Theatre Education Curriculum Development  
THED 680  
3 credits (On-Line)  
Syllabus, Fall 2014

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Office hours: Tue/Thur 10-11:00 and Tue 1:45-2:45

Prerequisites: B.A. or B.S. degree, acceptance to UNC’s MA program in Theatre Education, THED 600

Course Description: Students will conduct interviews with experienced teachers in the field, research national and international theatre curriculum, and analyze and develop new curriculum. Students will also begin to devise a research project on a topic in the field of drama and theatre for youth.

Course Objectives:
1. To increase knowledge of national and international theatre education curriculum through research.
2. To reflect and analyze personal curriculum practice.
3. To generate a new comprehensive theatre education curriculum.
4. To think critically about current and future curriculum research project

Course Requirements & Content:
1. Research on national or international drama/theatre curriculum: Students will research several national and international drama/theatre curriculums that are samples of “best practices” in the field. Each student will write a detailed report on one curriculum and defend what makes it a strong curriculum. In on-line discussions, students will respond to each other’s reports and gain a broader sense of curriculum in the drama and theatre for youth field.

2. Development of new curriculum and sample lesson plans: This project is the focus of the class. Students will create a new, fully thought out curriculum plan inspired by the research on national/international curriculum samples. Emphasis is placed on using the Understanding by Design (UbD) model.

3. Read and discuss books that examine drama/theatre education curriculum: Throughout the semester, students will read books relating to drama/theatre curriculum. We will examine what makes exceptional curriculum. Students will have on-line weekly discussions and analysis of these chapters/articles.

4. Action Research: Students will create the first half of an action research project. The action research model is an option for final thesis project. This will be a non-published thesis. The first part of this document will be written in this course.
Method of Evaluation: letter grade

Grading:
Grading Scale: A=93-100  A-=90-92  B+=87-89  B=83-86  B-=80-82  C+=77-79  
C=73-76  C-=70-72  D+=67-69  D=63-66  D-=60-62  F=0-59

Evaluation Breakdown:
1. Final Project: 300 points (30%)
2. Research on national or international theatre curriculum: 200 points (20%)
3. Development of new curriculum: 300 points (30%)
4. Weekly postings/readings: 200 points (20%)

Required Texts and/or Required Reading List:


  Buy Here: [http://www.amazon.com/Action-Research-Guidebook-Four-Stage-Educators/dp/141298128X/ref=sr_1_1?s=books&ie=UTF8&qid=1407808007&sr =1-1&keywords=action+research+guidebook](http://www.amazon.com/Action-Research-Guidebook-Four-Stage-Educators/dp/141298128X/ref=sr_1_1?s=books&ie=UTF8&qid=1407808007&sr=1-1&keywords=action+research+guidebook)

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Schedule**

*Schedule may change, make sure you check online regularly for any updates
All assignments are due Sunday midnight, Mountain Standard Time, unless otherwise noted.

**UbD=Understanding by Design**
**ARG=Action Research Guidebook**

**Week 1: Aug 25-31**

DUE: Personal reflection of current curriculum practices & dreams of possible curriculum
-post national/international curriculum ideas (20 points)
Week 2: Sept 1-7  
**Due:** Read Introduction and Chapter 1 of *Understanding by Design* (20 points)

Week 3: Sept 8-14  
**Due:** UbD Chapters 2 & 4 (20 points)

Week 4: Sept 15-21  
**Due:** UbD Chapters 5 & 7 (20 points)

Week 5: Sept 22-28  
Work on curriculum reports/new curriculum

Week 6: Sept 29-Oct 5  
Curriculum Reports

Week 7: Oct 6-12  
Work on Final Curriculum

Week 8: Oct 13-19  
Post new curriculum

Week 9: Oct 20-26  
ARG: Chap 1 (40 points)

Week 10: Oct 27-Nov 2  
ARG: Chap 2 (40 points)

