Theatre for Educators
THR 411.001 Lab 411L

Instructor: Jennifer Malmberg  
Department: School of Theatre

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Classroom: GFN Rm. 300

Phone: 936-468-1057  
Office: Griffith Fine Arts Building 223

Office Hours:  
Monday/Wednesday 11:00 p.m.-12:00 p.m.
Tuesday/Thursday 11:00 a.m.-12:30 p.m.
OR by appointment.

THR - 411:  
Tuesday & Thursday 9:30 a.m.-10:45 a.m.

Course Description: Theatre for Educators focuses on the study of the principles and methods of creating effective theatre curriculum for the EC-12 theatre classroom and creating theatrical performances for educational environments.

In addition to regular class meetings and individual preparation (traditional “homework”) time, this course requires a substantial amount of external classroom time as students are involved in the UIL One Act Play Clinic, Workshops for High School Students, and the UIL One Act Play State Festival. To facilitate this process, every student must be prepared to accept scheduling mandated by the instructor and the School of Theatre faculty, including evening and weekend work times.

Prerequisites: Lower division theatre core or nine hours elementary education

Program Learning Outcomes (PLO’s) Supported in this Course:
  1. The student will be able to analyze a script in ways that are necessary to a theatre practitioner or scholar/critic.
  2. The student will demonstrate an understanding of theatre history and variety of theatrical styles.
  3. The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study and their interrelationships.
  4. The student will demonstrate intermediate to advanced competence in one or more theatre specializations.
  5. The student will be able to use an understanding of educational psychology and appropriate organizational skills to create a positive and disciplined learning environment for students of theatre.
  6. The student will be able to complete and document a major project as a stage manager, as a designer or technician, or as an actor or director, demonstrating advanced competence in the student’s specialty.
  7. The student will be able to present an effective presentation appropriate to the student’s specialization.
Student Learning Outcomes (SLO’s) for this course (supported PLO’s):

Students who successfully complete this course will be able to:

1. Utilize elements of creative dramatics to develop a lesson, workshop and performance for youth. (PLO’s 3,7,8, & 9)
2. Create instructional units related to an area of theatrical study. (PLO 1,2,6, &7)
3. Create and design an original theatrical work for children. (PLO’s 4 & 8)
4. Understand the diversity of student learners and the diverse application of theatre in the classroom. (PLO 7)

Materials

Required
- *Teach like a Champion 2.0: 62 Techniques That Put Students On The Path To College*  
  Edition 2. Doug Lemov, Norman Atkins
- *Signs of Change: New Directions in Theatre Education*  
  Revised and Amplified Edition Joan Lazarus

Optional
- *Theater Games for the Classroom: A Teacher’s Handbook* Viola Spolin

General Notes/ Course Requirements

- There will be times where we will be meeting outside of class times for this course. If this poses a problem, you MUST communicate this with your instructor in the first two weeks of class.
- Assignments are due on the date listed. If absent and emailing a written assignment, it but be sent by the START TIME of class in order to receive full credit.
- If you have a disability or physical injury that hinders you from participating in class, please contact Disability Services in the Human Services Building.
- The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
- Unauthorized use of mobile phones, PDA’s, digital media players, tablets, laptops, etc. during class for any reason will result in the student being marked absent (unexcused) and asked to leave class. Phones may be checked on break times.
- Unauthorized tardiness, early departure, or any other unauthorized absence from the classroom for less than half the class period will result in a penalty to the student’s final grade per incident.
Grading Policy

Projects (10) 60 Points
There will be 10 projects for this course. They will include creating appropriate curriculum in one of four content areas for a theatre classroom. Grading projects will be done by rubric.

Quizzes (2) 20 Points
Covering lecture, discussion and reading material. If you miss a quiz because of an unexcused absence you will receive no credit (a score of 0, a grade of F); if you miss a quiz because of an excused absence, you must make an appointment for an oral make-up quiz (which will be at least as difficult as the written quiz).

Intangibles 20 Points
Grades based on participation, effort, overall quality of work. This will be graded by a rubric for overall performance throughout the entire semester.

