

Term Information

Effective Term Autumn 2013

General Information

Course Bulletin Listing/Subject Area Theatre
Fiscal Unit/Academic Org Theatre - D0280
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5922S
Course Title Shakespeare and Autism
Transcript Abbreviation Shakespeare&Autism
Course Description An ensemble-based interdisciplinary course to provide elementary and/or middle school children within the Greater Columbus Area who have been diagnosed with autism spectrum disorder (ASD) with a series of interactive Shakespearean performance workshops. Students will receive training in the Hunter Heartbeat Method which uses Shakespeare text, themes, and storytelling.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 6
Max Completions Allowed 2
Course Components Laboratory
Grade Roster Component Laboratory
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Permission of instructor required.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0599
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior, Masters

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

See attached document for rationale.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students view their performance skillset non-traditionally as one that uniquely positions them to engage with community partners as teaching artists.
- Students demonstrate proficiency in implementing the method and are able to describe the performance aspects of The Hunter Heartbeat Method (Shakespeare-based theatre practice addressing the communicative blocks of Autism Spectrum Disorder).
- Students are able to discuss the fundamental characteristics of Autism Spectrum Disorder orally and in writing.
- Students articulate their individual definitions of civic practice, service-learning, and community engagement.

Content Topic List

- Shakespeare
- Autism
- Performance
- Hunter Heartbeat Method
- Community Engagement

Attachments

- TH5922S Syllabus.docx
(Syllabus. Owner: Simon, Beth E)
- TH5922S S-designation form.docx: S-designation form
(Other Supporting Documentation. Owner: Simon, Beth E)
- TH5299S Rationale.docx: Rationale Statement
(Other Supporting Documentation. Owner: Simon, Beth E)

Comments

COURSE REQUEST
5922S - Status: PENDING

Last Updated: Heysel,Garett Robert
11/30/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Simon,Beth E	11/01/2012 04:52 PM	Submitted for Approval
Approved	Gray,Daniel	11/01/2012 07:01 PM	Unit Approval
Approved	Heysel,Garett Robert	11/30/2012 06:39 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	11/30/2012 06:39 PM	ASCCAO Approval



Theatre # 5922S: Shakespeare & Autism

SYLLABUS

TERM: Autumn 2013

CREDITS: 3

LEVEL: U/G & Graduate

CLASS TIME: 1:50 – 3:55

LOCATION: TBD

INSTRUCTOR: Robin Post

OFFICE: Drake 1102

OFFICE EMAIL: post.68@osu.edu

OFFICE PHONE: (614) 292-0834

OFFICE HOURS: TBA

COURSE DESCRIPTION: Shakespeare & Autism is an ensemble-based interdisciplinary and cross-disciplinary service-learning course. The mission of the course is to provide elementary and or middle school children within the Columbus and Greater Columbus Area communities who have been diagnosed with autism spectrum disorder (ASD) with a series of interactive Shakespearean performance workshops and to provide the necessary training to students enrolled in the course. The following are a list of potential community partners: Nationwide Children’s Hospital, The Learning Spectrum, Kilbourne Middle School, Haugland Middle School, and Columbus City Schools. Students will receive training in the Hunter Heartbeat Method, created by UK actress and director, Kelly Hunter. The Hunter Heartbeat Method uses Shakespeare text, themes and storytelling to address the emotional, verbal and social restraints experienced by those with autism.

LEARNING OBJECTIVES:

- Students establish the value of civic practice, service-learning, and community engagement.
- Students view their performance skillset non-traditionally as one that uniquely positions them to engage with community partners as teaching artists.
- Students gain and apply academic knowledge through civic engagement with communities.

- Students determine the on-going and shifting needs of the community partner and make adjustments accordingly.
- Students obtain ensemble-building tools and are able to distinguish how and when to use collectively and when to use for leadership.
- Students demonstrate proficiency in implementing the performance aspects of The Hunter Heartbeat Method.
- Students demonstrate leadership skills when implementing the Hunter Heartbeat Method.
- Students obtain a foundational understanding of the core features of autism.
- Students obtain communicative tools for engaging children with autism.

EXPECTED LEARNING OUTCOMES:

- Students make connections between concepts and skills learned in an academic setting and community-based work.
- Students demonstrate written and verbal comprehension of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impact of the service-learning activity to the partners involved.
- Students critically analyze and articulate acting advancements and growth as teaching artists.

