



Theatre 4113:X10
Methods of Teaching Theatre

Fall 2024

Contact Information

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Course Description

This course will provide students with an overview of a career in theatre education. The class will include lectures, group discussions, class brainstorming, peer teaching, field experience and classroom teaching. Students will examine issues in education as they relate to theatre. This course will aid students in preparing for student teaching by furthering teaching experience, learning, and educational philosophies.

Course Objectives

1. Develop practical lesson plans for the theatre classroom that are aligned with the state standards, or TEKS. (Theoretical/conceptual knowledge and application, Employability)
2. Understand techniques in and importance of classroom management (Theoretical/conceptual knowledge and application, Employability, Safety knowledge and practice)
3. Practice creating lesson plans incorporate higher level thinking/Bloom's Taxonomy (Theoretical/conceptual knowledge and application, Employability, Professionalism)
4. Gain experience in teaching and presenting (Theoretical/conceptual knowledge and application, Employability, Safety knowledge and practice)
5. Design curriculum (unit and lesson plans) and assessment for theatre activities and courses (Theoretical/conceptual knowledge and application, Employability, Safety knowledge and practice)
6. Analyze and assess the work and teachings of yourself and your colleagues with the goal of self-improvement. (Theoretical/conceptual knowledge and application)

7. Create a teaching resume and a letter of interest for a teaching position. Practice interview skills and develop an own approach to discussing the ideal theatre program. (Theoretical/conceptual knowledge and application, Employability, Professionalism)
8. Gain experience with the University Interscholastic League One-Act Play Handbook. (Free, on-line Guidebook detailing the Rules and Regulations for Directors of One-Act Play)
9. Gain familiarity with a variety of scripts for use in the University Interscholastic League One-Act Play Contest.
10. Gain familiarity with the Theatre Arts TEKS.

Textbook & Instructional Materials

Norris, Joe, et al. *Learning to Teach Drama*. Heinemann Drama. 2000.

University Interscholastic League One-Act Play Handbook, 27th Edition, 2024-25 School year, free and on-line:

https://www.uiltexas.org/files/academics/theatre/27th_AMEND_ED_Handbook_BOOK_12_11_FINAL.pdf

Please also view and bookmark the following updates to the handbook:

https://www.uiltexas.org/files/academics/theatre/OAP_RULES_UPDATE_2024.pdf

I recommend starting a binder, either physical or virtual (I like GoogleDocs), that you dedicate to teaching materials only. A good teacher is always collecting/borrowing/stealing materials and having an organized way to keep them will be extremely beneficial. Suggested sections:

1. Introduction to the Curriculum/Course, Syllabus, Materials List, State Standards
2. Classroom Policies, Management, Discipline, Procedures, Dealing with Parents
3. Units (one section per unit)
4. Lesson plans, Assessments, Rubrics, Handouts, Worksheets
5. Productions, Shows, Auditions, Callbacks, Schedules, Publicity
6. Resume, Cover Letter, Teaching Philosophy, Sample Lessons

Recommended Books

Driscoll, Amy; Freiberg, H. Jerome. *Universal Teaching Strategies, 4th Edition*. Pearson, 2004.

Johnson, Margaret F. *Drama Teacher's Survival Guide*. Meriwether Publishing, Englewood, CO. 2007.

Johnson, Margaret F. *Drama Teacher's Survival Guide, #2*. Meriwether Publishing, CO. 2011.

Poisson, Camille L. *Theatre and the Adolescent Actor: Building a Successful School Program*. Archon Books, CT. 1994.

Class Attendance Policy

1. This class is 100% online. For attendance, a late assignment will count as a tardy and a missing assignment will count as an absence. Two tardies will count as an absence.
2. Be mindful of due dates. Assignments will only be accepted late if you have made proper arrangements with the instructor BEFORE the due date.
3. This class is online, but not self-paced. Please check in every week. Reach out to the instructor immediately if you find time management to be an issue.

