



SYLLABUS FOR METHODS OF ELEMENTARY THEATER EDUCATION

Credits 3

**THE1400-01-CL/EDU1400-01-CL Methods of Elementary Theater Education
Fall 2022**

Instructor: Jessica López-Barkl, Associate Professor of Theater and Speech, Theater Program Director
Instructor Phone: 845-434-5750 ext. 4218
Instructor Email: jbarkl@sunysullivan.edu
Office Hours: M/W/F 5-6 PM or by appointment via Zoom
Course Format: Campus Learning, In-person
Meeting Times/Location: Mondays/Wednesday 2:15-3:35/Seelig Theatre, E113
Course Start Date: 9/7/22
Course End Date: 12/16/22
Last Day to Withdraw: 11/15/22 by 5 PM

COURSE DESCRIPTION

Develop the teaching artist through understanding and applying the techniques of theater! Students explore an introductory curriculum in theater arts and apply theater arts to classroom management, lesson planning, and classroom evaluation techniques. Acquired knowledge and skills will be valuable to anyone who hopes to work with children in a vibrant, imaginative, and meaningful way, particularly with K-6 public educational settings. Meets Gen Ed 8 (The Arts).

LEARNING OBJECTIVES

Measurable Student Learning Outcomes:

General Education Learning Outcomes 8. THE ARTS

Students will demonstrate:

- Understanding of at least one principal form of artistic expression and the creative process inherent therein.

Upon completing this course, students will: (Insert course measurable outcomes)

- Develop practical skills as a teaching artist.
- Gain facility within the classroom.
- Expand familiarity with the various theater professions and understanding how the acquired skills may be applied to different classroom.
- Apply theater arts to classroom management techniques.
- Apply theater arts to lesson plans and common core learning for K-6.
- Apply theater arts to classroom evaluation techniques.

CO/PREREQUISITES

None.

COURSE MATERIALS

No textbook. Articles, videos, and other materials will be distributed electronically in Brightspace.

TECHNOLOGY REQUIREMENTS

[Brightspace](#) (Digital Learning Environment) is where your course materials can be located.

Pulse – Mobile access to your Brightspace Classes. Download from your phone's Play or App Store. Choose the app from SUNY.

Brightspace Help – contact ssinacore@sunysullivan.edu or go to E006 for in-person help.

Campus Tech Support Phone: 845-434-5750 extension 4457

Campus Tech Support Email: ithelpdesk@sunysullivan.edu

ACCESSIBILITY AND ACCOMMODATIONS

SUNY Sullivan values equity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact [Lynn Leibowitz-Whitehead](#) (845-434-5750 ext 4328 or lleibowitz-whitehead@sunysullivan.edu) within The Department of Learning and Student Development to discuss a range of options to removing barriers in the course, including accommodations.

REGULAR AND SUBSTANTIVE INTERACTION

As your instructor, I plan to interact and engage with you regularly throughout the term to support your learning. I will provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

COURSE EXPECTATIONS

No Late Assignments are Accepted unless an act of God (hurricane, tornado, ice storm) occurs or you have a PREVIOUS arrangement with the professor.

Rubrics for each assignment are located in Brightspace for evaluation.

Students must spend at least 112.5 hours working on independent study.

- DISCUSSIONS

- You will need to respond with college-level spelling and grammar. If you cite something, be sure to use MLA. (There is a tutorial available if you do not know how to cite...).

● JOURNALS

- Journal entries happen at the beginning and the ending of every class; they count for your attendance and participation. You will need to respond with college-level spelling and grammar. Please turn on Grammarly on your computer and your phone to help you be successful – these are a part of your discussion grade.
- Journals are due for every module; you must respond with college-level spelling and grammar. Turn on Grammarly on your phone and computer to help you be successful. You need to write about one thing you learned, one thing you can use in your theater career, and one thing you have questions about or you would like more information.

● ASSIGNMENTS/PROJECTS

Assignments: There is one Syllabus/Professor Student Contract to be read/signed. You will lead one warm-up; there will be one required observation of an arts-related class or professional development, 15 Top of Class Journal Entries, 15 End of Class Journal Entries, and 15 Weekly Journals.

Projects: You will create a theater-based lesson plan in a group using the common core standards for New York State. This lesson plan will be taught with your group in class for your final exam.

● READINGS/LECTURES

There are always readings/videos in every module to expand your understanding of the work we are doing in class. It is not mandatory to view all of the videos or articles. However, they can help you with your weekly journal assignment and final project.

● QUIZZES/TESTS/ASSESSMENTS

- Your final exam is your Final Project – Teaching your class: You will create a theater-based lesson plan in a group using the common core standards for New York State.

PARTICIPATION EXPECTATIONS

- Expectations for Journal assignments are located in the Journal section rubric.
- Expectations for the Final Exam are in the rubric and modules in Brightspace.
- In regards to what you can expect from me as an instructor: You can expect that I will always utilize my one rule (The Golden Rule) to treat you as you would like to be treated, so...I will always attempt to have everything graded and commented upon within 2-3 days of its posting. I hated not knowing my grade or how I did for weeks on end, so...you won't receive that kind of treatment from me. I will always attempt to respond to any emails or questions within 24 hours of receiving them.

FEEDBACK AND SUGGESTIONS

There is a Questions section in the Content area of the Learning Management System. Please create a thread for any questions you may have about the class. No question is a dumb question, and your fellow students may have the same one but are too afraid to ask.

EVALUATION AND GRADING SCALE

Class Participation/Discussion	40%
Journal	40%
Observation of Arts-Related Teaching or Professional Development	10%
Final Project: Arts or Arts-Integration Lesson Plan	10%

Grading Scale:

Grade, Grade Points, & Numerical Equivalent

Grade	Grade Point	Numerical Equivalent
A	4	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1	63-66
D-	0.67	60-62
F	0	0-59

COURSE SCHEDULE

- September 11, 2022: Read/Sign the Professor-Student Contract AND Syllabus; Journal 1
- September 18, 2021: Journal 2
- September 25, 2021: Journal 3
- October 2, 2022: Journal 4
- October 9, 2022: Journal 5
- October 16, 2022: Journal 6
- October 23, 2022: Journal 7
- October 30, 2022: Journal 8
- November 6, 2022: Journal 9
- November 13, 2022: Journal 10
- November 20, 2022: Journal 11
- November 27, 2022: Journal 12 and final version of lesson plan and observation report due
- Week of November 27: Final Project Presentation Week
- December 4, 2022: Journal 13
- Week of December 4: Final Project Presentation Week
- December 11, 2022: Journal 14
- December 14, 2022: Lesson Plan Revision Due
- December 18, 2022: Journal 15

COURSE POLICIES

LATE WORK/MAKE-UP POLICY

No late work is accepted.

ONLINE ATTENDANCE POLICY

For online/remote learning classes, we assume that you will be checking in at least three times for each module (3 contact hours – class time and otherwise) in addition to at least 3 hours of work at home for the speeches or research. This will be obvious in the discussion forums. If you only check in at the beginning of the module, then you will have a hard time catching up. Check-in by 9:30 AM on the first day of the module, check again a couple more days, and then the time during the last hours of the module.

The SUNY rules state that you need to complete an assignment in the module or email the instructor to be counted as "present" in the occurring module.

NETIQUETTE

Please use this link to help you understand netiquette: <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

ADDITIONAL COURSE POLICIES AND PROCEDURES

ACADEMIC INTEGRITY POLICY

Found on the college website at <https://sunysullivan.edu/academic-policies/>

BASIC NEEDS STATEMENT

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please contact the Dean of Student Development Services at dean@sunysullivan.edu, or me. Together we can work to make sure those needs are met.

NAMES & PRONOUNS

This institution recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. You are invited to share how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly, and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.