

THR 515-01: Creative Drama for the School and Community

13430 3 Credits

Fall 2006

Tuesday/Thursday 9:30 – 10:45 AM

Location: TBA

Instructor: Rachel Briley
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Office Hours: Monday: 2:00-4:00 PM, Wednesday: 2:30 – 3:30 PM and by appointment

Course Description and Objectives

This course is designed to stimulate and expand students' interest, knowledge, research skills and experience with creative drama in a variety of settings. Students will use various means to demonstrate fluency with the subject matter including (but not limited to): participating in drama lessons, devising activities, observing lessons (taught by both peers and the professor), improvising in drama lessons, evaluating all teaching experiences, reflecting on the human connections in each drama, assessing and critiquing work, leading and facilitating drama lessons, discussing readings and experiences, critically thinking, and writing responses to readings and drama lessons/activities. The specific objectives of the course are to:

- Form an ensemble
- Become comfortable participating in structured dramatic play
- Effectively plan, lead (facilitate), and assess (evaluate) drama lessons
- Explore arts advocacy and (in the process) begin to develop a personal philosophy and methodology of teaching drama
- Increase self-confidence as a drama leader, guide/facilitator, co-learner, and human being
- Experience a Theatre for Youth production and explore dramatic connections to this production
- Identify various structures for drama lessons and various settings for drama
- Articulate a rationale for using drama in various settings in the school and community

Required Materials

Course readings will be distributed throughout the semester.

Attendance

Come to class. Don't be late. Being present in drama is one of the most important aspects of the work. You must be willing to participate verbally, physically, emotionally, intellectually – you need to BE HERE NOW. This means that you will be graded not only on whether or not you show up for class, but also **how** you contribute to class each day. You will be given a rubric that outlines my expectations for participation.

For every absence over one you will receive 5 points off your participation grade. Two lates equal one absence.

*NOTE: IF YOU ARE ABSENT: It is YOUR responsibility to make up all missed work by first contacting someone in the class who was present and getting information from her/him. You may then schedule a time to meet with me to discuss any or all questions/concerns you may have. Please come to that scheduled meeting prepared to discuss what you missed in an intelligent fashion. PLEASE SIGN UP FOR OFFICE HOURS – do not expect me to be able to address your concerns directly before/after class.

Assignment Overview

DRAMA ACTIVITY: You are responsible for leading the class in a drama activity. Activities must come from a source that is approved by the professor. We will discuss this in class. A one-to-two page activity summary will be due on the day you lead your activity. Format will be discussed in class. Criterion will be distributed before you are required to complete this assignment. (10 points: facilitation 5 points: summary 10 points assessment: TOTAL POINTS = 25)

JOURNAL RESPONSES: Journal responses to all drama lessons facilitated in class and in schools will be required. Exact format will vary depending on lesson. Specific questions will be posed after each lesson is taught/ modeled. (TOTAL POINTS = 75)

QUIZZES: You are required to take two quizzes – one announced, one unannounced on material covered in class. (15 points each) (TOTAL POINTS = 30)

DST DRAMA ACTIVITIES: Create a drama activity from the DST handout. Specific criterion to be announced in class. (20 points)

PRACTICUM: Create and facilitate (teach) lessons in the community. Specific criterion will be distributed in class. This assignment will reflect individual needs and desires. You will be graded on a.) lesson plans, b.) facilitation, and c.) self-assessment. (TOTAL POINTS = 200)

FINAL EXAM: You are required to complete a take-home final examination (cumulative). (50 points)

CLASS PARTICIPATION: You are required to come to class on time and participate verbally, physically, imaginatively, and intellectually. (100 points)

TOTAL POINTS: 500

475-500 = A

450-474 = A-

435-449 = B+

420-434 = B

400-419 = B-

385-399 = C+

370-384 = C

350-369 = C-

335-339 = D+

320-334 = D

300-319 = D-

Under 300 = Failing grade

Graduate Student Grading Scale (Graduate students = 600 points):

570-600 =	A
540-569 =	A-
522-539 =	B+
504-521 =	B
480-503 =	B-
462-479 =	C+
444-461 =	C

This syllabus is subject to change. All changes will be communicated to you in class.

GRADUATE STUDENTS: Graduate students will be required to do the following additional assignments to successfully complete this course:

- **RESEARCH PAPER:** A ten-page research paper on a professional TYA company's Education Program. Due 9/19/06. (35 points)
- **OUTREACH GUIDE SUPPLEMENT:** An outreach guide – written for teachers, community administrators, or parents. This guide will be completed on an individual basis. Due 3/3/04. (30 points)
- **RESEARCH PAPER:** An additional research paper on one of the following topics: Museum Theatre, Library Programs, After School Programs, or TIE. Specific criterion to be distributed in class. Due 3/17/04. (35 points)

Please familiarize yourself with the **UNCG Academic Integrity Policy (see philosophy below)**. **It will be adhered to in this class.**

Academic integrity is founded upon and encompasses the following five values: honesty; trust; fairness; respect; and responsibility. Supporting and affirming these values is essential to promoting and maintaining a high level of academic integrity.¹ Each member of the academic community must stand accountable for his or her actions. As a result, a community develops in which students learn the responsibilities of citizenship and how to contribute honorably to their professions.

If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated. Members of the UNCG community are expected to foster in their own work the spirit of academic honesty and not to tolerate its abuse by others.

First responsibility for academic integrity lies with individual students and faculty members of this community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the university.

WEEK 2: Making Connections: CD and Theatre. Start: CD and the human condition.

1/19 NO CLASS: MLK DAY

1/21 Drama activity (25 points): _____ Discuss responses to film and readings/ theatre artist roles.

Handouts: Levy article.

HOMEWORK: Read LEVY article
Read FIRST MONKEYS/lesson and Chapter 2 in DOC.