Graded Assignments

Assignments	Points
Lesson Plan Binder	25
Classroom Observations and Weekly Papers	20
Attendance at a School Play	15
Readings and Articles	10
Cover Letter and Resume	10
List of Plays	5
Google Cert Attempt	15
TOTAL	100

Assignment Details

1. Creating and presenting a unit for middle or high school: Each student will develop a unit to teach in a theatre class at the middle or high school level. The unit will include the following:
 1. Calendar
 2. Unit goals/objectives
 3. 3 detailed lesson (aligned with state standard)
 4. Assessment Assignment (test, performance, notebook check)
 5. Rubric to accompany assessment
2. 36 hours of observation/field experience in a jr. high or high school theatre class. Papers to be turned in weekly based on observations from that week. Some will include classroom procedures, student behavior, lesson and its objectives, time management, motivational tactics, discipline procedures, etc. Include your thoughts, opinions, and critiques. **(Due by 12/7)**
3. Attend an elementary, middle, or high school play production and write a paper discussing the success and challenges of the production. **(Due by 12/7)**
4. Students will be responsible for posting articles and critically writing on the the articles of others weekly in this class. Writing must be completed by the due date (which is usually the Sunday after it is assigned); however, additional writings may allow for longer preparation. These entries are reflections, responses, and questions about the material. You will need to go

beyond writing summaries of the reading to demonstrate understanding and your ability to think critically. Be sure to focus real-life relevance of the topic and how you might use this information to guide your teaching.

This is a 1-1.5 page paper using one-inch margins, double-spaced in 12-point type Times New Roman or equivalent. (Handwritten papers will not be accepted.)

5. Write a cover letter and a resume (see handout) as if you were submitting for a full-time teaching position in whatever grade level you are most interested in teaching. **(Due 11/17)**

6. Compile a list of plays for production that would be suitable for elementary, middle, **and/or** high school students. Include in your list 5 comedies, 5 dramas, and 5 musicals. Include M/F breakdown with ages, a short summary of the play, and a brief list of technical needs. Be prepared to share your list with your classmates. That being said, try not to duplicate plays. **(Due by 12/7)**

7. Attempt Google Certification Level One test.

Policies

1. Attendance –Please see above.

2. Extra Credit - There will be no extra credit.

3. Late Work - I will accept late work if the student contacts me via email BEFORE the due date to schedule a later deadline.

4. Punctuality – Please see above.

5. Participation -

- Demonstrate the willingness to work, learn, and support your classmates without being asked to do so.

- Contribute to class discussions and exercises. You are not graded on your opinions, but on your willingness to share them in a useful way.

- Work cooperatively with your classmates.

6. Dress: On days you are visiting classrooms, dress as if you already had the teaching job. Professional dress is required in videos created for this class.

Additional Note: Do not wait until you are done student teaching to take the State Content Test! If possible, take and pass the practice test BEFORE you student teach. Once you have done that sign up to take the Content Text ASAP while the practice test information is still fresh in your mind. It is possible a position will open up at your school or in your district while you are student teaching. Who better to get that job than you, but you cannot be hired for the job unless you have passed the test. Give yourself the best opportunity to be employed as you can.

TAKE PRACTICE EXAMS NOW:

<https://www.mometrix.com/academy/texas/pedagogy-and-professional-responsibilities-ec-12/>

<http://www.mometrix.com/academy/texas/theatre-ec-12/>

<https://www.angelo.edu/live/files/17537-theatre>

<https://teachercertification.com/texas/ppr-ec-12/>

Desire To Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please reach out to IT or contact your instructor.

STUDENT HANDBOOK: Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397- 4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies

Refer to: Campus Carry Rules and Policies

Concealed Carry in Laboratories:

Participation in laboratory classes (acting, voice, movement) often requires students to wear yoga, movement, or period style clothes/costumes. These types of garments may be thin or form fitting which may make concealed carry of a firearm difficult if not impossible. In addition, students are often required to make physical contact with other students while learning exercises, choreography and/or physical positioning within special technique work. This required physical contact may also make concealment of a firearm difficult. While concealed carry is not prohibited in laboratory style class, students are reminded that intentional display of a firearm may result in criminal and/or civil penalties and unintentional display of a firearm is a violation of university policies and may result in disciplinary actions up to and including expulsion from the program and university. Students should factor the above in their decision as to whether or not to conceal carry in any theatre laboratory class.

