

ENT 544 CREATIVE DRAMA IN THE ENGLISH CLASS

Autumn 2016

Thursdays, 4:00 pm to 6:50 pm, LA 205

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Course Description and Purpose

The purpose of this course is to introduce teachers to methods of teaching creative drama in the English language arts class. Teachers will design creative drama activities that support and enhance learning in all the language arts--speaking, listening, reading, writing, viewing, and visually representing. The course will offer many opportunities for teachers to design, present, and reflect on individual, small group, and whole class creative drama experiences. Oral interpretation, role-playing, readers' theater, and improvisation will be explored. Teachers will participate in and reflect on the creative drama processes and their relation to literacy learning, integrated language arts, collaborative learning, and multiple intelligences. Teachers will learn how creative drama strategies enable students to accomplish the Montana Common Core Standards.

This methods course embodies the UM College of Education's Conceptual Framework through 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth. This course embodies the UM College of Education's Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity.

This course also addresses the National Board for Professional Teaching Standards-- Adolescence and Young Adulthood/English Language Arts Standards:

Learning Outcomes:

Teachers will learn effective strategies for teaching speaking and listening to middle and high school students.

Teachers will learn research-based strategies for using creative drama to engage students in critically reading and creatively responding to literary texts and primary and secondary sources.

Teachers will learn how to design lesson plans and units that incorporate guiding questions and creative drama strategies that promote reader response, inquiry, learning styles, and differentiated instruction.

Teachers will learn culturally-responsive strategies that engage students in critical thinking, personal reflection, and appreciation for the narratives and experiences of others.

Teachers will learn how to integrate Montana Common Core Standards and Indian Education for All into their instructional strategies and curriculum units.

Requirements and Assignments:

1. Regular class attendance. Absences and/or lack of participation are considered in the final grade. If you must be absent, please inform the instructor. Also, contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting.
2. Full, appropriate, and respectful participation in class, including individual, small group, and whole class discussions and creative drama activities/presentations.
3. Completion of homework and daily assignments.
4. Completion of major assignments:
 - Designing, writing, teaching, and reflecting on lessons plans that use creative drama strategies to help students improve their reading and response to a short text (poetry/short story).
 - Designing, writing, teaching, and reflecting on a curriculum unit that integrates creative drama to help students be critical readers and creative responders throughout an extended text (novel, play)
5. Final synthesis paper and course evaluation

Additional expectations and policies:

All undergraduate and graduate students in the English Teaching Program are required to have active membership in National Council of Teachers of English. We also recommend membership in NCTE's state affiliate, Montana Association of Teachers of English Language Arts.

Please consult this semester's university class schedule for deadlines on fee payments, withdrawal deadlines, and other important dates.

Grading Criteria:

Traditional letter grade is assigned in this course and will be determined in the following way:

Attendance, participation, homework	10%
Written responses to professional texts & final course synthesis paper	20%
Written creative drama lessons for short text	20%
Teaching presentation & reflection on creative drama lessons for short text	15%
Written creative drama unit for extended text	20%
Teaching presentation & reflection on creative drama unit for extended text	15%

** Late homework/daily assignments and major assignments may be penalized.

Plagiarism results in an automatic F in the course.

*** A grade of "Incomplete" may be assigned at the discretion of the instructor when a student has petitioned in writing to receive this incomplete grade. The instructor may consider an incomplete grade only when a student a) has been in regular attendance, b) has participated fully in class, and c) is currently passing the course. Please see university catalog for circumstances regarding incomplete grades.

Course Grading Scale:

100%--93%	A	79% - 77%	C+
92% - 90%	A-	76% - 73%	C
89% - 87%	B+	72% - 70%	C-
86% - 83%	B	69% - 60%	D
82% - 80%	B-	59% - 0	F

Academic Honesty and Plagiarism:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, available at http://umt.edu/vpsa/policies/student_conduct.php

Accommodations for Students with disabilities:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Required texts:

Outspoken: How to Improve Writing and Speaking Skills through Poetry Performance by Michael Salinger and Sara Holbrook (Heinemann, 2009)

Action Strategies for Teaching Comprehension by Jeffrey Wilhelm (Scholastic, 2002)

Choose 1 of the following texts:

Find Your Voice by Gail Noppe-Brandon (Heinemann, 2004)

Dramatic Literacy: Using Drama and Literature to Teach Middle-Level Content by J. Lea Smith & J. Daniel Harring (Heinemann, 2001)

Choose 1 of the following texts:

Performance Approaches to Teaching Shakespeare by Edward Rocklin (NCTE, 2005)

Clues to Acting Shakespeare by Wesley Van Tassell (Allworth Press, 2006)

Other Course Resources:

TEACHING MULTICULTURAL LITERATURE: A WORKSHOP FOR THE MIDDLE GRADES by Beverly Ann Chin, Editorial Director/Lead Content Advisor (Annenberg Media and Thirteen WNET, 2005)
<http://www.learner.org/resources/series203.html>

THE EXPANDING CANON: TEACHING MULTICULTURAL LITERATURE IN HIGH SCHOOL with Beverly Ann Chin, Scholar and Educator (Annenberg Media and Thirteen WNET in collaboration with NCTE, 2003)
<http://www.learner.org/resources/series178.html> .

THE DRAMA TEACHER'S SURVIVAL GUIDE #2: ACTIVITIES, EXERCISES, AND TECHNIQUES FOR THE THEATRE CLASSROOM by Margaret F. Johnson (Meriwether, 2011)

Montana Common Core Standards
<www.opi.mt.gov/Curriculum/montCAS/MCCS/index.php>

Indian Education for All <<http://opi.mt.gov/programs/indianed/index.html>>

National Council of Teachers of English <www.ncte.org>

Montana Association of Teachers of English Language Arts
<<http://www.matelamt.com>>