

THED 560: Innovative Strategies in Drama Education (3 credits)

Summer 2017

July 10-15, 2017

Frasier 249

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Prerequisites: THED 600, THED 670

Course Description: In this course, students will research drama and theatre education strategies practiced in the U.S. and internationally. Particular focus will be paid to theatre for social change and devising (creating original work). Students will study innovative pedagogical methods and performance methods employed with youth in school and alternative settings. Participants will study methods such as Theatre in Education, Devising Original Plays, Improvised Performance, Theatre for Social Change, and Applied Theatre Practice.

Course Objectives:

1. To research national and international innovative programs with youth.
2. To discuss and evaluate current strategies in youth theatre classrooms and performances.
3. To interrogate and discuss the possible effect with innovative strategies on young people.
4. To generate a new curriculum unit inspired by research of innovative drama strategies.
5. To devise and perform an original theatre piece with classmates.

Outline of Course Content:

1. Research of innovative youth theatre program.
2. Participation, performance, evaluation, and reflection of sample devising unit curriculum.
3. Development of curricular unit plan.
4. Read various articles and books that examine alternative theatre education strategies.
5. Reflection paper on strategies and ideas presented in course.

Course Requirements:

1. **Research of innovative youth theatre program:** Students will create a PowerPoint/Prezi presentation on a youth theatre company from the U.S. or an international location. Students will collect materials, conduct online research, and speak with a representative of youth theatre program. Students will share research with classmates on Blackboard.

2. **Participation and reflection of sample curriculum:** Students will participate in sample lesson plans of innovative theatre curriculum. Class discussions, journals, and final reflection paper will be used to assess thoughts on using these methods in the classroom.
3. **Development of curricular unit plan:** Participants will develop a curricular unit to be implemented in their teaching. Curriculum must have evidence of use of applied theatre strategies studied in the course.
4. **Read various articles and books that examine alternative theatre education strategies:** Participants will discuss and write in journals as they track their thoughts of how innovative strategies can be implemented in the classroom.
5. **Create original devised piece:** As a cohort, students will investigate a theme and create an original theatre piece based on that theme.

Method of Evaluation: letter grade

1. Research and PowerPoint presentation of innovative youth theatre program: 15%
2. Book Report: 20%
3. Development of curricular unit plan: 10%
4. Read various articles and books that examine alternative theatre education strategies: 5%
5. Participation in Class: 10%
6. Creation and implementation of final project: 40%

Grading:

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

Required Texts:

- Signs of Change: New Directions in Secondary Theatre Education by Joan Lazarus (Revised and Amplified Edition, 2012) (ISBN-10: 184150629X) (This book will be used for your course in the fall as well)
- Theatre for Community, Conflict and Dialogue by Michael Rohd (ISBN-10: 0325000026)
- Games for Actors and Non-Actors, Augusto Boal (ISBN-10: 0415267080)
- Making the Leap: Theatre of Empowerment A Practical Handbook for Creative Drama Work with Young People by Sara Clifford and Anna Herrmann (ISBN-10: 1853026328)
- Theatre for Youth Third Space: Performance, Democracy, and Community Cultural Development (Theatre in Education) by Stephanie Etheridge Woodson (ISBN-10: 1783205318) (Only required for Group 4 who are doing their book report on this book. Many people have used this book for their thesis paper, so I highly recommend it to others as well)

Readings on library electronic reserves

*Instructions for finding articles on library website:

- To access these articles, go to <http://library.unco.edu/>. Click on the tab that says “Reserves”. Enter my name or course number. It will prompt you to enter your name and bear number. Readings are listed by author. Click on the reading to view!

Additional Resources for further research:

- Young People, New Theatre: A Practical Guide to an Intercultural Process, Noel Greig
- Building Moral Communities Through Educational Drama (Contemporary Studies in Social and Policy Issues in Education) by Betty Jane Wagner
- Structuring Drama Work by Jonothan Neelands
- Drama Classroom: Action, Reflection, Transformation by Philip Taylor
- Education Is Politics: Critical Teaching Across Differences, K-12, A Tribute to the Life and Work of Paulo Freire, Edited by Ira Shor, College of Staten Island, CUNY, Caroline Pari
- And Justice for Some: Exploring American Justice Through Drama and Theatre Bethany Dunakin, Wendy Lement
- Applied Theatre: Creating Transformative Encounters in the Community by Philip Taylor
- Secondary Stages – Revitalizing High School Theatre by Jeff Bennett
- High School Theatre Teacher’s Survival Guide by Raina S. Ames
- Applied Theatre Reader by Tim Prentki and Sheila Preston
- Temporary Stages: Departing from Tradition in High School Theatre Education by Jo Beth Gonzalez
- Learning Through Theatre: New Perspectives on Theatre in Education by Tony Jackson
- Devising Theatre by Alison Oddey
- Applied Theatre: International Case Studies and Challenges for Practice, Applied Drama by Monica Prendergast and Julianna Sexton

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.