TEACHING METHOD: Studio & Discussion.

REQUIRED TEXTS:

Course Packet: Hunter Heartbeat Method Manual. Course packets will be available through the university bookstore.

The Tempest, William Shakespeare. Play is available through Amazon.com or university bookstores.

Students must receive a background check from the state.

Additional handouts TBA

Recommended Reading:

Sainsbury, *The Martian in the Playground*. The text is available through Amazon.com or the university bookstores.

ASSIGNMENTS:

- Reading & discussion of required texts.

- A source from the weekly reading assigned during weeks 1-5 should be used for each journal entry during week 1-5 as support material for reflection and assessment of your progress and comprehension of the work.
- Each source must demonstrate a clear connection to deepened comprehension of the work.
- Weekly journals - Refer to the journal handouts provided by instructor for journal prompts and specifications.
 - 1pg per class session = 2pgs/week. Journals must be written legibly if not typed, grammatically correct and recorded in a notebook or folder.
 - Journals for weeks 1 -5 must address your comprehension and facility with HHM training, leadership skills, community engagement, and ensemble-building techniques.
 - Journals for weeks 6-14 will be used as reflection and assessment of your implementation of and the impact of the HHM as well as further reflection on the prompts from weeks 1 -5.
- Group creation of “Matrix of Needs” document detailing the needs of the acting team and those of the partner.
 - This will take place during class and necessitates input from everyone.
 - Each student will create a list of people they believe to be important members of the partnership and a list of questions specific to each.
 - Each student will create a list of their needs when entering into the partnership. The group will discuss their individual needs and come to consensus regarding their collective needs through a democratic process.
 - The Instructor will provide a report to the class detailing the requests from the individual members of the partnership and students will create a matrix of needs document that accommodates all members.
- Lead weekly workshops to participants involved in the partnership.
 - Students must be present for every workshop with the partnership and be prepared to lead the children in each and every activity.
- 2 2pg Papers: Standard MLA format, double-spaced, 12pt. font. Refer to assignment handout provided by instructor for specifications on each paper.
 - 1. Self-assessment of the implementation of the Hunter Heartbeat Method contributions to the ensemble, and specific acting skills acquired.
 - 2. Self-assessment as teaching artist and the skillset that specifically applies to your definition of civic practice, community engagement and service-learning.

GRADING:

Reading.....	10%
Journals.....	30%
Workshops	20%
Assessment papers.....	30%
<u>Matrix of Needs documentation</u>	<u>10%</u>

100%

ATTENDANCE: This work relies on the group. An absence or late arrival interferes with the progress of the class as a whole and weakens the ensemble.

Class sessions will begin on time.

- **Two late arrivals equal one unexcused absence** (Even if you are only five minutes late). If you arrive after roll has been taken, it is your responsibility, at the end of the class, to be sure you are marked late and not absent.
- **For every two unexcused absences, your final grade will be lowered by one letter grade.**

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct

http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

FOR YOUR SAFETY, the OSU Escort Service is available after 7 p.m. by dialing 292-3322.

COURSE SCHEDULE

(Readings should be completed prior to class meeting)

University calendar: <http://registrar.osu.edu/staff/bigcalsem.asp>

Week 1/Day1:

Introductions, syllabus, ensemble-building games

Hunter Heartbeat Training: Activities 1 – 3

Assignment: Read The Tempest, by William Shakespeare; Review HHM activities in Manual; Journal

Week1/Day 2:

Hunter Heartbeat Method Training: Review activities 1-3, Cover activities 4-6.

Assignment: Journal; Review daily HHM reading.

Week 2/Day 1:

Hunter Heartbeat Training: Review activities 4-6; Cover activities 6-10

Assignment: Read handouts/articles specific to community engagement, civic practice and service-learning and discuss your new or evolving ideas about all three in journals; Review daily HHM.