Total Points for Course 100 Points

Grading Policy/ Rubric

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 or below</td>
<td>F</td>
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<tr>
<td>Date</td>
<td>Class Description</td>
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<td>------------------------------------------------------------------------------------</td>
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<tr>
<td>01/22</td>
<td>No class due to Mainstage Auditions</td>
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<tr>
<td>1/24</td>
<td>Topic: -Syllabus Overview</td>
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<tr>
<td>1/29</td>
<td>Topic: Theatre Arts Courses in K-12, TEKS, Communicating with Students</td>
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<tr>
<td>1/31</td>
<td>Topic: UIL One Act Play, Handbook &amp; Website</td>
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<tr>
<td>2/5</td>
<td>Topic: Budgeting and Fundraising for your Theatre Program</td>
</tr>
<tr>
<td>2/7</td>
<td>Topic: Children’s Productions Guidelines, Performances and Brainstorming</td>
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<tr>
<td>2/8</td>
<td><strong>FRIDAY Time TBA</strong></td>
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<tr>
<td>2/9</td>
<td><strong>SATURDAY 7:00 a.m.- 7:00 p.m. SFA School of Theatre UIL One Act Play Load In/ Set Up Day</strong></td>
</tr>
<tr>
<td>2/12</td>
<td>Topic: Creating Characters, Plot and Dialogue</td>
</tr>
<tr>
<td>2/14</td>
<td>Topic: Create Final Draft of Children’s Script</td>
</tr>
<tr>
<td>2/19</td>
<td>Topic: Build Characters or Rehearse</td>
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<tr>
<td>2/21</td>
<td>In Class Performances</td>
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### Theatre for Educators
#### THR 411.001 Lab 411L

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Description</th>
<th>Due</th>
<th>Readings</th>
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<tbody>
<tr>
<td>2/26</td>
<td><strong>Topic:</strong> Backwards Design and How it creates a Successful Educator What is a Scope and Sequence?</td>
<td>Quiz #2 in Class Today</td>
<td><em>TLAC</em>: Chapter 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><em>SOC</em>: Pg. 53- 87</td>
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<tr>
<td>2/28</td>
<td><strong>Topic:</strong> Creating Creative Assessments that speak to the WHOLE student</td>
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<tr>
<td>3/5</td>
<td><strong>Topic:</strong> Lesson Plan Formats and how to structure a Theatre Classroom</td>
<td><strong>Due: Scope and Sequence</strong></td>
<td><em>TLAC</em>: Chapter 3</td>
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<tr>
<td>3/7</td>
<td>In Class Work Day</td>
<td>Gather Production Work</td>
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<td></td>
<td>for Portfolio</td>
<td>for Portfolio</td>
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<tr>
<td>3/12</td>
<td><strong>Topic:</strong> Technology in the Theatre Classroom</td>
<td><strong>Due: Assessment</strong></td>
<td><em>TLAC</em>: Chapter 1</td>
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<td>3/14</td>
<td><strong>ML</strong></td>
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<td></td>
<td><strong>Topic:</strong> Creating a Canva Resume for the Educational Artist</td>
<td><strong>Due: Lesson Plan</strong></td>
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**Spring Break : March 18- March 22**

| 3/26   | **ML**                                                                           |                            |                               |
|        | **Topic:** Texas Educational Theatre Association                               |                            |                               |
|        | *(Guest Speaker: Missy Cunningham)*                                            |                            |                               |

| 3/28   | **ML**                                                                           | **Due: Canva Resume**     | *TLAC*: Chapter 7             |
|        | **Topic:** Educational Philosophy versus Theatre Educational Philosophy        |                            | *SOC*: Pg. 35-36              |

<p>| 4/2    | <strong>ML</strong>                                                                           | Gather Production Work     |                               |
|        | <strong>Topic:</strong> In Class Work Day                                                     | for Portfolio              |                               |</p>
<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>4/4  (ML)</td>
<td>Topic: Creating a Classroom Management Plan for a Theatre Classroom</td>
<td><strong>Due D2L: Theatre Educational Philosophy</strong></td>
<td><strong>TLAC: Chapter 5</strong></td>
</tr>
<tr>
<td>4/9  (ML)</td>
<td>Topic: Creating an Thespians Troupe Honor Society, Thespians Convention/ Competition Opportunities for Students</td>
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<tr>
<td>4/11 (ML)</td>
<td>Topic: Presenting Production Work for an Educational Environment</td>
<td><strong>Due D2L: Classroom Management Plan</strong></td>
<td></td>
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<tr>
<td>4/16 (ML)</td>
<td>In Class Work Day</td>
<td>Gather Production Work for Portfolio</td>
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<td></td>
<td><strong>Easter Break April 18-21, 2018</strong></td>
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| 4/23 (ML) | Topic: Online Resources for the Theatre Educator | **Due: Production Work Portfolio** | | UIL One Act Play State Competition  
Round Rock, TX  
April 23-26, 2019 |
| 4/25 | Portfolio Review and Revision Individual Sessions | | |
| 4/27 | **SATURDAY 1:00-2:30 p.m.**  
*Cutting a Script for the UIL One Act Play Workshop*  
Miguel Maymi, Head of High School Theatre for DallasISD  
Upstage | | School of Theatre Mainstage: *Cat on a Hot Tin Roof*; April 30-May 4 |
| 5/2 | Portfolio Peer Reviews and Gallery Walk | | |
Course Evaluations
Near the conclusion of each semester, students electronically evaluate courses. Evaluation data is used for a variety of important purposes including course/program improvement and planning. As you evaluate this course, please be thoughtful, thorough and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! Although your instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous. They will not be available to the instructor until after final grades are posted.