Safe Zone Statement

The professor considers this classroom (or whatever space this class is meeting) to be a place where you will be treated with respect as a human being – regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation

that ALL students consider the classroom/meeting location a safe environment.

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. You will be notified of any changes as they occur.

Agreement/Contract

By staying enrolled in this class, you are indicating you understand and accept the terms of this syllabus.

CONTACTING YOUR INSTRUCTOR

Your instructor has an MSU Texas e-mail address. Please reach out via email first. In case of emergency, a cell phone number has been provided at the top of this document. Please be discretionary in the use of this method of communication.

Course Schedule

To Keep in Mind: Assignments are due every Sunday (by 11:59pm) in D2L; Midterm is Week 8.

Posting	Activities/Assignments Due	Homework
<i>Week 1</i>		
8/26	Syllabus, Course Expectations, Lesson Planning Introduction, Observation Contacts and Expectations, Pearls (Reading Reflections), Observation Journals	Contact classroom teachers to set up observation times Due by 9/1 at 11:59pm: Calendar of scheduled observations
<i>Week 2</i>		
9/1	YAG Chunking, Brain Breaks, etc. Due: Calendar of scheduled observations This is a living document. We will check in on this throughout the term.	Due by 9/8 at 11:59pm: Read Chapter 1 You will need to pick 3 “Pearl of Knowledge.” This is a casual paper where you tell me your thoughts on things in the reading that stood out to you, you disagreed with, or made you want to do more research. As you spend more time in the classroom, you will notice student behavior, technology, and a post-pandemic outlook has changed the classroom since 2000 (when the book was published). You can discuss this, as well. What would still work? What is so antiquated that it is irrelevant to today’s classroom? Find an article about reluctant students Post a link in the discussion board and cite the article. (I am assuming that you know how to vet an article online for validity.) State whether you agree or disagree with your article and why. Tell us one thing you learned from the article. (no less than 250 words) BE MINDFUL OF WHAT HAS BEEN POSTED. EACH PERSON MUST POST A UNIQUE ARTICLE AND CHECK YOUR LINK TO MAKE SURE OTHERS CAN ACCESS IT WITHOUT A PAYWALL

Week 3		
9/8	<p>Play Analysis for Directing</p> <p>Due: Chapter 1 Pearls Post Article</p>	<p>Due 9/15 by 11:59pm: Read Chapter 2 Read First Play Read a play of your choosing that you might consider directing/would be appropriate for middle school or high school. Choose an analysis (Garcia, Rigdon, Kiely, Rando) from the slides and complete it for the main characters in the play. (No more than 4) Respond to 2 articles posted by others in the class. State whether you agree or disagree with their article and why. (This is not a reaction to the opinion of the poster. The words, "I totally agree with you..." should not be in your response.) This is a shorter version of the writing you did about your own article. (no less than 100 words) Calendar of Scheduled Observations Observation Reflections</p>
Week 4		
9/15	<p>Benefits/Struggles of Project Based Learning</p> <p>Due: Chapter 2 Pearls First Play Analysis Article Responses (2) Observation Reflections* Calendar of scheduled observations**</p> <p>*Due if you scheduled observations the week before **Calendar check-in (for Perkins)</p>	<p>Due 9/22 by 11:59pm: Read Chapter 3 Post an article about the Post-Covid-19 Classroom Schedule Observations</p>
Week 5		
9/22	<p>Post-Pandemic Teaching</p> <p>Due: Chapter 3 Pearls Post Article Observation Reflections*</p>	<p>Due 9/29 by 11:59pm: Read Second Play Respond to 2 articles posted by others in the class. Schedule Observations Observation Reflections</p>
Week 6		
9/29	<p>Classroom Management</p> <p>Due: Second Play Analysis Article Responses (2) Observation Reflections* Calendar of scheduled observations**</p>	<p>Due 10/6 by 11:59pm: Read Chapter 4 Read Third Play Observation Reflections</p>

