University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **CIGENRL 479/679 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Drama in Education

**25-Character Abbreviation:** Drama in Education

**Sponsor(s):** Edric Johnson

**Department(s):** Curriculum and Instruction

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments: Theatre

**Programs Affected:** **None**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** CIGENRL

**Instructor:** Edric C. Johnson

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

There are Wisconsin state standards for theatre and drama at the elementary, middle, and high school levels. Currently, there is no coursework that supports preservice or inservice teachers to integrate theatre and drama in their classroom.

This course is designed to provide undergraduate and graduate students with opportunities to consider the potential role of drama in education. Drama, because of its performative and interdisciplinary nature, can teach for multiple representations and understandings of important questions, topics, and themes. This makes drama highly suitable to teach for inclusion and diversity in a variety of ways. Teachers and education students—regardless of race, class, gender, sexual orientation, ethnicity, ability, or socio-cultural background—need to be prepared to teach a diverse population. Through participation and reflection both in class and in classrooms along with analysis of the readings students will develop critical positions on the potential use of drama in several aspects of diversity education.

Working with the Lincoln Center of Performing Arts, the Young Auditorium Education Outreach program currently provides workshops for K-12 teachers. Teachers interested in drama in education could take this course.

**Relationship to program assessment objectives:**

This will allow students to be critically reflective about their assumptions and teaching practices related to inclusion and diversity. Students will develop their own ideas about the aims and purposes of diversity education. In addition, they will connect the use of drama with current theories of teaching and learning. Students will know the basic terms, skills, philosophies, and methodologies for leading drama sessions. Finally, students will be able to demonstrate their ability to design, implement, and evaluate activities and lesson plans that focus on diversity and inclusion with sound pedagogical objectives and curricular goals.

**Budgetary impact:**

Young Auditorium Education Outreach Program would market the course through printed media.

This elective course would be taught as a part of his load (Edric Johnson)

Library resources and using the space in Young Auditorium such as the Kachel Center is already part of the budget.

**Course description:** (50 word limit)

The course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning, can become more engaging and more critical.

**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

**CIGENRL 479/679: Drama in Education (3 credits)**

**Instructor: Edric Johnson**

**Office: Winther 3047**

**Office Phone: (262) 472-5798**

**Office Hours: Tuesday 9AM-12PM; Thursday 9AM-11:00AM**

Required Texts:

Grady, S. (2000). *Drama and diversity.* Portsmouth: Heinemann: NH.

Greig, N (2008). *Young people, new theatre: A practical guide to the intercultural process.* New

York: Routledge.

Saldana, J. (1995). *Drama of color.* Portsmouth: Heinemann: NH.

Swartz, L & Nyman, D. (2010). *Drama schemes, themes and dreams: How to plan, structure, and assess*

*classroom events that engage adolescent learners.* Portland, ME. Stenhouse.

Course Desciption

The course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning, can become more engaging and more critical.

**Content for Undergraduate and Graduate Students**

1. To become critically reflective about your assumptions and teaching practices related to inclusion and diversity.
2. To develop your own ideas about the aims and purposes of diversity education.
3. Connect the use of drama with current theories of teaching and learning.
4. Know the basic terms, skills, philosophies, and methodologies for leading drama sessions.
5. Demonstrate ability to design, implement, and evaluate activities and lesson plans that focus on diversity and inclusion with sound pedagogical objectives and curricular goals.

**Content for Graduate Students**

This course is designed to graduate students with opportunities to consider the potential role of drama in education in the classroom. Drama, because of its performative and interdisciplinary nature, can teach for multiple representations and understandings of important questions, topics, and themes. This makes drama highly suitable to teach for inclusion and diversity in a variety of ways. Teachers and education students—regardless of race, class, gender, sexual orientation, ethnicity, ability, or socio-cultural background—need to be prepared to teach a diverse population. Through participation and reflection both in class and in classrooms along with analysis of the readings and K-12 classroom experience, graduate students will develop critical positions on the potential use of drama in several aspects of diversity education.

**Instensity for Graduate Students**

Graduate students will develop an in-depth exploration of practical and theoretical perspectives on the place of drama in education. Focus is on the development of a philosophy for drama in education and its integration into a short-term drama curriculum. Students conduct lab sessions in an educational setting in the community.

