

# OHIO STATE COURSE CHANGE REQUEST

College Education

Department School of Educational Policy and Leadership  
(e.g., Portuguese)

Book 3 Listing: Edu P&L

Proposed Effective Qtr/Yr: SU  AU  WI  SP  YEAR: 2007  
(See OAA Academic Organization and Curriculum Handbook for Deadlines)

**A. Course Offerings Bulletin Information.** Follow instructions in the *OAA Academic Organization and Curriculum Handbook*. Before you fill out the "Present Course" information, be sure to check the latest edition of the Course Offerings Bulletin and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed.

\* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Edu P&L \_\_\_\_\_
2. Number: 411 \_\_\_\_\_
3. Full Title: The Body and Mind Goes to School \_\_\_\_\_
4. 18-Char. Transcript Title: BODY/MIND TO SCHOOL \_\_\_\_\_
5. Level and Credit Hours U 5 \_\_\_\_\_
6. Description: Current and emerging theoretical and cultural conceptions of body and mind and how they affect educational theories and practices  
(25 words or less) \_\_\_\_\_
7. Qtrs. Offered : SU  AU  WI  SPX   
1st SEM  2nd SEM
8. Distribution of Contact Time: \_\_\_\_\_  
(e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): None \_\_\_\_\_
10. Exclusion: None \_\_\_\_\_  
(Not open to....)
11. Repeatable to a maximum of 0 credits.
12. Off-Campus Field Experience: N/A \_\_\_\_\_
13. Cross-listed with: N/A \_\_\_\_\_
14. Check the curricular requirement this course fulfills:  
BER  LAR  GEC  3rd writing course
15. Grade option (circle): Ltr X  S/U  P   
If P graded, what is the last course in the series? \_\_\_\_\_
16. Is an honors version of this course available? Y  NX
17. Other general course information: \_\_\_\_\_

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**

**Changes Requested**

- \_\_\_\_\_
- \_\_\_\_\_
- Body, Brain, and Learning \_\_\_\_\_
- BODY,BRAIN,LEARN \_\_\_\_\_
- Historical and emerging scientific conceptions of the body, Brain, and learning in educational practice. \_\_\_\_\_
- \_\_\_\_\_
- SU  AU  WI  SP   
1st SEM  2nd SEM
- \_\_\_\_\_
- \_\_\_\_\_
- Repeatable to a maximum of \_\_\_\_\_ credits.
- \_\_\_\_\_
- \_\_\_\_\_
- Cross listed with: \_\_\_\_\_
- Check the curricular requirement this course fulfills:  
BER  LAR  GEC  3rd writing course
- Grade option (circle): Ltr  S/U  P
- Last course in Progress series: \_\_\_\_\_  
Y  N

**B. General Information:**

1. Do you want prerequisites enforced electronically? (See OAA Academic Organization and Curriculum Handbook for what can be enforced.) N/A YES  NO
2. Does this course currently satisfy any GEC requirement? **Requesting GEC Status at this time!** YES  NO X
3. What other units require this course? N/A  
Have these changes been discussed with those units? N/A YES  NO
4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? [Attach relevant letters.] N/A YES  NO
5. Is the request contingent upon other requests? YES  NO X

List:

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives.) **See attached sheet**

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7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change:  
None required.

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8. If the proposed change involves budgetary adjustments, describe the method of funding:  
No budgetary adjustments required.

