

**The University of Central Florida**  
**Creative Drama**  
**THE 2050, Section 0001**  
**Fall, 2018**

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated in a timely manner.

**Instructor:** Elizabeth Brendel Horn

**Office Location:** #T221

**Meeting Times:** W 12:30PM-3:20PM

**Email:** Elizabeth.Horn@ucf.edu

**Location:** AHA O101

**Skype:** elizabethbhorn

**Course Credit Hours:** 3

**Phone:** 407-823-2183

**Office Hours:** Mon 11:30am-1:30pm; Wed 10:30am-12:30pm

**Virtual Office Hour:** (*via Skype*) Tuesdays 9:00am-11:00am

**Catalog Description:** Techniques and theories for facilitating creative drama with youth, as both an art form and teaching tool.

**Course Description:** This course provides an introduction to creative drama, in which participants are led by a facilitator through the improvisational, process-based dramatic exploration of a theme, subject, or text. Through hands-on experience, this course will equip students with the necessary skills to pursue further opportunities in applied theatre, teaching artistry, theatre education, and arts integration. By incorporating theatre games, improvisation, role play, literary texts, current events, and K-12 curriculum, students will examine how to craft and facilitate creative drama experiences for educational and community-based populations to build community, encourage dramatic play, and more deeply examine the human experience.

**Objectives:**

Students will:

- Gain confidence as a participant in and facilitator of creative drama and improvisational activities.
- Craft lesson with CPALMS and National Core Arts Standards.
- Examine the intersections of creative drama, literature, and theatre.
- Facilitate activities appropriate to participants' cognitive and developmental levels.
- Reflect on facilitations with attention to the participants' experience and one's effectiveness as a teacher/leader.
- Co-facilitate a 30-minute creative drama lesson with a community partner.

**Required Texts:**

Spolin, Viola. *Theater Games for the Classroom*. Evanston, IL: Northwestern UP, 1986.  
Neelands, Jonathan and Tony Goode. *Structuring Drama Work: 100 Key Conventions for Theatre and Drama*, 3rd ed. Cambridge, 2015.  
Rohd, Michael. *Theatre for Community, Conflict, and Dialogue*. Portsmouth, NH: Heinemann, 1998.  
Zeder, Susan. *Wiley and the Hairy Man*. (Digital file in Webcourses)

**Additional Materials**

Many assignments in this course require **copies** for all classmates and the instructor. Please provide copies that are typed, single-sided, stapled, and three-hole punched. These copies will become a wealth of resources for your classmates to adapt and use.

Unique Expenses: The unique nature of this class may require additional materials to be purchased for this class, such as office supplies and art supplies. This class will require travel to and from a community partner site at the student's own expense. Some community partners may require additional measures (such as background checks or fingerprinting) prior to working with youth; please check beforehand to avoid any unanticipated expenses.

**Notes on Work Quality:**

This class requires high quality written work and professional standards of communication in all areas. All written assignments are to be typed in 12-point font, double-spaced, Times New Roman, and formatted according to the latest addition of the MLA handbook. Assignments should be proofread and professional in appearance. As always, you are required to give credit where credit is due (this includes Internet sources). Substandard work may receive an automatic zero.

**Webcourses:**

Webcourses is an online course management system (accessed through [my.ucf.edu](http://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.

**Communication:**

You will be expected to have daily access to the Internet and email, since I will be emailing you constantly about assignment updates, additions and changes. All students at UCF are required to obtain a [Knight's Email account](#) and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet.

Please use Webcourses to communicate with me about this course. Emails should be professional, courteous, use appropriate grammar and spelling, and refrain from “text speak” and emoticons.

**Attendance Policy:**

1. Repeated unexcused absences or tardies may result in as much as a 10-point deduction in the student’s final grade.
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:**

1. Class participation is mandatory and anything less than optimal participation may result in as much as a 10-point deduction in the your final grade. 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, surfing the web or checking social media, and checking email 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>

#### **Late Work and Incompletes:**

**All assignments are due via Webcourses or hardcopy at the start of class.** Late work will receive an automatic 10% deduction for each school day it is late. After five school days, the total possible points will be no greater than 50%. **No late assignments will be accepted after the last day of classes on December 1, 2018.** The timestamp on Webcourses will be used for online assignments. Please see me if you are struggling to keep up.

**Assignments involving Micro-Teaches and presentations impact the rest of the class when you do not show up; missed work barring the most extreme of circumstances will result in an automatic zero.**

#### **Disclaimer:**

Studying theatre inherently opens up a wide variety of topics. Please see me if you have any concerns about class materials and we will discuss possibilities for an alternative assignment.

#### **Academic Misconduct:**

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 (see <http://www.osc.sdes.ucf.edu/>).

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."**

#### **Students with Disabilities:**

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; sas@ucf.edu) 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.

**Diversity and Inclusion:**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events.

Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

**Student Activity:**

As of Fall 2014, all faculty members at The University of Central Florida are required to document students' academic activity at the beginning of each course. Your attendance will be monitored closely.

<b>Assignments</b>	<b>Points</b>
Beginning of Semester Reflection	____/10
Micro-teach #1: Warm-up Facilitation and Description	____/10
Micro-teach #2: Spolin/Arts Integration Facilitation and Lesson Plan	____/10
Micro-teach #3: Structures/Wiley Facilitation and Lesson Plan	____/10
Micro-teach #4: Rohd/Community Engagement Facilitation and Lesson	____/10
Community Partner Plan and Facilitation	____/10
Community Partner Visual Documentation	____/10
Community Partner Oral Presentation	____/10
Community Partner Reflection	____/10
End of Semester Reflection	____/10
<b>Total</b>	<b>____/100</b>

\*There is no extra credit in this course.

Final grades are calculated as follows:

**Letter Grade Points**

A	94 – 100 points
A-	90 – 93.99 points
B+	87 – 89.99 points
B	84 – 86.99 points
B-	80 – 83.99 points
C+	77 – 79.99 points
C	74 – 76.99 points
C-	70 – 73.99 points
D+	67 – 69.99 points
D	64 – 66.99 points
D-	61 – 63.99 points
F	60.99 and below

## Description of Assignments

### **Beginning of Semester Reflection:**

In 2-3 pages, reflect on the following: What do you think Creative Drama is, and in what ways have you experienced it in theatre, the classroom, or elsewhere? What drew you to this class, and what do you hope to gain from it? This assignment should be submitted via Webcourses.

### **Micro-teach #1: Warm-up Facilitation and Description:**

Facilitate a theatre game or warm-up with which you are familiar. A warm-up is any activity designed to prepare the actors' voice, body, and/or imagination for class/rehearsal/performance. These may include games, stretches, dance combinations, songs, focus exercises, etc. The goal here is to start in your own comfort zone to get acclimated to leading a group, and to discover what strengths you bring as a facilitator.

Type a detailed description of the warm-up game or exercise you facilitate. Describe the warm-ups thoroughly in your own words, with enough clarity that your peers will be able to facilitate these exercises. Include the following in your description:

- Name of activity
- Recommended participant ages
- Ideal number of participants
- Source
- Detailed description/instructions
- Purpose of the activity
- Suggestions on how the warm-up could be used to enhance curriculum, community, or the rehearsal process

This assignment should be submitted in hard copy. Provide enough copies for your instructor and peers.

### **Micro-teach #2: Spolin/Arts Integration Facilitation and Lesson Plan:**

With a classmate, develop and lead the class through a 10-minute lesson that uses creative drama to teach a concept from another content area: Math, Science, Social Studies, Foreign Languages, or English. Write up a detailed lesson plan for this and all future Micro-Teaches:

- Title
- Grade Level/Age
- Content Area
- Materials
- CPALMS and/or National Core Arts Standards
- Learning Goal/Objective
- Hook/Warm-up

Body of Lesson

Assessment and Closure

Possible extensions (these are bullet point suggestions that include both theatre and cross-curricular suggestions on how to elaborate on the lesson)

Your lesson plan should be submitted in hard copy. Provide enough copies for your instructor and peers.

