

Cedar Crest College

**CREATIVE DRAMA IN EDUCATION**  
THS/EDU - 335, 535  
Section 70, Type 2

(3 Credits)  
Course Syllabus  
Summer 2009

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**Required Text:**  
McCaslin, Nellie (2000). *Creative Drama in the Classroom and Beyond*. Longman Publishing.

**Course Description:**  
This three-credit course is designed to demonstrate through theory, practical applications and experimental projects the uses and implementation of creative drama strategies in any elementary or secondary school curriculum. Classes will consist of mini-lectures, discussions and active participation in a variety of creative drama activities. The theories of Nellie McCaslin and other Theatre-In-Education specialists in the forefront of creative drama will be discussed, analyzed, and put to practical use.

**Course Objectives:**  
Creative Drama in Education is a powerful tool in making learning dynamic, interesting and hands-on. Researchers, such as Howard Gardner, tell us that children learn best when they are actively engaged in their learning. This course will help you learn and use educational strategies to integrate into a elementary or secondary curriculum. It was also enable you to release your creativity to make learning fun.

**Course Outcomes and Assessment Measures:**  
Upon completion of this course, students will be able to:  
(1) Learn and use a variety of drama strategies throughout the curriculum. (Practical classroom activities, dramatic lesson plans)  
(2) Structure and teach a creative drama activity / lesson. (Teaching of lesson and grade appropriate dramatic lesson plans)  
(3) Develop and implement a "drama structure plan" that will integrate one or several areas of the curriculum. (Creating a dramatic unit based on a novel or topic of study)  
(4) Demonstrate and effectively communicate the theories and importance behind Creative Drama in Education. (Reflective journal and writing assignments)  
(5) To become aware of the human condition and how kids relate to their world. (Reflective journal, writing assignments, and classroom discussions.)

**Attendance Policy:**  
Because of the interactive nature of this course, attendance and promptness are vital to the learning process. Students can earn attendance participation points for attending every class and fully participating. Each unexcused absence will result in a loss of professionalism attendance points. The instructor reserves the right to determine the legitimacy of an unexcused absence. If there are too many absences, the instructor will request that the student withdraws from the course or issue a failing grade for the course.

**Academic Honesty and Classroom Protocol:**  
The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life. Appropriate classroom behavior is implicit in the cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

**Please be advised:**  
1. Assignments and papers must be submitted to the instructor on the due date to receive full credit for the work. Grades will be lowered 5 points for each day they are overdue.  
2. Students who are absent from class on the day an assignment is made or explained are responsible for obtaining the assignment from a classmate. Any student who misses two unexcused classes cannot expect a grade higher than a B.  
3. Students requiring accommodations due to special needs should meet with the instructor during the first week of class so accommodations can be made promptly.  
4. Assignments must be typed or legibly written.

5. According to CCC, students must take the Final Exam on the assigned date that is listed in the college course book.

**Course Requirements and Grading:**

**1. Professionalism: (15 points)**

Class attendance and participation is mandatory.

**2. Journal / Reading & Writing Assignments - T.B.D. (30 points)**

Developing & implementing "integrated dramatic structured unit." This consists of 4-5 drama activities/lessons based on an elementary and/or secondary population. (45 points)

**5. Teach a lesson based from one dramatic lesson plan. (10 points)**

**TOTAL NUMBER OF POINTS: 100**

**Grade breakdown:**

95 - 100 pts	A
94 - 90 pts	A-
89 - 86 pts	B+
85 - 81 pts	B
80 - 78 pts	B-
77 - 75 pts	C+
74 - 71 pts	C
71 - 70 pts	C-
69 - 65 pts	D
below 65 pts	= F

**REQUIRED ASSIGNMENTS:** The following activities will serve as vehicles to complete the objectives of this course. There will also be room for other creative drama activities based on classroom instruction, readings, and experiences.

1. Journal and writing assignments to be given by the instructor.
2. Using the creative drama process, create and write a detailed lesson centering on a poem of your choice.
3. Using the creative drama process, create and write a detailed lesson on a short children's story on your choice.
4. Create and implement a "dramatic structure plan" using an integrated curriculum.
5. Teach a creative drama in education lesson.

**CREATIVE DRAMA IN EDUCATION: Course Time Schedule**

**Dates:**

**June 12th - 14th**

**Assignment:**

Introductions, Creative Drama, Imagination  
Chapters 1 & 2 Journal  
Play, Movement & Rhythm, Pantomime

**Assignment:**

Drama in the Early Childhood Classroom  
Chapters 3, 4 & 5 Journal Questions  
Puppetry & Mask Making

**Assignments:**

Drama in the Early Childhood Classroom  
Chapter 7 Journal Questions & Make Hand Puppet  
or mask relative to your unit

**Assignments:**

Introduction to Role Play & Improvisation  
Chapters 8 & 9 Journal Questions due next week  
Work on Dramatic Structure Teaching Activities

**June 26th - 28th**

**Assignments:**

Exploring Social Issues through Drama  
Read Chapters 12 & 13 & 14  
Creating Plays from Other Sources & POETRY  
Speech / related Activities & Storytelling  
Drama as a teaching Tool & for the Special Child  
Drama in the Special Education Classroom

**Assignments:**

Work on Dramatic Structures / written plans &  
JOURNALS & Read chapters 15 -21 accordingly  
Field Trip(s) - T.B.D.

**Last Class Day:**

Student Lessons / Assessments & Evaluations

\* All materials due

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\* Note: Syllabus is subject to change at the discretion on the instructor depending on the needs of the students.