

“How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving, and tolerant with the weak...because in your life you will have been all of these.”

--George Washington Carver

DRAMA 421-01: CREATIVE DRAMATICS

Fall 2012

T/TR 9:30-10:50 am

Room: 117 Performance Studio in Rose McCoy Auditorium

Instructor: Yohance Myles

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Office: Rm 112 Rose E. McCoy Aud.

Office Hours: MF 11-1pm; 2-4pm & W 2-4pm

Number: (601) 979-1357 or (205) 427-7832 **Main Office:** (601) 979-2426

Required Materials:

A journal: includes daily class lectures, handouts, stories, database, scripts and bibliographies.

COURSE DESCRIPTION

A hands-on/lecture-laboratory course acquainting the students with the fundamentals of acting, directing, logical awareness of child development, creative techniques of children's play, and psychological stimuli that cultivates the stages of creative impulses from the embryonic stage of life to maturity. Strong emphasis on improvisational acting required.

COURSE OBJECTIVES

This course is designed to discuss creative drama as an art that produces independent, critical thinking, and effective innovative development through the artistic consciousness way of learning. This course explores drama as a unique form of educational methods to maximize growth of the child both as an individual and as a member of society. This course will not be engaged in the training of professional actors; rather, we will peruse new ways of helping children, teenager, and young adult discover their own resources, from which their most imaginative ideas and strongest feelings flow.

The result of this course should help future teachers increase the students of tomorrow;

- 1) creative and aesthetic development
- 2) critical thinking skills
- 3) social growth and the ability to work cooperatively with others
- 4) improve communication skills
- 5) develop moral and spiritual values
- 6) knowledge of self-worth through higher consciousness readiness.

METHOD OF STUDENT EVALUATION & GRADING SCALE

<u>Assignments</u>	<u>Points</u>	<u>Grading Scale</u>
Daily & Ensemble Participation	200	A = 900-1000
Improvisation	150	B = 800-889
Database/Research	150	C = 700-799
Readers/Story-Telling Theatre	150	D = 600 -699
Inspirational/ Theatre	150	
Midterm Exam Team Teaching I Presentation. (the grade is equally divided between the written lesson plan, performance, and resources used).	200	
Team Teaching II Presentation. (the grade is equally divided between the written lesson plan and how the lesson is implemented).	200	
Attend Department Production & Actors Play Report	200	
Final Exam	200	
Dramatic Adaptation/Journals	150	
Total	1750	

Method of Course Evaluation: Jackson State University Student Instructional Rating System (SIRS) and Instructor evaluations.

Caveat: The professor may make additional assignments throughout the course and/or provide an opportunity for the student to earn extra credit points.

DESCRIPTION OF ASSIGNMENTS

Daily & Ensemble Participation	
	Students will be expected to participate in class discussions with a positive and empathetic energy towards individual and team building.
Improvisation games	
	Each student will engage within/lead a 15-30min. improvisation exercise at the beginning of class. Must provide a typed copy of the exercise for all classmates and instructor. Will be graded on leadership, preparation, organization, time allowance, creativity, articulation, energy, and student critique.
Database/Research	
	Each student will be required to participate in class discussions and lectures. Class discussions will involve research material from the media networks (newspaper, television, internet, ect., containing vital storylines pertaining to the positive/negative development of adolescents. Must provide hard copies of all material used for debatable topics/lectures.
Readers/Story-Telling Theatre	
	Choose a 10-20 minute children story to read aloud to the classroom. Main focus is placed on articulation, diction, variation, characterization, verbal and non-verbal communication which evokes the imagination of listening audience.
Inspirational Theatre	
	Students will explore the effects of music, freeplay, cognitive and perceptual influence on the behavior of young adolescents Ensemble building towards a moral, ethical, social, and spiritual discovery is the goal. Students are encouraged to have an open-mind to said experiences
Team Teaching I (mid-term)	
	The class will partner together and prepare a 25-30 min. class teaching discussion from material learned in class at a potential neighboring elementary/middle school. The group will function as “teacher” and will best represent the University in mentoring and educating young adolescents. Students must choice a subject area that is interesting, educating and age appropriate for the children being taught.

Team Teaching II	
	Through the use of creative dramatics techniques learned in class, groups will learn the history of education and examine their own goals and ideas toward education of the past, present, and future. The research and exploration of education will result in 3 short performances between 10-30 minutes each. There must be a connecting flow (a narrator, music, dialogue between characters) that connects each piece to the other so that the result is a complete performance rather than three short separate scenes. Must be very creativity in assignment. Should include research.
Final Exam	
	Exam will be a culmination of the students overall development as the individual artist by a written (typed) or oral exam from materials learned throughout the semester.
Departmental Production & Play Report	
	Students will attend at least one department production. Will be required to turn in a 2-3 page written report with ticket stub to instructor after the closing date of performance.
Journal of Dramatic Adaptation	
	Turn in copy of all handouts, worksheets, materials/documentations, photos, and other vital information needed to present a concise, clear, and professional journal.

