

**SYLLABUS**  
**THEA 3031– YOUTH THEATRE II 3 s.h.**  
**Spring 2014**  
**Patch Clark – 328-1196**  
**Class Meetings – T/Th 11-12:20 Room 202C**  
**Office Hours M & W 11:00-12:00**  
**T/Th 9:00-10:00**  
**Thursday 1:00-2:00**  
**Others by appointment**

**Course Description:**

**3031. Youth Theatre II P: THEA 3031 (3) (F,S) P: THEA 1010, 1020, 2015 or consent of the instructor) May not count toward general education. An intermediate level in theatre for youth, K-12, which explores literature, writing and practical application of youth theatre production throughout the semester. The class will function as a youth theatre ensemble company as part of the practicum experience.**

**Goals**

**Global/Diversity Awareness Component**

- Exchange of children's stories from Peru, Japan, Russia, China, and the United States
- Develop a framework for discussing the stories and the lessons they teach or their significance to children of the United States and beyond
- Share techniques of Storybook theatre and take global stories out into the schools throughout Eastern North Carolina and share with linking partner via linking sessions
- Develop global awareness and insights about what our tales or stories say about us as cultures. What lessons do we share through our children's stories and tales?
- Prepare a videotape of our performances in the schools and share with Global partners and engage in discussion regarding these experiences.
- Note: Dates and times for linking session will be announced later in the semester (2<sup>nd</sup> or 3<sup>rd</sup> week) as coordination with partnering countries requires individual scheduling considerations.
- Note: Students will complete a pre and post reflection survey
- Note: The school partners are selected by the professor based upon community needs in collaboration with community members and school professionals

**Service Learning Component**

- Students will participate in global linking activities with a foreign country, gather children's stories indigenous to the linking partnering country, develop performances and workshops based upon the findings and present these in public school and community settings.
- Students will perform for identified underserved populations in rural eastern North Carolina and for the global community via linking sessions
- Students will demonstrate structured reflection through oral discussion, guided written exercises in journal writing, and professional portfolio development.
- Students will develop a bibliography in the area of youth theatre appropriate for school, community and global performance
- Students will develop a final project appropriate for performance in the schools and both local and global community.
- Note: Students will complete a pre and post reflection survey

**Youth Theatre II– Competencies**

Upon successful completion of the course students will be able to demonstrate the following competencies:

1. A knowledge and understanding at the intermediate level of Youth Theatre including performance, writing, business, dramatic literature, and production.
2. A performance/ production practicum which includes a variety of experiences in youth theatre including community outreach, public schools, and main stage venues.
3. Completion of preparation material for an audition and/or completion of portfolio materials in the area of design and production appropriate for professional children's theatre.

## **Youth Theatre Journal = 4 PARTS**

### **Part I – Reflection Papers**

1. Respond in your journal to the various performances beginning with the story selection, performance experience and what you learned in the process.
2. Respond in your journal to the service learning component including a reflection regarding the linking experience and what you learned about both the global and local community.

### **Part II – Resource/Bibliography Youth Theatre**

1. Development of an annotated bibliography or resource listing of at least 10 books, plays, stories, or poetry which could be used in Youth Theatre
2. Use the following format:  
Author, title, publication information  
Summary  
Discuss why this selection would be appropriate for Youth Theatre  
Discuss how you might perform, produce, direct, and/or develop this project in the local and global community as part of the service learning experience

### **Part III – Audition Materials**

1. Collect and develop at least two audition pieces relevant to Theatre for Youth
2. Include a copy of the monologue or audition piece in your journal
3. Provide an explanation as to why this particular choice is appropriate for you and for theatre for youth.

### **Part IV – Final Project**

1. Decide upon a scene from Youth Theatre that you would like to write, direct, or perform
2. Rehearse the scene and prepare for a presentation at the end of the semester
3. Keep a log/journal regarding the first stages of the selection process to the final stage of presentation.

