

**UMBC UGC New Course Request: THTR 407: Methods of Teaching Theatre**

Date Submitted: 3/16/17

Proposed Effective Date: Spring 2018

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**COURSE INFORMATION:**

Course Number(s)	THTR 407
Formal Title	Methods of Teaching Theatre in the Secondary School
Transcript Title (≤30c)	Methods Theatre Secondary Sch.
Recommended Course Preparation	
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Must complete EDUC 412 with a 'C' or better
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

**PROPOSED CATALOG DESCRIPTION** (Approximately 75 words in length. Please use full sentences.):

Through a combination of research, application, and design, the course addresses the tools needed to build curricular units of study, aligned with the Maryland State Fine Arts Standards, for creating and implementing engaging theatre courses for secondary education classrooms. The course will include experiential learning and real-world observations and will result in lesson plan and assessment development.

**RATIONALE FOR NEW COURSE:**

- a) Why is there a need for this course at this time?

The Maryland State School Superintendents recently approved increasing course offerings in theatre and dance, beginning with secondary schools. UMBC Theatre Department has been asked to revive its certification program to increase teacher population in the coming years to meet an anticipated demand. The Department used to offer initial certification, but the program was discontinued due to lack of enrollment. With this new initiative, we anticipate a growing demand for enrollment and therefore would put UMBC on the forefront of the UMD system by being the only school to offer certification in teaching theatre in the secondary school. Although the new BA in Theatre with Concentration in Secondary School Certification will be submitted to UGC in AY 17-18, we would ask to start this process by approving this mandatory course required of anyone seeking initial certification.

- b) How often is the course likely to be taught?

This course would be taught once per year.

- c) How does this course fit into your department's curriculum?

This course is an initial push towards a new curriculum in a BA in Theatre with Concentration in Secondary School Certification to be submitted in AY 17-18. In order for a teacher to gain state certification, he or she must have taken an appropriate methods course. Through our initial planning, we believe this is the only new course required of the new curriculum, as the remaining courses would be a hybrid of current theatre and education classes.

- d) What primary student population will the course serve?

The primary student for the course is a junior or senior theatre major seeking secondary school certification.

- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

This course has prerequisites stacked within its required prerequisite of EDUC 412, meaning the only qualified students for the course would have already completed several 200 and 300 preparatory classes. The advanced number of 407 also requires a student to have been studying his or her theatre content area classes for at least 2-3 years prior to exploring pedagogical methods.

- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

Using the EDUC curriculum as a model, all methods courses require completion of EDUC 412 (and its prerequisite courses) before enrollment. We believe these EDUC prerequisites are also appropriate in order to establish a foundation of pedagogical and epistemological knowledge prior to engaging students in an in-classroom setting.

- g) Explain the reasoning behind the P/F or regular grading method.

State certification guidelines required grading on a normal scale in order to advance a student in his or her certification process.

- h) Provide a justification for the repeatability of the course.

The course is not repeatable, as the target student would need to advance in the certification process rather than repeat this course.

**ATTACH COURSE SYLLABUS (mandatory):**

**THTR 407  
Methods of Teaching Theatre  
Spring 2018  
PAHB \_\_\_\_\_**

**Instructor: Ken Skrzysz  
kskrzesz@gmail.com, 443-454-8486**

**CATALOG DESCRIPTION**

Through a combination of research, application, and design, the course addresses the tools needed to build curricular units of study, aligned with the Maryland State Fine Arts Standards, for creating and implementing engaging theatre courses for secondary education classrooms. The course will include experiential learning and real-world observations and will result in lesson plan and assessment development.

**REQUIRED READING**

Online readings are listed on the course schedule, and shared research will be distributed throughout the semester. There is no specific text required for this course.

**COURSE OBJECTIVES**

Students will experience, analyze, create and apply the necessary components for developing a successful public education secondary theatre arts program.

**EXPECTATIONS**

- Join the Maryland Theatre Education Association
- Research and reading will occur outside of class meetings. Stay current with readings and come prepared to discuss.
- Be present, reflective, collaborative, and enthusiastic.
- Find the joy of teaching! Share your work through in-class teaching opportunities.

**MATERIALS**

- Purchase an unlined, spiral-bound journal, specifically for this course, and bring it to each class meeting.
- All components of the Portfolio, as well as the final Portfolio, will be submitted electronically.

**POLICIES**

**Attendance & Punctuality**

- **Attendance** – Two (2) unexcused absences are permitted, *except for days when presentations are scheduled*. Presentations cannot be made up. If you have an unexcused absence when a presentation assignment is due, you will receive an F for that assignment and will not be given an opportunity to repeat the assignment. Save your absences for use when ill, for planned events, or for unforeseen circumstances. Absences after two will result in one letter drop in the final grade. Speak with me about accommodation for a serious, verifiable emergency, or for a religious holiday. To facilitate planning, please speak with me in advance about absences for religious holidays--here's a link to university policy [provost.umbc.edu/files/2016/09/Religious-Holidays-2016-17.pdf](http://provost.umbc.edu/files/2016/09/Religious-Holidays-2016-17.pdf)
- **Punctuality** - Lateness is not permitted. If you arrive to class more than 5 min. late, you will not be allowed to participate and will have to sit out and watch. 2 lates = 1 absent. Punctuality for class means that you are mentally and physically ready to give your full and undivided attention to classwork **AT, or preferably BEFORE**, the time we are scheduled to begin.

- ***Missing a class is not an excuse for missing an assignment. I will not accept late assignments.***  
You are responsible for keeping up with assignments that are given. If for some reason you are not in class and miss an assignment, it is your responsibility to get the information from one of your classmates so that you are prepared when it is due.

## **GRADING**

Participation and Preparedness – 20%

Teaching Philosophy Statement – 5%

Field Observations – 10%

Scope and Sequence – 15%

4 Unit Plans – 20%

4 Lesson Plans– 20%

Budget and Fundraising Plan – 5%

Advocacy Plan – 5%

A = Exceptional achievement. Always thoroughly prepared. Shows evidence of thorough preparation of required assignments and reading. Excellent incorporation of new material into class work. Excellent written assignments and participation in discussions and activities.

B = Above average to average achievement. Always well prepared. Shows evidence of above average preparation of required assignments and reading. Excellent incorporation of new material into class work. Excellent written assignments and participation in discussions and activities.

C = Average achievement. Generally prepared. Shows evidence of average preparation of required assignments and reading. Average or inconsistent incorporation of new material into class work. Average or inconsistent written assignments and participation in discussions and activities.

D = Average to below average achievement. Inconsistent or below average preparation. Shows some evidence of preparation of required assignments and reading. Below average or very inconsistent incorporation of new material into class work. Below average or very inconsistent written assignments and participation in discussions and activities.

## **STUDENT SUPPORT SERVICES**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to:

- receive and maintain confidential files of disability-related documentation,
- certify eligibility for services,
- determine reasonable accommodations,
- develop with each student plans for the provision of such accommodations, and
- serve as a liaison between faculty members and students regarding disability-related issues.

If you have a disability and want to request accommodations, contact SSS in the Math/Psych Building, Room 213 or Academic IV-B wing Room 345 (or call 410-455-2459 or 410-455-3250). SSS will require you to provide appropriate documentation of disability and complete a Request for Services form available at <http://my.umbc.edu/groups/sss>. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations.

## **ACADEMIC INTEGRITY AT UMBC**

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of

honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. Read the full “Undergraduate Student Academic Conduct Policy” at <http://oue.umbc.edu/files/2015/09/iii-1.10.03.pdf>.

## THTR 423 COURSE SCHEDULE

Week#	Topic	Readings	Assessments
1	Course Overview Portfolio Criteria Why do you want to teach theatre? What is the purpose of the theatre in secondary education? Scope and Sequence: Outlining the Big Picture Writing a Teaching Philosophy Statement	<a href="https://www.edutopia.org/pdfs/resources/wiggins-mctighe-backward-design-why-backward-is-best.pdf">https://www.edutopia.org/pdfs/resources/wiggins-mctighe-backward-design-why-backward-is-best.pdf</a>  <a href="https://www.edutopia.org/blog/what-your-educational-philosophy-ben-johnson">https://www.edutopia.org/blog/what-your-educational-philosophy-ben-johnson</a>	
2	What are we teaching? Maryland State Fine Arts Standards Technique and Literature: The Foundation of Theatre Education Scope and Sequence Review Unit Plan Development	<a href="http://marylandpublicschools.org/programs/Pages/Fine-Arts/index.aspx">http://marylandpublicschools.org/programs/Pages/Fine-Arts/index.aspx</a> (Print and read Theatre Standards)  <a href="https://www.edutopia.org/blog/common-core-planning-organizing-unit-todd-finley">https://www.edutopia.org/blog/common-core-planning-organizing-unit-todd-finley</a>	Teaching Philosophy Due
3	What makes a great teacher? Unit Plan Review Lesson Plan Development	<a href="https://www.edutopia.org/article/new-teachers-lesson-curriculum-planning-resources">https://www.edutopia.org/article/new-teachers-lesson-curriculum-planning-resources</a>	Scope and Sequence Due
4	What is the framework of your class meeting? Unit Plan Review Lesson Plan Review Formative and Summative Assessments	<a href="http://msdefame.blogspot.com/p/fame-resources-fame-design-framework.html">http://msdefame.blogspot.com/p/fame-resources-fame-design-framework.html</a>	
5	How do I know they are learning? Formative Assessments Summative Assessments Rubric Development	<a href="https://www.edutopia.org/blog/tips-for-creating-visually-engaging-rubrics-cait-camarata">https://www.edutopia.org/blog/tips-for-creating-visually-engaging-rubrics-cait-camarata</a>	Unit and Lesson Plan 1 Due
6	Coached Teaching Assignment #1 Reflection		
7	Teaching Assignment #2 Feedback Reflection		Unit and Lesson Plan 2 Due
8	Why will I need to “manage” my classroom? Observation #1 Discussion	<a href="https://www.edutopia.org/blog/7-tips-better-classroom-management-tyler-hester">https://www.edutopia.org/blog/7-tips-better-classroom-management-tyler-hester</a>	Field Observation 1 Due
9	What happens beyond the school day? Building a season	<a href="https://officeoffinearts.wordpress.com/supplements-to-fine-arts-standards/">https://officeoffinearts.wordpress.com/supplements-to-fine-arts-standards/</a>	
10	Teaching Assignment #3 Feedback Reflection		Unit and Lesson Plan 3 Due
11	Is there a connection between daytime instruction and after-school programs? Connecting Scope and Sequence to a	<a href="https://www.edutopia.org/stw-differentiated-instruction-budget-overview">https://www.edutopia.org/stw-differentiated-instruction-budget-overview</a>	Field Observation 2 Due

	Season	<a href="https://www.edutopia.org/stw-differentiated-instruction-budget-tips">https://www.edutopia.org/stw-differentiated-instruction-budget-tips</a>	
12	Observation #2 Analysis and Discussion		
13	Where does the money come from? Understanding School Budgets Fundraising	<a href="http://www.aep-arts.org/">http://www.aep-arts.org/</a> <a href="http://www.aems-edu.org/">http://www.aems-edu.org/</a> <a href="http://www.mdarts.org/">http://www.mdarts.org/</a>	
14	Advocacy		Create an Advocacy Plan
15	Presenting the Porfolio!		Share Final Theatre Program Portfolio: <ul style="list-style-type: none"> <li>• Updated Teaching Philosophy Statement</li> <li>• 4-Year Scope and Sequence</li> <li>• 1-Year Season Overview</li> <li>• 1 Unit Plan for Each Year (4)</li> <li>• 1 Lesson Plan for Each Selected Unit (4)</li> <li>• Budget and Fundraising Plan</li> <li>• Advocacy Plan</li> </ul>