UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

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

Semester: Spring
Course Prefix: THEA
Course Title: Teaching Theatre for Children

Year: 2025
Course and Section #: 2100 X02
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: Dr. John Newman

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 Materials and Texts

Readings are drawn from a variety of textbooks and articles, in alignment with Fair Use Copyright rules. Video samples of teaching drama games and leading creative drama activities are embedded in the modules or accessible by links. Students are expected to provide their own materials for constructing puppets and other elements of their puppet plays. Students are also expected to secure their own storybooks for certain assignments, which they can find in their own homes, borrow from public libraries, or purchase on their own. However, a variety of books have been placed on reserve at the Fulton Library for students in this course to use. Students will need to create a free Wakelet account, which allows them to create and submit a portfolio and have that portfolio accessible to themselves in their future teaching.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Description of how course works:
Online course content will be delivered in Canvas.
Virtual office hours will be facilitated on Teams.
Student rehearsals and performances of final puppet plays will be facilitated on Teams, though groups may request on-campus space for rehearsals and final performance if desired.
Solo performances of pantomime, storytelling, and puppetry will be recorded on Kaltura.
Teaching exercises, such as giving directions for drama exercises, will be recorded on Kaltura.
Students will be expected to view and respond to videos of other students' performances and post responses to them in Canvas discussions.

For this **three (3) credit-hour** course students should expect to spend up to **9 hours a week** completing course activities.
The course is divided into fifteen modules, corresponding to weeks in the semester. Major assignments will be due Fridays at 11:59. No assignments will be due on weekends, per recent directive from Academic Affairs. There will also be some discussion responses due during the week.

Most assignments in a Module need to be completed and submitted by 11:59p on Fridays. Discussions require an initial post by Wednesday (11:59pm) and a response to a classmate's post by Friday night. Modules will include up to three of the following types of assignments, but no module includes all of these types.
Read:
"Read" activities include reading and responding to one or more readings related to theatre and drama for children. Points are not earned for reading the selections but reading the selections is necessary before doing the "Reflect" and "Discuss" activities that have points associated with them. Some of the readings will ask you to physically follow the instructions of the activity.
Watch:
"Watch" activities include watching and responding to one or more videos related to theatre and drama for children. Points are not earned for watching or listening to the selections but watching or listening to the selections is necessary before doing the "Reflect" and "Discuss" activities that have points associated with them. Some of the videos will ask you to physically follow the instructions or imitate the instructor as the instructions are given.
Reflect:

"Reflect" activities, usually written responses, are due to be completed on the designated weekday by 11:59pm during the week when they are assigned. "Reflect" activities are worth **5 points per prompt**, or from 5 to 30 points for the full reflection..

Discuss:

"Discuss" activities raise an issue related to theatre and drama for children. Initial posts are worth **5 points** (due by Wednesday night) with a response to a classmate's post due by Friday night.

Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive less or no credit.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Collect:

"Collect" activities prompt you to collect or summarize drama games or lesson plans in your portfolio. Most of the weekly submissions are due Friday at 11:59pm and are worth **10 points**. You will need to set up a free Wakelet account, which will allow you add successive entries to your portfolio. Your submission consists of sending a link to your Wakelet account so the instructor can see that you have uploaded the requested materials.

Submit:

"Submit" activities require you to submit a drama activity plan, a structured drama lesson plan, or a performance plan. "Submit" assignments are worth from **20 to 40 points**, as indicated, and are usually due Friday 11:59pm.

Perform:

"Perform" activities require you to submit a video of yourself performing a pantomime, telling a story, doing a "read-aloud" of a picture book, or performing with a puppet. Most will be solo performances while the final performance activities, a puppet play, will be performed with a group of students from the class. "Perform" activities are worth from **20 to 50 points**, as indicated. You will be required to respond to some of your peer's performances the next week, and those responses are worth **5 points** each.

Complete:

"Complete" activities are formative assessments of your understanding of the material, such as quizzes. There is only one of these in the course. It is worth **20 points** and is due by the 11:59pm deadline.

Grading Scale:

The following grading standards will be used in this class.

