**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 & Autismis 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 Methoduses Shakespeare text, themes and storytelling to address the emotional, verbal and social restraints experienced by those with autism. The Hunter Heartbeat Method, which is at the core of this creative process, has been used with children with autism spectrum disorders for the past 20 years. The method is based around the rhythm of iambic pentameter and the sound of the heartbeat. For more on Shakespeare and Autism go to: <http://nisonger.osu.edu/shakespeare-autism>. The relationship of theatre addressing children and adults along the autism spectrum has inspired countless productions (from South Carolina, to Minnesota, and from New York City to Boston) and companies including Autism Theatre Network and the Autism Theatre Initiative

**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%

Matrix of Needs documentation 10%

 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](https://email.osu.edu/owa/redir.aspx?C=6kJLXlVcZ0imh9oIFyiKq308JlKWZM8InPGx7-3WxRbCNNG5fpcVJNa9WNB5LdjTJ8NxJsUFN1w.&URL=http%3a%2f%2fstudentlife.osu.edu%2fpdfs%2fcsc_12-31-07.pdf" \t "_blank)).

**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/](https://email.osu.edu/owa/redir.aspx?C=6kJLXlVcZ0imh9oIFyiKq308JlKWZM8InPGx7-3WxRbCNNG5fpcVJNa9WNB5LdjTJ8NxJsUFN1w.&URL=http%3a%2f%2fwww.ods.ohio-state.edu%2f" \t "_blank).

**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