Week 11: Nov 3-9  
Begin writing Chapter One of Action Research Outline (contact Gillian for help)

Week 12: Nov 10-16  
Finish Chapter One, post by midnight

Week 13: Nov 17-23  
ARG: Chap 3 (40 points)

Week 14: Nov 24-30  
Work on Chapter Two

Week 15: Dec 1-7  
Complete Chapter Two

Finals Week  
Final Project Due Monday, Dec 8 @ midnight
Course Policies

**Late Paper Policy:** No late papers will be accepted without previous consent of instructor. I prefer to receive papers on the deadline, but understand that most of you are also working full time while taking this class. If you would like an extension, arrangements must be made AHEAD of deadline or the paper will not be accepted (please make arrangements before Friday at 1 pm. Requests made late Sunday night will be denied) During the week of your production, you are allowed a week extension on the assignment. Please remind me before the deadline that it is your production week.

**Communication:** Because this is an online class, it is important that you communicate with me with any questions or concerns regularly. Because this is an online graduate level program, we expect you to be very independent. Please do your best to problem solve on your own before contacting the professor. If you don’t understand an assignment, please contact me via email. I try to work traditional M-F 9-5 hours, so please expect responses during business hours. I am certainly available to speak during office hours from my office: 970-351-2597. If there are any changes in the syllabus, I will email you as soon as possible. Please be respectful of the instructor and of classmates: respond to emails promptly. For me, I understand if you are busy. If I email you at a busy time, please respond with a nice, “got your message, will get back to you soon” response. This helps me know that you have received the email. It is expected that you are responsible for all information emailed to you. I often send out helpful emails. It is your responsibility to read all information and instructions carefully.

During the semester, I will be grading your assignments on M,W,F each week. Please be understanding and respectful and know that I am grading as fast as my schedule allows. At some points in the semester, I may have to wait a bit to grade. Please be respectful and understanding if this happens. I will always notify you if there will be a delay. Like you, I have many projects going on and sometimes I need more time to complete my grading.

Also, if you have bigger questions about the program or your progress, the best time to have these discussions is during the time of the class session. After classes are done I, like you, need a healthy break from work. I am happy to have conversations when classes are back in session. Please feel free to call during office hours to discuss anything you need!

**Time Management/Work Ethic:** Working full time and going to graduate school is a lot of work. I applaud you all for balancing work/life/school this semester. The rule of thumb for graduate level work is three hours outside homework for every hour of credit. If we met as a group, we would meet for three hours a week. Therefore, you should expect to spend 12 hours a week on this course. Please make sure you look carefully at your calendars now and plan ahead for this time commitment. There are many online programs out there where you basically buy your degree. Let me be clear: this is not one of those programs. You will work hard in this class, and you will be a much better, smarter scholar and teacher as a result. This is not about regurgitating the information
you already know. This is about EXPANDING your knowledge. ADDING onto what you already know. Yes, please start with what you know—please share that with the group. This is incredibly valuable. I’m really going to challenge you to push beyond your comfort zone and create innovative new curriculum and research projects. Be brilliant, go for it!

**Academic misconduct**, including plagiarism and other forms of cheating, will not be tolerated. If you choose to plagiarize, I will report your actions to UNC authorities and you will receive a failing grade. Plagiarism may be grounds for being dismissed in the program.

**Expectations of Writing:** This MA in Theatre Ed encourages students to be excellent practitioners, artists and scholars. Therefore, I have very high expectations for your writing. You should think about a place to publish the papers you write in this class! Writing is often a difficult skill for many people. I encourage you to find a writing tutor to help you with your papers. It can be very useful to have someone proofread your material. In your writing, always ask WHY. This questioning will help lead to critical thinking. Higher grades will be given to students who show an ability to demonstrate higher-level thinking and analysis in their writing. Please contact the Writing Center for more assistance: 970-351-2056.

**Disability Statement:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.