Contemporary Issues for Diverse Theatre Education - DRAM 3375

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Department: School of Theatre  
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Classroom: GFNA Rm. 313  
Phone: 936-468-1057  
Course: Mon./Wed./Fri.

Office Hours:  
Mon./Wed./Fri. 2:00 - 3:00 p.m.  
Tues. 9:00 - 11:00 a.m.  
Tues. 1:00 - 1:50 p.m.

Course Description:
DRAM 3375 - Contemporary Issues for Diverse Theatre Education

This course focuses on contemporary curricular, political and cultural issues that theatre educators in secondary classrooms will encounter. Students will learn about the theoretical and philosophical underpinnings of critical issues and will apply those understandings to discussions of contemporary issues in theatre education. In addition, students will focus on research based instructional models relevant to public school education, especially effective and equitable education for racially, culturally, and linguistically diverse students.

Credit Hour Justification:
DRAM 3375 (3 credits) spans 16 weeks and contains extensive written content, curriculum design, and discussions of contemporary issues. Students are required to read texts and/or foundational articles, complete writing intensive work that will evaluate their comprehension and ability to think critically about education as well as participating in critical discussion with peers. Students will produce a paper and a project as a culminating experience that synthesizes the student learning outcomes for the course. The course typically meets 320 minutes a week in two 160-minute segments for 15 weeks, and also meets for a 2.5-hour final examination period. Generally, these activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.

Required Textbooks:

Case Studies on Diversity and Social Justice Education Gorski, Paul. 2nd Ed.

Those Who Can, Teach Ryan, Kevin. 15th Ed.
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Course Objective
Throughout the course, students will be introduced to social issues facing theatre education and the implementation of technology through the creation of their curriculum design. This course also focuses on research-based instructional models relevant to public school education, especially effective and equitable education for racially, culturally, and linguistically diverse students. Through this course, students will dive into a deeper understanding of the broad range of students they will be educating while creating the curriculum to reach them. By the end of the course, students will understand how to implement technology into their diverse theatre curriculum to help students gain the knowledge and skills to become problem solvers of the world.

Learning Outcomes

Program Learning Outcomes:
1. The candidate will develop and content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will explore various uses of technology in the theatre classroom based on the needs of diverse students in a global and digital society.
4. The candidate will explore various uses of technology in an educational theatre performance based on the needs of diverse students in a global and digital society.
5. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
6. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:
The student will be able to:
1. Analyze critical social, educational, cultural, and political issues that influence schools and theatre education in Texas and the United States in general.
2. Analyze contemporary issues relevant to teaching and learning in the theatre classroom in U.S. public schools.
3. Examine the coverage of educational issues by the popular media and how they affect the theatre classroom.
4. Advocate for an educational issue or position which affects the English learner population.
5. Using knowledge gained through the exploration of contemporary issues, create instructional resources for a diverse classroom including the use of technology.
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Texas Theatre Art Standards

The Standards

Theatre EC–12

Standard I The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills and appreciation in theatre. Theatre EC–12

The beginning teacher knows/ is able to:

- 1.2k skills and concepts appropriate for theatre education at different grade levels;
- 1.4k how to plan, implement, and evaluate theatre instruction;
- 1.5k teaching methods that integrate theatre instruction with other art forms and other subject areas for students at different grade levels;
- 1.3s organize, sequence, and self-assess lessons in ways that promote effective student learning in theatre;
- 1.4s develop and use instructional strategies that encourage active learning and are responsive to the strengths and needs of all students, including students with diverse backgrounds and needs;

Pedagogy and Professional Responsibilities Standards

Standard I The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

Content and Pedagogy:

- 1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS).
- 1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues.
- 1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills.
- 1.10k how lesson content and skills connect with other disciplines and within the discipline;
- 1.11k current research on best pedagogical practices.

Selection of Instructional Goals and Objectives

- 1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
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- 1.13k the importance of developing instructional goals and objectives that can be assessed
- 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs;
- 1.15k the importance of aligning instructional goals with campus and district goals.