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**APPROVAL SIGNATURES** (As needed. All signatures on lines in ALL CAPS ( e.g. ACADEMIC UNIT) must be completed

Academic Unit Undergraduate Studies Committee Chair (Undergrad course)	Printed Name	Date
Academic Unit Graduate Studies Committee Chair((Undergrad/Graduate course)	Printed Name	Date
School /College Undergrad Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
School /College Graduate Curriculum Committee (Undergrad/Grad course)	Printed Name	Date
<i>Robert Lawson</i> ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR	ROBERT LAWSON	2-9-06
<i>David W. Andrews</i> COLLEGE DEAN	DAVID W. ANDREWS	5/12/06
Graduate School (If Appropriate)	Printed Name	Date
ASC Curriculum Committee Chair (If Appropriate))	Printed Name	Date
University Honors Center (If Appropriate)	Printed Name	Date
Office of International Education (study tour only)	Printed Name	Date
ACADEMIC AFFAIRS	Printed Name	Date

**Addendum - Course Change Request**  
**Edu P&L 411 Body, Brain and Learning**

B.6 Purpose of the proposed change

The proposed name change reflects current research that has been conducted on WHY we learn the way we do. The original name did not reflect the brain's role in neural learning patterns as that research had not yet been conducted. The connection between our body and mind has always comprised the majority of the content of the course, but the name change allows for current research to be included. It is the development of the functional MRI that has allowed for the research to be conducted. The content of the course will not be affected; the revised title simply allows us to expand upon the scientific proof behind the educational theory.

ED P&L 411, "Body, Brain and Learning"  
Assessment Plan

**GEC Model Curriculum:Category**

The course **Body, Brain, and Learning** (ED P&L 411) embodies the goals and intent of the GEC Model Curriculum. Within the GEC Model Curriculum, ED P&L 411 best fits under the designation of **Arts and Humanities: Historical Survey**. It is a course that encourages examination of learning and schooling as cultural phenomenon. It provides students the historical background of American schooling as a cultural response to the needs of a growing influx of immigrants along with a primary focus on language and the mind, conceiving knowledge as being only abstract and cognitive. By understanding where our system of schooling came from, students from all disciplines are invited to explore where it might best evolve in the future. Science now tells us of the importance of our body in relation to learning. Stress levels, proper nutrition and sleep, emotional well-being, self-concept, and physical movement all play a pivotal role in our ability to learn. In order for students to develop problem solving abilities when it comes to the future of American educational policy (as society as a whole truly holds this responsibility via voting power) they need the past and current scientific and historical framework of the learning process and the development of schooling to see where it developed from and to generate where it might go.

Students in this course will also be asked to examine their own learning and schooling in an attempt to help them analyze for themselves the need for a more holistic approach to learning, and schooling. How did their own schooling and learning style impact their view of themselves? After the theoretical discussion of how the mind and body became divorced from one another in western education, students will be able to evaluate for themselves whether or not this is prudent to continue to structure schooling in such a manner. In addition, they will be given the opportunity to experience first hand some of the recent research findings on the role of relaxation techniques, movement, and emotions in the cognition. Via personal experience they may choose to incorporate some of these approaches from other communities as they venture forward as an adult learner, both in college and beyond.

ED P&L 411 will utilize Forrest Carter's classic novel *The Education of Little Tree* to examine the process of educational assimilation for a Native American, followed by the film "The Dead Poet's Society" as an example of the engaged learning process. Students will be given the physiological background of why each of these original works of art illustrate some of the brain research findings on the learning process itself. Background reading, viewing of film, and reading of original text will provide the substance around which class discussion will center.

**GEC Model Curriculum: Assessment Plan**

Assessment for this course will be based upon the student's engaged participation in classroom experiential activities, discussion, a midterm exam to verify understanding of the development of American schooling in cultural context, written essays, and a final presentation in which they display a synthesis of the concepts presented in the course. Upon successful completion of this course, it is expected that students will have achieved the learning objectives outlined on the course syllabus, fulfilling the goals and learning objectives of a GEC under the designation Arts and Humanity, Historical Survey.

