>08/21/2012 08:21 AM</td>
<td>College Approval</td>
</tr>
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Spring 2013
Education: Teaching & Learning
5892: Active Dramatic Approaches to Teaching and Learning K-12
Graded: S/U
2-3 semester credits

Professor Brian Edmiston, Ohio State University
edmiston.1@osu.edu
Assisted by teachers from Hilltonia Middle School: Megan Ballinger, Jill Sampson, Allison Volz

Tuesdays 4:30 – 7pm
(7 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 English/language arts, reading, and social studies teachers in elementary, middle, and secondary classrooms, who want to learn how to use active dramatic approaches to teaching and learning.

This is a stand-alone course. However, for those who took Autumn 2012 course 5892: Reading Complex Texts: Using rehearsal room approaches for interpretation and comprehension, this course builds on the previous content.

Participants will learn active and dramatic teaching strategies for engaging all students in learning, building community, and understanding texts within units of inquiry, and assessing.

Throughout the 14 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 active dramatic approaches.

**Teachers taking the class for 3 credits will organize and lead teacher meetings, lead small group discussion on readings, and take notes during class sessions to post to Carmen.**

**Assignments:**

1. Class participation 30% (attendance and full participation during all class sessions is required)
2. Inventory of active dramatic teaching practices 10%
3. Assessment of classroom community 10%
4. #1 Text selection, plan, implementation, assessment 20% (written; discussed with instructor)
5. #2 Text selection, plan, implementation, assessment 20% (written; discussed with instructor)
6. Inventory and self-assessment of active dramatic teaching practices. 10%
<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>
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<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 Jan 8</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 using active dramatic approaches to learning and teaching.</td>
</tr>
<tr>
<td>2 Jan 15</td>
<td>Inventory of teaching practices</td>
<td>Review and discuss shared perceptions of students’ reading process and assessments.</td>
<td>Meet with colleagues to plan for assessments of students’ learning</td>
</tr>
<tr>
<td>3 Feb 5</td>
<td>Assessment of classroom community</td>
<td>Plan for revisions</td>
<td>Meet to review classroom community, teaching, learning, and assessment.</td>
</tr>
<tr>
<td>4 Feb 12</td>
<td>Reflection on planning, implementation &amp; assessment with Text #1</td>
<td></td>
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</tr>
<tr>
<td>5 Mar 5</td>
<td>Selecting Text selections</td>
<td></td>
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<tr>
<td>6 Mar 19</td>
<td>Reflection on planning, implementation &amp; assessment with Text #2</td>
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</tr>
<tr>
<td>7 Mar 26</td>
<td>Re-inventory of teaching practices and classroom community</td>
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<tr>
<td>Workshop Sessions</td>
<td>Topics</td>
<td>Readings</td>
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<td>--------------------------------------------------------------------------</td>
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</tbody>
</table>
| 1     Jan 8        | Introduction: Be active, be dramatic, and dialogue | Edmiston Chapter 1  
Common Core Appendix B  
Brave Margaret (folktale)                                                   |
| 2     Jan 15       | Building community and ensemble learning            | Edmiston Chapter 2  
Love That Dog (poetry/novel/realistic fiction)  
Selected texts (teacher choice)                                             |
| 3     Feb 5        | Planning for a learning journey                     | Edmiston Chapter 3  
Amos & Boris (Fiction: Primary)  
Jefferson and the Barbary Pirates (social studies: secondary)  
Reflections and refractions of meaning                                       |
| 4     Feb 12       | Teaching modes: there’s more to teaching than instruction | Edmiston Chapter 5  
Shakespeare – Macbeth (dramatic literature)  
Effective Practices for Developing Reading Comprehension                       |
| 5     Mar 5        | Assessing what you value in student achievement     | Edmiston Chapter 6  
The Other Wes Moore (biography/autobiography)                               |
| 6     Mar 19       | Authentic and critical inquiry .                    | Edmiston Chapter 4  
Exploring Titanic (Nonfiction)                                              |
| 7     Mar 26       | Where have we been?  
What’s next?                                           |                                                                         |

**Required Text** (chapters available as pdfs)


**Recommended Text**


**Professional Articles** (available as pdfs) to be read by those taking the class for 3 credits


**Strategies for Dramatic Learning Websites**

http://dramaresource.com/strategies/

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

http://www.mantleoftheexpert.com/
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) n/a

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 no

5. Special Instructions or Additional Information

6. Class Search Title (18 character limit) **ACTIVEDRAMATICT&L**

7. Display in Class Search:
   - [x] Yes
   - [ ] No

8. Credit Hours 2-3

9. Course Components (check all that apply):

   - [ ] Clinical
   - [x] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [x] Lecture
   - [ ] Recitation

10. Graded Component (check one):

    - [ ] Clinical
    - [x] 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 NONE

13. Permission to Enroll in this course:  ☑ No Consent needed  ☐ Department Consent  ☐ Instructor Consent

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

N/A

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  Jan 8 – Mar 26

2. Previous quarter(s) of offering and enrollment N/A

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 Indianola Alternative K-8; Hilltonia MS

6. Will course be taught in distance learning format:  ☐ Yes  ☐ 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>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td></td>
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<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
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<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>☐ Letter ☐ S/U ☐ Progress</td>
<td>☐ Letter ☑ S/U ☐ Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required: 15 hrs</td>
<td>Total hours of class meetings: 17.5 hr</td>
<td>Length of each class: 2.5</td>
</tr>
</tbody>
</table>

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

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

__________________________________________________________________________________

Instructor          Brian Edmiston                        Professor

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

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

Explain differences in teaching arrangements from on-campus offerings: in addition to class sessions teachers meet out of class time both on their own and with the instructors.

__________________________________________________________________________________

__________________________________________________________________________________

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

Registration through Columbus City Schools

Office Hours available 30 mins immediately before and/or after class meets

Academic Advising ditto

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

1. Previous quarters of offering and enrollment: N/A

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
   [ ] 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>Brian Edmiston</td>
<td>Primary</td>
<td>Yes</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>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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</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
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3. Meeting Pattern
   - [ ] MON
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9. Notes: ________________________________________________________________

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

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

End Component 2
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>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

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