COURSE SYLLABUS

Course Number: THE 4760  Course Title: Methods of Teaching Theatre in Public Schools

Prerequisite(s): ESE 3341 (Theory and Practice in the Secondary School); Admission to the College of Education Teacher Education Program

Course Credit: 03  Course Hours: 03

College: Arts & Sciences  Required Text(s): Task Stream (Online Portfolio)

Department: Visual Arts, Humanities and Theatre  Learning to Teach Drama. Portsmouth, NH; Heinemann, 2000

Faculty Name: Luther D. Wells  Bennett, Jeff.


Place and Time: 103 Tucker Hall / TuTh 8:00 am – 9:15 am  The Drama Game File (2nd ed. CD) Culver City, CA, Drama Education Network, 2006.

Office Location: 208 Tucker Hall  Supplies: Notebook & writing utensil, use of a computer & printer

e-mail: luther.wells@famu.edu

Office Hours Monday 10:00am-12:00pm

Tuesday 1:00pm-3:00pm

Wednesday 10:00am-12:00pm  Thursday 1:00pm-3:00pm

Friday By Appt.  Saturday None

FAMU Catalog Course Description

This course is designed to explore planning and methodology for the theatre and drama instruction; play selection, casting, directing, production techniques and management.

Course Purpose

The course is designed to acquaint the student with the pedagogy necessary for the exemplary professional theatre educators.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge  (S)=Skill  (D)=Disposition

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The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioner and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.

### DIVERSITY

- **CF 1**

  Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5,7, 9, 10 | I: 5 |

### TECHNOLOGY

- **CF 2**

  Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10, 12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |

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VALUES

• CF 3

Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

CRITICAL THINKING

• CF 4

Through this focal area, the FAMU professional education candidate will:

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5

Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |

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CF: 5.8 (K,S) Know and use student personnel services F:5,10,12 I: 2,10

URBAN/RURAL EDUCATION

•CF6

•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 6.1 (S)</th>
<th>Be able to work in school settings with varied levels of human and material resources.</th>
<th>F: 9, 10, 11</th>
<th>I: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.2 (S,D)</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2,3</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 5,11</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

Overall Goals of the Course

The goal of this course is in support of Theme 5: Professionalism as described in the Professional Education Unit Conceptual Framework. Additionally, the course will reflect and include the following Institutional Missions and Goals. These Missions and Goals can be noted in their entirety in the University catalog and on the University website.

University Mission Statement:

The mission of FAMU is to provide an enriched academic, intellectual, moral, cultural, ethical, technological and student-oriented environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society.

Particular Reference to University Goal #3:

Academic Improvement—To provide distinctive quality undergraduate and graduate educational experiences based on challenging academic standards and exposure to new technologies.

Program Mission/Goals:

The mission of the Theatre Program at FAMU is to provide undergraduate students the formal preparation necessary for advanced academic or professional study, and to expose the student body and the Tallahassee community to experiences in the theatre arts.

The course is designed to contribute to meeting the following University-approved outcomes of participation and study within the Theatre Program.

1. Collaboration: Graduates should be able to demonstrate the concept of theatre as a collaborative art.

   a. Build a creative performance ensemble.
   b. Build a creative design and technical team.
   c. Engage in discussions of production concept to determine strategies for audience development.
   d. Transfer acquired knowledge from group research to others.
   e. Build trust, relationships and skills of conflict resolution.
   f. Identify the various roles of the collaborative process.

2. Communication: Graduates should be able to demonstrate proficiency in varied forms of recognized communication.

   a. Speak while using clear articulation and adequate vocal production.
   b. Physicalize nonverbal behavior through physicalization of feelings and emotions.

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c. Develop creative expression through visual arts.
d. Utilize electronic and mechanical tools for precise communication.
e. Transmit ideas through formal and creative writing.

3. **Critical Thinking**: Graduates should be able to utilize creative and critical thinking in the major.
   
a. Read with critical comprehension.
b. Identify and compare the various historical, social and cultural influences and traditions in the field of arts and entertainment.
c. Evaluate and interpret works of art orally and in writing, using appropriate terminology.
d. Analyze a work for its production needs and costs.
e. Utilize critically based knowledge in practical/creative projects.