Resources
- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.17k the importance of knowing when to integrate technology into instruction and assessment;
- 1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs

Designing Coherent Instruction
- 1.19k the importance of designing instruction that reflects the TEKS
- 1.20k features of instruction that maximize students’ thinking skills;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;
- 1.23k the benefits of designing instruction that integrates content across disciplines;
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

Assessment of Student Learning
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction;

Application: What Teachers Can Do
- 1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs;
- 1.4s plan instruction that motivates students to want to learn and achieve;

Selection of Instructional Goals and Objectives
- 1.14s develop instructional goals and objectives that reflect students’ age, developmental level, prior skills and knowledge, background, and interests;

Assessment of Student Learning:
- 1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives
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**Standard II** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

*Managing Student Behavior:*
- 2.13k theories and techniques relating to managing and monitoring student behavior
- 2.14k appropriate behavior standards and expectations for students at various developmental levels;
- 2.18k appropriate responses to a variety of student behaviors and misbehaviors.

**Standard III** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

*Communication:*
- 3.1k the importance of clear, accurate communication in the teaching and learning process;

*Engaging Students in Learning:*
- 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
- 3.6k how to present content to students in relevant and meaningful ways
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding
- 3.9k strategies and techniques for using instructional groupings to promote student learning;
- 3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

**Standard IV** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

*Legal and Ethical Requirements and the Structure of Education in Texas:*
- 4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);

**Texas Teaching Standards**

**Standard I** The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

*Content and Pedagogy:*
- (TS3Ci) Teachers teach both the key content knowledge and the key skills of the discipline).
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- (TS3Ai) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content.
- (TS3Aiii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

Selection of Instructional Goals and Objectives
- (TS1Aii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- (TS1Diii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

Designing Coherent Instruction
- (TS3Cii) Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-work experiences.

Assessment of Student Learning
- (TS5Dii) Teachers regularly compare their curriculum score and sequence with student data to ensure they are on track and make adjustments as needed.

Application: What Teachers Can Do
- (TS1Bi) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates student to learn.

Selection of Instructional Goals and Objectives
- (TS2Bi) Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.

Standard II The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Managing Student Behavior:
- (TS4Ci) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- (TS4Bi) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

Standard III The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Communication:
Technology Standards for All Teachers

**Standard I** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

- 1.2 k how to use prior knowledge to develop new ideas, products, and processes;
- 1.3 k how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology;

**Standard VII** All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

- 7.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;

International Society for Technology in Education Standards

**Standard I** All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

- 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
- 6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
- 7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
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Standard VII All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

- 4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- 5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.
- 5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
- 6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- 6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- 6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

Course Requirements

Grading Components

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<td>Advocacy Project</td>
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<td>2</td>
<td>Instructional Design Project</td>
<td>30 %</td>
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<td>3</td>
<td>Diversity and Inclusion Statement</td>
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<td>4</td>
<td>Teaching Philosophy</td>
<td>10 %</td>
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<tr>
<td>5</td>
<td>Theatre Education Exhibit</td>
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<tr>
<td>6</td>
<td>Discussion Board (5)</td>
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Final Grading

- (89.5-100) A
- (79.5-89) B
- (69.5-79) C
- (60-69) D
- (0-59) F
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Grading Policy

Advocacy Project 20%
Students will select a current educational issue that affects English Language Learners, a rapidly growing population in our public school system. Ideas are provided throughout the course. Through this project, students will create an artifact in which they will advocate for a particular policy, position, or stance that would help promote the needs of the ELL population. They will then transfer how that stance would help students in a theatre specific classroom. Topics must be submitted and approved to me by the midterm date.

Instructional Design Project 30%
Students will complete a scope and sequence for a theatre classroom, including relevant state standards TEKS, a unit plan that is a part of their scope and sequence that includes TEKS, ELPS, and CCRS standards, and one (1) assessment that are part of the unit plan, that include TEKS, ELPS< and CCRS standards. Each portion will be weighted at 10%.

Diversity and Inclusion Statement 10%
Students will be required to create a statement for their educational portfolio that claims a stance on diversity and inclusion in the theatre classroom, including how the educator will practically implement the views of this statement into their students' day classroom experience.

Teaching Philosophy 10%
Students will create a self-reflective statement of their beliefs about teaching and learning. The narrative conveys core ideas about being an effective teacher in the context of a theatre classroom. It develops these ideas with specific, concrete examples of what the teacher and learner will do to achieve these goals and why the educator chose these options.

