

## Syllabus

### Course Information

- Course:** SEED 490T: Methods of Teaching Secondary Theatre Arts
- Credits:** 3
- Term:** Fall 2013
- Sessions:** 4:30-5:30 P.M. (Mountain time) Wednesday (as part of Directed Study plan)
- Location:** Klinefelter Hall 203
- Textbook:** none required—
- as needed, texts will be supplied by the instructor, or students will be directed to obtain materials from the library or online sources
  - students will apply for a complimentary student membership in the Educational Theatre Association, which will give them access to members-only resources at [SchoolTheatre](#) and one-year subscriptions to both *Teaching Theatre* journal and *Dramatics* magazine
- Materials:** LiveText account (LiveText is available through the University Bookstore) with Field Experience Management module (FEM module is purchasable as an upgrade to an existing account)
- Pre-requisite:** admission to the Teacher Education Program
- Expectations:** that you have
- completed your written composition course sequence
  - taken your required 200- and 300-level theatre arts acting, directing, design, and history courses (or are taking remaining 300-level courses concurrently)
  - completed your secondary education methods block (or are taking those courses and field experience concurrently)

### Instructor Contact Information

- Instructor:** Kevin Moberg, Chair of Department of Teacher Education and Assistant Professor of Education
- Office:** Klinefelter Hall 203
- Office Hours:** any weekday by appointment (through the department's administrative secretary Sandy Steckler; see her in Klinefelter Hall 201, or contact her by telephone at 701-483-2178)
- Telephone:** 701-483-2178
- E-mail:** [kevin.moberg@dickinsonstate.edu](mailto:kevin.moberg@dickinsonstate.edu)
- Messaging:** via [Facebook](#), [Google+](#), or [Twitter](#)
- Web site:** [iMoberg.com](http://iMoberg.com)

**Course Description**

This course engages students in designing curriculum and effective instruction for theatre courses in secondary schools. Through readings, activities, and field experiences, students will explore approaches to teaching secondary students the art and craft of theatre, addressing areas such as acting (including extracurricular plays), directing, designing, play writing, reading and interpreting plays, attending and critiquing performances, and studying theatre history. A focus will be on development and assessment of secondary students' skills across the theatre arts and their achievement of content standards for drama and theatre.

**Course Outcomes**

1. Students will identify the purpose and possibilities of theatre arts in the secondary curriculum and extra-curriculum.
2. Students will exhibit advanced skills and knowledge as theatre artists themselves (in acting, directing, designing, play writing, play interpretation, theatre critique, etc.), as professional theatre arts teachers are expected to possess.
3. Students will write about and discuss pedagogical advice and research in order to clarify their understanding, synthesize course information with their own experiences and beliefs, and relate course content to their future work as teachers and extracurricular advisors and directors.
4. Students will create practical curriculum and instruction documents, such as course outlines, unit plans, lesson plans, lesson materials, assessments, and so forth.
5. Students will demonstrate a variety of effective, research-based instructional techniques and other "best practices" for secondary theatre arts classrooms and performance spaces.
6. Students will demonstrate inclusion, accommodation, and developmentally appropriate support by producing materials that display differentiation of instruction to suit all students and develop their talents.
7. Students will conduct research into personalized topics related to the profession of theatre arts teaching and extracurricular advising and direction.
8. Students will apply course content to previous or current field experiences as a means of revealing possibilities for improved student learning (in acting, directing, designing, play writing, play analysis, performance critique, theatre history, etc.).
9. Students will identify means for developing as professionals in the field of secondary theatre arts education.

**Teacher Education Department Outcomes**

Students will demonstrate competence in these areas, some via course assignments and classroom interactions, and others while applying knowledge and skills from this course (and others) to secondary theatre arts classroom settings (see the *Teacher Education Handbook* for further details):

1. Knowledge Base – knowledge of subject matter, learning theory, and technology
2. Application – knowledge and skills in communication, planning, instruction, and assessment
3. Professional Standards – professional dispositions and the habits of continuous improvement
4. Diversity and Inclusion – sensitivity to students' diverse needs and inclusion of all students
5. Reflective Decision-Making – a reflective approach to making professional decisions

As a future teacher, you are entering a profession for which several groups have established standards by which to measure your knowledge and skills. This course is designed to help you meet those standards as you encounter them in tests of your qualifications to teach (*before* you receive a teaching license) and in evaluations of your teaching effectiveness (*after* you have entered the profession).