The Ohio State University College of Education  
School of Educational Policy and Leadership

EDU P&L 411 U 05  
BODY, BRAIN, AND LEARNING  
COURSE SYLLABUS AND SCHEDULE

**Description/ Rationale:** ED P&L 411 is an undergraduate course in the College of Education designed to explore the interrelationships and the interplay that has historically existed between the mind and body in relation to “learning”. This course was designed to address the Babcock report- as it analyses education sculpted by the cultural response to the influx of immigration during the 19th century and beyond, from the separation of mind and body in education- to the re-integration necessary today. ED P&L 411 studies the history of American education beginning as the cultural “leveling ground” to its evolution in affirmation of gender, culture, and racial differences. Being embodied implies difference as a given. This course was crafted with the goals and intent behind the establishment of the GEC Model Curriculum in mind. It is intended for students of any major to understand the cultural phenomenon of “schooling”, how it came to be, and where it is going. This affects all members of society. Every student is a learner and has a unique set of cultural advantages they bring to the educational table. This course examines the history of how these advantages were viewed by society and the individual, and the impact that they had on the learner.

**Relationship to Curricula:** Traditional notions of schooling in America focus on language and the mind, conceiving knowledge as being only abstract and cognitive. However, alternative views have emerged which are based on a conception of human embodiment which is more holistic and integrative. This course introduces holistic ways of teaching and learning that acknowledge the complex systems that are involved in learning. Through the examination of literary art (The Education of Little Tree) students will analyze the impact that cultural “cleansing” has on the learner’s ability to learn, while theatrical art (The Dead Poet’s Society) will be used as an example of engaging the learner where his/her passion lies. **Utilizing recent brain research and its implications**, students will explore, challenge, affirm and clarify assumptions regarding the “optimal learning environment” and how this culturally constructed idea has changed over the last 100 years. The past 5 years have afforded a wealth of scientific research into the reasons why we learn better under certain environmental (both internal and external) conditions. The bodily implications of schooling is an issue that is now being addressed, not only by educators, but by scholars and practitioners from a variety of fields including the social and behavioral sciences, business, medicine, and comparative studies. The content of this course challenges the student to examine the nature of his or her own learning. This course is intended for all students, not just students who are interested in becoming formal educators.

**Diversity:** The intent of this course is for the learner to critically listen, see, think, and reflect upon the historical assumption about the learner throughout the history of educational policy. How was each of us impacted by the assumption of the teacher, learning environment, and current educational policy? Each student is both a learner and a teacher in everyday life, and to encourage discussion around optimal ways to learn or teach something is a skill that would be valuable far

beyond any student's college experience. This course encourages the student to explore how they view themselves based upon the society's past definition of the optimal "learner".

**Objectives** (Student Learning Outcomes):

Upon successful completion of this course, students will be able to

1. Recognize the cultural/historical factors at play in the separation of body and mind in the development of schooling in America \*
2. Articulate an historical account of the implications of Body/Mind dichotomy on teaching and learning in American culture \*
3. Place American educational policy within the larger historical context from which it came
4. Generate examples contained from art and humanities that illustrate the separation of body and mind in American education and the resulting effects\*
5. Compare American schooling with other western and traditions of schooling that have recognized and affirmed cultural, racial, and gender differences \*
6. Experience learning as an embodied process
7. Understand and apply how they can supplement their own style of learning to facilitate learning various content materials
8. Identify recent brain research on learning that validates the importance of embodied approaches to learning
9. Synthesize the notion that human development is a multi-faceted and wholistic process that impacts the learning process
10. Assess approaches to learning that attempt to validate embodied difference in learning and the impact this has on American society\*
11. Design a presentation utilizing techniques that demonstrate an understanding of Body/Mind integration/celebration of embodied difference in learning content.\*

\* these objectives specifically address the learning objectives of the GEC that this course fulfills

**Prerequisites:** There are no prerequisites for this class, however, a genuine interest in learning, in optimal learning environments, and in affirming difference is an asset in this course.

**Course Format:** This course is designed to be largely interactive in nature. Class sessions will include some lecture, viewing of film, accompanied by general class discussions, small group discussions, as well as, group activities. All students are expected to read assigned materials prior to coming to class and to be prepared to contribute to discussions, ask questions, offer reflections, etc. related to the scheduled topics of study of these topics.

***There is no Off – Campus Field Experience component to this course.***

**Required Course Texts (available from SBX):**

Carter, Forrest. The Education of Little Tree, Albuquerque: University of New Mexico Press, 1976.

Senge, Peter. Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares About Education. New York: Doubleday, 2000.

Sousa, David. (2006) How the Brain Learns. Corwin: Thousand Oaks.

**\*Additional readings will be distributed in class or available on-line via Carmen. The following are optional resources that were used in the creation of this course:**

Minds, Brains, and Learning: Understanding the Psychological and Educational Relevance of Neuroscientific Research by Byrnes, J. Guilford Press, New York, NY. (2001).

Arts with the Brain in Mind. Jensen. E. Association for Supervision and Curriculum Development, Alexandria, VA, (2001)

Brain-Based Learning. The New Science of Teaching and Training, Revised Edition Jensen, E., San Diego, CA. (1995, 2000).

Brain research and learning in the classroom : An article from: School Planning & Management by Abramson, P. (Digital - May 31, 2003)

How People Learn: Brain, Mind, Experience, and School: Expanded Edition by National Research Council (U. S.) Committee on Learning Research and Educational Practice

Learning in the Community: Concepts and Models for Service Learning in Teacher Education. Erickson, J. and Anderson, J., editors (2000).

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**Week/Dates**


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**Topics / Readings\***


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**Topical Outline:****Week I****Introduction of the Course**

The history of schooling in America based on the separation of body and mind: melting of various cultures to achieve an "American" culture via educational policy and structure of schooling

**Week II****A Walk Through the Brain**

*How the Brain Learns*

- Chapter 1: Basic Brain Facts and Brain Development

**The Industrial System of Education***Schools that Learn*

- Chapter 1,2

*Leadership*

- What Do We Know From Brain Research?
- Brain-Based Learning: A Reality Check (Hand-out)
- Theory of Mind Goes to School

**Week III****Enrichment for the Brain***How the Brain Learns*

- Chapter 2: How the Brain Processes Information

*Schools that Learn*

- Seeing the Classroom Chapters 3,4,5

*Leadership*

- Food for Thought
- Art for the Brain's Sake
- The Music in Our Minds

*The Secret Life of the Brain, (in-class video) – The Child's Brain*

**Week IV****Emotional Wellness and a Safe Environment***How the Brain Learns*

- Chapter 3: Memory, Retention, and Learning

*Schools that Learn*

- Chapter 6,7

*Leadership*

- Reading/discussion of 1<sup>st</sup> 1/3 of The Education of Little Tree

*The Secret Life of the Brain, (video) – The Adolescent Brain*

**Week V****The Power of Transfer***How the Brain Learns*

- Chapter 4: The power of transfer



*Schools that Learn*

- *Schooling all the City's Children*
- *Chapters 8,9,10*

*Leadership*

- Reading/discussion of 2<sup>nd</sup> 1/3 of The Education of Little Tree
- Moving With the Brain in Mind (Hand-out)

**Week VI****The Brain and the Arts***How the Brain Learns*

- Chapter 5: The Arts as Basic to Human Experience

*Leadership*

- Reading/discussion of final 1/3 of The Education of Little Tree

**Week VII****Choose your Own Adventure: teaching/learning***How the Brain Learns*

- Chapter 7: Thinking Skills and Learning

Viewing of Film: Dead Poet's Society

**Week VIII****The Core Purpose**

- Chapter 8: Putting it all together: Considerations for planning, learning

**Week IX****Multiple Intelligences: How do you learn best?  
Presentations****Week X****Presentations/Course Evaluation**

\*I reserve the right to make modifications to course readings and /or schedule as deemed necessary and appropriate.

***Course Requirements:*****Class Attendance and Participation: 20%**

Consistent attendance and participation is mandatory. In addition to general class discussions and group work, there will be a number of in-class assignments and reflection activities that factor into your overall grade. Please come to class prepared to be an active and reflective participant.