Week2/Day 2:

HHM: Review activities 4-10; Discuss articles

Assignment: Journal; Complete background check; Review daily HHM

Week 3/Day 1:

HHM: Review activities 1-6

Assignment: Complete IRB training; Journal; Review daily HHM

Week 3/Day 2:

HHM: Review activities 6-10; Cover 11 – 13

Assignment: Journal, Review daily HHM

Week 4/Day 1:

Introduction to the Autism Spectrum Disorder: lecture by staff at Nisonger Center

Assignment: Journal, Reading specific to Autism Spectrum Disorder; Review daily HHM

Week 4/Day 2:

HHM: Review 6- 13, begin Matrix of Needs document, discuss articles and concerns.

Assignment: Journal, Matrix of Needs assignment; Review daily HHM

Week 5/Day 1:

HHM: Students lead one HHM activity, Complete Matrix of Needs document, Discussion.

Assignment: Journal; Review daily HHM

Week 5/Day 2:

HHM: Students lead one HHM activity, Cover logistics for travel, Discussion.

Assignment: Journal; Review daily HHM

The following weeks will be spent implementing the Hunter Heartbeat Method with the community partner. The workshops will be no longer than an hour in length. Students will use the additional class time to prepare, debrief, assess and adjust as necessary.

Week 6:

Lead Workshop 1 & 2, Debrief, Assess, Adjust

Assignment: Journal

Week 7:

Lead Workshop 3 & 4, Debrief, Assess, Adjust

Assignment: Journal

Week 8:

Lead workshop 5 & 6, Debrief, Assess, Adjust

Assignment: Journal

Week 9:

Lead workshop 7 & 8, Debrief, Assess, Adjust

Assignment: Journal

Week 10:

Lead Workshop 9 & 10, Debrief, Assess, Adjust

Assignment: Journal

Week 11:

Lead workshop 11 & 12, Debrief

Assignment: Journal

Week 12:

Lead workshop 13 & 14, Debrief, Assess, Adjust

Assignment: Journal

Week 13:

Lead workshop 15 & 16, Debrief, Assess, and Closure with partners

Assignment: Journal

Week 14:

Lead workshop 17

Assignment: Journal

Week 15: Finals Week

Final debrief to discuss workshops and self-evaluations.

Final assessment papers due

Rationale:

This course will benefit students, teachers, aides, families and the larger community.

The children will receive individualized and group attention during each workshop, the aim of which is to break through the communicative blocks of autism. The children will participate in Shakespeare focused drama workshops that will offer them entertaining explorations of emotional recognition, imaginative play, verbal play and spatial awareness.

Teachers, aides, and family members will be encouraged to observe or participate in the workshops, which will facilitate long-term assistance for the children. Their observation and participation will essentially provide them with alternative modes of intervention for children on the spectrum.

A new community will be created consisting of theatre students and children with ASD. The actors will undoubtedly experience attitudinal changes toward this ever-growing segment of the population resulting in a renewed understanding of community outreach, Theatre for Social Change and civic responsibility.

The actors will develop a skillset as teaching artists that they can incorporate into their research and academic endeavors. These individual actors will receive career-building tools and training that will enrich their study as theatre artists. Additionally, the intervention will provide actors with advanced actor training which will directly impact their success in other areas of performance.

Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at slearning@osu.edu.

(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at slearning@osu.edu.)

- | | | |
|---|-----|-----------|
| 1. Has this class previously received an S-Designation? | Yes | <u>No</u> |
| 2. Is this class always taught with a service-learning component? | Yes | <u>No</u> |

This is a new course.

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

A. Students will lead, with instructor supervision and facilitation, a series of workshops with elementary and middle-school children on the autism spectrum.

B. Students will provide the necessary support for each child while involved in the workshop and strive to implement activities that directly address the communicative blocks of autism.

C. Students will document the progress of the children and make those documents available to parents and instructors as requested.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

A. The community partner's specific goals will be made clear at the beginning of the course and the means to fulfill those goals will be made clear prior to the first workshop.

B. Parents, Teachers and Aides will receive a therapeutic intervention for children on the autism spectrum. Autism continues to be redefined as scientists search for the cause and defining characteristics. The complex nature of the disability places new and innovative modes of intervention in high demand.

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

a) Faculty:

- a. Provide students with the means to conduct and appreciate the value of civic practice, service-learning, and community engagement.
- b. Provide students with the training necessary to implement their performance skills in a manner that serves the community partner (children on the autism spectrum).
- c. Provide students with a teaching artist skillset.
- d. Provide students training in the Hunter Heartbeat Method; this method employs Shakespeare's text and storytelling with autistic children for the therapeutic purpose of breaking through the communicative blocks of autism.
- e. Provide students with ensemble-building tools
- f. Provide students with a foundational understanding of the core features of autism and the communication skills for engaging children with autism.
- g. Provide transportation for the students to the community partner site 2x/week.

b) Students

- a. Gain academic skills and knowledge and apply them through civic engagement with community partners.
- b. Demonstrate proficiency in implementing the performance aspects of The Hunter Heartbeat Method.
- c. Make connections between concepts and skills learned in an academic setting and community-based work.
- d. Demonstrate written and verbal comprehension of the issues, resources, assets, and cultures of the community in which they are working.
- e. Evaluate the impacts of the service-learning activity.
- f. Critically analyze and articulate acting advancements and growth as teaching artists.
- g. Demonstrate leadership skills when implementing the Hunter Heartbeat Method.

c) The community partner(s)

- a. Provide a space in their building for the sessions.

- b. Provide aides as necessary to work with appropriate children.
- c. Provide assistance in sending waivers home for parental permission.
- d. Receive weekly hour-long Hunter Heartbeat Method workshops/interventions provided to groups of approximately 10 students on the spectrum led by approximately 10 theatre students and one supervisor.
- e. Provide informal assessments of their impression of the impact of the work.
- f. Additionally, the specific goals/expectations/responsibilities will be slightly different for each community partner and will be determined throughout the work with each.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

A. Funding for the next three years will be supplemented through a The Ohio State University's Outreach & Engagement Impact grant.

B. Application for additional grants are underway.

C. The Department of Theatre is reviewing the course to be included as part of the regular curriculum.

COURSE GOALS

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

A. The purpose of the service activity is to provide therapeutic interventions to children with Autism Spectrum Disorder. The service activity depends on the student's mastery of the academic course work. Course work consists of training in the delivery and leadership of Hunter Heartbeat Method as well as a foundational understanding of autism and the skills necessary for working with those on the spectrum.

B. Students will be assessed as to the proficiency of their work with the children and will correct and continue to develop their mastery throughout the process.

C. Students will self-assess and share their achievements and challenges with the implementation of the work with their peers on a weekly basis. This time will be used for clarification, affirmation and problem-solving.

8. In addition to course-specific student learning goals, the following general expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

- a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?
 - a. Students will write weekly journals for the purpose of documenting their proficiency and any challenges they have when implementing the concepts and skills learned in the academic setting to the children involved in the partnership.
 - b. Students will meet as a group with the instructor for weekly debriefs to discuss and develop the implementation of the work.

- b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?
 - a. Students will be introduced to the characteristics and core features of Autism Spectrum Disorder and be given skills for working with this population. Instructors from the Nisonger Center will provide this information and supplemental reading will be provided.
 - b. Students will be required to create a "Matrix of Needs" which documents and the needs of all those involved in the partnership and offers up strategies to meet those needs.
 - c. Students will be introduced to and given the opportunity to connect with Principals, teachers, aides and parents whenever possible.

- c) How does the course promote reflection on and evaluation of the impacts of the service learning activity?
 - a. Students will write weekly journals for the purpose of documenting their proficiency and challenges when implementing the concepts and skills learned in the academic setting to the children involved in the partnership.
 - b. Journals will also be used to document the children's responses to the work and progress of the individual children in the partnership.
 - c. Students will meet as a group with the instructor for weekly debriefs to discuss their implementation of the work and on-going strategies.
 - d. Students will be required to write two self-assessment papers: The first will address their ability to implement the Hunter Heartbeat Method, contributions to the ensemble, and specific acting skills acquired. The second will assess their growth as teaching artists and the specific skillsets useful for civic practice, community engagement and service-learning.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

A. Students will be provided with clear expectations for content and structure of journal entries and self-assessment papers and will be assessed according to the fulfillment of said expectations.

B. Students will be expected to achieve a proficient level (specified for them) of skill with the activities outlined in the Hunter Heartbeat Method and will be assessed accordingly.

C. Students will be expected to achieve proficiency (specified for them) in implementing their training to members of the partnership. They will be provided the opportunity to lead activities for their peers prior to working in the field.

C. Students will be expected to achieve specified skills for working with children with autism and will be assessed accordingly.