4. **Theatre Design, Theatre Management and Technology**: Graduates should be able to demonstrate a basic understanding of the principles of design, technology and management.
   
a. Specify elements of basic lighting design.
b. Identify elements of basic costume design.
c. Define the elements of basic set design.
d. Recognize theatre business-management techniques.
e. Define terminology in theatre production.

### Specific Behavioral Objectives

The exemplary professional theatre educator will:

a. Identify methods for evaluating students.
b. Identify the ethical responsibilities of the drama teacher.
c. Identify the availability and sources of career opportunities in theatre.
d. Recognize advanced educational opportunities in theatre.
e. Identify the value of theatre in the school.
f. Identify activities appropriate for the beginning drama students.
g. Identify activities appropriate for advanced drama students.
h. Identify professional organizations.
i. Recognize professional publications.
j. Identify performance skills applicable to the classroom.
k. Identify vocational opportunities in theatre.
l. Recognize basic elements in critical reviewing.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>FEAPs Standards</th>
<th>FTCE SAE Standards</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper in Defense of Theatre in Public Schools</td>
<td>Collaboration, Communication and Critical Thinking</td>
<td>1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0</td>
<td>3.1, 3.3, 3.9, 3.11, 3.14, 3.15, 3.16, 4.1, 4.2, 4.4, 4.5, 4.11, 5.1, 5.8, 5.9, 5.10, 5.12, 6.4, 6.8, 7.3, 7.4, 8.1, 8.2, 8.5, 8.7, 10.1, 10.4, 10.8, 10.12, 11.1, 11.5, 11.6, 11.11</td>
<td>1.1, 1.8, 3.13, 5.1, 5.4, 5.6, 8.1, 8.2, 8.3, 8.4</td>
<td>1.1, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4, 5.6, 5.7, 6.1, 6.2, 6.4</td>
</tr>
<tr>
<td>Educational Package Project</td>
<td>Collaboration, Communication and Critical Thinking, Theatre Design, Management and Technology.</td>
<td>1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0</td>
<td>3.1, 3.7, 3.9, 3.11, 3.15, 3.16, 4.1, 4.2, 4.4, 4.5, 4.7, 4.9, 4.10, 4.11, 5.1, 5.2, 5.8, 5.9- 5.14, 6.8, 7.3, 7.4, 8.1-8.7, 10.1-10.12, 11.1, 11.3, 11.11</td>
<td>1.1-1.9, 2.1, 2.2, 3.1, 3.2, 3.11-3.15, 4.2, 4.4, 4.6, 5.2, 6.1-6.9, 7.1</td>
<td>1.1 – 1.5, 2.1 – 2.7, 3.1</td>
</tr>
</tbody>
</table>

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Clinical Observations Report | Collaboration and Communication | Knowledge (K) | Skill (S) | Disposition (D) | Approved/Revised 10/30/07
---|---|---|---|---|---
11.5, 11.6, 11.11
1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
3.1, 3.3, 3.9, 3.11, 3.12, 3.14, 3.16, 4.1, 4.11, 5.1 – 5.4, 5.6, 5.12 – 5.14, 6.4, 6.8, 7.3, 7.4, 8.1, 8.3, 8.5, 8.7, 10.1, 10.9, 10.10, -10.12, 11.1, 11.3, 11.5, 11.6, 11.11
1.1 - 1.9, 2.1, 2.2, 4.6, 8.1, 8.2
1.1-1.5, 2.6, 2.7, 3.1 - 3.5, 4.1, 4.4, 5.1-5.8, 6.1-6.4

National, State, and PEU Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Content Pedagogy - Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1.10 Knowledge
1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.
1.12 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

1.20 Dispositions
1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

1.30 Performances
1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

Student Development - Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

2.10 Knowledge
2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
2.12 The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

2.20 Dispositions
2.21 The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop.

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self-confidence and competence.
2.22 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

2.30 Performances
2.31 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
2.33 The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction and eliciting samples of student thinking orally and in writing.

Diverse Learners - Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3. 10 Knowledge
3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
3.14 The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

3.20 Dispositions
3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
3.22 The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
3.24 The teacher is sensitive to community and cultural norms.
3.25 The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
3.35 The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
3.36 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
3.37 The teacher creates a learning community in which individual differences are respected.

Multiple Instructional Strategies - Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4.10 Knowledge
4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts,

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texts, reference books, literature, and other print resources).