**Self-Direction for Graduate Students**

Based on the individual interests, you will select additional course readings and develop a short term drama curriculum. At the end of the semester, you will give a poster session. In the poster session, you may contribute in different ways that include field notes, planning, research and preparation materials, classroom observation, teaching, interview of students and/or teacher, student work assessment for learning, evaluation, and analysis. You will present this poster session with an interactive component. During this presentation, be sure to report your changing understandings of a) the potential role of drama in education, and b) yourself as a teacher of diversity education.

Participation Requirements

1. **Starter (10 points).** You will lead a starter activity assigned from *Young People, New Theatre: A Practical Guide to the Intercultural Process*. You will adapt this activity to an intended age group of your choice, identify the possible objective of the activity, and explain briefly how this activity might fit in a broader lesson plan. A detailed description, including the above, will be handed in to the instructor. A self-evaluation is due one week after presentation.
2. **Mini Storytelling/Drama Session (10 points).** With a partner, you will design and lead a mini storytelling/drama session of 20 minutes. Stories should come from *Drama of Color*, and focus on inclusion and diversity. The session should be adapted from the book, and consist of an introductory activity, storytelling (not reading!) by both partners, and a follow up activity. A detailed lesson plan for the session includes goals, objectives, and ideas for expansion into a full lesson. A self-evaluation is due one week after presentation.
3. **Drama and Diversity Session (20 points).** You will in small groups design, lead, and evaluate a 40-minute session that addresses one of the diversities articulated in *Drama and Diversity*. Groups are to consult the text, but the lesson needs to be an original drama, which may include any of the drama strategies or methodologies learned in class. This activity will be accompanied by a detailed lesson plan, including goals, objectives, mechanics, and evaluation strategies. Groups need to be prepared to justify their course of activities in reflection, backed up by the text. A self-evaluation is due one week after presentation.
4. **Final Reflection Paper (30 points).** In a reflection paper, you will reflect on your own progress, incorporating previous reflection (with references), the readings (with references), and other learning experiences you had during class and your lab setting. ***Undergraduate Students: 4-5 pages. Graduate Students: 8-10 pages***
5. **Additional Readings and Weekly Journal (50 points).**

Writing for online sessions**:**

Based on the group interests, we will select additional course readings during the first two weeks (see bibliography). For each week, you will be responsible for writing a journal, in which you commit to paper, thoughts, feelings, or other information related to class discussions, readings, or other related activities, perspectives, or issues. You will respond to one of your peer’s journal entry. **I will participate as well.**

Responding to online sessions:

As mentioned above, you will respond to one of your peer’s journal entry. It is important to respond to the substance of the journal entry. Simply saying “good idea” or “I don’t agree” gives little for the writer to really think about. As an active participant with the writer and an engaged professional, you need to provide the writer with true feedback. If you agree (or disagree), provide supporting information as to why. If you can, suggest other readings or ways that the writer can further explore the issue. If you are somehow moved by the writing, let the writer know. This kind of authentic responding to writing is important to the development of language and thinking for all of us, as teachers and researchers.

1. **Graduate Students Only: Short Term Drama Curriculum and Poster Session (100 points)**

Based on the individual interests, you will select additional course readings and develop a short term drama curriculum. At the end of the semester, you will give a poster session. In the poster session, you may contribute in different ways that include field notes, planning, research and preparation materials, classroom observation, teaching, interview of students and/or teacher, student work assessment for learning, evaluation, and analysis. You will present this poster session with an interactive component. During this presentation, be sure to report your changing understandings of a) the potential role of drama in education, and b) yourself as a teacher of diversity education.

**Grading Scale**

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

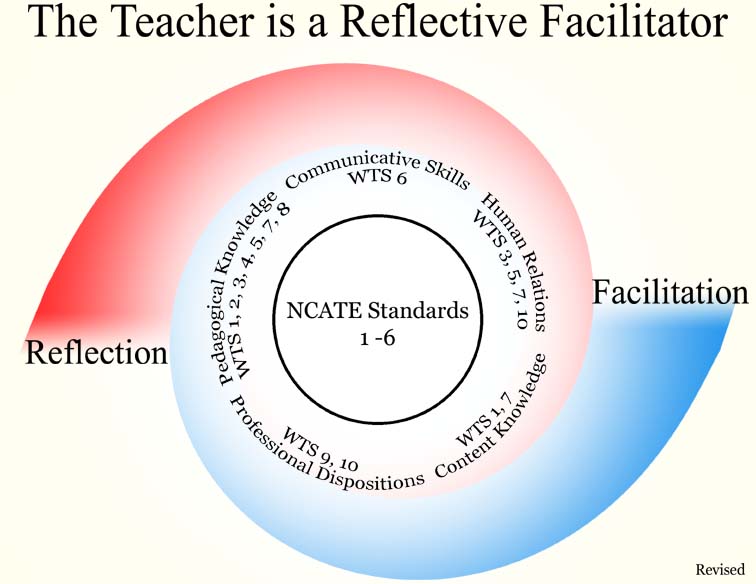
**Attendance Policy**

Your punctual and active participation every session is necessary because of the nature of the work we will be doing in class. Absences are likely to effect your grade. If you have to miss a class because of an unavoidable conflict or because of unforeseen emergency circumstances, you must contact the instructor (via e-mail or phone) to explain your absence. Attendance points may be restored at the instructor’s discretion.

**Schedule**

|  |  |  |
| --- | --- | --- |
| WEEKS | Topics | Readings/Assignments |
| Week 1 | Introduction to the course  What is “drama?” | Background information |
| Week 2 | Theatre and drama standards  Lesson and workshop planning | Swartz and Nymann, Ch 1-4  Wisconsin Theatre and Drama Teaching Standards (ONLINE) |
| Week 3 | Lesson and workshop planning | Swartz and Nymann, Ch 5-8 |
| Week 4 | A transitional lesson  A linear drama lesson | Grieg, Ch1-The Twining Process  4 starters from Grieg |
| Week 5 | Holistic themes  A holistic drama lesson | 4 starters from Grieg |
| Week 6 | Educational process drama  A process drama lesson | 4 starters from Grieg |
| Week 7 | Storytelling/drama | Saldana Introduction, Ch 1, 2 |
| Week 8 | Storytelling/drama | Saldana, Ch 3, 4  Story/drama workshops |
| Week 9 | Storytelling/drama | Story/drama workshops |
| Week 10 | Spring Break |  |
| Week 11 | Drama and diversity | Grady xi-xix |
| Week 12 | Drama and diversity | Grady 1-21 |
| Week 13 | Drama and diversity | Drama and diversity lessons |
| Week 13 | Drama and diversity | Drama and diversity lessons |
| Week 14 | Graduate Student Poster Sessions | Poster due |
| Finals Week |  | Final paper due |

Our conceptual framework, The Teacher is a Reflective Facilitator, is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meanings through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment.



The University of Wisconsin-Whitewater is dedicated to a safe, supportive and    non-discriminatory learning environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](file:///T:\Provost%20Suite\www.uww.edu\Catalog\02-04\Legal\Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](file:///T:\Provost%20Suite\www.uww.edu\Catalog\02-04\Legal\Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

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*culture*. Thousand Oaks: SAGE.

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Westport, CT: Bergin and Garvey

Eisner, E. (2002). The arts and the creation of mind. In Chapter 4, *What the arts teach*

*and how it shows* (pp.70-92). New Haven, CT: Yale University Press.

Heathcote, D. & Bolton, G. (1995). *Drama for learning: Dorothy Heathcote’s mantle of the expert approach to*

*education*. Portsmouth, NH: Heinemann.

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Routledge.

Kelin, D. A. (2005). *To feel as our ancestors did: Collecting and performing oral histories*. Portsmouth, NH:

Heinemann.

O'Neill, C. (1995). *Drama worlds: A framework for process drama*. Portsmouth, NH:Heinemann.

Rohd, M. (1998). *Theatre for community, conflict and dialogue*. Portsmouth, NH: Heinemann.

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Salazar, L G. (1995). *Teaching dramatically, learning thematically.* Charlottesville: New Plays Inc.

Swartz, L & Nyman, D. (2010). *Drama schemes, themes and dreams: How to plan, structure, and assess*

*classroom events that engage adolescent learners.* Portland, ME. Stenhouse.

Wagner, B. J. (1998) *Educational drama and language arts: What research shows.* Portsmouth, NH: Heinemann.

