

# Syllabus for Creativity Across the Curriculum (TA 351/451)

## Syllabus for Theatre for Youth: Secondary Theatre Techniques (TA 452)

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Instructor: Deb Greer

Office Hours: MWF 10:00-11:00am and by appt.

**Required:** 1 sturdy, large, three-ring notebook w/dividers-bring to EACH class meeting.

There is no required text, however, there are a number of reserved texts in the library and recommended texts on the attached sheet. Rather than purchase a textbook, you will be required to provide a copy of your weekly exercises for each member of the class and the instructor.

### Course Objectives

- To gather knowledge and resources toward implementing drama/performance/theatre techniques into K-12 curriculum
- To gain an understanding of the techniques of implementing the multiple intelligences theory into creative curriculum
- To strengthen related skills in communication, adaptation, directing and performing in relation to cross-curricular educating

### Course Requirements and Expectations

- Regular attendance (more than 3 absences will lower your final grade)
- Participation in all class discussions and activities
- Completion of weekly lesson plans, midterm and final projects
- Turning in all written portions of assignments typed and on time- NO LATE WORK WILL BE ACCEPTED. Please, do not ask, plead, make excuses or grumble in general.

### Evaluation

*Please take the initiative to keep the instructor aware of your efforts and progress!*

Your final grade will be determined as follows:

7 Original Exercises.....	70 pts (10 pts. each)
Bibliography Reference.....	20 pts
Midterm Exercise/evaluation.....	25 pts
Final Exercise/Evaluation.....	25 pts
In-Class Exercises (TA 451 only).....	40 pts
Special Project (TA 451 only).....	60 pts
<b>TOTAL.....</b>	<b>TA 351 = 200 / TA 451 = 250 pts</b>

### Grades

Letter equivalents are determined by dividing the top half of the total points for any assignment into 4 equal lettered "zones." The same is true for the final total, which is how I will ultimately arrive at a letter grade to report to the university. So...

200-180 = A  
179-160 = B  
159-140 = C

250-224 = A  
223-198 = B  
197-172 = C

139-120 = D  
119 and below = F

171-146 = D  
143 and below = F

### Tentative Course Schedule: TA 452

Date	Topic	Assignments Due
4/1	Intros/Syllabus, etc.	
4/3	Multiple Intelligences Theory	
4/8	Verbal-Linguistic	Due: Bibliography – <i>Email!!</i>
4/10		
4/15	Logical-Mathematical	Due: V.L. Exercise
4/17		
4/22	Bodily-Kinesthetic	Due: L.M. Exercise
4/24		
4/29	Visual-Spatial	Due: B.K. Exercise
5/1		
5/6	Musical	Due: V.S. Exercise
5/8		Due: Midterm
5/13	Intrapersonal	Due: Mus. Exercise
5/15		Due: TA 451 -final choice of in-class exercises
5/20	Intrapersonal	<b>Due:</b> Intra Exercise
5/22		
5/27	TA 451 Class Exercises	<b>Due:</b> Intra Exercise
5/29	TA 451 Class Exercises	

6/3	TA 451 Class Exercises	
6/5	TA 451 Class Exercises	

**Final: Monday, June 9 8:00-10:00am**

## **Explanation of Assignments**

**Original Exercises:** These are exercises adapted (or created on your own) from creative (mainly drama) games, exercises, assignments, etc. The texts on reserve in the library are a good place to start, but you are welcome to research and/or purchase in other texts. You will follow the example format given to you in class. Each weekly exercise must be typed and photocopied for the rest of the class as well as the instructor in order to be put in the notebooks of exercises we will be building. The goal is to finish the class with a binder full of creativity exercises geared toward specific curricula and learning modalities (ie: multiple intelligences).

**Bibliographic Reference:** You will provide a working bibliography of **at least 5** potentially useful texts in your research and adaptation of materials for creativity across the curriculum. You may NOT include any already on reserve in the library. These references are not limited to drama books, but should include education texts as well. Start with anything you feel would be a good source for further study and adaptation into a creative curriculum. The format must be MLA style. For example:

Wolfe, Ima. The Better To See You With, My Dear. New York: Little Red Random House Publishing, 2002.

**Midterm and Final Exercise/Evaluations:** You are in charge of finding a classroom (K-12) and actually doing a creative lesson/exercise for them. You may choose the exercise depending on what you and the classroom teacher work out as most beneficial for the students. You are required to meet with the classroom teacher and observe his/her class prior to leading your in-class lesson. You will turn in a copy of the lesson/exercise in the established format and include a detailed evaluation of the preparation, process and outcome of the exercise. The final project must have some form of documentation/product included (for example- examples of finished artwork, pictures of the activity as it was led, videotaped highlights of activity, etc.).

**In Class Exercise/Lesson (TA 451 only):** You will lead our class in 2 complete lesson plans focusing on 2 different intelligence areas. One lesson plan will target primary grades (k-3 or 4-5) and the other will target upper grades (6-8 or 9-12). The topic and scope of the activities will be subject to instructor approval.

**Special Project (TA 451 only):** This is an open-ended project of your choosing, subject to instructor approval. It can be a research paper on an area of interest, a practicum project involving "stunt kids," or any creative avenue you would like to explore – once again, this is subject to instructor approval, but can be anything agreed upon as long as it has an academic component to it. The due date can also vary, especially if it is a practicum project, but must be completed no later than the class final time.