

## Term Information

Effective Term Autumn 2022  
[Previous Value](#) [Summer 2012](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Move to a GE Approved Course from elective

**What is the rationale for the proposed change(s)?**

With the new GE, faculty have chosen to modify this course to meet new GE requirements.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

Inclusion into the GE

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Education:Teaching & Learning
Fiscal Unit/Academic Org	School of Teaching & Learning - D1275
College/Academic Group	Education & Human Ecology
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5101
Course Title	Teaching and Learning with Drama: Introduction
Transcript Abbreviation	T&L Drama: Intro
Course Description	Introduction to the use of drama and social imagination in education.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Sometimes
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	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<a href="#">Previous Value</a>	<a href="#">Columbus, Lima, Mansfield, Marion, Newark</a>

## Prerequisites and Exclusions

### Prerequisites/Corequisites

#### *Previous Value*

*Prereq: Jr or Sr standing with some field experience, or experienced teacher.*

### Exclusions

#### *Previous Value*

Not open to students with credit for 633.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

50.0501

### Subsidy Level

Doctoral Course

### Intended Rank

Junior, Senior, Masters, Doctoral

#### *Previous Value*

*Junior, Senior, Masters*

## Requirement/Elective Designation

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

Literary, Visual and Performing Arts

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

#### *Previous Value*

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

*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

- Know why and how drama extends teaching and learning possibilities; develop skills in using drama; apply understanding in practice; learn by reflecting on practice

### Content Topic List

- Imagination and learning
- Teaching in role
- Students in role
- Ensemble learning
- Social and cultural dimensions of learning
- Framing teaching and learning

### Sought Concurrence

No

**Attachments**

- EDUTL 5101 \_Teaching Learning with Drama.docx: Syllabus  
*(Syllabus. Owner: Wild,Tiffany Ann)*
- Scoring Rubric\_EDUTL 5101 Teaching & Learning with Drama.docx: Rubric for GEs  
*(Other Supporting Documentation. Owner: Wild,Tiffany Ann)*
- EDUTL 5101 \_Teaching & Learning with Drama\_10\_21 (1).docx: Updated Syllabus  
*(Syllabus. Owner: Eze,Maura Chinaelotam)*
- ge-foundations-submission-EDUTL 5101\_TEACHING AND LEARNING WITH DRAMA.docx: GE Category Doc  
*(Other Supporting Documentation. Owner: Eze,Maura Chinaelotam)*

**Comments**

- -The scoring rubric should be removed as it does not apply to the requested GE category.  
-On the syllabus p. 1 please remove paragraph on "cross-discipline category." Instead please include the goals and expected learning outcomes for new GE Foundation: Literary, Visual and Performing Arts.  
-Please upload filled out form for the requested GE category: <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/ge-foundations-submission.pdf>  
-Courses in new GE need to be available on all campuses. Please check off ATI (or attach explanation why it should not). Please reconcile the fact that the syllabus says "regional campus only" with the fact that Columbus is checked off on this form. *(by Vankeerbergen,Bernadette Chantal on 07/17/2021 03:37 PM)*
- This course is typically taught on regional campuses as part of the Primary licensure program. *(by Wild,Tiffany Ann on 05/14/2021 03:18 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Wild,Tiffany Ann	05/14/2021 03:18 PM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	05/14/2021 03:20 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	07/17/2021 03:37 PM	Ad-Hoc Approval
Submitted	Eze,Maura Chinaelotam	10/11/2021 08:03 AM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	10/11/2021 08:04 AM	Unit Approval
Approved	Brown,Danielle Marie	10/20/2021 12:08 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/20/2021 12:09 PM	ASCCAO Approval



## All Campuses

# Teaching and Learning with Drama

## Syllabus

- EDUTL 5101

### Course Information

- **Course times and location:** [to be determined by each campus]
- **Credit hours:** 3

### Course Description

- This course is an exploration of principles, theory, methods, and materials for utilizing drama as a teaching methodology for children and young adults across content areas. This course is structured to provide practitioners, potential practitioners and practicing teachers with an understanding of the processes and practices of educating through movement and drama.
- Knowledge will be developed through practical work, reading discussing movement and drama theory, the art of storytelling and drama theory, as well as thorough observation, participation, and evaluation of movement and drama in practice.
- Begin to understand how active and dramatic approaches can support learners with diverse needs (special and gifted students, emergent multilinguals: ELLs etc.)
- Plan, use, and reflect on how to use these approaches with young people across content areas and different disciplines.