**Micro-teach #3: Structures/Wiley Facilitation and Lesson Plan:**

With a classmate, select one of the “structures” in *Structuring Drama Work*. Using your structure, lead the class through a 10-minute activity to explore Suzan Zeder’s Theatre for Young Audiences play *Willie and the Hairy Man*. Place your classmates in role as students on a field trip to see a professional production of *Wiley and the Hairy Man*, or as a company of young actors in rehearsal for the production. The structure may use all of your 10-minutes or you may include additional games or exercises, depending on the needs of your lesson.

Please format your lesson plan as described above. Your lesson plan should be submitted in hard copy. Provide enough copies for your instructor and peers.

**Micro-teach #4: Rohd/Social Justice Facilitation and Lesson Plan:**

Independently, identify a current social justice issue that impacts your community. Using the exercises and philosophy presented in Rohd’s *Theatre for Community, Conflict, and Dialogue*, as well as any additional exercises or resources necessary, prepare a 20-minute facilitation to explore this topic. Place your classmates in role as community members who have come together to explore this subject matter, and use theatre as the tool to incite dialogue.

Please format your lesson plan as described above. Your lesson plan should be submitted in hard copy. Provide enough copies for your instructor and peers.

**Community Partner Project:**

With a classmate, identify a community partner (such as OCPS, Eagle Ranch, Boys and Girls Club, Great Oak Village, or a UCF campus organization) for which you will develop and facilitate 30-minute creative drama lesson. The residency should cater specifically to the needs expressed by the community partner, such as language acquisition, reading skills, community-building, communication skills, leadership skills, etc. **NOTE: This project must be a fully volunteered endeavor (i.e. you cannot volunteer with an organization with which you are employed). The project must be completed between October 24 - November 28 unless otherwise approved by the course instructor.**

This assignment, which adds up to forty percent of your final grade, also includes the following:



Plan and Facilitation: Prior to your facilitation, submit a lesson plan and a signed agreement (see syllabus).

Visual Documentation: During your final presentation, provide a signed documentation (see syllabus) as well as photos, videos, and/or examples of student work from your facilitation.

Oral Presentation: With your partner, prepare a 20-minute presentation about your project. In your oral presentation you should share the inspiration, development, implementation, successes, and challenges of your facilitation, as well as should guide us through your visual content.

Final Reflection: Independently, write a 2-3 page personal reflection on your experience with this project, identifying what went well and why, what you would do different next time and why, and what the experience taught you about creative drama. Things to write about may include: challenges faced when finding and developing a residency, communication challenges, struggles, moments of success, moments where lesson plans went differently than anticipated, moments of connections with students, navigating working with a co-teacher ...

All of the above items should be presented in a neatly organized binder during your final exam period (visual documentation may be shared on a flash-drive or hard copy).

**End of Semester Reflection:**

Return to the reflection you wrote at the beginning of the semester. In 2-3 pages, reflect on the following: How has your understanding of creative drama shifted and/or strengthened over the course of the semester? What do you feel your current strengths and opportunities are as a facilitator of creative drama? How do you envision creative drama being a part of your future? This assignment should be submitted via Webcourses.

## CLASS SCHEDULE

DATE	TOPICS EXPLORED	ASSIGNMENTS/FACILITATIONS DUE
8/22	Community Building: Imitation Circle "This is a Red Ball" Kitty Wants a Corner The Truth About Me  Introductions Syllabus/Course Overview  Defining Creative Drama/TIE Phraseology Worksheet	*Webcourses Pre-Evaluation (due by Friday)
8/29	Sample Warm-up: Mrs. Mumbles  Community Building: Sculptures  Multiple Intelligences	Beginning of Semester Reflection
9/5	Community Building: Personal Mapping I Come From a Place Living Poems  Lesson Planning Objectives/Learning Goals	Micro-Teach #1: Warm-Up
9/12	Classroom Management Techniques Ritual  Micro-Teach #1  Sample Arts Integration	Micro-Teach #1: Warm-Up (cont'd)
9/19	<b>TBD Guest Teaching Artist: Demo to Arts Integration and Community Partner Projects</b>	
9/26	Diversity and Inclusion Trauma  Micro-Teach #2	Micro-Teach #2: Spolin/Arts Integration

10/3	<p>Activating Text Demo: <i>Giraffes Can't Dance</i></p> <p>Community Partner Brainstorm</p> <p>Structures Demo</p>	
10/10	<p>Review Lesson Planning/Develop plans for Community Partner</p> <p>Community Engagement vs. Outreach Reflection Assessment</p>	
10/17	Micro-Teach #3	Micro-Teach #3: Structures/ <i>Wiley</i>
10/24	<p>Share Community Partner Plans</p> <p>Reflective Practice</p> <p>Unit Building</p>	Community Partner Plan and Agreement
10/31	<p><i>Theatre for Community ...</i> Demo Exercises</p> <p>Demo Community Partner: The Justice Project</p>	
11/7	Micro-Teach #4	<p>Micro-Teach 4: Rohd/Social Justice</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
11/14	<p>Micro-Teach #4</p> <p>Discuss Final Presentation</p>	<p>Micro-Teach 4: Rohd/Social Justice</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

11/21	No Class	Course Release for Final Exams
11/28	Discuss Reflections  Community Celebration	End of Semester Reflection
FINAL 12/5	Final Exam 1PM – 3:50PM	Final Exams: Community Partner Project

**Community Partner Agreement**  
Creative Drama, Fall 2018

Agency Name and Contact: \_\_\_\_\_  
Agency Address: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

Student names, phone numbers, and email addresses:

1. \_\_\_\_\_
2. \_\_\_\_\_

Brief description of workshop:

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Agency Contact Person: I have received a copy of the project proposal and I understand that this project is directly related to an undergraduate course in Creative Drama taught by Elizabeth Brendel Horn at the University of Central Florida. I believe that the proposed project will be of value to my organization and will support the students' efforts related to it in the manner outlined in the project proposal. I agree to complete a final project evaluation and return it to Elizabeth Brendel Horn prior to December 5, 2018. I recognize that I may contact Elizabeth at any time if I have a question or suggestion related to the project: [Elizabeth.Horn@ucf.edu](mailto:Elizabeth.Horn@ucf.edu).

Signature: \_\_\_\_\_

Students: We have reviewed the guidelines for our course and submit the attached proposal as an agreement among our agency, Elizabeth Brendel Horn, and ourselves. We recognize that we are responsible for fulfilling the commitments made in the proposal and the course syllabus, and for updating our contact person and Elizabeth Brendel Horn in the event that we must alter our work plans.

Signatures: \_\_\_\_\_  
\_\_\_\_\_

**Community Partner Completion Verification**  
Creative Drama, Fall 2018

Agency Name and Contact: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Student names, phone numbers, and email addresses:

1. \_\_\_\_\_

2. \_\_\_\_\_

Agency Contact Person: I certify that the above students completed a minimum of one thirty-minute volunteer creative drama workshop at the above agency, in fulfillment of the previously determined Community Partner agreement.

Signature: \_\_\_\_\_

Description of workshop and/or comments:

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## SAMPLE PAPER FORMATTING

(in header) Smith 1

John Smith

Creative Drama

12 February 2016

Title

This is the sample body of text. Please note that the text is size twelve, Times New Roman font. If necessary, please include a separate Works Cited page, also in MLA format.