

## CAS GE to LE Core Application

### Preparer(s)

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### Section I. CAS GE to LE Core Application Cover Sheet

Department/Program: Music and Theatre Arts

Effective year and term for implementation of action: [2015]Fall

### Current Course Information

Prefix: THEA	Number: 335	Credits: 3
Catalog Title: Drama in Education		

### Section II. Application for Inclusion in the Liberal Education Core

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

Knowledge	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3	<input type="checkbox"/> K4
Skills	<input type="checkbox"/> S1	<input type="checkbox"/> S2	<input checked="" type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

### B. Provide the requested information for each identified learning outcome.

#### Skills 3 (S3): Create original work, perform original work, or interpret the work of others.

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

THEA 335 is designed to introduce students to the fundamentals of Drama in Education (DIE) techniques. By studying the philosophy and methods of DIE, students learn how to create and implement structured improvisational drama lesson plans that teach specific, age-targeted curricula. THEA 335 meets the S3 outcome because students study specific DIE methods (holistic, transitional, and linear drama) for three types of drama lessons (starter, story drama, full length drama); they create original drama work that they lead in class; they interpret the work of others through written and verbal reflections; and they are expected to ground all of their creative drama work in the DIE techniques studied throughout the semester.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

The learning environment of the class includes drama leadership by the professor (to model techniques); reading assignments to expand students' knowledge of techniques and ideas in the field; critically engaged group discussion of students' leadership; and written assignments that ask students to critique their drama leadership work. Students meet the S3 outcome through three drama leadership assignments and their accompanying written work: the Starter, the Story Drama, and the Full Length Drama. Detailed assignment guidelines are attached to this proposal. For each assignment, students must: 1) write a detailed lesson plan; 2) lead on an assigned day; and 3) write a detailed reflection paper that critically engages with their creative work.

3. Identify and provide a rationale for the presence of all prerequisites.

There are no prerequisites.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

The S3 outcome will be assessed with students' creative projects: the Starter, the Story Drama, and the Full Length Drama. For each assignment, students must: 1) write a detailed lesson plan; 2) lead on an assigned day; and 3) write a detailed reflection paper that critically engages with their creative work. (Only the Full Length Drama is an original work; the Starter and Story Drama are borrowed from the required reading, so that the student can first focus on developing improvisational drama leadership techniques).

Element A (Student demonstrates originality and/or creativity in the production or interpretation of work) will be assessed in the Full Length Drama assignment. The Full Length Drama assignment is a culminating experience that synthesizes multiple, previously learned techniques in class, and requires students to produce an original work. For this assignment, students work with a partner to develop a 50-minute structured, improvisational drama lesson plan for a targeted age group, and covering a specific subject or curriculum topic. On the assigned day, the partnered leaders lead the class through their drama (i.e., they teach curricula by creating an imaginary environment, playing characters, and interacting with other students in character). One week later, each leader turns in an individual evaluation of the work, critically assessing their lesson plan and its implementation (including their ability to collaborate as a planner and co-teacher). Examples of topics covered in Full Length Drama Lesson plans from the past include: heterosexism and homophobia (targeted for high school students); bullying (multiple age groups); interpreting visual art through movement (kindergarten/1st grade); dramatizing poetry (multiple age groups); and the Holocaust (middle and high school).

Element B (Student demonstrates discipline-appropriate technique) will be assessed in the Starter, the Story Drama, and the Full Length Drama assignments. For each of these assignments, the professor provides a model for technique (in the lesson plan, the leadership, and a verbal self-reflection). In addition, models are provided in required reading assignments. Students are expected to use the models provided when creating their own work for assignments.

Students will be assessed on the quality of detail and organization in their lesson plans; the quality of their leadership (which is expected to improve with each assignment); and the quality of their self-reflections.

5. Provide additional information on the learning experience such as:

- Sample readings
- Topical outline and timetable
- Learning outcomes
- A brief description of the experience (300 words maximum)

Please see attached syllabus for readings, assignments, and topical outline.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 1

How many sections of the experience will be offered in the spring semester? 0

What will be the average size for each section of the experience? 18

#### Attachments

THEA 335 Syllabus.docx 4/27/2015 1:27 PM College of Arts & Sciences 1

#### General Notes and Comments:

I plan to pilot some minor changes in readings and assignments (incorporating more theory from Education Studies) in Fall 2015, and then apply for this class to also meet the Integration outcome.

#### Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

5/4/15

#### College Curriculum Committee or Equivalent Action:

5/7/2015  Approved  Denied

#### University Liberal Education Committee Action:

Approved  Denied