Independent Study – Teaching Artistry  
DRAM 4191.003  
Fall 2020

**Instructor:** Slade Billew  
**Phone:** (936) 468-1112  
**E-mail:** billewbs@sfasu.edu  
**Office Hours:** MW 1:00PM – 3:00PM*, T 1:30 – 2:30* or by appointment  
*due to COVID-19 all office hours will be on Zoom

**Credits:** 2

**Objectives:** In this course we will explore the job of the Teaching Artist in professional theatre and examine how to prepare for and acquire such jobs. Students will deepen their understanding of the career of the Teaching Artist. They will develop their own beliefs and ideas about teaching, and explore how to apply those ideas in the creation of a lesson plan.

**Teaching Philosophy:** I do not believe that teaching is me giving you information and you receiving it. Rather, I believe that we engage together in a process of research, challenge, and negotiation. It is important to me that you consent to the work of the class. In order to consent you must understand what it is we are doing, and believe that you are encouraged to ask questions and even to challenge ideas I present. Sometimes you will disagree with me, and that is what should happen. We must develop the capacity to say “no” in order to nourish our personal and artistic autonomy. It is only by being able to say “no” that we can truly say “yes.” This does not make class a free for all where everyone just does what they want. Instead, we work together to craft the class environment and there may be times when we need to discuss, negotiate, and accommodate individual difference. I recognize that there is a power imbalance in any classroom and that many, if not most of you will distrust that I really mean the above statement. We will work to create an environment where you can develop that trust. I don’t approach class this way because I want you to like me or because I am a “nice human”, rather I believe that part of what you must learn in your time at SFA is to think of yourself as an autonomous artist with your own thoughts, visions, and ideas that are just as important (but crucially not more important) than the thoughts visions and ideas of everyone else in the room.

**Required Text:** We will read:  
*Culturally Responsive Teaching and the Brain* by Zarretta Hammond  
*Education in a Time Between Worlds* by Zachary Stein  
*Make Just One Change: Teach Students to Ask Their Own Questions* by Rothstein and Santana  
*Say What You Mean: a mindful approach to non-violent communication* by Oren Jay Sofer

**Grading components:**  
1) Engagement  
2) Research Project  
3) Teaching Philosophy  
4) Lesson Plans  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>(0-59)</td>
</tr>
<tr>
<td>D</td>
<td>(60-69)</td>
</tr>
<tr>
<td>C</td>
<td>(69.5-79)</td>
</tr>
<tr>
<td>B</td>
<td>(79.5-89)</td>
</tr>
<tr>
<td>A</td>
<td>(89.5-100)</td>
</tr>
</tbody>
</table>

**Final Grading:**

**Engagement:** The expectation in this class is that you are present as an engaged artist for each class session. You must be present and ready to work at the beginning of each class session. You are expected
to be mentally, emotionally, and physically ready for each class. You will be asked to engage as a student, artist, and collaborator every day. You should meet or exceed the expectations of the course, the School of Theatre, and the university. Your engagement will be noted and evaluated on a daily basis.

**Research Project:** You will research three companies that hire teaching artists, ideally interview leadership at those organizations, and present a report that presents your research and compares and contrasts the organizations.

**Teaching Philosophy:** You will write a 1-2 page document that expresses your personal teaching philosophy.

**Lesson Plans:** You will prepare and present lesson plans for a multi-week workshop of your own design for children within an age range and context of your choosing.

**Program Learning Outcomes**

- This course applies to the following School of Theatre Program Learning Outcomes at an introductory level.
- PLO #2: The student will demonstrate an understanding of theatre history and a variety of theatrical styles
- PLO #3: The student will demonstrate collaborative and/or leadership competencies appropriate to participate or take a leadership role in an effective theatrical production.
- PLO #4: The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study, and their interrelationships.
- PLO #5: The student will be able to form and articulate a critical analysis and evaluation of a work of theatre.
- PLO #6: The student will demonstrate intermediate and advanced competence in one or more theatre specializations.