Next Step Summit / UIL Events 15%
Students will participate in the Theatre Education Bi-Annual Exhibit, defending their knowledge and skills in the Foundations of Theatre Education learned and built through this class. In addition, students will participate in the Bi-District UIL Competition hosted at SFA.

Discussion Board (5) 15%
Students will participate in five discussion board assignments. Students will read an article or excerpt on contemporary issues in the classroom and/ or the use of technology in the classroom. Students will answer a series of discussion questions while responding to their peers.
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Student Responsibilities & Course Policies

D2L
All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. Many projects will be submitted via D2L. **EVERY submission to the D2L dropbox generates an email receipt. It is your responsibility to keep those receipts.** If you do not receive a receipt for a submission, it is your responsibility to email the instructor BEFORE the project deadline about the problem. Internet connectivity problems or problems with D2L ARE NOT acceptable excuses for late work.

Attendance
Absences may negatively affect your grade. Students are allowed 2 absences over the course of the semester with no penalty. **For each absence after two, students will be deducted two points from their final average.** A student can fail this course due to poor attendance. Students experiencing extended illnesses, personal or family emergencies should contact the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of extended illness or emergency will be required.

Tardiness
**Attendance will be taken during the first 5 minutes of class.** Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

Guidelines for Class Discussions
Students are expected and encouraged to share ideas and thoughts in an open forum. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

Late Work Policy:
When an assignment’s scheduling affects other students (scenes with student actors and/or student audiences for example) 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. Assignments are reduced by 10% for every weekday an assignment has not been handed in after the assigned due date.
Contact Information

Students may ask questions by email or telephone. Appointments can be made outside of office hours pending availability. It is preferred that email be used for questions outside of class time. Do not expect that I will answer instantaneously, but know that all emails and phone messages should be answered within 24 business hours. I will only use your SFA email to contact you.

Please Note: I will not communicate with students over social media about class or assignment concerns. I will not discuss grades over email. To discuss any concerns, please make an appointment with me.

SFASU and School of Theatre Policies

SCHOOL ATTENDANCE POLICY:

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. 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.
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Student Evaluation

Course work will be announced in class and/or posted to the D2L. All work must be submitted on the due date to receive full credit for the course. To meet the course goals listed above, students will be assessed on their knowledge (specific criteria for each assignment will be provided prior to evaluation) in the following forms.

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/.

Academic Integrity (A-9.1)

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Please read the complete policy and the appeals process at

http://www.sfasu.edu/policies/student_academic_dishonesty.pdf
http://www.sfasu.edu/policies/academic-appeals-by-students.pdf
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**Withheld Grades Semester Grades Policy (A-54)**

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 semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Course Overview**

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<tr>
<th>Date</th>
<th>Class Description</th>
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<td>Mon. 1/22</td>
<td>Course Introduction Syllabus Overview</td>
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<td>Wed. 1/24</td>
<td><em>Teach Like a Champion</em> Introduction Discussion Board Introduction</td>
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<td>Backwards Design and How It Creates a Successful Educator</td>
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<td>Curriculum Design: Scope and Sequence</td>
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<td>Advocacy for ALL Students in a Theatre Classroom Advocacy Project Introduction</td>
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<td>Fri. 2/9</td>
<td>Curriculum Design: Assessments, Scope and Sequence</td>
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<td>Mon. 2/12</td>
<td>In Class Project Work Day, Essay Introduction</td>
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<td>Book Discussion Starts, Finish <em>Teach Like a Champion</em></td>
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<td>Advocacy Project Pre-Proposal Discussion, Unit Plan</td>
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<td>Introduction <em>Those Who Can, Teach</em></td>
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<td>Mon. 3/18</td>
<td>Curriculum Design: Diversity and Inclusion Statement</td>
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<td>Technology in the Theatre Classroom</td>
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<td>UIL Bi-District Load In / Tech Rehearsal</td>
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<td>Implementing Technology in the Classroom.</td>
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<td>Mon. 4/29</td>
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<tr>
<td>Fri. 5/3</td>
<td>Dead Week Portfolio Prep</td>
<td>Discussion Board 5</td>
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<tr>
<td>Sat. 5/4</td>
<td>Next Step Summit 9:00 - 4:00</td>
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<td>Convocation 5:30 p.m.</td>
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<tr>
<td>Wed. 5/8</td>
<td>Final Portfolio Presentation</td>
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<td>1:00 - 3:00 p.m.</td>
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