
THEA 3015 Materials and Methods in Theatre

Fall Semester 2014

3 Credit Hours

Time – Tuesday and Thursday, 09:10 AM-10:45 AM

Location – Marriot Library Room 1725 and Wasatch Elementary School (30 R St, Salt Lake City, UT 84103)

Pre-requisite – THEA 1033

Instructor – *Penelope Marantz Caywood*

Email – *p.caywood@utah.edu*

Phone – *Office: 801-581-6098; Cell: 801-599-2084; Wasatch: #: 801- 578-8564 ext. 119*

Office Location & Hours – *West Institute Room 212 and Wasatch Elementary Room 119; Hours vary but can be easily scheduled.*

Course Description

Course familiarizes elementary education majors with effective methods for integrating theatre into the elementary school curriculum.

Teaching and Learning Methods

The bulk of our work will be in-class, participatory and experiential. The only way to learn is by doing. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent.

I believe that school should be fun, engaging, and inspiring. More than the transmission of information and knowledge, great teaching should spark a love of learning and develop skills for success in school and life. Drama education can provide that spark.

- Drama develops invaluable skills for success in school and life.
- Drama is an effective teaching tool in all subjects, especially language arts and literacy development.
- Drama education is much more than putting on a play.

Teachers, especially in elementary schools, should use drama techniques and strategies to teach classroom material in all school subjects. When integrating drama into classroom content, teachers should have clear theatre goals and give them equal emphasis as the goals for the subject being taught.

In order for teachers to be more effective using drama as a teaching tool, they need to acquire further knowledge and training in arts education. I am incredibly proud that the University of Utah provides high-quality theatre arts and drama courses that prepare teachers for effective methods of using drama as a teaching tool.

Course Objectives

In this course, students will:

1. understand the place of drama & dramatic activities within the school curriculum.
2. engage in drama lessons in conjunction with other subject areas in order to teach concepts.

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3. become knowledgeable of the National Arts Standards.
 4. develop teacher competencies for planning, teaching, and evaluating a discipline-based drama lesson.
 5. develop creativity in one's self and engage successfully in the theatre making process
 6. evaluate a live young people's theatrical event and enhance personal insight, comprehension, and appreciation when experiencing live theatre events
 7. teach, in a collaborative group, a sample drama lesson.

Required Texts

Any required reading will be provided through CANVAS modules.

Grading Policy (Evaluation Methods & Criteria)

- **Participation** 30%
 - This includes attendance, actual class participation, logging into Canvas, etc.
- **Papers** 50%
- **In-class Forms** 15%
- **Quizzes** 5%
- **Grading Scale:**
94-100%=A; 90-93%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; <60%=E

Attendance and Punctuality Policy

Prompt, regular participation and maintenance of professional and personal values conducive to collegiality are important to your success in this class. Therefore, the participation rules are well defined. Consistent participation means that you

1. **Are on time, adequately prepared.**
2. **Have disabled your cell phone and placed it out of sight.**
3. **Are enrolled only in this class at this time, with no other time conflicts.**

Because this course is related to teacher licensing, according to policy, you are permitted one excused absence for verified health or personal emergencies. Any additional absence after one results in a lowering of your grade by increments and impacts your overall participation.

Accommodations Policy

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructors at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy.

I may provide scheduled accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (e.g., athletics, debate tournaments, etc.), and short-term family or medical-related emergencies. With the exception of medical or family emergencies the student must alert the instructor **prior to missing class**. All make-up assignments should be completed *prior to* class being missed.

Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (Policy 6-400), spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations (Policy 6-316), it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

"Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning." (6-316)

Defining Plagiarism: "Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." (Policy 6-400, Student Code)

Resources

Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

American Indian Resource Center

The mission of the American Indian Resource Center (AIRC) is to provide academic support, career counseling, mentoring, and program activities for the University of Utah's American Indian community and campus community as a whole. The AIRC provides an inclusive, supportive, and nurturing environment to assist American Indian students in their journey towards academic, professional, and personal success. In addition, the AIRC aims to provide academic and cultural

programs that promote American Indian sovereignty, self-determination, history, arts, ontology, and epistemology. <http://diversity.utah.edu/students/airc/airc-mission>

ASUU Tutoring Center

The ASUU Tutoring Center provides individual tutoring (\$7 per hour) and group tutoring sessions (\$4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. <http://tutoringcenter.utah.edu>.