**Student Learning Outcomes**

Upon successful completion of THR 127 / Stage Movement, the student will
- Have an awareness of how the body moves (supports PLO #4).
- Have an understanding of the process of relaxation of the body and connection to the body as they relate to readiness for performance. (supports PLOs #4 and #6).
- Have an understanding of various schools of movement and movement theory (supports PLOs #2 and #5).
- Demonstrate an understanding of movement techniques and skills independently and in groups (supports PLOs #2, #3 and #6).
- Communicate understanding of the kinesthetic experiences of the course as they relate to the theories covered and the experiential work with the body (supports PLOs #4 and #5).

**POLICIES and EXPECTATIONS**

Absences/Lateness: Theatre is an intrinsically collaborative art, and the practical application side of your training occurs largely in the classroom. Therefore, your absence from class impacts not only your learning, but also the learning of other students. **You should not miss class.** You will lose some
engagement points anytime you do. However, I recognize that life happens. Please be in communication with me about any absences. If you do not communicate with me about an absence within 24 hours or if your absences become excessive your grade will be significantly impacted. The same is true for chronic lateness. It is your responsibility to obtain any missed notes from a classmate. It is your responsibility to check in with me after class if you arrive after attendance is taken.

**Course Work:** All course work must be completed and turned in as indicated by the course calendar, as discussed in class, or communicated on d2l. Late work will only be accepted in emergency circumstances. It is your responsibility to pursue making up missed work, not my responsibility to make sure you do so.

*Students with documented disabilities must meet with the instructor in advance of accommodation to arrange accommodations for that disability.*

**General Expectations:**

*Please respect others as well as yourself; this includes other students, the instructor, guest speakers, and performers. The majority of the following guidelines for behavior reflect this principle.*

1. Recording class in any form is not allowed.
2. With rare exception, I should never see your cell phone or electronic device in this studio. Cell phones should be set to silent or turned off and stowed before you enter the room. Absolutely NO use of cell phones is allowed in class unless there is an emergency, or it is approved/requested by the instructor.
3. Use of a cell phone (or other electronic device) or your friend’s brain during a quiz will result in a grade of zero on that quiz.
4. Disorderly conduct or talking inappropriately in class is not permitted.
5. Failure to follow any of these expectations will result in being dismissed from class and counted absent (unexcused).

**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](http://www.sfasu.edu/policies/academic_integrity.asp)

**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.

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

**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/](http://www.sfasu.edu/disabilityservices/)

**Student Resources**

**Academic Assistance and Resource Center (AARC)**
The webpage for the AARC is located [here](http://www.sfasu.edu/disabilityservices/). The AARC provides free tutoring help for students, including virtually. If you need help with your writing skills, this is the place to go!

**The Career Closet**
The Career Closet lends professional clothing to current students and alumni for job interviews, conferences, auditions, etc... See info [here](http://www.sfasu.edu/disabilityservices/).

**Counseling Services**
The people at the counseling center are here to help with a wide range of issues including anxiety, depression, and grief. Their information can be found [here](http://www.sfasu.edu/disabilityservices/). In the event of a crisis outside of business hours, please call the Burke 24-hour crisis line: 1-800-392-8343.

**Disability Services**
If you have a disability and require special accommodations, either during class or during exams, or both, disability services are here to help. Just remember: while we generally do everything in our power to accommodate requests, we cannot do so unless you go through the Office of Disability Services first. If you feel like this service may be of use to you, visit them as early as you can, at the start of the semester. Their information can be found [here](http://www.sfasu.edu/disabilityservices/).
Food Pantry

If you are struggling with food insecurity (or, alternatively have food to donate), please consider visiting SFA's Pantry. Information about the pantry (and other pantries) is located here.

Health Clinic

As a student you can gain access to medical services through the health clinic. Information can be found here.

Veterans Resource Center

If you are a military veteran, you may find the veterans resource center helpful. Information can be found here:

This list is a work-in-progress. If you are aware of resources that you believe should be added, please let me know!