# **Course Syllabus**

# **Creative Drama for Teachers, ED224-20220335286**

# **January 9 - March 26, 2023**

##

## **General Information**

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### **Instructor Information and Availability**

Instructor name: Dyan McCarthy

Phone number: (541) 917-4999

E-mail address: mccartd@linnbenton.edu

Office hours: Wednesday, 3:00 pm - 4:00 pm, room AI 231A

Office number N/A

### **Course Information**

Course name: Creative Drama for Teachers

Section number: ED224

CRN: 20220335286

Scheduled time/days: 4:00 - 5:30 pm, Monday & Wednesday

Number of credits: 3

Classroom(s): SSH 213

**Prerequisites:** none

### **Course Materials**

Required: (On reserve in library for your convenience)

* Learning Through Drama in the Primary Years by David Farmer (2011)

ISBN: 1466445254

ISBN-13:978-1466445253

[www.dramaresource.com](http://www.dramaresource.com/)

* 101 Drama Games & Activities by David Farmer (2007)

Optional:

* 101 More Drama Games & Activities by David Farmer (2012)
* Second Language Learning Through Drama edited by Joe Winston (2012)

ISBN: 978-0-415-59778-4 (hbk)

ISBN: 978-0-415-59779-1 (pbk)

ISBN: 978-0-203-80511-4 (ebk)

* Access to Moodle

### **Course-Specific Requirements**

Attendance, Participation, Discussion, Collaboration, and Openness and Willingness to Engage in Drama Games & Creative Process

### **Course Description**

Introduces the skills of adapting lesson plans and embedding drama while connecting to course content from a variety of disciplines. Includes the use of simple strategies and engagement in the creative process to meet the needs of diverse learners.

### **Student Learning Outcomes**

Adapt children's literature for dramatic purposes within multiple content areas in the classroom setting. Apply basic performance skills and the creative dramatic process to engage students in the classroom. Analyze values and ethics within a range of human experiences and expressions.

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## **Class Policies**

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### **Behavior and Expectations**

The instructor will demonstrate, guide, and lead in appropriate creative drama activities, making sure to connect these activities to Oregon Education Standards and to check for student understanding when adapting literature, applying performance skills, and analyzing values and ethics.

The student is held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/about-lbcc/administration/policies/student-rights-responsibilities-and-conduct.php), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

**Guidelines for communication**

Emails are the best way to reach the instructor and will be checked multiple times per weekday.

**Use of cell phones**

Cell phones are welcome in class as they may be needed in hands-on activities.

### **Attendance/Tardiness Policy**

Due to the nature of this class, attendance and participation are mandatory.

However, a student who expects to miss one or more class meetings because of participation in a LBCC-sponsored activity, or otherwise unavoidable absence, has several responsibilities: the student (by email) will notify the instructor in advance of any absence; the student is expected to complete all work missed by making up the work or by completing any compensatory assignment that may be required by the instructor within one week; the student is expected to maintain satisfactory progress in the course; and the student (otherwise) is expected to maintain satisfactory attendance in the class. In the event that a student anticipates that participation in a LBCC-sponsored activity will require missing more than 10% of the class meetings, the student is required to discuss this matter with her or his instructor at the beginning of the quarter and may be advised to drop the course. If the above responsibilities are met, it is expected that the instructor will excuse the absence and permit the student to make up missed work in whatever manner the instructor deems appropriate.

### **Testing**

This course will not require a midterm or final exam.

However, a final project is required. The student will lead the group in a final project: utilize at least three different course drama activities in a content area adapted from a work of children’s literature, support the corresponding Oregon Teaching Standard(s), and explain and defend your choices in a follow up class discussion of values and ethics.

### **Grading**

*100 Points Total:*

Classes: Attendance, Participation, Discussion, and Homework (if assigned)

*100 Points Total:*

Final Project: Adapt children's literature for dramatic purposes within multiple content areas in the classroom setting.Apply basic performance skills and the creative dramatic process to engage students in the classroom. Analyze values and ethics within a range of human experiences and expressions.

How final grade is calculated (e.g. 75% = C)

Final Grade Calculation:

* A = 90-100% Excellent Work
* B = 80-89% Good Work
* C = 70-79% Average Work
* D = 60-69% Poor Work
* F = 0-59% Failing Work

| **Letter Grade** | **Percentage** | **Points** | **Performance** |
| --- | --- | --- | --- |
| A | 90-100% | 180-200 | Excellent Work |
| B | 80-89% | 160-179 | Good Work |
| C | 70-79% | 140-159 | Average Work |
| D | 60-69% | 120-139 | Poor Work |
| F | 0-59% | 0-119 | Failing Work |

### **Late Assignment Policy**

In the case of an excused absence due to a LBCC-sponsored activity, or otherwise excused absence, a score on a late assignment will be decreased by 10% for each late day past its due date.

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## **College Policies**

### **LBCC Email and Course Communications**

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### **Disability and Access Statement**

You should meet with your instructor during the first week of class if:

1. You have a documented disability and need accommodations.
2. Your instructor needs to know medical information about you.
3. You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](https://cascade.accessiblelearning.com/LBCC/) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/student-services/accessibility/index.php) for steps on how to apply for services or call (541) 917-4789.

### **Statement of Inclusion**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

[Equal Opportunity and Non-Discrimination Policy](https://www.linnbenton.edu/about-lbcc/administration/policies/equal-opportunity.php)

### **Academic Integrity Syllabus Language**

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College’s academic integrity policy.

*Academic Integrity Syllabus Language Components:*

1. Academic integrity allows students and staff the freedom to build new ideas, knowledge and creative works while respecting and acknowledging the work of others. LBCC will respond to academic misconduct in a fair, consistent, transparent and timely manner.

2. Doing your own work makes learning authentic and long-lasting.

3. Students will collaborate when doing group work and work independently to lead drama activities.

4. Students may use outside sources to research for drama lessons, but may not copy others' lesson plans.

5. Students will: use technology honestly, generate their own ideas, and contribute equally when working in a group.

Here is a link to the Student Code of Conduct: [Student Rights, Responsibilities, and Conduct](https://www.linnbenton.edu/about-lbcc/administration/policies/student-rights-responsibilities-and-conduct.php)

6. When an instructor believes a student has engaged in academic dishonesty, the student is to be invited to meet with the instructor within a reasonable amount of time to discuss the situation. The student shall have an opportunity to explain or describe what they did. Faculty are encouraged to apply the values of the college and the principles of restorative justice to the analysis of the situation, as they see fit. After making a decision, an instructor has the right to issue a grade of “F” or “NP” for the assignment or course when the instructor has sufficient information to reasonably believe the student violated this policy. The instructor is to notify the Dean of Students by e-mail or through the [online reporting system](http://linnbenton.edu/report-it) about the incident, the student(s) involved, the course, and the consequences.

7. Please reach out to your instructor if you have any questions or concerns regarding academic integrity.

### **Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://www.linnbenton.edu/about-lbcc/departments-and-contacts/report-an-issue/index.php) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

### **Public Safety/Emergency Resources:**

In an emergency, call 911. Also, call [LBCC Public Safety and Loss Prevention Office](https://www.linnbenton.edu/about-lbcc/college-services/safety/safety-and-well-being.php) at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](http://lbccpublicsafety.mobapp.at/landing/Desktop) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

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## **Campus Resources**

### **Learning Center**

[LBCC Learning Center](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/index.php)

### **Library**

The two recommended books are on reserve in the library - 2 hours at a time.

## **LBCC'S Technology Tools For Success**

[LBCC Tech Tools](https://sites.google.com/linnbenton.edu/lbcc-tech-tools/home)

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## **Changes to the Syllabus**

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

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## **Class Calendar or Schedule**

Print the calendar or class schedule on its own page, preferably the last, so that students can easily find this resource.

* Week 1: What is Drama, and Why Use It?
* Week 2: Using Contextualization in Drama for Second Language Learning
* Week 3: Role Play Drama Strategies
* Week 4: Storytelling and Physical Drama Strategies
* Week 5: Decision Making Drama Strategies
* Week 6: Improvisation and Performance Drama Strategies
* Week 7: Improvisation and Performance Drama Strategies (Continued)
* Week 8: Using Drama to Explore and Extend Learning
* Week 9: Using Drama to Explore and Extend Learning
* Week 10: Using Drama to Explore and Extend Learning

