



## **THEA 3015 Materials and Methods in Theatre**

**Fall Semester 2019**

**3 Credit Hours**

**Time** – Tuesday and Thursday, 09:10 AM-10:30 AM

**Location** – 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. 1130*

**Office Location & Hours** – *West Institute Room 212 and Wasatch Elementary Room 113; Hours vary but can be easily scheduled.*

### **Required Materials**

Any required reading will be provided through CANVAS modules. Some of these readings include excerpts from:

- Creative Drama for the Classroom Teacher (4th Edition) 4th Edition by Ruth Beall Heinig
- Active Learning Through Drama, Podcasting, and Puppetry by Kristin Fontichiaro
- Dramathemes, 4th edition: Classroom Literacy that Will Excite, Surprise, and Stimulate Learning by Swartz, Larry
- Into the Story: Language in Action Through Drama by Carole Miller
- Into the Story 2: More Stories! More Drama! (Theatre in Education) by Miller, Carole
- Structuring Drama Work: 100 Key Conventions for Theatre and Drama by Jonathan Neelands and Tony Goode

### **Course Description**

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

### **Course Objectives**

In this course, students will:

1. Identify and define the basic elements of drama
2. Engage in drama lessons in conjunction with other subject areas in order to teach concepts.
3. Explore the integration theatre in K-6 classroom settings
4. Identify and implement various forms of integration approaches
5. Gain confidence in developing integrated lesson plans in drama.
6. Gain awareness of theatre education resources that are available both regionally and nationally.

### **Teaching and Learning Methods**

The material from this course will be presented in a laboratory environment – in an elementary school. The instructor will be actively teaching the elementary students how to develop and improve their creative skills through a variety of theatre experiences. You will assist in giving these students opportunities to apply their imaginations in theatre activities in order to perform with self-confidence, participate collaboratively, and enhance problem-solving abilities. The elementary students can therefore take these skills and transform them into skills for life.

The instructor will spend most of the time in class in activities that build on the knowledge you have gained from reading on your own and completing the online assignments.

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

### **University Policies**

- 1. The Americans with Disabilities Act.** 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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
- 2. University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).
- 3. 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).

- 4. Undocumented Student Support Statement.** Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).
- 5. 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](http://www.wellness.utah.edu) (Links to an external site.)Links to an external site.; 801-581-7776; and the University Counseling Center: <http://counselingcenter.utah.edu> (Links to an external site.)Links to an external site., 801-581-6826
- 6. 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.
- 7. 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> (Links to an external site.)Links to an external site., 801-581-7569.
- 8. 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.

- 9. 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/> ([Links to an external site.](#))[Links to an external site.](#)

### **Course Policies**

Throughout the course, we will be creating a safe and nurturing community that is built on the foundation of open and honest discussion, reflection, and experiential learning. All students are expected to come to class prepared and ready to contribute effectively to the process. You will be implementing what you learn in class with the community as you build and teach integrated lesson plans.

- Attendance & Punctuality: Please be on time. If you are late join the group quietly and quickly. If you are more than 20 minutes late, you will be marked absent. If you miss four classes, your grade will be lowered by one letter grade. If you miss more than six classes, you will be given a failing grade.
- Class Engagement and Intellectual Participation in Class: Because a great portion of this class is about kinesthetic learning, questioning, investigating, identifying, and creating, exhibiting a contagious behavior is essential. By contagious I mean devoted participation, time, effort and energy during class experiences while simultaneously contributing, supporting, collaborating and displaying a sense of integrity and curiosity. Just being in class will not be sufficient.
- Food & Drink: Feel free to bring drinks to class.
- What to Wear: Since we are working in a school environment, please wear professional, yet casual clothing. You will be working on the floor, moving around, bending and stretching
- Cell Phones & Computers: Please have cell phones turned off and put away during class.
- CANVAS: Our class has its own CANVAS page where all assignments, journal reflections, class readings, resources, and rubrics will be housed. Assignments are to be turned in via our class CANVAS page.

### **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.

As the instructor of this course, I will adhere to these policies and commit to being punctual, prepared, respectful, and collaborative. It is my priority to create and maintain a safe and courteous environment that is conducive to thinking, learning and to the creative process.

### **Assignments**

#### **1. I Can Statements (20 points)**

- a. Develop I Can statements for students to see in their classroom space and that can be used as an assessment and reflection tool in class.