1. [Model Core Teaching Standards](#) from InTASC (Interstate Teacher Assessment and Support Consortium)
2. [Praxis II: Standards for Principles of Learning and Teaching](#) from ETS (Educational Testing Service)
3. [Praxis II: Theatre](#) from ETS
4. [Praxis III: Classroom Performance Assessments](#) from ETS
5. [Core Propositions](#) from NBPTS (National Board for Professional Teaching Standards)

Furthermore, when teaching in your subject area, you are expected to be familiar with and to utilize the content standards developed and adopted by others within the profession:

1. [these](#) from the American Alliance for Theatre and Education (which are currently being revised into “next generation” standards by the [National Coalition for Core Arts Standards](#) . . . and which are, meanwhile, supported by lessons and related resources from the Kennedy Center’s [ArtsEdge](#))
2. [these](#) from the North Dakota Department of Public Instruction (DPI)

### **University Outcomes**

All your university courses together aim to help you achieve DSU’s university-wide learning outcomes through your demonstration of:

1. Knowledge of human cultures, the humanities, the social sciences, the fine and performing arts, and the physical and natural worlds
2. The intellectual skills of inquiry, mathematical reasoning, quantitative and qualitative analysis, critical and creative thinking, and problem solving
3. Written, oral, and visual communication skills; information literacy; and technological skills
4. Knowledge of personal and community health and wellness
5. Responsible ethical reasoning and social and intercultural engagement
6. Advanced accomplishment in discipline-specific performance
7. Integrative learning across the curriculum

### **Course Content**

A course schedule based on the goals of the course (see “Course Description and “Course Outcomes” sections of syllabus) is available on the course Web site, where it will be maintained throughout the semester and updated regularly with links to assignments and resources and with any changes that might occur to due dates or daily activities. **Check the online course schedule before each class**, allowing yourself enough time to read the designated chapters, complete the assignments due, etc.

The content of the course all relates to the theatre arts teacher’s tasks of planning the curriculum for a course in a secondary school and then teaching that course using techniques that are effective with adolescent learners. Topics to be addressed in the course include these:

- theatre as a social, aesthetic, and cultural experience
- developing acting skills
- developing technical skills (scenery, lights, makeup, sound, costumes, etc.)
- teaching play reading and writing
- assessing knowledge and skills in theatre
- theatre as an extracurricular opportunity
- theatre history and representative plays and playwrights
- directing a theatrical production
- teaching techniques and trends in secondary theatre arts
- developing performance critiquing skills
- selecting instructional resources
- theatre as a teaching profession

In class, you will be asked to participate in discussion, group work, teaching demonstrations, reflective writing tasks, and other activities. Between class sessions, you can expect assignments that involve reading, writing, and creating. If you are serving your secondary methods block field experience hours outside of class during this semester, then you may even complete some projects for this course while you are at your field experience site. The major course projects (all of them suitable options for artifacts in your **Teacher Education portfolio**) include

- planning long-range curriculum (creating course plans for general and specialized theatre courses),
- planning mid-range curriculum (creating two unit plans: one focused on a specific aspect of the theatre arts, and one that integrates all areas during the study of one overall topic),
- microteaching (demonstrating instructional strategies identified through your research), and
- researching and writing (investigating various topics—e.g., academic content standards for theatre arts, assessing and grading creative progress and products, developing an extracurricular theatre program, developmentally appropriate topics and teaching strategies, etc.).

