



THE 305 COURSE SYLLABUS: FALL 2013

Instructor: Martha Daniel-Dupree, Adjunct Professor
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Textbook:

Creating Meaning Through Literature and the Arts, 4th Edition, by, Claudia E. Cornett
ISBN: 978-0-13-704832-8

Optional:

Theatre: Brief Version, 6th Edition, by Robert Cohen
ISBN: 0-7674-3007-7

The Stage and the School, 8th Edition, by Harry H. Schanker & Katharine Anne Ommanney
ISBN: 0-02-817234-5

The Theatre : A Concise History, Revised Edition, by Phyllis Hartnoll
ISBN: 0-500-20073-4

Course Description:

This course is designed to introduce students to various theatre, visual art and artistic experiences in the elementary classroom.

Student Learning Outcomes:

1. Learning fundamental principles, generalizations, or theories
2. Developing creative capacities
3. Learning to apply course material to improve thinking, problem solving and decision making.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Since the course is meant to aid future teachers in using the arts as teaching tools, we focus on drama activities which not only satisfy the requirements for the Texas Educational Knowledge and Skills (TEKs,) but also facilitate connections of knowledge to other educational areas. There will be two-three lectures, a quiz and a group project.

Grading

The grade for this sub-section will be determined by an average of scores on the following:

Attendance and participation

Seeing a theatrical production (at the university or in the metroplex)

Group project

Quiz over Chapter 1,2,8 and 9 in the text, plus lecture material

Final Exam

A 90%-100% (exceptional quality work)

B 80%-89% (above average quality work)

C 70%-79% (average quality work)

D 60%-69% (below average quality work)

F 0%-59% (fails to meet expectations in quality of work)

TECHNOLOGY REQUIREMENTS

None are required, however, the use of Microsoft Office Word and PowerPoint will be useful if you wish to receive a copy, via email, of course presentations and project guidelines.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

It is important that instructors and students maintain open and on-going communication. Since I am only on campus on Wednesdays please feel free to email me anytime with any questions you may have. If you are having trouble with any assignment, please don't hesitate to ask for help.

Also, you may seek research assistance at the library.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Wear comfortable clothing that does not restrict movement.

Other than water, no food or beverages may be brought into the classroom.

Silence phones and other noise making devices during class, and turn them **OFF** during the quiz and performances.

When you see a play at the University Playhouse or other theatres:

Be polite to the staff, their job is difficult enough.

Don't put your feet on the seats.

Turn phones and other noise making devices **OFF**. (An incoming call or text can deafen a person wearing a headset back stage. Texting during a performance will result in you being asked to leave the theatre.)

After the performance, the House Manager will sign your program or ticket stub.

Write your full name and campus-wide ID on the program or ticket stub and bring it to class to turn in to me.

University Specific Procedures:

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct in your Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

August 28 Subsection 1 / Syllabus / Assign Group Project / Improv Games

September 4 Western Theatre / Chp 1 & 2

September 11 Non -Western Theatre / Mask work / Chp 8 & 9

September 18 Review/ Rehearsal

September 25 Quiz / Performance

October 2 Subsection 2 / Assign Group Project /Improv Games

October 9 Western Theatre / Chp 1 & 2

October 16 Non -Western Theatre / Mask work / Chp 8 & 9

October 23 Review/Rehearsal

October 30 Quiz/Performance

November 6 Subsection 3 / Assign Group Project /Improv Games

November 13 Western Theatre / Chp 1 & 2

November 20 Non -Western Theatre / Mask work / Chp 8 & 9

November 27 Review / Rehearsal

December 4 Quiz / Performance

December 11 Final Exam

<u>Professor</u>	<u>Section</u>	<u>Classroom</u>	<u>E-mail</u>
Michael Winegarden	Art	CHEC 106	michaelwinegarden@msn.com
Martha Daniel-Dupree	Theatre	CHEC 227	mdanieldupree@yahoo.com
Melissa Ringel	Music	CHEC 107	mringel@mckinneyisd.net

ART- MUSIC- THEATRE 305-001 & 002

Educational Theories at a Glance

Source: Chapters One and Two of Creating Meaning Through Literature and the Arts, 2nd Ed. by Claudia E. Cornet.

Hierarchy of Needs Theory- Abraham Maslow: A humanistic theory of human motivation. It states that “survival needs,” such as air, water, food warmth, shelter, etc. must be met before the highest human need, “self-actualization”, can be addressed.

Stages of Cognitive Development- Jean Piaget: Piaget’s theory posits that children develop in predictable stages of cognitive ability, and that each stage is necessary for the development of the brain in order to address the challenges of the next level of cognitive development.

Zone of Proximal Development-Lev Vygotsky: Vygotsky’s ZPD theory is often compared with Piaget’s Stages of Cognitive Development. The ZPD theory states that as children reach each level of achievement, teachers, and other mentors serve as “scaffolds” which support the child’s learning, and provide materials to help the child attain the next higher level. (Vygotsky was a particular influence on the world-famous early childhood educational approach of Reggio Emilia. –JTA)

Childhood and Society- Erik Erikson: Erikson, who studied art in Germany before going to Vienna to study Psychology with Freud, developed the theory that children develop through a predictable series of cognitive crises.

Brain Research-Various Studies: Concepts, such as the “sad brain” theory, the “brain pruning theory,” and the “horizontal kittens” experiment demonstrate that unused connections in the normal brain will be “pruned,” or, re-assigned. Experiments have shown that this theory has practical applications in education, particularly in music and language development

Multiple Intelligence Theory- Howard Gardner posits that humans possess “multiple intelligences,” including: linguistic, logical/mathematic, musical, kinesthetic, spatial, interpersonal, intrapersonal, naturalistic and existential intelligences.*This theory is still being assessed and is still in development, as new intelligences are identified, they will be added to the list.

* Existential intelligence was added by Dr. Gardner subsequent to the publication of the 3rd edition of Creating Meaning Through Literature and the Arts (Cornet, Merrill Prentice Hall, 2003, New Jersey, Ohio)