Policies

Diversity and Inclusion Statement
This class engages material covering a diverse range of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation and disability. While I encourage you to formulate and express your thoughts and opinions throughout the semester, discriminatory remarks will not be tolerated and may constitute disruptive behavior under the student code of conduct.

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of this course for your personally, or for other students or student groups.
Late Work Policy:
When an assignment’s scheduling affects other students (group projects like your workshops) it
is never accepted late if the change of schedule might inconvenience or affect the work of others.
Written work that must be completed in sequence to build for success on a complex project is
never accepted late. Individual written assignments, such as critiques, may be accepted late at the
instructor’s discretion, but the grade on the assignment will always be affected negatively (the
later it is, the larger the penalty), and the instructor will always make it her top priority to be fair
to students that submitted their work on time.

Guidelines for Written Work:
Except where otherwise instructed, whenever it is reasonable to expect it, written work such as
critiques, play analysis and casting breakdowns should be word-processed using Microsoft Word
or Apple Pages software and submitted in the appropriate dropbox of the course management
system. It should be printed in black ink on regular white copier/printer paper in a widely-used,
high readable font such as Times New Roman, in 12-point size, with margins of approximately
one inch. In other words, it should look much like this document except that it should be
double-spaced. It should have your name word processed on the front page (no title page is
necessary). (For more details on standards for college papers in the arts and humanities, consult
the MLA Handbook for Writers of Research Papers). Unless otherwise specified, due dates refer
to the scheduled class start time.
The AARC (1st floor of the Library) is a great resource for written work to be turned in.

SCHOOL ATTENDANCE POLICY (School of Theatre):
A career in the fine arts demands dedication and discipline; preparation for t
his career requires conscientious development of effective work habits. To this end, regular and
punctual attendance is expected for all classes, laboratories and other activities for which a
student is registered or assigned.

I. It is University policy to excuse students from class attendance for certain reasons
related to health, family emergencies, student working the University Series, and other
situations of similar importance. Excused absences from theatre classes will only be
granted upon presentation of written documentation from the teacher, sponsor or
physician involved upon the first day of the student’s return. In the case of absences
caused by university- sponsored events, inclusion in the university's public listing of such
absences will constitute an official excuse. It is the student's responsibility to inform the
instructor that he/she has scheduled the planned official absence.
II. A total of seven excused and/or unexcused absences in Tuesday - Thursday classes or 10 excused and/or unexcused absences in Monday - Wednesday - Friday classes will result in the student receiving a failing grade. Excessive unexcused absences will affect a student’s grade.

III. The student will be allowed a maximum of two unexcused absences in Tuesday - Thursday classes or three unexcused absences in Monday - Wednesday - Friday classes.

IV. In the case of missed classes, the student will be held responsible for the successful completion of assigned work and/or projects. University Attendance Policy (excerpt):

“…students are responsible for notifying their instructors in advance, when possible, for excusable absences… Students with acceptable excuses may be permitted to make up work for a maximum of three weeks’ worth of absences during a semester… depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence in accordance with the course syllabus.

Class Attendance Policy:
Missing more than half of a class period will be considered an unexcused absence. Unexcused absences in excess of what is permitted by the School Attendance Policy (above) will result in final grade penalties. If a pattern is established there will be a negative effect on your participation grade. Only religious holidays, sponsored school events, and documented medical or personal issues may qualify as excused absences upon the instructor’s discretion. It is the student’s responsibility to obtain any missed notes from a dependable classmate.

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.