<i>Week 7</i>		
10/6	<p>Lesson Planning TEKES Midterm Expectations</p> <p>Due: Chapter Pearls Third Play Analysis Observation Reflections*</p>	<p>Due 10/6 by 11:59pm: Midterm Record yourself teaching one of your lesson plans. You may teach to an empty room, stuffed animals, or you may recruit some “students” to help you out. Your lesson should be between 15 (empty room, stuffed animals) to 30 (interacting with real “students”) minutes long. First Lesson Plan The one you are teaching for the midterm Use the School of Education Template Plan to go see a play at a middle or high school Work on your list of plays Schedule Observations Observation Reflections</p>
<i>Week 8</i>		
10/13 (10/15) NO POST THIS WEEK	<p>Midterm PLEASE SUBMIT MIDTERM, THE LESSON PLAN YOU USED, AND YOUR OBSERVATIONS CALENDAR IN GOOGLE CLASSROOM BY TUESDAY, OCTOBER 15 AT 11:59PM</p> <p>Due: Videotaped Lesson One Complete Lesson Plan Observation Reflections* Calendar of scheduled observations**</p>	<p>Due 10/20 by 11:59pm: Read Chapter 5 Post an article about Conflict Management or Behavior in the Classroom Read UIL One Act Play Handbook and updates Second Lesson Plan Observation Reflections</p>
<i>Week 9</i>		
10/20	<p>UIL One Act Play Choosing the Right Script Cutting for the Beginning Director</p> <p>Due: Chapter Pearls Post Article Second Completed Lesson Plans Observation Reflections*</p>	<p>Due 10/27 by 11:59pm: Read Fourth Play Develop Simple Questions over the U.I.L. One-Act Play Handbook Study for Google Certification Test Respond to 2 articles posted by others in the class Schedule Observations Observation Reflections</p>
<i>Week 10</i>		
10/27	<p>UIL One Act Play Design for the Beginning Director Google Cert Questions</p> <p>Due: Fourth Play Analysis Handbook Questions (Google Form or Doc w/ Answer Key) Article Responses (2) Observation Reflections* Calendar of scheduled observations**</p>	<p>Due 11/3 by 11:59pm: Read Chapter 6 Post an article about the Importance of Inclusion in the Classroom Study for Google Cert Test Observation Reflections</p>

<i>Week 11</i>		
11/3	Special Education and 504 Due: Chapter Pearls Post Article Observation Journal(s)	Due 11/10 by 11:59pm: Respond to 2 articles posted by others in the class Study for Google Cert Test Plan to see a play (if you haven't already) Work on your list of plays Schedule Observations Observation Reflections
<i>Week 12</i>		
11/10	Resume and Cover Letter Tips Discuss Journal Review Calendar Due: Article Responses (2) Observation Reflections* Calendar of scheduled observations**	Due 11/17 by 11:59pm: Cover Letter/Resume Third Lesson Plan Due Study for Google Cert Test Observation Reflections
<i>Week 13</i>		
11/17	Peer Review of Cover Letter/Resume Due: Cover Letter/Resume Third Lesson Plan Observation Reflections* ***You should be finished with your observation hours by now. If you are not, you need to reach out to me ASAP!***	Due 12/1 by 11:59pm: Read Chapter 7 Study for Google Cert Test Observation Reflections Submit AMA questions to Perkins (Ask Me Anything)
<i>Week 14</i>		
11/24 NO CLASS THANKSGIVING		Take Google Cert Test (if you haven't already) Results take 3 days
<i>Week 15</i>		
12/1	Consent/Trauma-Based Classrooms and Rehearsals AMA responses from Perkins Revisit YAG Due: ALL Observation Reflections (36 hours total) All hours/notes/signatures in TK20	Due 12/10 by 11:59pm: Final Exam Submit proof of your best score on the practice PPR or Theatre EC-12. Google Cert Results Play Evaluation List of Plays Fourth Lesson Plan
<i>Week 15</i>		
12/8 (12/10)	Final Exam Due 12/10 by 11:50pm Due: Final Exam Google Cert Documentation Evaluation of Play List of Plays Last Lesson Plan (Fourth)	I wish you the best. Feel free to reach out if you need anything!