CREATIVE DRAMATICS DR. 421-01
GRADING EVALUATION FORM

Daily Participation..... 100 points – attendance
50 points – participation in class exercises

Improvisation..... 100 points –participation
50 points – level of skill
50 points – focus & completion
50 points – creativity

Database/Research..... 100 points -- participation
50 points – readiness
50 points – depth of knowledge
50 points – creativity

Readers/Story-Telling Theatre.....	100 points – participation 50 points – level of skill 50 points – focus & completion 50 points – creativity
Inspirational Theatre.....	100 points – participation 50 points – level of skill 50 points – focus & completion 50 points – creativity
Mid-Term Team Teaching I	20 points – focus & completion 20 points – connection with class 10 points – props/costume 10 points – rehearsal time 20 points – memory & delivery 20 points – involvement & clarity 50 points – attendance 50 points – overall appearance
Mid-Term Team Teaching II.....	20 points – focus & completion 20 points – connection with class 10 points – props and costume 10 points – rehearsal time 20 points – memory & delivery 20 points – involvement & clarity 50 points – attendance 50 points – overall appearance
Actors Play Report.....	50 points – clarity & writing structure 50 points – meeting deadline 50 points – attendance of show
Departmental Spring Production.....	50 points -- attendance
Journal.....	30 points – class handouts, materials, & other worksheets. 70 points – individual assessments/growth 30 points – handwritten material that is clear & understandable 20 points –overall presentation of journal. appearance, photos, etc.
Final	20 points – memorization 20 points – focus & completion 20 points – connection with class

20 points – props & costume
30 points – truth & precision
30 points – rehearsal time
30 points – overall appearance
30 points – script, clarity of message, flow, & structure

Excessive lateness/tardiness..... --10 points deducted daily.

Lack of participation..... – 5 points deducted each ensemble/individual assignment

**** Points are deducted from each graded area if said criteria's are not to its maximum potential. Please put forth all efforts in completing all assignments with dedication, clarity, and professionalism. No Exceptions. Stay focus!**

*****Please be advised that there are no mid- term grades given. Some materials are subject to change throughout the course of the semester. It is impossible for any student to make speedy progress in a class based upon one/two completed assignments or attendance. The professor will give individual conferences throughout the semester so that students can keep track of their growth and matriculation. Also be reminded that your final grade is a total grading of all completed work and assignments.***

COURSE POLICIES

Attendance is important to achieving your best work in this class. Teamwork is the basis of any theatrical endeavor. That fact and the performative aspect of this class mean that attendance is **VITAL**. You need to be present to learn and practice skills introduced in class. A student's final grade will be reduced by one letter grade after three absences; the student will receive a grade of "F" after seven absences. **"Remember you are allowed three absences. It is wise to save these for emergencies."**

This course will involve a combination of lecture and group participation sessions. In order to foster a exciting, smooth, and intellectual course, I expect each member of the class to come to class ready to constructively support your colleagues (if an individual does not show up, the ensemble suffers and cannot reach its full potential), to read and study all assignments, to fully commit to participating in all discussions, and to contribute a positive energy in promoting a safe environment where all members are free to express ideas and thoughts. The choice not to

actively participate in discussions will have a negative impact on your grading throughout the course. You will be deducted points for non participation in class activities.

Please arrive to class on time. Tardiness is unprofessional and is not fair to yourself and the class. **FIRST IMPRESSIONS ARE LASTING IMPRESSIONS.** And, constantly coming in 5-10 minutes late does not mean that you have been attending class. If you come in after roll has been called, it is your responsibility to immediately bring it to the instructor's attention at the end of that class session. **REMEMBER 3 LATE TARDIES = 1 ABSENCE.**

"This class requires participation and occasionally outside rehearsal/research hour times. This may include visiting a nearby elementary/middle/high school for further training within the semester. The outside class time will be a segment of the original schedule class time but may extend in length of time depending on the class assignment/session. If your current workload is too heavy, you are welcome to take this class when you have adequate time. Do not take this statement lightly! Failure to adhere to this will eventually result in a student failing the class." **Professor Myles.**

If you are involved in any extra-curriculum activities, group organizations, or student productions it is your responsibility to turn in all approved University excused absences forms to the professor. Please remember to plan accordingly. Be mindful that regardless to the outside obligations one might have it is not the professor's responsibility to make accommodations for any activities that interfere with said class time or class work. We are all responsible adults so let's make sure we approach our work and responsibilities with a focused mind and integrity. **NO EXCEPTIONS!**