**4.20 Dispositions**
4.21 The teacher values the development of students' critical thinking, independent problem solving and performance capabilities.

**4.30 Performances**
4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

**Motivation & Management - Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**5.10 Knowledge**
5.13 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
5.14 The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

**5.20 Dispositions**
5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
5.23 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
5.24 The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
5.25 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

**5.30 Performances**
5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
5.32 The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
5.37 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Communication & Technology - Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**6.10 Knowledge**
6.11 The teacher understands communication theory, language development, and the role of language in learning.
6.12 The teacher understands how cultural and gender differences can affect communication.
in the classroom.
6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.
6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

6.20 Dispositions
6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
6.23 The teacher is a thoughtful and responsive listener.
6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

6.30 Performances
6.31 The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
6.32 The teacher supports and expands learner expression in speaking, writing, and other media.
6.33 The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
6.34 The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

Planning - Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
7.10 Knowledge
7.11 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

7.20 Dispositions
7.21 The teacher values both long term and short term planning.
7.22 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
7.23 The teacher values planning as a collegial activity.

7.30 Performances
7.34 The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

Assessment - Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
8.10 Knowledge
8.12 The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.20 Dispositions

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8.22 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

**8.30 Performances**

8.33 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

**Professional Organization/Learned Society Standards**

NA

**Florida Educator Accomplished Practices (FEAPs)**

FEAP: 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 10, 11.0

**CONTINUOUS IMPROVEMENT**

3.1 The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3.3 Participates in and supports the overall school improvement process.

3.6 Communicates student progress with students, families, and colleagues.

3.7 Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.

3.9 Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.

3.11 Seeks to increase her/his own professional growth by participating in training and other professional development experiences.

3.12 Has observed others in the role of steward and can demonstrate some of the skills involved.

3.14 Learns from peers and colleagues and develops professional relationships.

3.15 Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.

3.16 Develops short- and long-term personal and professional goals relating to continuous professional development.

**CRITICAL THINKING**

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.2 Provides opportunities for students to learn higher-order thinking skills.

4.4 Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

4.5 Poses problems, dilemmas, and questions in lessons.

4.7 Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.

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4.9 Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.
4.10 Encourages students to develop open-ended projects and other activities that are creative and innovative.
4.11 Uses technology and other appropriate tools in the learning environment.

**DIVERSITY**

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

5.2 Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
5.3 Fosters a learning environment in which all students are treated equitably.
5.4 Recognizes the cultural, linguistic, and experiential diversity of students.
5.6 Has a repertoire of teaching techniques and strategies to effectively instruct all students.
5.8 Analyzes and uses school, family, and community resources in instructional activities.
5.9 Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
5.10 Selects and introduces materials and resources that are multicultural.
5.11 Acknowledges the importance of family and family structure to the individual learner.
5.12 Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
5.13 Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.
5.14 Develops short-term personal and professional goals relating to diversity.

**ETHICS**

6.4 Does not unreasonably deny a student access to diverse points of view.
6.8 Maintains honesty in all professional dealings.

**HUMAN DEVELOPMENT AND LEARNING**

7.3 Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.4 Uses multiple activities to engage and motivate students at appropriate developmental levels.

**KNOWLEDGE OF SUBJECT MATTER**

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

8.2 Communicates knowledge of subject matter in a manner that enables students to learn.
8.3 Increases subject matter knowledge in order to integrate the learning activities.
8.4 Uses the materials and technologies of the subject field in developing learning activities for students.
8.5 Acquires currency in her/his subject field.

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8.6 Has planned and conducted collaborative lessons with colleagues from other fields.
8.7 Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

**PLANNING**

10.1 Recognizing the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

10.2 Identifies student performance outcomes for planned lessons.
10.3 Plans and conducts lessons with identified student performance and learning outcomes.
10.4 Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.
10.5 Provides comprehensible instruction based on performance standards required of students in Florida public schools.
10.6 Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
10.7 Plans activities that utilize a variety of support and enrichment activities and materials.
10.8 Accesses and interprets information from multiple sources.
10.9 Assists students in using the resources available to them.
10.10 Incorporates the visual and physical environment when planning learning activities.
10.11 Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
10.12 Demonstrates instructional flexibility and an awareness of the teachable moment.

