

Division of Teacher Education  
College of Education, Western Oregon University  
ED 534: Content Pedagogy, Drama  
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**Course Description:**

As part of a two-course sequence with ED 536, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 learning, including students of diverse backgrounds and needs.

This course is designed to balance practical, hands-on strategies with reflective, critical examination of our own and other's teaching philosophies and practices. The primary learning intent of this course is to explore effective methods and strategies for teaching dramatic theory and criticism, theatre history, tech theatre and acting techniques in the secondary classroom.

**General Course Objectives:**

- To prepare reflective, professional decision makers
- To develop skills in designing objectives, strategies and assessments that are based in personal philosophical beliefs as well as research into best practices in education.
- To plan instruction that is meaningful and educational for learners at all instructional and developmental levels.
- To enter student teaching with a firm foundation of skills, knowledge, and strategies for effective methods of teaching theatre arts.
- To develop the knowledge and ability to teach according to district, state and national standards for theatre arts.

*The syllabus, assignments, calendar and course readings reflect my current goals for our quarter. Course assignments and calendar are subject to revision as necessary, according to individual's needs, experiences, and goals. As you will learn when you enter your own classrooms, a well-designed unit of instruction often involves many modifications along the way- we must be open to those "teachable moments," adjust to individual needs of students, and re-teach as necessary!*

**Required Materials:**

There is no formal textbook for this course. However you will need access to various play scripts (full length, non-musicals.) You will also locate and read several professional resources, find and create classroom activities and have a method of storage for all that you acquire. More will be discussed about this in class.

**Assignments:**

Unless otherwise stated, all assignments should be word processed, double-spaced, and proofed. Citations of journals, books etc. should use the American Psychological Association (APA) style).

## Grades

### Assignments

Assignment: Online Discussion Questions (5% ea)	20%
Assignment: Goals and Objectives aligned with standards	15%
Assignment: Lesson Plans/Mini Work Sample	25%
Assignment: (3) Reflection papers following micro teaching (5%/ea)	15%
Assignment: Assessment Strategy	25%
<b>Total</b>	<b>100%</b>

**Grading %:** A=100-90   B=89-80   C= 79-70   D=69-60   F=59 and below

Week Of _____	Assignments Due	Saturday Meetings
Week 1	Decide what you would like your mini work sample and micro teaching to be. You will need to get these scheduled with your coordinating teacher soon so that you have time to write your lessons and your reflection papers.	<b>1<sup>st</sup> meeting</b> <ul style="list-style-type: none"> <li>• Intro</li> <li>• Syllabus</li> <li>• Introduce assignments</li> <li>• Discuss lesson plans and micro teaching</li> <li>• Discuss difference between summative and formative assessment</li> <li>• Discuss Goals and Objectives</li> </ul>
Week 2	<b>First online discussion question due.</b> Begin outlining goals and objectives.	
Week 3	<b>Goals and Objectives Due.</b> Begin outlining lessons (if you haven't already.)	
Week 4	<b>Second online discussion question due.</b> Begin thinking about assessment. Know the demographics of the classroom in which you will be teaching.	
Week 5	<b>Lesson Plans Due via email.</b> (May be returned to student for revisions)	<b>2<sup>nd</sup> meeting</b> <ul style="list-style-type: none"> <li>• Lesson plan check, (<i>bring questions and problems as this is the last chance we have to work together on this</i>)</li> <li>• Bring assessment questions</li> </ul>
Week 6	<b>Third online discussion question due</b>	
Week 7	Begin drafting assessment plan including pre-test, demographic information, summative assessment procedures for specific lesson ideas	
Week 8	<b>Fourth online discussion question due</b>	
Week 9	<b>Assessment Plans Due</b>  (Reflection papers are due as each micro teaching is completed.)	<b>3<sup>rd</sup> meeting</b> <ul style="list-style-type: none"> <li>• Differentiation in the theatre classroom</li> <li>• Assessment for special populations</li> <li>• Why do pre and post assessment</li> </ul>

### CLASS ASSIGNMENTS

#### Discussion Posts:

- Four times throughout the term I will post a situation taken from actual classroom experiences. I want you to respond with how you would handle the situation. The situations will include scenarios that require assignment or behavior modifications, parent communication or administrator action. Please reference personal opinion, but also reference resources and professional opinion learned over the course of your MAT studies, previous classwork or experience in your student teacher or observation classroom settings. I will be looking for fully supported answers that project probable outcomes and solutions for each scenario.

#### Writing Assignments:

- **Goals and Objectives:** Develop a broad list of educational goals and objectives that can be used across your curriculum. Goals should be specific and be justified by national and state standards. Objectives can cover a much broader spectrum of material covered in theatre classes from introductory level to advanced level classes.

- **Lesson Plans/ Mini Work Sample:** Write three to four lesson plans for a theatre classroom. Lesson plans should be;
  - Sequential
  - Build upon each other
  - Incorporate the Goals and Objectives previously identified in this course
  - Cover any area of theatre from acting to stagecraft to theatre history
  - Include list of necessary materials for the lesson, estimated time for each portion and the targeted group
 It is not necessary, at this point, to include modifications for special populations or assessment for the lesson.
- **Assessment Strategy:** Develop an assessment strategy and grading rubric for in-class scene work. Be sure to consider the following:
  - Attendance
  - Task Completion
  - Going beyond the requirements
  - Rehearsal ethics
  - Script development
- **Reflection papers:** Following micro teaching sessions you will write a reflection paper discussing what you feel you did well, what you feel you need improvement on and how you plan to achieve that improvement, what you wish you had done or known before going into the lesson and what you might do differently before you were to do the lesson again.

Course Outcomes	Oregon TSPC Standards	InTASC Standards	WOU College of Education Conceptual Framework	Assessment
The student will understand the central concepts, tools of inquiry, and structures of theatre arts education and will create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Knowledge, Skills, Abilities and Professional Dispositions: 2a  Middle Level: 3 High: 3	4. Content Knowledge	CTL, Aware, Under, App	<ul style="list-style-type: none"> <li>•Arts Ed Philosophy</li> <li>•Warm up Philosophy</li> <li>•Resource Folder</li> <li>•Lesson Plans</li> <li>•Paper Play</li> </ul>
The student will understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Knowledge, Skills, Abilities and Professional Dispositions: 2b  Middle Level: 3 High: 3	5. Application of Content	CTL, App, EE, CS	Activities <ul style="list-style-type: none"> <li>•Discussion Questions</li> <li>•Preparatory Folder</li> <li>•Resource Folder</li> <li>•Goals and objectives</li> </ul>
The student will plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Knowledge, Skills, Abilities and Professional Dispositions: 3b  Middle Level: 3 High: 3	7. Planning for Instruction	CTL, Aware, Under	Rationale <ul style="list-style-type: none"> <li>•Goals and Objectives</li> <li>•Lesson Plans</li> <li>•Resource Folder</li> <li>•Preparatory Folder</li> <li>•Assessment Strategy</li> </ul>
The student will understand and use a variety of instructional strategies to encourage learners to develop deep understanding of theatre arts and to build skills to apply knowledge in meaningful ways.	Knowledge, Skills, Abilities and Professional Dispositions: 3c  Middle Level: 3 High: 3	8. Instructional Plans	CTL, App, CS	Activities <ul style="list-style-type: none"> <li>•Resource Folder</li> <li>•Preparatory Folder</li> <li>•Paper Play</li> <li>•Discussion Questions</li> </ul>

### Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 503-838-8250 to coordinate reasonable accommodations for students with documented disabilities.

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Services, APSC 405, or at 503-838-8250, as early as possible in the term.

Students with disabilities are encouraged to contact the instructor during office hours to discuss their disability related needs. Use of ODS services, including testing accommodations, requires prior authorization by ODS and compliance with approved procedures.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodation.

### Statement Regarding Veterans

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance if possible, to the instructor.

#### Key WOU MAT Teaching Proficiencies addressed:

- # 1: Plan instruction that supports student progress in learning and is appropriate for the development level of students.
- # 7: Exhibit both critical literacy and technological literacy in teacher productivity and classroom learning.
- #10: Demonstrate teacher effectiveness through multicultural understanding, interaction and pedagogy.

#### Evaluation:

Since the emphasis on this course will be on active class participation, attendance, participation, promptness, punctuality and ability to work collaboratively are critical elements. Your effort, commitment, and interest are considered when assigning grades. **You are responsible for your own learning.**

Attendance and promptness is mandatory! In the "real world" teachers are expected to be in their classrooms and on time. Repeated tardiness and absences will be reflected in the student's final grade. It is expected that students will notify the instructor when they will be absent. **When a student misses two classes, the present course requirements are canceled and the student must renegotiate his/her class requirements or drop the class.** Students who anticipate being absent from class due to a major religious observance must provide written notice of the date(s) and event(s) to the instructor by the second class meeting.

### Classroom Conduct

Students are expected to adhere to the highest standards of civility, ethics, and professional behavior. Students are expected to cooperate with one another and with the instructor; contribute fairly to group discussions and class activities; and represent their own work fairly and honestly. Class members will treat one another and the instructor respectfully and with courtesy. Racism, sexism, and other forms of intolerance are inappropriate in a just, democratic society and especially in a discipline devoted to the preservation and expansion of human rights and opportunities to all people.

Under university and college policies, a breach in professional standards constitutes grounds for disciplinary action, including suspension or expulsion from the University or removal from the course with a failing grade. If you have any questions about the propriety of an action, please do not hesitate to discuss it with the instructor. Classroom conduct is a consideration in assessing students' Professional Disposition.