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ENT 544.01: Creative Drama English Class

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ENT 544 CREATIVE DRAMA IN THE ENGLISH CLASS (Fall 2018)

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Office hours: W & TH 3-5 pm
and by appointment

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. (www.nbpts.org)

This course fulfills the secondary English licensure requirement of ENT 441 Oral Language and Media Literacy.

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, perspectives, 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, daily assignments, and written responses to course texts or research and best practices.
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 course synthesis/reflection paper and course evaluation
6. Professional membership
 - Required: Student membership in National Council of Teachers of English (NCTE) www.ncte.org
 - Recommended: Student membership in Montana Association of Teachers of English Language Arts (MATELA) www.matelamt.com
7. Course evaluation. On the final day of class, you will complete the IAS evaluation form and an open-ended written evaluation of the course and instructor.

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 course texts | 10% |
| 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% |
| Final course synthesis/reflection paper | 10% |

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 |

Course Policies

1. Regular attendance and full, respectful, professional participation is expected. Absences and lack of participation will affect the final grade.
2. Academic Policy – Academic honesty is expected. Students should complete their own work. Students should not turn in parts of other scholars' publications. References should be cited in APA or MLA format for all written work submitted for this class. Plagiarism, whether intentional or unintentional, will be addressed directly by the instructor. Please see the section on Academic Conduct from the University of Montana Student Conduct Code - [UM Student Conduct Code](#)
3. You must elect to take this course for a traditional letter grade.
4. Late assignments may be penalized.
5. A grade of "Incomplete" may be assigned at the instructor's discretion when a student has petitioned in writing to receive an incomplete grade. The instructor may consider an incomplete grade only when a student has been in regular attendance, has participated fully in class, and is currently passing the course. Please refer to the section titled "Incomplete Grade Policy" in the University of Montana Catalog for more information - [Academic Policies and Procedures](#)
6. Students with disabilities may obtain support for classes through Disability Services in the Lommasson Center 154. Please consult with me at the start of class if you have accommodations for your classes. I want to ensure all students receive the necessary support to be successful in this course.
7. Please note this semester's calendar for fee payment and drop/add deadlines, as well as other important dates.

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

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>

MONTANA STATE STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

<http://montanateach.org/resources/montana-content-standards-for-english-language-arts-and-literacy-k-12/>

INDIAN EDUCATION FOR ALL

<https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education>

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