1/23 No Drama activity today. Rachel leads First Monkeys lesson. Handout: First Monkeys lesson plan. DOC summary handout.

HOMEWORK: Write a journal response to First Monkeys lesson
Read RAM and lesson in DOC.

WEEK 3: Going Deeper (Continue): CD and the human condition

1/26 Quiz: Roles of Theatre Artists, Levy article, DOC lesson plan principles. (15 points) Continue dramatization/ discussion of First Monkeys.

Handouts: Drama Strategies and Techniques, Drama/Life Skills Check List

HOMEWORK: Read Drama Strategies and Techniques.
Read Bridge Work in TCCD
Complete Drama/Life Skills Check List for all activities up to now. Due Friday.

1/28 Drama activity: _____ Review of Drama Strategies and Techniques. Examples demonstrated in class.

HOMEWORK: Create a drama activity in one of the categories from Drama Strategies and Techniques (DST). Due next Wednesday.
Read BEARS and lesson in DOC.

1/30 Drama activity: _____ Continue to review DST. More examples presented. Prepare for school visitation next class.

HOMEWORK: Read PICHILINGIS and lesson in DOC.

Week 4: Rachel leads lessons in community

2/2 Rachel leads lesson in community.

Handout: Evaluation form for drama lessons.

HOMEWORK: Read FATIMA and lesson in DOC. Journal evaluation of Rachel's lesson begins.

2/4 Rachel leads lesson in community.

HOMEWORK: Read ANANSI and lesson in DOC.
Journal evaluation of Rachel's lesson continues.

2/6 Visitation of your teaching site. Gather crucial information about site.

Handout: Detectives in the Classroom.

HOMEWORK: Complete Detectives in the Classroom handout.

Week 5: Structuring Story dramatizations

2/9 Assessment and deconstruction of Rachel's lessons. How compare to your site?

- HOMEWORK: Read TARO and lesson in DOC.
- 2/11 Examine structuring process for SD
HOMEWORK: Read RAVEN and lesson in DOC.
Read Improvisation in TCCD.
- 2/13 Continue structure of SD
HOMEWORK: Read LA LLORONA and lesson in DOC.
Read Boal (TBA) Read Facilitation in TCCD.

Week 6: Structuring drama lessons

- 2/16 Other methods presented: Rohd, Boal.
HOMEWORK: TBA
- 2/18 More methods: O'Neill, Heathcote
HOMEWORK: Reading TBA.
Read GRANDMOTHER SPIDER and lesson in DOC.
- 2/20 More methods: Saxton, Miller.
HOMEWORK: Reading TBA.
Read PEOPLE WHO COULD FLY and lesson in DOC.

Week 7: TYA Education Programs, Library Programs and After School Programs

- 2/23 TYA Education Programs
HOMEWORK: Reading to be assigned: Library and After School Programs.
Read AUNTIE TIGER and lesson in DOC.
Read Peer Education in TCCD.
- 2/25 Introduction to Library Programs/ASP.
HOMEWORK: Reading to be assigned: Library Programs.
Research local library offerings or after-school programs.
- 2/27 Share Museum Theatre piece HOMEWORK: Continue research on local programs.
Read One Last Story in TCCD.
Read POOR WIDOW and lesson in DOC.

Week 8: Review

- 3/1 Continue to share Museum Theatre pieces. Review all material covered to this point.
- 3/3 SETC HOMEWORK: Read remaining stories in DOC. Other TBA.
- 3/5 SETC HOMEWORK. Read remaining stories in DOC. Other TBA.

Week 9: SPRING BREAK

Week 10: Preparation to Lead Drama Workshops in Schools/Community

3/15 Source Materials for Drama. Review DOC lesson principles and TCCD method. Review all models. In-class preparation of lessons/workshops. Lesson plan formats discussed.

HOMEWORK: First draft lesson plan due Friday.

3/17 TIE techniques. Continue review of DOC, TCCD, and all methods. In-class preparation of lessons/workshops.

Handout: Reading (LP: TBA).

HOMEWORK: Continue work on first draft of Lesson Plan due Friday

Reading: TBA.

3/19 Sensory stimulation. Continue review of DOC and TCCD. In-class preparation of lessons/workshops.

HOMEWORK: Work with partner on lesson plan and implementation.

Week 11: Lesson Plans

3/22 First draft lesson plans shared and deconstructed in class.

HOMEWORK: Edit lesson plans according to information shared in class today.

Complete Drama/Life Skills Check List for all activities up to now. Due Friday.

Rehearse lessons.

3/24 Continue working on and sharing activities from lesson plans.

HOMEWORK: Continue editing lesson plans – final drafts due Friday

Rehearse lessons.

3/26 Schedules for practicum assignments distributed. Assessment forms discussed. Criterion for grading practicum discussed.

Handouts: Self-evaluation forms. Peer assessment forms. Professor evaluations forms

HOMEWORK: Rehearse lessons to be taught during the next two weeks.

Weeks 12 and 13: Teaching in the Community – PRACTICUM: Schedule TBA

(3/29, 3/31, 4/2) (4/5, 4/7, 4/9)

Week 14: Deconstructing the Experience

4/12 Reflections on the teaching experience. Share video footage. All evaluation forms due: Self-evaluations. Peer evaluations. Professor evaluations.

4/14 Reflections on the teaching experience. Share video footage.

4/16 No class: SPRING HOLIDAY.

Week 15: Teaching in the Community – PRACTICUM: Schedule TBA

(4/19, 4/21, 4/23)

Week 16: Wrap up

4/26 Reflections on teaching

4/28 Continue reflections

4/30 Course wrap up. University Course Evaluation forms distributed. Take home final distributed.

Handouts: Course evaluation forms. Take home final (50 points).