Course Policies

Late Paper Policy: No late papers will be accepted without previous consent of instructor due to personal circumstances. If you would like an extension, arrangements must be made AHEAD of deadline or the paper will not be accepted.

Communication: If you have a question or are unclear about anything ***please ask!*** I can’t help you if I don’t know that you need help! Email. Ask to speak to me after class. I’m more than happy to work one-on-one with all of you if you need it! If you don’t understand an assignment, I ask that you do two things: 1. Re-read instructions and email classmates to see if you are on the right track. 2. If you have made several attempts, but still cannot find an answer, then please contact me via email.

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: please 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. Please be courteous and professional to classmates and instructor at all times. I encourage you to avoid complaining and work to find solutions and positive educational growth instead. Graduate school is a challenging, glorious experience. It is firmly in your hands to make this a positive experience.

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. Always cite the work of others out of respect and professional behavior. You may use quotes from early postings in the course, but you may not do a copy/cut/paste into a new paper.

Expectations of Writing: This MA in Theatre Ed encourages students to be both practitioners 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. I encourage to always ask WHY. 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. This semester is academically rigorous. This is good. It makes you a smarter, better teacher.

Everything you turn in must be in MLA format. If you do not have the book, please buy the most recent edition. (7th) It is good practice to be in the habit of using MLA format. Our plan is to help you with professional writing style as much as possible so that it is second nature by the time you write your thesis. Points will be deducted if you do not use proper MLA format for work.

The material taught in this course meets the following K-12 Colorado Model Content Standards in Drama and Theatre:

Standard 1

Create: The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.

Standard 2

Perform: The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

Standard 3

Critically Respond: An informed literacy, ethical judgment, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

The National Council for Accreditation of Teacher Education (NCATE) Standards

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

National Association of Schools of Theatre (NAST) Teaching Competency Standards for Theatre Education

The theatre teacher is expected to understand the total contemporary educational program-including relationships among the arts-in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Essential competencies are:

1. An understanding of child development and the identification and understanding

- of psychological principles of learning as these relate to theatre education;
2. An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs;
 3. An ability to assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively;
 4. A knowledge of current methods and materials available in all fields and levels of theatre education;
 5. An understanding of the principles and methods of developing curricula and the short- and long- term units that comprise them;
 6. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum; and
 7. An awareness of the need for continuing study, self-evaluation, and professional growth.

Student Code of Conduct

All students are expected to adhere to the University's *Student Code of Conduct*, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities as a UNC student see <http://www.unco.edu/dss/UNChonorCode.html>.

Academic Integrity: Plagiarism / Consequences

It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else's work is determined, will be referred to Student Services and will be investigated to its full extent.

Consider providing a definition of plagiarism and examples if desired or referring students to:

<http://www.unco.edu/english/wcenter/academicintegrityindex.html>.

<p>Specific examples of academic dishonesty to provide to students.</p>	<p>Examples of academic dishonesty (not limited to):</p> <ul style="list-style-type: none"> • Cheating – A student uses a smart phone to access the internet while taking a quiz. • Copyright infringement – A student uses a photograph found on the internet in a presentation without obtaining permission from the photographer. • Deception – A student gives a dishonest excuse when asking for a deadline extension. • Denying access to information or material – A student makes library or shared resource material unavailable to others by deliberately misplacing those resources. • Fabrication – A student invents data in an academic work. • Facilitating academic misconduct – A student knowingly allows a portion of their work to be used by another
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	<p>student.</p> <ul style="list-style-type: none"> • Plagiarism – A student represents the ideas of another in a paper without citing and referencing the work. • Sabotage – A student prevents others from completing their work by opening a window to affect a temperature controlled experiment. • Unauthorized collaboration – A student works with other students on a paper without the specific permission of the instructor.
<p>Procedural information about academic misconduct. <i>Important if not addressed in the grading information.</i></p>	<p>Work that violates these values is incompatible with the goals of this class and will not be tolerated. Students who are found responsible for a violation of the Academic Misconduct Policy will receive a failing grade for the test or assignment; Students have the right to appeal and may do so by following the procedures described in the Academic Appeals policy.</p>

Students with Disabilities

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.

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly

encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>.

Students may report discrimination here:
<http://www.unco.edu/dos/Conduct.html>.