### **Theatre for Youth Portfolio Development**

1. Add at least two pages to your Theatre for Youth Portfolio and make any corrections on former pages. As a reminder, the written part of the portfolio addresses the following:
  - A. A description of the activity and service learning location
  - B. What you learned in the process
  - C. How you would use this knowledge in future Theatre for Youth locations

**Required Texts:** *Plays Children Love* edited by Coleman A. Jennings and Aurand Harris and selected readings

### **Grade Explanation**

#### **Attendance Procedures**

**Students missing a total of 20% or more of their classes in any course in the School of Theatre and Dance will automatically receive a grade of "F" in**

**that course.** This figure includes absences for emergencies, sickness, family needs, etc. Therefore, if a student has taken absences for non-essential reasons and then finds him/herself over the limit due to a late-coming emergency, he/she fails the course.

### **Attendance Procedure**

**Your regular attendance is required for success in this class. You will receive a grade for attendance at the end of the semester which will be averaged into all other grades:**

- **3 Tardies = 1 Absence**
- **Attendance Grade – 3 Tardies = 1 Absence; 1 Absence = A; 2 Absences = B; 3 Absences = C; 4 Absences = D; 5 Absences = F 6 = Refer to School of Theatre and Dance Policy**

#### **GRADING SCALE:**

A	4.0	94.00 - 100
A-	3.7	90.00 - 93.99
B+	3.3	87.00 - 89.99
B	3	83.00 - 86.99
B-	2.7	80.00 - 82.99
C+	2.3	77.00 - 79.99
C	2	73.00 - 76.99
C-	1.7	70.00 - 72.99
D+	1.3	67.00 - 69.99
D	1	65.00 - 66.99
F	0	64.99 - 0

**20% Attendance**

**20% Participation (includes in class and ensemble work)**

**20% Youth Theatre Journal and additional page for Theatre for Youth Portfolio**

**10% Audition or design portfolio**

**10% Reflection papers on performances**

**10% Bibliography/Resource**

**10% Final Project**

**= 100%**

#### **Week #1 – 1/14-1/16-**

##### **Focus points**

- Introduction, organization and upcoming season productions
- Completion of pre-service learning and global linking forms
- Discussion of service learning component
- Discussion of Global linking component
- Begin review of multicultural children's literature

#### **Week #2 – 1/21-1/23**

##### **Focus points**

- Review of Japanese stories, Storybook Theatre
- *Peach Boy, Grateful Statues, Bamboo Girl*
- Review of Russian stories, Storybook Theatre
- *The Turnip Story, Baba Yaga*
- Service Learning – location, staging, population

#### **Week #3 – 1/28-1/30**

### **Focus Points**

- Writing Original Plays
- Storybook Theatre Script Development
- Development of Theatre for Youth bibliography
- Discussion regarding appropriate literature and script development for service learning projects

### **Week #4 -2/4-2/6**

#### **Focus Points**

- Script Development and rehearsal (Japanese and Russian stories)
- Auditioning for professional children's theatre companies
- Rehearsal for upcoming performance in the service learning location

**Performance - Saturday – February 8<sup>th</sup>, 2014 – 9<sup>th</sup> Annual Librarian to Librarian Networking Conference Performance - Joyner Library**

### **Week #5 -2/11-2/13**

#### **Focus Points**

- Oral discussion regarding outreach performance
- Respond in journal regarding service learning experience
- Directing Storybook Theatre applicable to the service learning location

### **Week #6 – 2/18-2/20**

#### **Focus Points**

- Group work on Storybook Theatre projects
- Group work on Teacher's Study Guide for *Schoolhouse Rock Live!*
- Auditioning for professional children's theatre companies

### **Week #8 – 3/4-3/6**

#### **Focus Points**

- Rehearsal for school, community performances, and identification of service learning locations and/ or projects
- Presentation of audition materials

**Teacher's Study Guide for *Schoolhouse Rock Live!* due March 6th**

**March 9th-16th Spring Break**

### **Week #9 – 3/18-3/20**

- Group work on Storybook Theatre projects
- Presentation of Storybook Theatre Projects in schools or community locations
- Oral discussion regarding outreach performance
- Respond in journal regarding service learning experience

### **Week #10 – 3/25-3/27**

- In class rehearsal
- Performance in the schools
- Work on sets, costumes, props for – *Schoolhouse Rock Live!*

### **Week #11 -4/1 – 4/3**

- Oral discussion regarding outreach performance

- Respond in journal regarding service learning experience
- In class work – audition materials

April 4<sup>th</sup> – *Schoolhouse Rock Live!* Wright Auditorium

April 5<sup>th</sup> – *Schoolhouse Rock Live!* Clayton Arts Center, Clayton, N.C.