**ROLE OF THE TEACHER**

11.1 The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

11.3 Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.
11.5 Uses the community to provide students with a variety of experiences.
11.6 Works with school volunteers appropriately.
11.11 Communicates with families of culturally and linguistically diverse backgrounds.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

In accordance with the Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills, this course satisfies the following standards:

1. **Knowledge of acting**
   1. Identify basic physiological processes of voice production.
   2. Identify methods and purposes of physical and vocal warm-ups.
   3. Identify common acting terms.

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4. Identify various methods and approaches to actor training.
5. Identify the techniques for developing characterization.
6. Identify basic principles of stage movement and stage combat.
7. Identify basic techniques of pantomime.
8. Assess applications of improvisation techniques.
9. Differentiate between acting for multimedia and acting for the stage.

2. Knowledge of creative dramatics
   1. Identify the objectives and fundamental processes of creative dramatics.
   2. Identify methods and approaches to using creative dramatics in the classroom.

3. Knowledge of theatre production and design
   1. Identify theatre safety practices.
   2. Identify theatre production terminology.
   11. Analyze solutions to facility problems.
   12. Identify stage management responsibilities.
   13. Identify theatre management responsibilities.
   14. Identify production staff and basic crew responsibilities.
   15. Identify ways of using computers in theatre production, management, and design.

4. Knowledge of dramatic literature and criticism
   1. Identify basic theatre styles and genres.
   2. Identify and apply elements of plot structure and play analysis.
   4. Identify cultural, political, and historical influences on dramatic literature.
   5. Identify significant classical and contemporary contributions from diverse cultures.
   6. Identify elements of assessment and critical reviewing for performance and production.

5. Knowledge of theatre history
   1. Identify major periods in world theatre history.
   2. Identify the influence of the major periods of world theatre on the design of the performance space.
   3. Identify major theatre artists (e.g., playwrights, directors, designers, choreographers, performers) and their contributions.
   4. Identify major periods in American theatre.

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5. Identify significant dramatic works from the major periods of world theatre.

6. Identify contributors

**6. Knowledge of directing**

1. Identify criteria for script selection and procedures for securing scripts and production rights.
2. Analyze a script as it pertains to production elements.
3. Identify and interpret staging techniques.
4. Identify sources for researching a production.
5. Identify elements of the casting procedure and audition process.
6. Identify elements of the directing process.
7. Identify elements of the rehearsal process.
8. Identify the legal responsibilities of the director.
9. Identify the basics of directing a musical production.

**7. Knowledge of playwriting**

1. Identify the elements of dramatic form (e.g., plot, character, conflict, resolution, setting, dialogue, theme) as they apply to playwriting.

**8. Knowledge of career opportunities**

1. Identify career opportunities in theatre and the entertainment industry.
2. Identify advanced educational opportunities.
3. Identify professional theatre organizations and their functions.
4. Identify professional theatre and trade publications.

**Topical Outline**

1. Orientation
   a. Why a Drama Curriculum? — Justification for your existence.
   b. Teacher qualifications.
   c. Status of drama in the public schools.
   d. Consideration of local, State and National Standards and Expectations for Theatre Arts.
2. Knowledge base requirements for Florida Drama Certification Examination.
   a. Administration and faculty.
   b. Community.
   c. Publicity and Promotion.
   d. “Para-theatrical” expectations.
   e. Audience education.
   f. Developing the Educational Package.
   g. Funding, space allocation, equipment purchasing and requests.
   h. Resources for equipment, classroom materials, grants, gifts, and bibliographies.
4. Drama and Theatre Arts Classes

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a. Planning and curriculum development
b. Curriculum implementation of Florida Course Descriptions, Sunshine State Standards and FCAT
c. Making and executing the daily lesson plan using the DOE Curriculum Planning Tool and other curriculum development tools
d. Methods for teaching technical theatre, theatre history, management, and dramatic literature for minorities.
e. Evaluating State and National Standards for Theatre Arts and your place within them.
f. Evaluation: Personal; Student; Methods and Rubrics.

5. Production
a. Justification — Value, ethics, goals and purpose.
b. Play selection and sources.
c. Script Analysis — techniques and value.
d. Directing — skills and responsibilities.
e. Viewing and evaluating the production, your work, your students and yourself.

6. Careers and Avocations for the theatre trained
a. The many alternatives within the discipline.
b. Theatre Avocations
c. Support organizations and Unions
d. Literature and resources.
e. Future Studies

a. Expected knowledge base.
b. Sources of remediation.

Teaching Methods
Instruction will be primarily in a seminar format with students reporting on their readings and projects followed by critique and instruction. The writing of papers and reports will be expected. The professor will evaluate contributions and respond in private communication with contributors. All useful techniques available through the electronic system will be used to implement this work. Some course material will be made available through the web. Needed technologies will be explained when required throughout the course.

Course Evaluation
1. Class and Individual Projects 50% of final grade
2. Major Project (Educational Package) 40% of final grade
3. Clinical Observation report (Creative Dramatics in the Classroom) 10% of final grade

- Late submissions of any sort will be automatically downgraded by 10%.
- Final grades are on the normal 90-100=A; 80-89=B, etc. percentage scale. Rubrics will be given for each project when assigned.
- As mentioned earlier, instruction is primarily in the seminar format. This necessitates a truly professional approach and responsibility on the part of the student. Since students are professionals in this course, there is no excuse for unofficial absences or tardiness. In the world of professional education, unofficial absences or tardiness are basis for dismissal. So, too, is it in this class.
- Late papers and assignments are not accepted. (See above). Written papers will follow the style and format rules of the latest edition of the MLA Handbook for Writers of Research Papers. New York: The Modern Language Association of America.
- Evaluation of all papers will be according to the rubric to be found at the end of this syllabus.
- College Live Text online portfolio is required.
- Above indicated textbooks are required.
- CD on Creative Dramatics in the Classroom is required.
- Computer access and basic skills are an expected requirement for the student. Use of Internet resources will be expected. Some documents found on the Internet will be available and expected to be downloaded for study as course materials.
- A grade of “A” or “B” is expected in this course before recommendation for internship will be given.

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Grading

Grading Rubric for Written Papers

These are the criteria by which I will evaluate your written papers in this course. With slight modifications for various types and styles of written submissions, these standards will govern the resulting grade to be assigned for the paper.

The “A” (4.0) Paper—The Model Paper

- The paper will be completed following all rules of the MLA Style sheet.
- The paper thoroughly and carefully answers the question because the writer has something to say.
- The paper addresses all parts of the question.
- The paper begins with a solid introduction, setting the context for the essay and containing a clear thesis, or controlling idea.
- The Thesis is developed throughout the paper with supporting evidence—facts, names, examples and descriptions.
- Punctuation and grammar errors are few to non-existent.
- The organized paper comes to some discernible conclusion.

The “B” (3.0) Paper—The Good Paper

- Has most of the characteristics of the “A” paper BUT:
- The paper follows most of the rules of the MLA Style sheet.
- The paper attempts to answer the question, but does so without sufficient development.
- Supporting evidence is less abundant and not as fitting.
- Organization is discernible, but not as smooth.
- The controlling idea is present but not carried throughout the response as well.
- Punctuation, usage, grammar and spelling errors are few and non-distracting.

The “C” (2.0) Paper—The Average Paper

- Has some of the characteristics of the “B” paper BUT:
- There are frequent misapplications of the MLA Style sheet.
- The paper talks around the answer, rather than directly answering the question, or it may not answer all parts of a question.
- Supporting evidence is thin, revealing a lack of thorough reading or understanding of the play or topic and the themes and issues presented.
- Organization is attempted, but the introduction does not adequately set the context or present a clear thesis.
- Concepts are developed more through “padding” than concrete detail and evidence.
- Increased mechanical errors make meaning more difficult to discern.
- The paper is sufficiently long but has little to say.

The “D” (1.0) Paper—The Poor Paper

- Little attempt at format and style.
- The paper does not answer the question.
- Lack of a thesis and discernible organization causes the reader to struggle for meaning.
- Supporting evidence is not well chosen or is primarily absent.
- The paper reveals lack of thorough reading and understanding of the play or topic’s major themes.
- The paper demonstrates an inability to write essay discourse.

The “F” (0.0) Paper—The Failing Paper

- The paper is totally inadequate in terms of course content and writing.

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**Course Policies**

Many of the students’ projects become clinical in nature as the student makes viable lesson plans and designs working curricula, time schedules, and specific class-activity methodologies. Actual classroom visitations are a required part of the course. Twenty hours of classroom contact time are expected during the semester. Arrangements for Clinical Activities will be made through the College of Education, Office of Field/Clinical Activities.

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180

**References**