Course Information Summary

Course (Prefix, Number, Title):
THA 3400 Methods of Teaching Theatre in High School

Course Description:
This course will demonstrate to those seeking Teacher Certification in Theatre the means to incorporate theatrical material into a high school curriculum.

Pre-requisites/Co-requisites
THA 1133 - Oral Interpretation
THA 2210 - Introduction to Costuming
THA 2211 - Stagecraft
THA 2244 - Basic Acting
THA 2258 - Script Analysis

Required Text:
Ommaney and Schanker. The Stage and the School.

Support of Conceptual Framework:
Students are required to demonstrate mastery of the following tasks essential for the development of an extracurricular drama program:
1. Develop a portfolio of age-appropriate scripts suitable for production
2. Develop a rehearsal schedule that is suitable for the high school student
3. Demonstrate a thorough understanding of the basic principles of design
4. Demonstrate a thorough understanding of the basic principles of Directing
5. Demonstrate an understanding of requirements for producing drama, including the procurement of scripts and performance rights, an effective use of publicity, and the ability to work within a fixed budget.

Methods of Instruction:
Lecture/Demonstration

Learning Outcomes/Objectives
Upon completion of the course, the student shall be able to:
1. Communicate a philosophy of teaching theatre in the secondary school;
2. Demonstrate the skills, characteristics and qualifications of a high school theatre teacher;
3. Identify and demonstrate the ability to plan and execute curriculum and lesson plans;
4. Display understanding of the process of preparing plays for high school production;
5. Demonstrate understanding of basic technical theatre skills associated with high school production;
6. Develop evaluation strategies appropriate to the subject matter.
Grading Policy:
Standard Letter Grade with the following scale:
- A = 93% of total points  791-850
- B = 83-92% of total points  706-790
- C = 73-82% of total points  621-705
- D = 63-72% of total points  536-620
- F = 63% and less  under 536

Assignments (Include all assignments that are required across all sections):
1. Course Portfolio: Each student will be required to keep a portfolio which will contain the following sections:
   a. A journal which will contain thoughts, questions and observations concerning class discussions, activities, observations at the High School, readings and the production of plays in the High School.
   b. Copies of articles from newspapers and professional journals concerning the teaching of theatre to High School students.
   c. Evaluation of two websites devoted to teaching Theatre Arts.
   d. One-page summation of 5-10 plays answering the following:
      1. Suitability to the High School audience;
      2. Casting problems;
      3. Technical difficulties;
      4. Opportunity for student development.
2. Unit Outline: Students will develop a two-week unit for a high school theatre class. The daily lesson plans must be designed for a 50 minute class period. All handouts, tests, quizzes, activity descriptions, etc. are to be included so that another person could take the unit away and teach directly from it.
3. Theatre Education Philosophy Paper: Each student will develop a workable personal philosophy of secondary theatre education. Goals and benefits of theatre in the schools should be addressed in this 3-5 page typewritten paper.
4. Technical Theatre Project: Students will solve practical and artistic problems for a given set of circumstances.
5. Micro-teaching Units #1 & #2: Based on unit outline, each student will teach a 20 minute lesson. Lessons will be videotaped for self-evaluation.
6. Micro-teaching Unit #3 & #4: Based on unit outline, each student will teach a 45 minute lesson. Lessons will be videotaped for comparison with earlier units.
7. Self-Evaluations: Approximately one week following each teaching experience, the student will submit a self-evaluation paper answering the following:
   a. Was the material presented in an organized manner?
   b. Was the material clearly presented?
   c. Were situations allowed for student participation?
   d. Did you come across as interested in your subject matter?
   e. Did you come across as knowledgeable in your subject area?
   f. What were your overall strengths and weaknesses as a teacher? Why?
   What could be improved?
Chart of Assessments (Undergraduate/Initial or Graduate/Advanced as applicable)
Complete the appropriate chart on the following page, identifying the assessments for the course, a brief description, and then checkmark the boxes for the Unit Standards and Dispositions addressed by that assessment. This should include all assignments/assessments that you can/have aligned with Unit Standards and Dispositions. At the very least it will include Unit and Program Assessments aligned to the Unit Standards. Note: There will be overlap between this and the assignment section.
### Undergraduate/Initial: Chart of Assessments

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Philosophy</td>
<td>Student develops a workable personal philosophy of secondary theatre education. Goals and benefits of the theatre in the schools is addressed</td>
<td>☒ ☒ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☒ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Journal Activity</td>
<td>Student develops a reflective journal based on observation and research of educational practices</td>
<td>☒ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Unit Outline</td>
<td>Development of a two-week teaching unit and micro-teaching sessions from unit</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>Observations of video-taped teaching units</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>Technical Theatre Project</td>
<td>Development of an extra-curricular theatre program. Project includes a hypothetical class of students, including some with developmental and/or behavioral issues. Work with community and volunteers is also addressed.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

**List of Unit Dispositions:**
- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity