

# TYA Seminar

Spring/2017

## Instructor Contact

- Instructor: Elizabeth Brendel Horn
- Office: PAC T221
- Office Hours: Mondays 11am-2:30pm, Tuesdays 10:30am-1pm
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## Course Information

- Course Name: Advanced TYA Seminar
- Course ID & Section: THE 6726 Section 0M01
- Credit Hours: 3.0
- Semester/Year: Spring 2017
- Location: M263
- Time: Tuesdays 3:00-4:15pm

## Course Description

**Catalogue description:** Historical, theoretical, and international contexts shaping the field of Theatre for Young Audiences.

**Prerequisites:** THE 5910 and THE 6756.

Advanced TYA Seminar is designed to provide graduate students with a forum for the advanced exploration of topics related to TYA. Ideally this course will also set the groundwork for thesis and/or publication development. Students will be expected to contribute to the shaping of this course by providing topics, resources, and presentations on self-selected and/or assigned topics.

## Course Objectives

Throughout the course, and by its completion students will:

- Analyze and reflect on the historical progression of American TYA.
- Analyze similarities and differences in international TYA practices and aesthetics.
- Identify key artists and organizations in the field of TYA.
- Deepen one's understanding topics in TYA related to one's personal research and creative interests and professional goals.
- Synthesize one's personal ideals, aesthetic, and goals for the field into the imagining of an original theatre company.

This course holds a rigorous standard for attendance, communication, adherence to deadlines, and student engagement with the objective of preparing students for professional careers in the arts.

## Required Texts

- Bedard, Roger L., and C. John Tolch, editors. *Spotlight on the Child: Studies in the History of American Children's Theatre*. Westport CT: Greenwood Press, 1989.

Additional texts will be required and assigned as needed.

## Course Requirements

During this course, you will:

### Online:

- Study supplemental plays, articles, websites, and videos.
- Participate in group discussions.
- Facilitate online presentations and discussions.
- Complete reflective responses.
- Participate in virtual interviews with professionals from the field.
- Complete a digital timeline of the main events explored throughout the course.
- Complete a digital map about the companies, artists, and countries explored throughout the course.

### Face to Face:

- Participate in group discussions.
- Facilitate in person presentations and discussions about assigned course content.

## Missed Assignments/Make-Ups

Late work will only be accepted under the most extreme of emergencies and at the instructor's discretion. Incomplete work will receive an automatic zero. The timestamp on Webcourses will be used for online assignments. Please see me if you are struggling to keep up.

## Evaluation and Grading

\*There is no extra credit in this course.

Final grades are calculated as follows:

| Letter Grade | Points          |
|--------------|-----------------|
| A            | 94 – 100 points |
| A-           | 90 – 93 points  |
| B+           | 87 – 89 points  |

|    |                |
|----|----------------|
| B  | 84 – 86 points |
| B- | 80 – 83 points |
| C+ | 77 – 79 points |
| C  | 74 – 76 points |
| C- | 70 – 73 points |
| D+ | 67 – 69 points |
| D  | 64 – 66 points |
| D- | 61 – 63 points |
| F  | 60 and below   |

## Webcourses

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

## Attendance Policy

1. Attendance will be taken at the beginning of each Face to Face session, and after two unexcused absences, the student's final grade will drop one full letter grade (10%). Two unexcused tardies equals one absence.
2. Excused absences may include: illness with a doctor's note, a death in the family, a University-sanctioned event, a religious holiday, or at the instructor's discretion. I require written explanations of all excused absences, which will be accepted at my discretion. Please refer to the University handbook regarding timely communication of prearranged absences.
3. Students may only make up in-class assignments if the absence was excused by the instructor. You are responsible for obtaining any missed information from a peer. I will not discuss missed material.

## Participation Policy

1. Class participation is mandatory. Attendance is more than just physically showing up – you must mentally show up as well. Students must be fully prepared: you should have read the homework assignment(s), made notes to ask questions or make comments during class discussions, and should have all necessary supplies. Anything less is unacceptable and may result in you being asked to leave and receiving an unexcused absence. Please see the end of this syllabus for suggestions on preparing discussion notes.

2. The use of cell phones is not allowed during class time without the instructor's permission.
3. Class work may include physical movement and class presentations. Please see me if this is cause for concern.
4. In order to achieve and maintain a safe space, class discussions must be held in a respectful and professional manner. This means we are accepting of all thoughts and opinions, even if they differ from our own, and refrain from sarcasm, put downs, foul language, discrimination, etc. In this class, we are all coming to the table with multiple voices of equal value, which will lead to a richer discussion.

## Active Learning

Our collective learning experience will be dependent upon critical thinking, collaboration, and student engagement through an instructional strategy known as Active Learning. The UCF Faculty Center for Teaching and Learning defines Active Learning as “a student-centered model that allows students to experiment with ideas, to develop concepts, and to integrate concepts into systems.” Examples of active learning in our class might include engagement in group discussions, small group work, peer review, presentations, student-led facilitation, and experiential sharing. Collectively, we will strive for a collaborative environment that is collegial, where each voice is equally valued and respected; that is student-driven and problem-centered; and one in which we are all actively engaged in the learning process. If anyone believes that the design of this course poses barriers to effectively engaging in active learning, please meet with me to discuss reasonable options and adjustments. You are welcome to talk with me at any point in the semester about your concerns related to active learning. For more information about Active Learning at UCF, please visit:

<http://www.fctl.ucf.edu/TeachingandLearningResources/InstructionalStrategies/content/ActiveLearningGuidelines.pdf>

## Academic Honesty

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the [University's Rules of Conduct](#).

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: “**whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.**”

## Disability Statement

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a [Student Accessibility Services \(SAS\)](#) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting [SAS](#) (Ferrell Commons 185; 407-823-2371) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.