



Theatre 4113:201  
Methods of Teaching Theatre  
Spring 2023

***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, 26<sup>th</sup> Edition, 2021-2022 School year, free and on-line:

[https://www.uiltexas.org/files/academics/theatre/26th\\_AMEND\\_ED\\_Handbook\\_BOOK\\_2020\\_2021.pdf](https://www.uiltexas.org/files/academics/theatre/26th_AMEND_ED_Handbook_BOOK_2020_2021.pdf)

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

[https://www.uiltexas.org/files/academics/theatre/UIIL\\_Rule\\_changes\\_and\\_Updates\\_for\\_2022.pdf](https://www.uiltexas.org/files/academics/theatre/UIIL_Rule_changes_and_Updates_for_2022.pdf)

[https://www.uiltexas.org/files/academics/theatre/UIIL\\_OAP\\_Rules\\_2022-2.pdf](https://www.uiltexas.org/files/academics/theatre/UIIL_OAP_Rules_2022-2.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 is an exercise and participation-based class; therefore, attendance and punctuality are required.
2. **Two** absence are permitted - excused or unexcused. More than two absences will result in the loss of ½ a letter grade for each additional absence.
3. You are not guaranteed the opportunity to make up missed work. Exceptions will be made at the discretion of the instructor.
4. If you know you will be absent the day an assignment is due (for example, an absence due to a religious holiday), please inform me as far in advance as possible.
5. More than six absences and you will not be able to pass the class. At this point, you may be asked to drop the class. Failing to do so will result in the grade of an F on your record.
6. If you do miss a class, it is your responsibility to find out what you missed.
7. Be on time. Every two late arrivals count as an absence.
8. Be present and ready to work.

### ***Graded Assignments***

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

### ***Assignment Details:***

(Unless otherwise noted, a copy of each assignment should be prepared to be turned in to the instructor at the start of class on its assigned due date.)

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, the student behavior, the lesson and its objectives, the time management, the motivational tactics, the discipline procedures, etc. Include your thoughts, opinions, and critiques. **(Due by 5/5)**
3. Attend an elementary, middle, or high school play production and write a paper discussing the success and challenges of the production. **(Due by 5/9)**
4. Readings will be assigned weekly and will be discussed in class in a round table fashion. Readings will be from your required text, handouts, and postings on D2L. You must participate in all round table discussions.
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 4/18)**
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 5/9)**
7. Complete Google Certification Level One.

## ***Policies***

1. Attendance –Please see above.
2. Extra Credit - There will be no extra credit.
3. Late Work - I will not accept late work. Unless I specify otherwise, all work is to be turned in at the top of the class.
4. Punctuality – Please see above.
5. Cell Phones – Please turn ringers off before class. No head phones in during class.
6. 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.
  - Do not leave the classroom while others are performing, unless there is an emergency situation. Not only is it distracting and disrespectful to your fellow performers, but you can learn just as much (if not more) by watching as you can by performing.
7. Dress: On days you are presenting or visiting classrooms, dress as if you already had the teaching job.

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/>

### ***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.

# Course Schedule

To Keep in Mind: Journals are due every Monday (by 11:59pm) in Google Classroom; Readings should be completed by the following class meeting. Midterm is Week 8.

Meeting	Activities/Assignments Due	Homework
<i>Week 1</i>		
1/17	Syllabus, Course Expectations, Lesson Planning Introduction, Observation Contacts and Expectations, Pearls (Reading Reflections), Observation Journals	Contact classroom teachers to set up observation times
<i>Week 2</i>		
1/27	YAG Chunking, Brain Breaks, etc. Review Calendar  <b>Due:</b> Calendar of scheduled observations This is a living document. We will check in on this throughout the term.	Read Chapter 1  Read Article: <i>7 Ways to Help Quiet Students Find Their Voices in Class</i> Link to Article: <a href="https://drive.google.com/file/d/1NzCftiW02IoONC5wwn94V5opMi58486f/view?usp=sharing">https://drive.google.com/file/d/1NzCftiW02IoONC5wwn94V5opMi58486f/view?usp=sharing</a>  Observation
<i>Week 3</i>		
1/31	Play Analysis for Directing Discuss Pearls and Journal Review Calendar  <b>Due:</b> Chapter 1 Pearls (2-3) Article Pearls (2-3) Observation Journal(s) Calendar of scheduled observations	Read Chapter 2  Read First Play  Read Article: <i>Response: Do's and Don'ts for Better Project-Based Learning</i> <a href="https://drive.google.com/file/d/18Am98PvSI_aqQXDZAU_D3ODvmOrqf8xe/view?usp=sharing">https://drive.google.com/file/d/18Am98PvSI_aqQXDZAU_D3ODvmOrqf8xe/view?usp=sharing</a>  Observation
<i>Week 4</i>		
2/7	Benefits/Struggles of Project Based Learning Discuss Pearls and Analysis Review Calendar  <b>Due:</b> Chapter 2 Pearls (2-3) Article Pearls (3) First Play Analysis Observation Journal(s) Calendar of scheduled observations	Read Chapter 3  Read Article: <i>Pandemic Lessons for a Post-COVID-19 Classroom</i> <a href="https://drive.google.com/file/d/1cLhXyfXljoT4JbfvizQwWVTaV9KatdWj/view?usp=sharing">https://drive.google.com/file/d/1cLhXyfXljoT4JbfvizQwWVTaV9KatdWj/view?usp=sharing</a>  Observation

<i>Week 5</i>		
2/14	<p>Pandemic Teaching Discuss Pearls and Journal Review Calendar</p> <p><b>Due:</b> Chapter 3 Pearls (2-3) Article Pearls (3) Observation Journal(s) Calendar of scheduled observations</p>	<p>Read Second Play</p> <p>Read Article: <i>Conflict Management Strategies in Coping with Students' Disruptive Behavior in the Classroom: Systemized Review</i></p> <p>Link to Article: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6039817/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6039817/</a></p> <p>Observation</p>
<i>Week 6</i>		
2/21	<p>Classroom Management Discuss Pearls and Analysis Review Calendar</p> <p><b>Due:</b> Second Play Analysis Article Pearls (3) Observation Journal(s) Calendar of scheduled observations</p>	<p>Read Chapter 4</p> <p>Read Third Play</p> <p>Observation</p>
<i>Week 7</i>		
2/28	<p>Lesson Planning TEKES Midterm Expectations Discuss Pearls and Analysis Review Calendar</p> <p><b>Due:</b> Chapter Pearls (2-3) Third Play Analysis Observation Journal(s) Calendar of scheduled observations</p>	<p>Work on Lesson Plans</p> <p>Plan to go see a play</p> <p>Work on your list of plays</p> <p>Observation</p>
<i>Week 8</i>		
3/7 <b>NO MEETING THIS WEEK</b>	<p><b>Midterm</b></p> <p>PLEASE SUBMIT MIDTERM, LESSON PLAN AND CALENDAR IN GOOGLE CLASSROOM BY TUESDAY AT 11:59PM</p> <p><b>Due:</b> One Complete Lesson Plan Videotaped Lesson Calendar of scheduled observations</p>	<p>Read Chapter 5</p> <p>Read Article: <i>Teachers: Give Yourself a Break. Don't Expect Perfection, Especially in Your First Year</i> <a href="https://drive.google.com/file/d/1Dt2VumlzzWYiLhS7mUl9xSFxmqiUsTTx/view?usp=sharing">https://drive.google.com/file/d/1Dt2VumlzzWYiLhS7mUl9xSFxmqiUsTTx/view?usp=sharing</a></p> <p>Read UIL One Act Play Handbook and updates</p> <p>Lesson Planning</p>