#### **2. Dramatic Lesson Plan – (40 points each):**

- a. Lesson Plan 1: Literature Focus: Select a children’s picture book. Come up with your “Big Idea” – the purpose for teaching this book. Develop a lesson to teach the “big idea” while incorporating: pantomime, tableau, choral reading, or another process drama technique.
- b. Lesson Plan 2: Social Studies Focus: Select a Social Studies curricular topic. Come up with your “Big Idea” – the purpose for teaching this book. Develop a lesson to teach the “big idea” while incorporating: pantomime, tableau, choral reading, or another process drama technique.
- c. Lesson Plan 3: Science Focus: Select a Social Studies curricular topic. Come up with your “Big Idea” – the purpose for teaching this book. Develop a lesson to teach the “big idea” while incorporating: pantomime, tableau, choral reading, or another process drama technique.

i. Submit a written lesson plan that includes the following:

1. \_\_\_ Grade level
2. \_\_\_ Objective(s): What general/academic concept(s) can be taught?
3. \_\_\_ Rationale: discuss the reason(s) for selecting this particular book.
4. \_\_\_ Resources along with complete bibliographic information for the book in APA style).

3. **Journal/Reflection Entries (10 points):** To encourage you to reflect on your experiences and how it connects to the course material, you will write a short reflection paper/journal entry that relate to your field experiences. Feel free to talk about your own or student challenges, discoveries and experiences in class. Record the objectives and observations you make, as well as any physical sensations and images. Describe intriguing moments and discoveries. Identify potential strategies and how they are applicable to your area of expertise. These short one-page papers should be double-spaced, 12-point font, 1-inch margins.

4. **Trimester Brainstorming (10 points)** – Given a grade level and a topic you will create a list of ideas from which we might be able to springboard and create a script. The list should contain curricular connections, possible picture book titles or poems, random ideas about

character, sets, props, costumes, plot, and any other drama element.

5. **Final Unit Plan** – 80 points – Using one of your Lesson Plans or starting from scratch, create an 8 session unit plan that culminates in a performance for a class in a grade-level and curricular topic you choose. This unit plan must include a script, and tie-ins for music and dance.

**Grading Policy (Evaluation Methods & Criteria)**

You will be evaluated on the following: Class participation, homework, student teaching demonstrations, and written assignments. It is your responsibility to access course materials through CANVAS.

- **Participation** 40%
  - This includes attendance, actual class participation, logging into Canvas, etc.
- **Discussions and Papers** 60%
- **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

**Course Schedule**

DAY	DATES	IN CLASS	ASSIGNMENTS DUE
Tuesday	20-Aug-19	Elements of Drama, Developmental Stages of Theatre	
Thursday	22-Aug-19	Utah Drama Standards, the Basics	I CAN Statements
Tuesday	27-Aug-19	Demonstration Teaching Begins - Games	
Thursday	29-Aug-19	Drama Games	
Tuesday	3-Sep-19	Onsite Teaching	
Thursday	5-Sep-19	Onsite Teaching	
Tuesday	10-Sep-19	Onsite Teaching	Trimester Brainstorming Due
Thursday	12-Sep-19	Onsite Teaching	6 <sup>th</sup> Grade Monologue Script Due
Tuesday	17-Sep-19	Class script work	Working with Students Reflection
Thursday	19-Sep-19	Class script work	
Tuesday	24-Sep-19	Drama in the Classroom/Pantomime/Tableau	
Thursday	26-Sep-19	Choral Reading	
Tuesday	1-Oct-19	Sample Lessons	Discussion Due re: Reading
Thursday	3-Oct-19	Onsite Teaching	Dramatic Lesson Plan 1
Tuesday	8-Oct-19	FALL BREAK	
Thursday	10-Oct-19	FALL BREAK	

Tuesday	15-Oct-19	Onsite Teaching	
Thursday	17-Oct-19	Wasatch Elementary is Closed	Dramatic Lesson Plan 2
Tuesday	22-Oct-19	Onsite Teaching	
Thursday	24-Oct-19	Onsite Teaching	
Tuesday	29-Oct-19	Onsite Teaching	
Thursday	31-Oct-19	Onsite Teaching	Dramatic Lesson Plan 3
Tuesday	5-Nov-19	Onsite Teaching	
Thursday	7-Nov-19	STUDENT PERFORMANCES (Lower Grade)	
Tuesday	12-Nov-19	Final Rehearsals for Town Meetings	
Thursday	14-Nov-19	STUDENT PERFORMANCES (Upper Grade)	Standard Comparison is Due
Tuesday	19-Nov-19	Drama Games	
Thursday	21-Nov-19	New Trimester Brainstorming	
Tuesday	26-Nov-19	Onsite Teaching	
Thursday	28-Nov-19	Thanksgiving	
Tuesday	3-Dec-19	Penny Offsite - Lead Teaching at Wasatch	
Thursday	5-Dec-19	Penny Offsite - Lead Teaching at Wasatch	
Monday	9-Dec-19	FINAL from 8:30 – 10:00 am	Final Unit Project Sharing

*Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.*