Because a significant portion of this course is interactive and participatory, consistent attendance is critical. Excessive absences will be reflected in your attendance and participation grade for the course. If you are absent it is your responsibility to determine what was missed and to secure notes, materials, etc.

***Evaluation/ Assessment:***

	<u>Percentage of grade</u>
1. In-class, <u>prepared</u> preparation*	20%
2. Assigned essays/papers on the film and novel used as examples in class	25%
3. Midterm exam	25%
3. Final project/presentation demonstrating your synthesis of course	30%

**Final Grade Scale:**

A 94 - 100%	
A- 90 - 93%	C- 70 - 73%
B+ 87- 89%	D+ 67 - 69%
B 84 - 86%	D 64 - 66%
B- 80 - 83%%	E 63% and below
C+ 77-79%	

\* Please Note: In-class, prepared participation requires more than simply class attendance. Lively debate is expected! In case of illness or an emergency that necessitates a class absence, please e-mail klatt.8@osu.edu the morning of your absence.

LATE WORK: Any work received after the beginning of the class in which it is due, will be docked one letter grade per day.

***Technology:***

There is a good deal of research actively being pursued concerning brain functioning, and its impact on learning. Carmen technology will allow for this up to the minute updating of research findings, as it allows the instructor to post studies completed after the quarter begins. There are also many web based materials now available that students will be encouraged to explore, including online scholarly journals that can be utilized to provide research to support the student's final project. This process will encourage development of the student's research competency in accessing information. A student may also choose to use technology based presentation format ( Powerpoint, etc) for his/her final presentation.

***Statement of Student Rights:*****Academic Accommodations & Auxiliary Services:**

Students needing auxiliary services or academic accommodations based on the impact of a documented disability should contact me privately during my office hours to discuss your specific needs. I will be happy to work with you in consultation with the Office for Disability Services at (614) 292-3307 in room 150 Pomerene Hall to provide appropriate academic accommodations and / or auxiliary services. Please know that under the Americans With Disabilities Act, it is your responsibility to notify each of your faculty members of your need for accommodations. In my experience, students who inform their faculty members at the beginning of each quarter, tend to fare better than those who "wait to see if I need it".

**Academic Honesty Policy:**

All students are expected to read and abide by the Code of Student Conduct which explains in great detail the University's prohibition against Academic Misconduct. The Code can be read in its entirety on-line [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). Additionally, please be certain to make use of the guidance\* on how to avoid plagiarism that is included with the resource information on The Writing Center in the next section.

**VALUABLE RESOURCES FOR ACADEMIC SUCCESS****Walter E. Dennis Learning Center at 1640 Neil Avenue, Younkin Success Center, 2<sup>nd</sup> Floor:**

The purpose of the Walter E. Dennis Learning Center (WEDLC) is to provide academic learning services and support to OSU students. We serve as a "learning connection" for students in need of learning assistance in a number of areas including study skills, time management, test-taking strategies, learning from text, note-taking, and self-regulation strategies.

**The Writing Center, 475 Mendenhall, 125 S. Oval Mall:**

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. Our goal is to help writers grow as writers, not only to improve a specific piece of writing. We will help you see ways to improve what you are working on. We will teach you how to edit and proofread your own work, and we will explain grammatical concepts. You can find information on almost every aspect of the writing process in our handouts. Learn ways to brainstorm, review using commas, or see examples of MLA and APA format.

Schedule an appointment by stopping by or calling 688-4291. Walk-in consultations are possible but only when we have an open appointment slot at the time you drop by. A trained consultant will work with you to identify the most important areas you want to work on during a session. Bring everything related to the writing you want to discuss: the syllabus, the essay prompt or assignment, and any notes or drafts (especially a draft with the instructor's comments).

Instructor's Note – Please review the University's guidelines on preventing and avoiding plagiarism which can be found on the following website which also offers a number of valuable references and resources at:

[http://cstw.ohio-state.edu/writing\\_center/handouts/index.htm](http://cstw.ohio-state.edu/writing_center/handouts/index.htm)