
Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Theatre
Fiscal Unit/Academic Org Theatre - D0280
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 6702
Course Title Theatre Pedagogy
Transcript Abbreviation Thea Pedagogy
Course Description In this course, we will delve into teaching our discipline on the college level. We will explore best practices, strategies, techniques, and key concerns in our field. We will develop teaching philosophies and portfolios to aid on the job market, but more importantly, we will demonstrably improve our ability to impact our students' lives.
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 No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 50.0501
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- To gain familiarity with best practices in college-level teaching in theatre and performance studies.
- To develop teaching skills that pertain to our areas of specialization and to the generalist areas we may be tapped to teach in the future.
- To identify trends and approaches in theatre and performance pedagogy.
- To deploy teaching strategies and techniques for the theatre and performance classroom and for community-based teaching artistry.
- To create a community of theatre and performance teachers engaged in continual teaching improvement.

Content Topic List

- theatre and performance pedagogy
- theatre and performance teaching artistry

Sought Concurrence

No

Attachments

- Template Pedagogy syllabus.pdf
(Syllabus. Owner: Schlueter, Jennifer E)
- Copy of Concurrences Requested Theatre MA PhD.xlsx: List of requested concurrences
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- Concurrence AAEP--Theatre 6702 and 7730.pdf: Concurrence AAEP
(Concurrence. Owner: Vankeerbergen, Bernadette Chantal)
- Concurrence_no answer EHE_Theatre 6702.pdf: Concurrence EHE
(Concurrence. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- This course is part of a proposed revision to the MA and PhD in Theatre. *(by Schlueter, Jennifer E on 08/06/2018 10:40 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Schlueter, Jennifer E | 08/06/2018 10:29 AM | Submitted for Approval |
| Approved | Schlueter, Jennifer E | 08/06/2018 10:40 AM | Unit Approval |
| Approved | Heyssel, Garrett Robert | 08/06/2018 08:51 PM | College Approval |
| Pending Approval | Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler | 08/06/2018 08:51 PM | ASCCAO Approval |



| | | | |
|--------------------|-------------------------|----------------------|--|
| TERM: | Spring 2019 | INSTRUCTOR: | |
| CREDITS: | 3 | OFFICE: | |
| LEVEL: | G | EMAIL: | |
| CLASS TIME: | Tuesday 2:20 PM-5:00 PM | OFFICE HOURS: | |
| LOCATION: | Drake 2038 | | |

COURSE DESCRIPTION

In this course, we will delve into teaching our discipline on the college level. We will explore best practices, strategies, techniques, and key concerns in our field. We will develop teaching philosophies and portfolios to aid on the job market, but more importantly, we will demonstrably improve our ability to impact our students' lives.

LEARNING GOALS

- To gain familiarity with best practices in college-level teaching in theatre and performance studies.
- To develop teaching skills that pertain to our areas of specialization and to the generalist areas we may be tapped to teach in the future.
- To identify trends and approaches in theatre and performance pedagogy.
- To deploy teaching strategies and techniques for the theatre and performance classroom and for community-based teaching artistry.
- To create a community of theatre and performance teachers engaged in continual teaching improvement.

REQUIRED TEXTS (available at Campus Bookstore-Barnes and Noble):

- Fliotsos, Anne and Gail Medford, eds. *Teaching Theatre Today: Pedagogical Views of Theatre in Higher Education*. Palgrave Macmillan, 2010 edition. ISBN 978-0230619005.
- Nilson, Linda B. *Teaching at Its Best: A Research-Based Resource for College Instructors*. Jossey-Bass, 2010. ISBN 978-0470401040
- Huston, Therese. *Teaching What You Don't Know*. Harvard UP, 2012. ISBN 978-0674066175
- Lang, James M. *Small Teaching: Everyday Lessons from the Science of Learning*. Jossey-Bass, 2016.
- Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass, 2017 (20th edition).
- Additional readings on Carmen, including excerpts from the manuscript version of Fliotsos, Anne and Gail Medford, eds. *New Directions in Teaching Theatre Arts*, to be published in 2020, as well as Bloom's Taxonomy and Fink's Significant Learning.

ASSIGNMENTS

- Engagements:** For each set of readings, draft a 2-page engagement with the material that includes both a precis of the assignments and your queries about them. Worth 10%.
- Techniques 1:** Create a short lecture/demonstration. Focus on making your pedagogy transparent. Worth 5%
- Techniques 2:** Demonstrate strategies for facilitating class discussion. Worth 5%.
- Techniques 3:** Demonstrate strategies for facilitating creative feedback. Worth 5%
- Observation 1:** Observe your current professors teaching, as well as at least one colleague. Write a short response detailing what you learned. Worth 5%.
- Observation 2:** Observe a master teacher (choose someone from the Academy of Teaching) at work. Write a short response detailing what you learned. Worth 10%.
- Workshop:** Create and present a 15 minute public-facing workshop. Think like a teaching artist. Worth 10%.
- Rubrics:** Create rubrics for three distinct assignments as you currently teach them. Worth 5%
- Syllabus:** Create a syllabus for a one semester course on a topic in your expertise that includes a course description, learning goals, reading list, and one backwards-designed classroom exercise or assignment that pertains to it. Worth 15%
- Philosophy:** Write your teaching philosophy. Worth 15%
- Portfolio:** Create your teaching portfolio. Worth 15%