| **W****eek** | **Readings** | **Activities** | **Due dates** |
| --- | --- | --- | --- |
| 1 January 9,2023 | *Instructor Notes From:*Drama Structures pp. 11-29Learning Through Drama pp. 1-12101 More Drama Games & Activitiespp. 1-19[Oregon Teaching Standards](https://www.oregon.gov/ode/educator-resources/standards/pages/default.aspx) | What is Drama, and Why Use It?Warm-ups: Anyone Who, Circle and Cross, Fruit Bowl, Wrong Names, Clap Across the Circle, Human BINGO, Freeze/Go, Budge, Bippity Boppity Bop, Cat and Mouse, Adverb Game, Bunnies, Sagadi Sagadi Sapopo, Night Watchman  | CollaborativeGroup Lesson (Adapt, Apply, & Analyze )DueJanuary 11, 2023  |
| 2**Jan. 16** **(NO SCHOOL)**January 18,2023 | *Instructor Notes From:*Second Language Learning pp. 6-14, 15-30, & 69-80[Final English Language Proficiency Standards](https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Pages/EnglishLanguageProficiencyStandards.aspx) | Using Contextualization in Drama for Second Language LearningThe Legend of Bukit MerahEpisode 1-7 includes: Reverse Roles, Freeze Frames, Persons of Significance, Role Play, Out-of-Role/In-Role, Change of Role, and Multiple Voices |  none |
| 3January23,2023 | *Instructor Notes From:*Learning Through Drama pp. 16-43 | Role Play, Teacher in Role, Hot Seating, Thought Tracking, Role on The Wall, Meetings, Rumors, Telephone Conversations | CollaborativeGroup Lesson (Adapt, Apply, & Analyze )DueJanuary 25, 2023 |
| 4January30,2023 | *Instructor Notes From:*Learning Through Drama pp. 44-84 | Storytelling, Narration, Visualization, Guided Tour, One Word at a Time, Bags and Boxes, Still Images and Freeze-Frames, Tableau, Sculpting, Ten Second Objects, Speaking Objects, Mime, Essence Machines | CollaborativeGroup Lesson (Adapt, Apply, & Analyze )DueFebruary 1, 2023 |
| 5February6,2023 | *Instructor Notes From:*Learning Through Dramapp. 86-93 | Conscience Alley, Where Do You Stand? | CollaborativeGroup Lesson (Adapt, Apply, & Analyze )DueFebruary 8, 2023 |
| 6February13,2023 | *Instructor Notes From:*Learning Through Dramapp. 94-109 | Improvisation, Soundscape, Flashbacks/Flash Forwards, Ritual, Marking the Moment  | CollaborativeGroup Lesson (Adapt, Apply, & Analyze )DueFebruary 15, 2023 |
| 7February20,2023 | *Instructor Notes From:*Learning Through Dramapp. 114-123 | Whoosh!, Object Theatre, Open and Close, Spotlight | CollaborativeGroup Lesson (Adapt, Apply, & Analyze )DueFebruary 22, 2023 |
| 8February27,2023 | *Instructor Notes From:*Learning Through Dramapp. 125-130  | **The Gruffalo**1. Use Drama to Explore, Support, and Extend Learning2. Choose Drama Strategy, Lead Activity and Analytical Discussion | Individual Lesson (Adapt, Apply, & Analyze )DueMarch 1, 2023  |
| 9March6,2023 | *Instructor Notes From:*Learning Through Dramapp. 131-139  | **Cinderella**1. Use Drama to Encourage Writing Activities Involving Bullying Issues2. Choose Drama Strategy, Lead Activity and Analytical Discussion | Individual Lesson (Adapt, Apply, & Analyze )DueMarch 8, 2023  |
| 10March 13,2023 | *Instructor Notes From:*Learning Through Dramapp. 140-149  | **Real Events From World War II**1. Use Drama to Encourage Writing Activities Involving Children Evacuees2. Choose Drama Strategy, Lead Activity and Analytical Discussion | Individual Lesson (Adapt, Apply, & Analyze )DueMarch 15, 2023 |
| FinalMarch 20 & 22,2023 | Individual Projects | **Self-chosen:**Lead the group in utilizing at least three different course drama activities in a content area adapted from a work of children’s literature. Support the corresponding Oregon Teaching Standard(s). Explain and defend your choices in a follow up class discussion of values and ethics.  | March 20 & 22,2023 |