### **Teaching Strategies**

My teaching methods are intended to keep you active in the production of your own learning—to have you *doing* things in ways that are both academic and practical, allowing you to put to use the theories and techniques that you’re studying in this course. Instructional techniques and learning activities may include

- brainstorming
- cooperative learning
- demonstration
- discussion
- DVDs and videotapes
- guest speakers
- mini-lecture
- observation
- on-line activities
- one-to-one interaction
- practice exercises
- presentation
- projects
- quizzes
- reading and writing
- role playing
- self-assessment
- technology

### **Assessment of Learning**

I will assess your learning by examining the work that you produce in and for this course, assigning point values to it, and recording your points earned in comparison to the total points possible, expressed as a percent. That percent will be recorded as a grade using this scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

I anticipate that your overall course grade will be determined according to this breakdown:

- 15% — online discussions, daily participation in class activities, etc.
- 20% — microteaching lessons
- 30% — research projects
- 35% — curriculum plans

Work that demonstrates mastery of less than 60% of course content will be deemed failing and assigned a grade of F. At semester's end, your accumulated points must demonstrate your proficiency at retaining and applying at least 60% of course content in order to receive a passing grade for the course overall. Note, however, that you are required by the Department of Teacher Education to earn at least a C in all your professional education courses, of which this course is one.

Work that has been plagiarized and work resulting from cheating will receive no credit in this course.

We are gathered together in this course to function as a learning community. Our interactions themselves are intended to serve as a crucial means of learning, just as your out-of-class reading, writing, and activities will serve. With that in mind, your attendance and participation are both crucial to your success in this course . . . and they are not the same thing! Earning the minimum points required to pass this course requires your consistent attendance, and gaining all that you ought to from each class requires your consistent participation (i.e., merely being present in the room is not enough). You are expected to be attentive, to participate in activities and discussions, to cooperate with classmates during group work, and to refrain from distracting yourself and others with cell phone calls, text messages, music devices, electronic games, off-topic Web sites, etc.

I will record your participation as a number of points toward your grade. In the case of an absence, consult the online course schedule and then contact a classmate afterward in order to stay informed of our work in class that day. Provided that your overall work for this course is good, the rare absence (and loss of participation points for that day) should not affect your course grade significantly. Frequent absences, however, will have a negative impact on your course grade . . . and will lead to a conversation between us regarding your future in the Teacher Education program and my willingness to approve your candidacy for full admission into the program.

If you must be absent from class for a university-sponsored event, I will excuse you from having to earn participation points for that class provided that you have made arrangements with me **before** the absence for completing the work to be missed. Check with me that I have received documentation from the university advisor of the event, without which I cannot verify that your absence is excused.

If you are absent from the class the day of a quiz or exam, you will not be allowed to make it up except in two cases. An exception may be made for extraordinary circumstances, which will require appropriate documentation of the emergency: a hospitalization record or a police report, for example. Another exception will be made for an absence due to a university-sponsored event, which will require not only documentation from the university advisor of the event but also advance contact from you so

that we may make special arrangements for making up the quiz or exam. After I have graded and returned a quiz or exam to your classmates, you will not be allowed to make it up.

Deadlines for course assignments will enable us to make consistent progress throughout the semester and will allow for projects that involve application of previous learning (i.e., projects that “build on” your earlier work). Due dates pertain to you even if you have been absent from a previous class session. Before being absent for a university-sponsored event, you must contact me to make arrangements for submitting any assignment that is due on that day.

Unless I note otherwise, all assignments are due at the beginning of class on their due date. In order to facilitate and assess your learning even if you miss a deadline, I **will** accept a late assignment. However, it is subject to a 10 percentage point deduction per day late (and Day 1 begins immediately after I have collected the set of assignments at the start of class). By Day 10, the late penalty would be 100 percentage points, making the late assignment worth no points on or after that day.

The **final examination** is scheduled for **Wednesday, December 18, 6:00-8:00 P.M. (Mountain time)**. Because this course is offered in a Directed Study format, we could choose to meet at another time mutually convenient for all of us—we will discuss this at our first meeting. All students must take the final examination.

#### **Disability Services**

Students with disabilities who believe they may need an accommodation in this course are encouraged to contact the Coordinator of Disability Services at 483-2999 in the Academic Success Center to ensure that accommodations are implemented in a timely fashion.

#### **Notice of Non-binding Contract**

The aforementioned requirements, assignments, evaluation procedures, and other contents of this syllabus and the related course schedule are subject to change. Students’ experiences, needs, and emerging knowledge and skills will be considered in modifying these documents. The syllabus and course schedule are subject to change at the discretion of the instructor and do not constitute a contractual agreement between the student and the instructor or Dickinson State University.