## General Education Expected Learning Outcomes

As part of the Literary, Visual, and Performing Arts of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.
- Successful students will experience the arts and reflect on that experience critically and creatively.

## Expected Learning Outcomes

Successful students will be able to

- Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
- Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.
- Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- Evaluate social and ethical implications in literature, visual and performing arts, and design

- Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

## Questions Guiding the Course :

The followings are the guiding questions of this course:

1. What do we mean by teaching, learning, community, imagination, inquiry, active and dramatic approaches? How are they interconnected dimensions of dramatic inquiry?
2. What do adults and young people *do* when they are teaching and learning with drama inquiry? What are they experiencing? What are they coming to *know*?
3. How do we use non-verbal as well as verbal ways of representing and making-meaning? How are these different when we are in person vs. on-line?
4. How can we use everyone's lived experiences and cultural knowledge as resources when representing and making-meaning?

## How This Course Works

### Participation and Attendance

- You need to be at every class. Most of the learning and experience takes place in the classroom. **Participation is Vital !!!** Call me if there is a crisis!
- Participation is attentive, active engagement and need not necessarily mean that you say a great deal. All questions are worth asking.

### Text

**PPD:** Bowell, P, Heap, B. (2013) *Planning Process Drama: Enriching teaching and learning*. Routledge (2<sup>nd</sup> edition)

**TTL:** Edmiston, B.; (2013) "Be active and dramatic in dialogue to transform learning." Selected Chapters *Transforming Teaching and Learning with active and dramatic approaches: Engaging students across the curriculum*. Routledge, 1<sup>st</sup> edition.

**CP:** Edmiston, B; Wilhelm., J. (1998) "Drama across the Curriculum(Chapter 6)" *Imagining to Learn: Inquiry, ethics and integration through drama*. Heinemann.

**CP :** Warner, C. (2013) : "Drama and Science: An unlikely partnership for inquiry"; *How drama activates learning: Contemporary research and practice*. Eds. Andersen, M. & Dunn; Bloomsbury.

*Please bring this syllabus and book/reading material to every class meeting!*

**Prerequisites:** Fundamentals of Writing (ENG)

### Written Assignments

Journal/CARMEN(Discussion Board) – 25 pts.

This written journal posted on CARMEN is one of the most important and valuable written assignments there is in this class. It is a record of your thinking about your readings, class work and classroom experiences. You need to demonstrate what you are thinking puzzling over during these class meetings and outside activities. CARMEN also provides a wonderful opportunity for others to question with you, respond and share thoughts, concerns as well as offer support.

For *every* class meeting you need brief entries showing:

- The main points of assigned readings and your thoughts about it.
- The main points of class discussions and activities and your thoughts about them.
- Observations in the classroom about anything which is relevant to using movement and/or drama.
- Your thoughts about all of these showing how you are working to make sense of what you are experiencing.
- All journal entries should be brief and legible. These entries are a reflection of your thinking and understanding of the material we will be experiencing in class. These entries should not be a summary of what we did in class! Also if I cannot read it or make sense of it, I will assume that you are having some difficulty with the material. Your purpose is to explore ideas in action, not be a final authority!
- All other written assignments need to be concise and succinct when they are handed in: 2 pages will be sufficient. You will need to have revised and edited pieces of work

Journal entries will begin after the 3<sup>rd</sup> class.

### Other Written Assignments

#### *Fairy Tale Mail – 10 pts.*

Write a letter, invitation, legal document, advertisement, poster, etc., from or to a fairy tale character. Be as creative as possible in your presentation of this work.

**Due:**

#### *Writing in Role or Point of View Writing – 10 pts*

Rewrite a Folktale and choose a narrator who will tell the story from a different point of view. Bring the original book to class.

**Due:**

#### *Final Project – 15 pts*

As a final project you will design and teach a lesson using integrated Movement, Storytelling/Drama strategies that will be utilized in a content area in any elementary grade . This lesson can be done during FEEP and/or Field lessons. Afterwards you should reflect on a) what you thought worked and why and b) how could you have changed what you did and why. This paper should only be about 2 or 3 typed written pages.

**Due**

#### *Final Non Paper + Explanation 20 pts*

Transform your experiences from this course through another art form -- drawing, collage, a Creative story, poetry, movement, music etc. Include a 1-page explanation.

**Due:**

**Participation - 20 pts.** (to include Misc. assignments done in class)

NOTE: All students will schedule a one-on-one check in with the instructor near the midterm and final. During these meetings, the instructor and student will discuss the student's progress and assignment scores, and they will negotiate any adjustments needed.

See [Course Schedule](#) for due dates.

## Tentative Schedule

**Session 1**                      Course Overview  
 Drama: Truths and Myths  
 Who are we?  
 Considering the use of Drama in the Classroom

**Session 2**                      Creativity and Aesthetics  
 Role of aesthetics in environments for children  
 The nature of creativity and the child  
 Play as a way of learning.  
 Written Assignment:        Class in class posting

**Session 3**                      Drama for Child Development  
 The nature of ‘play’ and learning development  
 Taxonomy for learning  
 Literacy and response

**Reading Assignment: PPD:** Bowell, P, Heap, B. (2013) Chapter 1: “Drama and Education” *Planning Process Drama: Enriching teaching and learning*. Routledge (2<sup>nd</sup> edition) pgs 1- 5  
**TTL** - Edmiston, B.; (2013) “Be active and dramatic in dialogue to transform learning.” Chapter 1. pgs.1-67.

**Written Assignment:** *Journal Entry #1 submitted in CARMEN discussion board – by Monday, January 27<sup>th</sup> @ 8:00 am.*

**Session 4**                      Story Drama  
 Play and dramatic play mode: roles for teacher & students  
 Story making in the Classroom  
 Types of stories, elements of a good story, qualities of a good storyteller.

**Reading Assignment: TTL:** Edmiston, B.; (2013) “Building Community.” Chapter 2. pgs. *Transforming Teaching and Learning with active and dramatic approaches: Engaging students across the curriculum*. Routledge, 1<sup>st</sup> edition.

**Session 5**                      Using Literature to begin drama (*Harris Burdick*)  
 Pretext/Thinking Frame  
 Frame  
 Structure  
 Focus

**Reading Assignment: PPD:** Bowell, P, Heap, B. (2013) *Planning Process Drama: Enriching teaching and learning*. Routledge (2<sup>nd</sup> edition) Distilling the principles of planning for process drama.” & Theme/Learning area.” Chapters 2 & 3 – pgs 6 – 22.

**Written Assignment:** *Journal #2 - submitted in CARMEN discussion board – by Monday, February 10<sup>th</sup> @ 8:00 am.*

**Session 6**                      Mantle of the Expert  
 Mantle of the Expert as an enabler for Expertise Thinking

Drama and learning: What the research demonstrates

Reading Assignment: **CP** - Heathcote, D. & Herbert, P. (1986) "A drama of learning: Mantle of the expert." *Theory into Practice* 24(3) PP. 193

**Session 7**                      Sharing of Children's Book  
Teacher in Role  
Thinking on your feet as the drama unfolds

Reading Assignment:

Written Assignment: Fairy Tale Mail

**Written Assignment:** Journal #3 - submitted on CARMEN discussion board – by Monday, February 24<sup>th</sup> @ 8:00 am

**Session 8**                      Creative Teaching/Learning Strategies (ICEBLINK)  
*Drama for the Middle/secondary learner*  
Dialogue: Authentic Substantive Conversations  
Choosing a story and planning a drama.  
Defining objectives, preparing lesson plans etc.

**Reading Assignment: PPD:** Bowell, P, Heap, B. (2013) "Strategies," "Planning for Diverse Learning," "Making it Happen," Pgs 78-114. *Planning Process Drama: Enriching teaching and learning*. Routledge (2<sup>nd</sup> edition)

**Session 9**                      Drama as Inquiry

- Imaginative Inquiry
- Scientific Inquiry

Questioning  
Planning and implementing

**Reading Assignment: TTL:** Edmiston, B.; (2013) "Teach for authentic and critical inquiry." Chapter 4. pgs. ; *Transforming Teaching and Learning with active and dramatic approaches: Engaging students across the curriculum*. Routledge, 1<sup>st</sup> edition. **Written Assignment:** Journal #4 - submitted on CARMEN discussion board – by Monday, March 3<sup>rd</sup> @ 8:00 am

## FALL/SPRING BREAK

**Session 10**                      *Bring Folktale or High Quality Children's Book to Class*  
Making Folktales and Children's Stories our own (Teacher in Role)  
Class Sharing

Reading Assignment: **CP:**

**Written Assignment:** Point of View Writing/ Writing in Role.

**Session 11**                      **Integrating Creative Experiences through Drama**  
Language Arts and Social Studies (Group Planning and Implementing)  
- Complete Lesson Plan if necessary

**Reading Assignment: PPD:** Bowell, P, Heap, B. (2013) "Planning on your feet." Pgs. 133-147. *Planning Process Drama: Enriching teaching and learning*. Routledge (2<sup>nd</sup> edition)

**Written Assignment:** Journal # 5 - submitted on CARMEN discussion board – by Monday, March 24<sup>th</sup> @ 8:00 am

**Session 12**                      **Integrating Creative Experiences through Drama**  
Mathematics and Science (Group Planning and Implementing)  
- Complete Lesson Plan if Necessary



**Reading Assignment:** Warner, C. (2013) : “Drama and Science: An unlikely partnership for inquiry”; *How drama activates learning: Contemporary research and practice*. Eds. Andersen, M. & Dunn; Bloomsbury

**Session 13**                      Group Drama planning and demonstration (1.15 - hour preparation time)

- Drama for learning demonstrations begin

**Reading Assignment: TTL:** Edmiston, B.; (2013) “..” Chapters 6&7.; pgs. *Transforming Teaching and Learning with active and dramatic approaches: Engaging students across the curriculum*. Routledge, 1<sup>st</sup> edition.

**Written Assignment:**      Journal # 6 – submitted on CARMEN discussion board – by Monday, April 7th @ 8:00 am (Last journal entry)

**Session 14**                      Demonstration of Planned Process Drama  
What have we learned?  
Sharing of Non-Final Paper

Final Exam

Class Evaluations  
Closing Remarks

Final Project due by no later than planned exam time

## Grading

How Your Grade is Calculated

Assignment Category	Points	Due Date
<b>Assignment 1: Fairy Tale Mail</b>	<b>10 Pts.</b>	
<b>Assignment 2: Writing in Role or Point of View Writing</b>	<b>10 Pts.</b>	
<b>Assignment 3: Final Project</b>	<b>20 Pts</b>	
<b>Assignment 4: Final No Paper + Explanation</b>	<b>15 Pts</b>	
<b>Weekly Carmen Postings Reflection &amp; Discussion</b>	<b>25</b>	
<b>Misc. In-class Assignments</b>	<b>20</b>	
<b>TOTAL</b>	<b>100</b>	

Course Materials, Fees, and Technologies

## CarmenCanvas Access

### Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](http://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### Weekly Assignments

**Description:** Complete assigned activities to prepare for class (e.g., reading, annotation, reflection). Refer to the course schedule for details of the assignments.

### Participation

**Description:** During in-class or synchronous virtual sessions, engage in and contribute to class discussions and activities.

**Academic integrity and collaboration:** Example: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

### Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

**Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to ensure you receive these messages.

**Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within seven days. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.]

## Grading Scale

93–100: 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

Below 60: E

## Other Course Policies

### Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Synchronous sessions: During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or toher small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

### Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity.

#### Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and

possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

[Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)

[Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)

[Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

### Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

### Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.nationalsuicideline.org/) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Accessibility Accommodations for Students with Disabilities

### Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](https://slds.osu.edu/). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](https://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)

- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

### Accessibility of Course Technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

[CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))

Streaming audio and video

[CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))

### Academic Misconduct

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

Please note: **All papers submitted will be run through [turnitin.com](http://turnitin.com) for plagiarism.** If you are unsure whether you need to cite something is *always* better to err of the side of caution; please contact me if you have any questions or concerns regarding plagiarism or academic misconduct.

### Students' Rights and Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your documented disability, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I will request that you register with Student Life Disability Services. After registration, make arrangements as soon as possible to discuss your accommodations with me so that they may be implemented in a timely fashion. SLDS contact information:

I want to work with you to make sure that you are able to succeed in this course and in your future studies. Whether you have a one-time or a chronic issue, please speak with me as you are comfortable, and I will do my very best to help you determine the best course of action.

## **Statement on Diversity**

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy, and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Please know that I consider myself an ally of any student who experiences discrimination on any grounds including race, class, gender, sexual orientation, and disability. You, *exactly, and specifically you*, are valuable to our class, to the University, and to the world. If you ever feel that circumstances in or outside of class are making you feel less than valuable, I am open and happy to listen to you and will stand with you if needed.

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your documented disability, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I will request that you register with Student Life Disability Services. After registration, make arrangements as soon as possible to discuss your accommodations with me so that they may be implemented in a timely fashion. SLDS contact information: Regional Campus SLDS

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.



Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Course Subject & Number: \_\_\_\_\_

## **GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

### **B. Specific Goals of Social and Behavioral Sciences**

**GOAL 1:** Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

### **GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it



Course Subject & Number: \_\_\_\_\_

will be met. (50-700 words)

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

Course Subject & Number: \_\_\_\_\_

## **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### **B. Specific Goals of Writing and Information Literacy**

**GOAL 1:** Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1:** Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**GOAL 2:** Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

- This course is an introductory exploration of principles, theory, methods, and materials for utilizing drama as a teaching methodology for children and young adults across educational content areas. This course is structured to provide practitioners, potential practitioners, practicing teachers and any person who will be working with people, with an understanding of the processes and practices of educating through movement and drama.
- Knowledge will be developed through practical work, reading discussing movement, literary and drama theory, the art of storytelling and drama theory, as well as thorough observation, participation, and evaluation of literary, movement and drama in practice.
- Begin to understand how active and dramatic approaches can support learners with diverse needs (special and gifted students, emergent multilinguals: ELLs etc.)

**Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.**

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** Please link this ELO to the course goals and topics and indicate *specific activities/assignments* through which it will be met. (50-700 words)

#### Journal/CARMEN(Discussion Board) –

This written journal posted on CARMEN is one of the most important and valuable written assignments there is in this class. It is a record of your thinking about your readings, class work and classroom experiences. You need to demonstrate what you are thinking puzzling over during these class meetings and outside activities. CARMEN also provides a wonderful opportunity for others to question with you, respond and share thoughts, concerns as well as offer support.

For every class meeting you need brief entries showing:

- The main points of assigned readings and your thoughts about it.
- The main points of class discussions and activities and your thoughts about them.
- Observations in the classroom about anything which is relevant to using movement and/or drama.
- Your thoughts about all of these showing how you are working to make sense of what you are experiencing.

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific activities/assignments* through which it will be met. (50-700 words)

Students will look for and evaluate authentic international Children's Literature folktales. From the chosen folktale, students will engage in a "Writing in Role" or Point of View exercise.

Students will:

Rewrite a Folktale and choose a narrator who will tell the story from a different point of view. Students will bring the original book to class.

### CLASS TOPICS

Drama: Truths and Myths

Who are we?

Considering the use of Drama in the Classroom

Creativity and Aesthetics

Role of aesthetics in environments for children

The nature of creativity and the child

Play as a way of learning.

Drama for Child Development

The nature of 'play' and learning development

Taxonomy for learning

Creating Artistic Space

Write a letter, invitation, legal document, advertisement, poster, etc., from or to a fairy tale character. Be as creative as possible in your presentation of this work.

CLASS TOPICS

Story Drama

Play and dramatic play mode: roles for teacher & students

Story making in the Classroom

Types of stories, elements of a good story, qualities of a good storyteller.

Using Literature to begin drama

Pretext/Thinking Frame

Frame

Structure

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

Develop a learning area in which inquiry can be utilized. The plan can be a educational lesson plan in which both inquiry and drama are utilized as a learning methodology.

#### CLASS TOPICS

##### Drama as Inquiry

- Imaginative Inquiry
- Scientific Inquiry  
Questioning
  
- Planning and implementing

**Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.**

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The followings are the guiding questions of this course:

1. What do we mean by teaching, learning, community, imagination, inquiry, active and dramatic approaches? How are they interconnected dimensions of dramatic inquiry?
2. What do adults and young people *do* when they are teaching and learning with drama inquiry? What are they experiencing? What are they coming to *know*?
3. How do we use non-verbal as well as verbal ways of representing and making-meaning? How are these different when we are in person vs. on-line?
4. How can we use everyone's lived experiences and cultural knowledge as resources when representing and making-meaning?

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be

**FINAL PROJECT**

As a final project you will design and teach a lesson using integrated Movement, Storytelling/Drama strategies that will be utilized in a content area in any elementary grade . This lesson can be done during FEEP and/or Field lessons. Afterwards you should reflect on a) what you thought worked and why and b) how could you have changed what you did and why. This paper should only be about 2 or 3 typed written pages.

**FINAL NON PAPER + EXPLANATION**

Transform your experiences from this course through another art form -- drawing, collage, a Creative story, poetry, movement, music etc. Include a 1-page explanation.

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

[Empty rectangular box for student response]

**B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. (50-1000 words)

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the student to write their course subject and number.

Course Subject & Number: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