LATE WORK POLICY – All work is due indicated on the course schedule. If a class presentation, discussion, quiz or exam is missed, students are allowed to make it up. The work must be made up within a reasonable time (within a week). If late work is turned in after the one-week grace period, there will be an automatic 10% reduction of grade. All arrangements for missing work must be made prior to the time the assignment is scheduled. If such arrangements are not made, then no make-up options will be given and you will receive a zero for that assignment. Having a computer or printer problem at the last minute, having a paper due in another class, being involved in production, or wanting to leave early for breaks for whatever reason are not legitimate reasons for late work. **PLEASE PLAN AHEAD.**

**** Make-up and late work is not allowed in this course training. Due to the fact that this is a hands-on training and participatory lecture/exercise course it is in the full understanding of all students who are enrolled to adhere to this written documentation that there will be no make-up, or late work accepted by the professor. This course is designed to function at a rate that is comprehensive and complementary towards time and individual growth. Failure to complete work/tasks assigned by the professor will be determined by the prioritizing, focusing, and commitment of all students enrolled.**

Classroom Decorum. There are certain basic standards of classroom decorum/conduct that should be adhered to by the members of this class. Good decorum/conduct does not eliminate appropriate humor, enjoyment or other features of a comfortable and pleasant classroom. Classroom decorum does, however, include the following:

- Display of respect for all members of the classroom, both your instructor and fellow students.
- Your professor is expected to give you constructive feedback for the assignments. If you are not in agreement with the feedback or would like to further discuss any comments, you do so at the instructor's assigned office hours or by appointment.
 - Any disagreement expressed outside of office hours that may appear disrespectful and/or threatening to your professor and classmates will be immediately reported to campus security and appropriate action(s) will be taken.
- Attentiveness to and participation in lectures, group activities, workshops, and other classroom exercises.
- Avoidance of unnecessary disruptions during class sessions, such as private conversations, passing around gossip notes, sharing of food or candy, reading of magazines or newspapers, and doing work for other classes. Please place phones on vibrate at the beginning of class, as it can be disruptive to the rest of the class. Please do not respond to or initiate a text. **Due to the disruptive nature of cell phones and other technology use in the classroom, the professor will give no more than one warning to discontinue texting or any related activity. Excessive use of cell phone use will result in student(s) being asked to exit from the classroom. If problem continues will be asked to either drop class or appropriate actions will be take in having student removed for disruptive conduct and insubordination towards professor.**
- Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.
- These features of classroom decorum do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned.
- **DO NOT ENTER OR EXIT THE ROOM WHEN OTHERS ARE PRESENTING.**

Dress Attire: This class is physical in nature. Please wear clothes that will allow you to breathe and move freely. Tight clothes and dangling jewelry may restrict movement. Guys, no hats, and please make sure your pants fit you. Ladies suggested clothes like jeans, shorts, or pants are required due to ample amounts of movement. IF POSSIBLE PLEASE NO SKIRTS. NO FLIP-FLOPS.

Physical Inter "Action": Physical touch by acting instructor is quite common; often it is the only way to convey information to you. If you find yourself in an uncomfortable situation with

any fellow classmates while working please meet with the professor at once. I cannot fix a problem unless I know about it.

Adult Situations: As we work to free our imaginations, there will be times when out of the ordinary we will explore ideas that may create harsh language/adult situations during class. These situations will be allowed as long as the class as a whole is comfortable. If situations or language becomes offensive, please let me know immediately so we can discuss the matter or switch the focus.

DIVERSITY STATEMENT

Jackson State University is committed to creating a community that affirms and welcomes persons from diverse backgrounds and experiences and supports the realization of their human potential. We recognize that there are differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area. All persons are encouraged to respect the individual differences of others.

SPECIAL NEEDS LEARNERS

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of the Americans with Disabilities Act (ADA) Coordinator and Compliance Officer, P.O. Box 1799, Jackson, MS 39217, telephone (601) 979-2485 as early as possible in the term.

GREVIANCES

Any student who has a grievance and/or complaint must first discuss the grievance and/or complaint with the professor. If there is no resolution at the student/professor level, the student can then address his/her complaints through the appropriate channels of administration:

Coordinator of Theatre Studies: Dr. Nadia Bodie (Rose McCoy Building)
Director of Theater: Dr. Mark Henderson (Rose McCoy Building)
Dean of College of Liberal Arts Dr. Thomas Calhoun (Liberal Arts Building)

Please note that documentation of a meeting at each level is required before the student may request a meeting at the next level.

ACADEMIC HONESTY

All acts of academic dishonesty (e.g., cheating on exams, plagiarizing or presenting another person's work as one's own, having another person write one's paper, fabricating research data, presenting excuses which are untrue for failing to meet academic and professional standards) are a violation of University Policy, which will entail appropriate penalties.

Bibliography

Spolin, Viola. Improvisation for the Theatre: A Handbook of Teaching and Directing Techniques. 3rd Ed. Evanston, Illinois: Northwestern University Press, 1999.

McCaslin, Nellie. Creative Drama in the Classroom and Beyond. 7th Ed.

Trelease, Jim. The Read Aloud Handbook. 5th Ed. New York: Penguin Group, 2006.