GRADING:

| | |
|---------------------|-------------|
| Engagements | 10% |
| Techniques 1 | 5% |
| Techniques 2 | 5% |
| Techniques 3 | 5% |
| Observation 1 | 5% |
| Observation 2 | 10% |
| Workshop | 10% |
| Rubrics..... | 5% |
| Syllabus..... | 15% |
| Philosophy | 15% |
| Portfolio..... | 15% |
| Total | 100% |

Grading Scale:

| | |
|------------|----|
| 93 - 100.0 | A |
| 90 - 92.9 | A- |
| 87 - 89.9 | B+ |
| 83 - 86.9 | B |
| 80 - 82.9 | B- |
| 77 - 79.9 | C+ |
| 73 - 76.9 | C |
| 70 - 72.9 | C- |
| 67 - 69.9 | D+ |
| 60 - 66.9 | D |
| 0 - 59.9 | E |

Attendance: Expected.

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/csc/>).

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

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

COURSE CALENDAR

| | | |
|---------------|---|--|
| Week 1 | Overview, reflections, plans | On Carmen: Bloom’s Taxonomy and Fink’s Wheel |
| Week 2 | Teach yourself part 1 | Palmer <i>Courage to Teach</i> |
| Week 3 | In the wild 1 | Due: Observation 1 |
| Week 4 | Teach yourself part 2 | Huston <i>Teaching What You Don’t Know</i> |
| Week 5 | In the wild 2 | Due: Observation 2 |
| Week 6 | Our field | Fliotsos and Medford <i>Teaching Theatre Today</i> |
| Week 7 | Our field continued | Due: Techniques 1 |
| Week 8 | Nitty gritty Course design institute | Due: Techniques 2, Rubrics |

Week 9

Syllabus review

Carmen: syllabus archive

Due: Syllabus**Week 10**

Strategy day

Lang *Small Teaching***Due: Techniques 3****Week 11**

Teaching artist vs. college teaching Carmen: teaching artistry

Week 12

New directions?

On Carmen: Flitsos and Medford manuscript

Week 13

Demo day 1

Due: Workshop**Week 14**

Documentation

On Carmen: teaching portfolios

Theorizing

On Carmen: teaching philosophies

Week 15

Putting it all together

PHILOSOPHY and PORTFOLIO due at final.

From: [Schlueter, Jennifer](#)
To: [Vankeerbergen, Bernadette](#)
Subject: Fw: concurrence: two new courses in Theatre
Date: Thursday, August 23, 2018 4:08:57 PM
Attachments: [image001.png](#)

From: Pace, Lauren K.
Sent: Thursday, August 23, 2018 3:54 PM
To: Schlueter, Jennifer
Cc: Acuff, Joni E.
Subject: RE: concurrence: two new courses in Theatre

Dear Dr. Schlueter,

We apologize for the delay, it has been a busy two weeks here.

Anyways, the Graduate Studies Committee has reviewed the request and approves of the concurrence.

Lauren



Lauren Pace, MA
Academic Program Coordinator
Arts Administration, Education and Policy
231 Sullivant Hall
1813 North High Street
Columbus, OH 43210
(614) 292-4123 Office
pace.162@osu.edu

SAVE THE DATE for the 2018 Barnett Symposium, Illuminating Creativity: The Anniversary Celebration, September 27-28, 2018!

From: Schlueter, Jennifer

Sent: Tuesday, August 7, 2018 9:18 AM

To: Hutzel, Karen E. <hutzel.4@osu.edu>; Acuff, Joni E. <acuff.12@osu.edu>

Cc: Pace, Lauren K. <pace.162@osu.edu>

Subject: concurrence: two new courses in Theatre

Dear Professors Hutzel and Acuff:

I'm writing to request concurrence from AAEP for two new graduate courses for the Department of Theatre, both of which are part of our proposed revision to our MA and PhD. The first course, proposed as **Theatre 7730 Method: Practice As Research**, will be required for the MA and PhD in Theatre. The second course, **Theatre 6720 Theatre Pedagogy**, will be required for the PhD in Theatre and an elective option for the MA in Theatre.

I've attached two concurrence forms and the syllabi here. I'd love a response within two weeks, or by August 21.

Best,

Jen

Jennifer Schlueter, PhD

Associate Professor, Department of Theatre

Producer, Lab Series | Editor, Theatre/Practice

Faculty Fellow, Curriculum, Graduate School

1103 Drake Center, 1849 Cannon Dr, Columbus, OH 43210

614-688-3778

**The Ohio State University
College of the Arts and Sciences Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Proposal to review

| | | |
|--------------------------|---------------|--------------|
| Initiating Academic Unit | Course Number | Course Title |
|--------------------------|---------------|--------------|

| | |
|--|-------------------|
| Type of Proposal (New, Change, Withdrawal, or other) | Date request sent |
|--|-------------------|

| | |
|-------------------------------|----------------------|
| Academic Unit Asked to Review | Date response needed |
|-------------------------------|----------------------|

B. Response from the Academic Unit reviewing

Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

| | | | |
|---------|----------|------|------|
| 1. Name | Position | Unit | Date |
|---------|----------|------|------|

| | | | |
|---------|----------|------|------|
| 2. Name | Position | Unit | Date |
|---------|----------|------|------|

| | | | |
|---------|----------|------|------|
| 3. Name | Position | Unit | Date |
|---------|----------|------|------|