### **Week #12 – 4/8-4/10**

#### **Focus Points**

- Theatre for Youth Portfolio work and review including reflection regarding the service learning experience
- Audition preparation

*April 18-19, 2014 – State Holiday (no classes)*

### **Week#12 – 4/15-4/17**

#### **Focus Points**

- Discussion Service-Learning, Global Linking and Theatre for Youth Competencies
- Completion of reflection surveys regarding Service-Learning, Global Linking and Theatre for Youth

### **Week#14 – 4/29 – Last Day of Class**

#### **Presentation and critique of audition materials**

**Exam Thursday May 8<sup>th</sup> 11:00-1:30 \* Note – The final exam is a practicum exam to be held at a school as part of the Storybook Theatre development, service learning, and performance component.**

#### **Starfish**

*I care about your success in my course and am using Starfish (an early alert and connection tool) to keep you informed of your academic performance. Through Starfish, I will be able to send you a kudos (reflecting positive work performance), raise flags (indicating poor work performance) and/or send attendance related warnings. These notifications are sent to your ECU email account and a copy of the email is sent to your academic advisor. If you should receive a Starfish notification regarding this course and have questions, please make an appointment to see me or visit me during my posted office hours.*

*You can find a student's guide to Starfish at <http://www.ecu.edu/advising/retentioninitiatives.cfm>*

#### **Helpful Resources**

1. Academic Integrity Policy  
[Http://www.ecu.edu/cs-studentaffairs/osrr/students/conduct\\_process.cfm](http://www.ecu.edu/cs-studentaffairs/osrr/students/conduct_process.cfm)
2. Academic Disruption Policy  
[Http://www.ecu.edu/cs-studentaffairs/osrr/faculty\\_staff/upload/classroom\\_disruption.pdf](http://www.ecu.edu/cs-studentaffairs/osrr/faculty_staff/upload/classroom_disruption.pdf)
3. Emergency Weather Statement and Emergency Procedures  
[Http://www.ecu.edu/cs-ecu/alert/mobilealert.cfm](http://www.ecu.edu/cs-ecu/alert/mobilealert.cfm)  
[Http://www.ecu.edu/cs-ecu/alert/emergencyprocedures.cfm](http://www.ecu.edu/cs-ecu/alert/emergencyprocedures.cfm)
4. Disability Services Statement  
[Http://www.ecu.edu/cs-studentlife/dss](http://www.ecu.edu/cs-studentlife/dss)
5. Continuity of Instruction

<http://www.ecu.edu/cs-cfac/theatredance/currentstudents/upload/BCDRP-Plan-SoTD.pdf>



## Theatre for Youth – Global Initiative – Reflection

Name \_\_\_\_\_ Date \_\_\_\_\_

1 = Unfamiliar with any foreign countries

2 = Somewhat familiar (provide a narrative explanation)

3 = Above average exposure (provide a narrative explanation)

4 = Extensive study and exposure ( provide a narrative explanation)

1. How would you describe your knowledge of or exposure to a foreign country? 1 2 3 4

Explanation:

2. How would you describe your knowledge of or exposure to the culture of a foreign country? 1 2 3 4

Explanation:

3. How would you describe your knowledge of or exposure to children's literature of a foreign country? 1 2 3 4

Explanation:

4. How would you describe your knowledge of or exposure to the politics of a foreign country? 1 2 3 4

Explanation:

5. This semester we plan to link with Russia and Japan. Please provide a narrative describing your impressions of both of these countries.

How would you rate your knowledge of or exposure to these countries?

Japan 1 2 3 4

Explanation:

Russia 1 2 3 4

Explanation: