

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

DATE 4.4.07
PROGRAM AREA PERFORMING ARTS AND EDUCATION

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix PATH Course# 343 Title TEACHING DRAMA TO CHILDREN Units (3)

3 hours lecture per week

hours blank per week

☐ Prerequisites

☐ Corequisites

Description PATH 343 TEACHING DRAMA TO CHILDREN (3) Students will participate in theatre games, improvisations, and other tasks that will prepare them to design and implement dramatic activities as a learning tool. Theatre in a broader context will also be examined.

EDUC 343 TEACHING DRAMA TO CHILDREN (3) Students will participate in theatre games, improvisations, and other tasks that will prepare them to design and implement dramatic activities as a learning tool. Theatre in a broader context will also be examined.

☒ Gen Ed ☐ CR/NC

☐ Repeatable for up to units

Categories C1, UDI

☐ Lab Fee Required

☒ A - F

Total Completions Allowed

☐ Optional (Student's choice)

☐ Multiple Enrollment in same semester

☐ Title V Section 40404: ☐ Government ☐ US Constitution ☐ US History

2. Mode of Instruction.

| | Units | Hours per Unit | Benchmark Enrollment | Graded Component | CS & HEGIS # (filled in by Dean) |
|------------|-------|----------------|----------------------|-------------------------------------|-------------------------------------|
| Lecture | 3 | 1 | 25 | <input checked="" type="checkbox"/> | |
| Seminar | | | | <input type="checkbox"/> | |
| Laboratory | | | | <input type="checkbox"/> | |
| Activity | | | | <input type="checkbox"/> | |

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

Drama and theatre are exceptionally effective pedagogical tools, particularly for teaching young children, and professional theatre organizations often seek out artists who can work with young children as part of educational outreach programming. This course is an elective for Performing Arts majors and a required course for the Integrated Option in Liberal Studies, a new option designed to meet subject matter content preparation for students in the proposed Integrated Program.

Learning Objectives:

Students who successfully complete this course will be able to:

1. Examine and demonstrate an appreciation of a range of theatrical forms
2. Create a safe atmosphere that supports creative work
3. Create and assess dramatic activities
4. Examine theatre as a model for social change
5. Demonstrate group communication skills
6. Advocate drama for diverse learners

4. Is this a General Education Course YES ☒ NO ☐

If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

☐

A-2 English Writing

☐

| | |
|---|-------------------------------------|
| A-3 Critical Thinking | <input type="checkbox"/> |
| B (Mathematics, Sciences & Technology) | |
| B-1 Physical Sciences | <input type="checkbox"/> |
| B-2 Life Sciences – Biology | <input type="checkbox"/> |
| B-3 Mathematics – Mathematics and Applications | <input type="checkbox"/> |
| B-4 Computers and Information Technology | <input type="checkbox"/> |
| C (Fine Arts, Literature, Languages & Cultures) | |
| C-1 Art | <input checked="" type="checkbox"/> |
| C-2 Literature Courses | <input type="checkbox"/> |
| C-3a Language | <input type="checkbox"/> |
| C-3b Multicultural | <input type="checkbox"/> |
| D (Social Perspectives) | <input type="checkbox"/> |
| E (Human Psychological and Physiological Perspectives) | <input type="checkbox"/> |
| UD Interdisciplinary | <input checked="" type="checkbox"/> |

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- A. History and social context of selected theatrical traditions
- B. Play and dramatic play in the developing child
- C. Creativity and the arts
- D. Definitions: the continuum from drama to theatre
- E. Setting the ground work for drama
- F. Creative movement/theatre games
- G. Storytelling/storymaking
- H. Improvisation to script development
- I. Integrating drama into content areas
- J. Choral reading- poetry
- K. Reader's theatre
- L. Maskmaking
- M. Drama and social awareness and social action
- N. Develop awareness of self and others

Does this course overlap a course offered in your academic program? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate description for each PREFIX)

List Cross-listed Courses

PATH 343/EDUC 343

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing: Performing Arts and Education

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

- Boal, A. (2002). Games for Actors and Non-Actors Routledge.
- Brown, V. a. P., Sara. (1999). The Dramatic Difference: Drama in the Preschool and Kindergarten Classroom. Portsmouth: Heinemann.
- Goldberg, M. (1997). Arts and Learning: An Integrated Approach to Teaching and Learning in Multicultural and Multilingual Settings: Longman.
- McCaslin, N. (2005). Creative Drama in the Classroom and Beyond (8 ed.): Allyn & Bacon.
- Schneider, J. J., Crumpler, T. P., & Rogers, T. (2006). Process Drama and Multiple Literacies: addressing social, cultural, and ethical issues. Portsmouth: Heinemann.
- Spolin, Viola. (1986). Theater Games for the Classroom: A Teacher's Handbook. Evanston, IL: Northwestern UP.

8. List Faculty Qualified to Teach This Course.

Performing Arts and Education faculty

9. Effective Date and Frequency.

- a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☐
b. First semester offered: Fall 2008

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)

b. Library needs

c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☐ NO ☒

If, YES attach a program modification form for all programs affected.

Robert Bleicher, Ph.D, Marilyn Buchanan, Ph.D,
Catherine Burriss, Ph.D, Claudia Reder, Ph.D

Proposer of Course

10/3/2006

Date

Request for GE Approval

Course

| | |
|--------------|-------------------------------------|
| Course Title | PATH 343 TEACHING DRAMA TO CHILDREN |
| Units | 3 |
| Lab | No |
| New | Yes |

Request

| | |
|-----------------|------------------|
| GE Category | C1 Art |
| Submitter | Bleicher, Robert |
| Submission Date | 11/20/2006 |
| Status | Approved |

Criteria Justifications

- Develop students' ability to respond subjectively as well as objectively to experience

Students will engage in activities and complete assignments that enable them to express their feelings about and reasoned critical reactions to a range of performing arts experiences.

The following learning objective indicates development in this area:

7. Research the connections between performing arts and cognition

- Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

Students examine selected performing arts traditions from a broad range of different forms. They examine the elements, as well as learning about the history and social context of major works.

The following learning objectives indicate development in this area:

1. Examine and demonstrate an appreciation of a range of

theatrical forms(this nurtures students' development in the areas of attitudes and feelings, cognitive, and physical faculties through studying a range of international forms of performing arts)

5. Value the role of imagination in learning (students will reflect on the role of imagination in their own learning of the performing arts and relate this to the imagination that creates great works of performing arts)

- Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music

As they learn about various performing arts traditions and techniques, students identify and discuss the choices made in performance, both as technical skill, and in terms of communicating both feelings and social perspectives on important human concerns.

The following learning objective indicates development in this area:

1. Examine and demonstrate an appreciation of a range of

theatrical forms (Engaging students in such examination is expected to lead to both an increased awareness and a greater appreciation of the performing arts).

- Examine the interrelationship between the creative arts, the humanities, and self

Through major written assignments and classroom discussion, students will express their personal views and critical analyses of performance and self-assess their own performance in relation to the analysis of others' performances.

The following learning objectives indicate development in this area:

3. Examine theater as a model for social change (this involves exposure to international forms of performing arts with an understanding of how artistic expression interrelates with influencing changes in a society)

7. Research the connections between performing arts and cognition

- Include an exposure to world cultures

Students will be exposed to a wide range of multi-cultural and international performing arts.

The following learning objectives indicate development in this area:

3. Examine theater as a model for social change (this involves exposure to international forms of performing arts)

6. Advocate drama for diverse learners (assignments that afford students opportunities to show they have achieved levels of attainment for this objective include increasing awareness that children come from different cultural backgrounds in educational settings)

- Impart knowledge and appreciation of the visual and performing arts

In assessing performing arts works, students will be asked to reflect upon what they are learning from engaging with performing arts both in terms of knowledge and appreciation. They will be expected to think not only in terms of their own growth in knowledge and appreciation, but also in how using the performing arts, they can impart knowledge and appreciation to young children.

The following learning objectives indicate development in this area:

1. Examine and demonstrate an appreciation of a range of theatrical forms

8. Foster the social, psychological and academic development of the young child

9. Reflect on and demonstrate the pedagogy of drama in education (this reflection will be based on students considering how they will impart both knowledge and appreciation of performing arts to young children - this is prefaced on their ability to demonstrate their own ability to express their knowledge and appreciation of performing arts.

- Promote students' ability to effectively analyze and respond to works of human imagination

Students will engage in writing major assignments and classroom discussion to help nurture their skills in analyzing performing arts works and supporting their attitudes and opinions about those works. Peer review of classmate's performances will further support growth of analytic skills in this area.

The following learning objectives indicate development in this area:

2. Create and assess dramatic activities

7. Research the connections between arts and cognition

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|--------------|-------------------------------------|
| Course Title | PATH 343 TEACHING DRAMA TO CHILDREN |
| Units | 3 |
| Lab | No |
| New | Yes |

Request

| | |
|-----------------|---|
| GE Category | UDIGE Upper Division Interdisciplinary GE |
| Submitter | Bleicher, Robert |
| Submission Date | 10/30/2006 |
| Status | Approved |

- Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

In this course, concepts and information from performing arts, education, psychology, and literature will be used to inform students about artistic, pedagogical, and social issues that stem from uses of drama in educational settings. The issues themselves stem from discussion, writing, and participation in drama activities. In most of these planned course activities, integrated methodologies from multiple disciplines will be explicitly modeled, particularly those from the the performing arts and education.

- Include substantive written work consisting of in-class writing as well as outside class writing of revised prose. Examples of appropriate written work include: short papers, long papers, term papers, lab reports, documentation, disciplinary-based letters and memos, and essays.

In-class writing will include several quick-write reflections that will be collected as a group collaboration on the whiteboard. Based on this in-class collaboration, students will revise their quick-writes and expand them into 3 to 5 page reflective papers which will include research references. Students will be required to revise their reflective papers based on both peer and teacher evaluation.

Students will write and revise a scene from improvisation to script. This will require several rounds of revision through further improvisation and scripting. This is a long term project that will be progressively produced throughout the semester, not just a one time assignment.

Students will design and revise a survey and questionnaire to give to teachers. Subject: Attitude towards creativity and process drama. If, when, how process drama is used in the classroom. Students will create charts in small groups to share results. If no or little drama is used, students will integrate drama into existing lesson plans provided by the teachers, districts, or by instructor.

Approval Sheet

Program/Course: PATH/EDUC 343

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| Program Chair(s) | Date |
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| General Education Chair(s) | Date |
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| Curriculum Committee Chair(s) | Date |
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| Dean of Faculty | Date |
|-----------------|------|