<i>Week 9</i>		
3/21	UIL One Act Play Choosing the Right Script Cutting for the Beginning Director Discuss Pearls and Journal Lesson Plan Binder Check Review Calendar  <b>Due:</b> Chapter Pearls (2-3) Article Pearls (3) Observation Journal(s) Two Complete Lesson Plans Calendar of scheduled observations	Read Fourth Play  Develop Simple Questions over the U.I.L. One-Act Play Handbook  Study for Google Certification Test  Lesson Planning  Observation
<i>Week 10</i>		
3/28	UIL One Act Play Design for the Beginning Director Discuss Analysis and Journal Discuss Handbook Questions Answer Google Cert Questions Review Calendar  <b>Due:</b> Fourth Play Analysis Observation Journal(s) Handbook Questions (Google Form or Doc w/ Answer Key) Calendar of schedule observations	Read Chapter 6  Read Article: <i>The Importance of Inclusion Classrooms</i> <a href="https://online.alvernia.edu/articles/inclusion-classroom/">https://online.alvernia.edu/articles/inclusion-classroom/</a>  Study for Google Cert Test  Lesson Planning  Observation
<i>Week 11</i>		
4/4	Special Education and 504 Discuss Analysis and Journal  <b>Due:</b> Chapter Pearls (2-3) Article Pearls (3) Observation Journal(s) Calendar of scheduled observations	Study for Google Cert Test  Plan to see a play (if you haven't already)  Work on your list of plays  Lesson Planning  Observation
<i>Week 12</i>		
4/11	Resume and Cover Letter Tips Discuss Journal Review Calendar  <b>Due:</b> Observation Journal(s) Calendar of scheduled observations	Cover Letter/Resume  Study for Google Cert Test  Lesson Planning  Observation

<i>Week 13</i>		
4/18	<p>Peer Review of Cover Letter/Resume  Discuss Journal  Review Calendar  Lesson Plan Binder Check</p> <p><b>Due:</b>  Observation Journal(s)  Cover Letter/Resume (submitted during class)  Three Complete Lesson Plans  Calendar of scheduled observations</p>	<p>Read Chapter 7</p> <p>Read Article:  <i>Sage Advice From Veteran Teachers to Those New to the Classroom</i>  <a href="https://drive.google.com/file/d/1dhHrcUK1uOUZnCwDt9AWLO52WGPQOgMp/view?usp=sharing">https://drive.google.com/file/d/1dhHrcUK1uOUZnCwDt9AWLO52WGPQOgMp/view?usp=sharing</a></p> <p>Study for Google Cert Test</p> <p>Lesson Planning</p> <p>Observation</p>
<i>Week 14</i>		
4/25	<p>Consent/Trauma-Based Classrooms and Rehearsals  Studying for the Texas Certification Tests  Discuss Pearls and Journal  Review Calendar</p> <p><b>Due:</b>  Chapter Pearls (2-3)  Article Pearls (3)  Observation Journal(s)  Calendar of scheduled observations</p>	<p>Take Google Cert Test (if you haven't already)</p> <p>Lesson Planning</p> <p>Observation</p>
<i>Week 15</i>		
5/2	<p>AMA with Perkins  Revisit YAG  Discuss Journal  Discuss Google Cert Test  Discuss Lesson Plans</p> <p><b>Due:</b>  Observation Journal(s)</p>	<p>Prepare for Final</p> <p>Rework lesson plans based on feedback, organize binder</p> <p>Retake Google Cert if you did not pass (results take 3 days)</p> <p>Complete Observation Hours and Journals</p> <p>Make sure you've seen a play and written your response</p> <p>Make sure you've compiled a list of plays</p>
<i>Week 15</i>		
5/9	<p>Final Exam Week  Proposed final exam time: 5/11 5:45-7:45pm</p> <p><b>Due:</b>  Final Exam  Google Cert Documentation  Evaluation of Play  List of Plays  Lesson Plan Binder (Four Total)  Observation Journal (36 hours total)</p>	<p>Take your certification exams while the information is still fresh on your mind</p>