



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: THEA

Course and Section #: 2100 001

Course Title: Teaching Theatre for Children

Credits: 3

Course Description

Introduces concepts and techniques to teach theatre to children in the community, schools or home consistent with state and national standards. Identifies methods to use drama to teach other subjects. Introduces concepts, theories and techniques in creative drama. Assists students to become independent, creative, and productive learners as they acquire the knowledge, skills, and experience to teach drama and theatre to children ages 5-12.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Teresa Love

Student Learning Outcomes

1	Develop methods to integrate games and play into teaching theatrical principles and practices.
2	Describe the theory that undergirds the teaching of drama to children ages 5-12.
3	Use age-appropriate storytelling skills and methods.
4	Use skills to create, develop, and produce plays on an age-appropriate level.
5	Use state and national standards to inform content development of drama and theatre

Course Requirements

Course Assignments, Assessments, and Grading Policy

Tests? Not traditional quizzes or multiple choice. Projects that earn more points could be considered your work to be assessed, or "tests." **Performances?** Well, you'll need **to see a few** , The ones on campus only cost students \$2, thanks to a generous donor. There will be some free options I'll suggest, and, if you prefer to pay for some other options, you can do that. I will be expecting live performance attendance. We will watch some online recorded shows as part of other assignments. So plan to schedule time and money to attend live theatre. I suggest you chose which shows and reserve your tickets way in advance. Shows run for limited amount of time, and often sell out. As for **your performances** (teaching is theatre, after all) we'll be doing those in class time. In the event we have to go online for any reason, you'll record your teaching performances and post them for the class to see. **Writing?** Yes, Reflections, Reviews, Discussion responses, and a Lesson plan. Also, I encourage (erm... *require*) you to ask two (2) questions for most every reading assignment, that I answer individually. Many people love this because I answer individually. Some people struggle with finding two questions to ask. Think of this as activating your curiosity and wonder, something that will make you a better person on many fronts. AI submissions are not acceptable, and all submissions are subject to plagiarism screening software.

Course Path : • **The Modules should keep you on track** . There is also a Course Summary below. I'm way more into you doing the work than penalizing you for late work. But, *don't make this apparent leniency be your kryptonite!* See my policy below in "**Due Dates?**" Watch the Canvas calendar, and alerts, and read Announcements from me. • Also: A Taste of Drama Integration videos are scattered throughout the course. These may seem randomly posted within modules. Honestly, **I just want to keep you focused on the end game of you becoming a facilitator of learning, using your own power and creativity. I don't want you to get lost in the weeds of completing assignments. Drama/Theatre is a powerful teaching tool for you, and a boon for learners of all types in the classroom.**

You are required to see *Scardy Kat Presents* here at UVU . You are also required to see 2 other additional plays, either Theatre for Young Audiences (TYA), or Theatre for Family Audience (TFA). This will likely involve extra expense. High school/middle school/elementary school and/or most community theatre performances are not accepted for this assignment. Professional or college level. May not have attended the production before August 23, 2023 Check with me if you have questions. Please plan carefully, well in advance. Suggestions: • *Little Women*, UVU • *Henry V* , BYU <https://byutickets.eventue.net/events/192> • Links to an external site. • There are other good options you can search for online (some examples are The Ruth, Hale Center Theatre Sandy, The Eccles in Salt Lake City, but *check with me before you pay money (which will be considerably more than the shows I've suggested above* . Also, high school/middle school/elementary shows are not acceptable for this assignment, though you could go a show there for Extra Credit.