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Required or Recommended Reading Assignments
See below

General Description of the Subject Matter of Each Lecture or Discussion

Week	Module	Assignments & Due Dates
January 6-9	Course Orientation & Module 1	1. **W 1/8, F 1/10:** Discuss - What About the Shy Kids? 2. **M 1/13:** Reflect - Your Past and Future with Drama & Theatre 3. **M 1/13:** Name Game Video
January 13-17	Module 2	1. **W. 1/15:** UEN Core Standards Matching Game 2. **F 1/17:** Collect - State & National Drama Standards for a Chosen Grade & Warm-Ups
January 21-24	Module 3	1. **F 1/24:** Reflect - Your Own Experiences with Drama Games 2. **F 1/24:** Collect - 10 Drama Games Lower Elementary Students 3. **F 1/24:** Video of Yourself Leading Drama Games
January 27-31	Module 4	1. **Th. 2/2:** Discuss - Explore a Database of Drama Games; Share What Resonates with Your Peers 2. **S. 2/4:** Collect - 10 Drama Games/Exercises for Upper Elementary 3. **S. 2/4:** Video of Yourself Leading 2 Drama Games/Exercises
February 3-7	Module 5	1. **F 2/7:** Video of Leading a "Whoosh" Activity 2. **F 2/7:** Collect - Literacy & Numeracy Samples 3. **F 2/7:** Submit - Using Drama to Explore a Math Storybook 4. **W 2/5, F 2/7:** EXTRA CREDIT: Discuss - Does Drama Enhance or Distract From Learning Math & Reading?
February 10-14	Module 6	1. **F 2/14:** Discuss - Ideas for Thematic Teaching 2. **F 2/14:** Submit - Pre-Planning 2 Lessons in Science, Social Studies, and Health 3. **F 2/14:** Collect - Games and Strategies
February 18-21	Module 7	1. **F 2/21:** Submit - Structured Drama Lesson Plan 2. **F 2/21:** Submit - Video of "Focus" of Structured Drama Lesson Plan

Week	Module	Assignments & Due Dates
		3. **F 2/21:** Collect - Upload Structured Drama Lesson Plan
February 24-28	Module 8	1. **W 2/26:** Submit - Pantomime Scenario 2. **F 2/28:** Collect - Pantomime Video Examples & Exercises 3. **F 2/28:** Pantomime Video & Feedback 4. **W 2/26, F 2/28:** EXTRA CREDIT Discuss - TV & Film Clips Telling Stories Physically
March 3-7	Module 9	1. **W 3/5:** Reflect - What Makes Good Storytelling? 2. **F 3/7:** Collect - Lesson Plan and 5 Items
Week	**Module**	**Assignments & Due Dates**
		3. F. 3/7: Prepare, Perform, and Record a Personal Story or Folk Tale
March 17-21	Module 10	4. **T 3/18 Discuss - See and respond to classmates' stories.** 5. **F 3/21: Collect - Read-Aloud Pinterest Board Article** 6. **F 3/21: Submit - EXTRA CREDIT Read-Aloud Plan** 3. **F 3/21: Perform - Read-Aloud** 4. **W 3/19, F 3/21 EXTRA CREDIT Discuss: Memories of Storybook Reading**
March 24-28	Module 11	4. **W 3/26, F 3/28: Discuss - EXTRA CREDIT Theatre You Saw as a Child**

		5. **F 3/28: Collect - Resources for Seeing Theatre with Children**
		6. **F 3/28: Reflect - Study Guide**
		7. **F 3/28: Feedback of TYA and TVY Pieces**
		8. **W 4/30: Response to a Live TYA Performance**
March 31-April 4	Module 12 (Modules 12, 13, 14, 15, and Final Module under revision as of Jan 6. Some assignments may be consolidated, eliminated, or made extra credit.)	4. **W 4/2, F 4/4: Discuss - EXTRA CREDIT Choice of Elementary Performance Modes**
		5. **F 4/4: Reflect - Script For OR Novel About Children**
		6. **F. 4/4: Collect - Performance Possibilities**
		7. **F 4/4: Performance Plan**
		8. **F 4/4: Reflect - Extra Credit**
April 7-11	Module 13	5. **F 4/11: Reflect - Puppetry as a Teaching Tool and Your Own Responses to Puppetry**
		6. **F 4/11: Collect - Puppetmaking Resources from Pinterest Page**
		7. **F 4/11: Discuss - Sharing Your Puppet & Ideas for Using It**
		8. **F 4/11: Submit - Creating Puppet & Submit Image**
Apr 14-18	Module 14	4. **F 4/18: Collect - 5 Video Samples**
		5. **F 4/18: Puppet Play Scenario**
		6. **F 4/18: Reflect - Idea for Addressing PERFORM**
		7. **F 4/18: Create a Video with Your Puppet**
April 21-23	Module 15	4. **W. 4/23: Puppet Play Script**
		5. **W 4/23: Video of Final Performance**
		6. **W 4/23: Extra Credit**
April 24-30	Course Summation	5. **W. 4/30: Reflect - Your Puppet Play Process**
		6. **W. 4/30: Final Wakelet Portfolio**
		7. **W. 4/30: Course SRI**

Required Course Syllabus Statements

Generative AI
<u>**AI Statement**</u>
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.