Career Services *(suggested)*

The University provides a variety of career services that you can access throughout your time at the University. 201 S. 1460 E, Room 350. <http://careers.utah.edu>, 801-581-6186.

Center for Ethnic Student Affairs *(suggested)*

The living mission of the Center for Ethnic Student Affairs (CESA) is to provide support to students of color at the University of Utah. While primarily serving the needs of African American, American Indian, Asian American, Latina-Latino, and Pacific Islander students, CESA promotes an environment of acceptance that honors all forms of diversity. The center is committed to providing programming that assists students in navigating cultural, economic, social, and institutional barriers in order to achieve academic excellence. <http://diversity.utah.edu/students/cesa>.

Center for Wellness & University Counseling Center

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu>, 801-581-6826.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

LGBT Resource Center

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone.* Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. Hours: M-F 8-5pm. You can visit their

website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

*What is a Safe Zone? The LBGT Resource Center offers Safe Zone trainings for faculty, staff and instructors at the U. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. In order to define your classroom as a Safe Zone, you need to participate in this training.

Office of Equity and Diversity

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.

Veterans Center

If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Women's Resource Center

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. <http://womenscenter.utah.edu/>

The Writing Center

If writing is difficult for you, if you're new to college and don't yet feel quite able to meet college writing expectations, or if you simply would like to improve your writing, I encourage you to visit the Writing Center: www.writingcenter.utah.edu. 587-9122.

Assignments

Assignments are detailed on the Assignment page in CANVAS.

Date	Details
Mon Aug 31, 2015	Arts Integration Quiz
Mon Sep 7, 2015	Glossary Quiz
Thu Sep 10, 2015	Student Engagement Form 1

Thu Sep 17, 2015	Student Engagement Form 2
Thu Sep 24, 2015	Student Engagement Form 3
Thu Oct 1, 2015	Student Engagement Form 4
Thu Oct 8, 2015	Student Engagement Form 5
Thu Oct 22, 2015	Miss Nelson is Missing Lesson Plan
Thu Oct 29, 2015	Peer Teaching Observation Reflection 1
Tue Nov 3, 2015	Peer Teaching Observation Reflection 2
Tue Nov 17, 2015	Miss Nelson is Missing REVIEW
Tue Nov 24, 2015	Town Meeting Reflection Paper
	Student Engagement Form 6
Tue Dec 8, 2015	Student Engagement Form 7
	Observation Comparison Reflection Paper
Tue Dec 15, 2015	Drama Unit Plan and Script

Tentative Schedule

Week One (August 25/27)

Arts in Schools
Definition of Arts Integration
Arts Integration Survey/Quiz
Drama Strategies

Week Two (Sept 1/3)

Start Wasatch Elementary Observations
Looking at Unit Plans and Performance Scripts
Theatre Ed Glossary
Arts Standards

Week Three (Sept 8/10)

Observe Implementation of Unit Plan at Wasatch Elementary for "Town Meeting" Performances

Week Four (Sept 15/17)

More on-site demonstration teaching
Student Engagement Forms

Week Five (Sept 22/24)

More on-site demonstration teaching
Student Engagement Forms

Week Six (Sept 29/Oct 1)

More on-site demonstration teaching
Student Engagement Forms

Week Seven (Oct 6/8)

More on-site demonstration teaching

Student Engagement Forms

Week Eight (Oct 13/15)

Fall Break - No Class

Week Nine (Oct 20/22)

International Arts-Integration Visitors from Denmark

Penny Demo of MISS NELSON IS MISSING Lesson

Miss Nelson is Missing Lesson Plan

Week Ten (Oct 27/29)

YOU Teach out in the field - MISS NELSON IS MISSING Lesson

Peer Teaching Observation Reflection 1

Peer Teaching Observation Reflection 2

Week Eleven (Nov 3/5)

More on-site demonstration teaching

Final Rehearsal Week before student performances

Week Twelve (Nov 10/12)

MISS NELSON IS MISSING at Kingsbury Hall this week!

Miss Nelson is Missing REVIEW

Week Thirteen (Nov 17/19)

TOWN MEETINGS (School Performances) THIS WEEK

Town Meeting Reflection Paper

Week Fourteen (Nov 24)

Choices will be given for final drama unit plan and scripts

Week Fifteen (Dec 1/3)

Other School Observations

Observation Comparison Reflection Paper

Week Sixteen (Dec 8/10)

Drama Unit Plan and Script

Non-Contract Statement

This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.