Required or Recommended Reading Assignments

See below

General Description of the Subject Matter of Each Lecture or Discussion

Date	Details	Due
Thu Sep 28, 2023	Assignment Lead Theatre Game. Has associated Discussion	due by 11:59pm

Assignment

AI Cullum Documentary (You submit here for me. There is also an associated Discussion)

due by 11:59pm

Assignment

Arts as an educational help to marginalized and mainstream students

due by 11:59pm

Mon Jan 13, 2025

Discussion Topic

Discuss: AI Cullum documentary response.

due by 11:59pm

Discussion Topic

Discuss: Yes, I read the syllabus. This is what I thought:

due by 11:59pm

Assignment

I Did Read the Syllabus. This Assignment Includes a submission HERE, as well as 2 posts in Discussion

due by 11:59pm

Wed Jan 15, 2025

Assignment

Reflect on What We Explored in Class re Drama/Theatre Vision as it Applies in Elementary Students

due by 11:59pm

Assignment

Set up your Drama File

due by 11:59pm

Assignment

MBTI Characters with whom you identify. Submit here. Also on associated Discussion

due by 11:59pm

Mon Jan 20, 2025

Discussion Topic

Discuss: Post your MBTI Children's Media Character

due by 11:59pm

Assignment

Reflection on Learning Types, Our Own and Our Students'

due by 11:59pm

Wed Jan 22, 2025

Assignment

Read and Reflect on Theatre Games Page

due by 11:59pm

Assignment

What about the Shy Kids?

due by 11:59pm

Assignment

Read and Reflect about Feedback Protocols

due by 11:59pm

Mon Jan 27, 2025

Assignment

Watch, Listen and Learn from Good Storytellers and Good Read Aloud-ers

due by 11:59pm

Tue Feb 11, 2025

Assignment

Practice your Read Aloud OR Storytelling 6 times before you perform in class. Also, submit your Story map here as well.

due by 11:59pm

Wed Feb 12, 2025

Assignment

Watch Hatched (online), a Theatre for the Very Young play. Includes a Discussion

due by 11:59pm

Mon Feb 17, 2025

Discussion Topic

due by 11:59pm

Discuss: Thoughts about Hatched

Assignment

Watch a variety of puppetry styles

due by 11:59pm

Sat Feb 22, 2025

Assignment

Collect the Storytelling Docs in Files as well as Teresa' Pinterest Page and Place in your Drama File

due by 11:59pm

Mon Feb 24, 2025

Assignment

Read and Reflect on Puppetry in Elementary Page (You need more than one sit-down study session to complete this.)

due by 11:59pm

Wed Mar 12, 2025

Assignment
Puppet Construction Project

due by 11:59pm

Tue Mar 18, 2025

Assignment

Attend and Review Theatre for Young Audiences: Review # 1

due by 11:59pm

Thu Mar 20, 2025

Assignment
Puppet Performance Project

due by 11:59pm

Assignment
Post Performance Assessment

due by 11:59pm

Mon Mar 24, 2025

Assignment
Two videos: Science/Drama/Language Arts/Drama; and Math/Drama Integrations

due by 11:59pm

Wed Mar 26, 2025

Assignment
Drama Lights Up All the Learning Page

due by 11:59pm

Mon Mar 31, 2025

Assignment
Process Drama Page

due by 11:59pm

Tue Apr 8, 2025

Assignment

Attend and Review Theatre for Young Audiences: Review # 2

due by 11:59pm

Tue Apr 15, 2025 Assignment due by 11:59pm

Attend and Review Theatre for Young Audiences: Review # 3

Assignment

Learning Partner protocol and points

due by 11:59pm

Assignment

Create one of these: A Structured Drama Lesson OR A Process Drama.

due by 11:59pm

Fri Apr 18, 2025

Assignment

Extra Credit, esp. for missing class. Also: consequence for missing Final.

due by 11:59pm

Assignment

Final Research Project/Paper (Submit here AND post on Discussion Board.)

due by 11:59pm

Discussion Topic

Post Theatre Game

due by 11:59pm

Tue Apr 22, 2025

Assignment

Teaching EITHER Process Drama, or Structured Drama Lesson OR Researched Drama Topic

due by 10:50am

Assignment

Drama File: A Personalized Toolbox for your Future Drama Practice

due by 11:59pm

Required Course Syllabus Statements

Generative AI

AI Statement

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

AI statement from Hilary Hungerford. Adapted from Temple University statement on AI in classes

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.