



DEPARTMENT OF FINE ARTS
COURSE OUTLINE – FALL 2018

DR 3210 (A3): THE CREATIVE PROCESS OF DRAMA – 3(0-0-4) 60 Hours for 15 Weeks

INSTRUCTOR: Misha Albert
OFFICE: L 222
OFFICE HOURS: M 12:00 – 1:00 PM
**T/R 8:30 – 9:30 AM or by
appointment**

PHONE: (780) 539-2836
E-MAIL: malbert@gprc.ab.ca

CALENDAR DESCRIPTION: A practical course for education majors and those interested in using drama in a variety of educational contexts. Applies theory to the design, practice, and evaluation of drama projects and practices across the curriculum, with a particular focus on children and youth.

PREREQUISITE(S)/COREQUISITE: DR 1490 or consent of instructor

REQUIRED TEXT/RESOURCE MATERIALS:

1. *Exploring Curriculum: Performative Inquiry, Role Drama, and Learning* by Lynn Fels and George Belliveau.
2. *Games for Actors and Non-Actors* by Augusto Boal.

*Selected readings will be provided by the instructor on Moodle.

DELIVERY MODE(S): Lecture/Lab

COURSE OBJECTIVES: This is a teaching practicum for education majors, including theory and practice of the creative process. The development of human resources and theatre art with the application to children and young people will be included.

LEARNING OUTCOMES: By the end of the course, students will be able to:

1. Apply theories of creative drama practice in educational and community contexts.
2. Create and run role dramas based on a given curriculum.
3. Develop curricular materials based on theatre and live performance.
4. Critically analyze research on arts education and establish connections to personal experience.
5. Produce coherent and well evidenced arguments in writing.

TRANSFERABILITY:

UA, UC, UL, AU, AF, CUC, KUC

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineresearch.html?SearchMode=S&step=2>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Five Reflective Writings	35%
Final Research Paper	25%
Role Drama Project & Portfolio	30%
Participation	10%

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE: (Subject to Change)

WEEK 1 – Thursday Sept. 6

Introductions
 Drama in Education, Education in Drama
 Boal’s “Theatre of the Oppressed” and Theatre for Social Change
Assigned Reading: Boal (Boal, 1-28)

WEEK 2 – Tuesday Sept. 11 & Thursday Sept. 13

Drama in Education, Education in Drama (cont.)
 Discussion/Lecture: Boal’s “Theatre of the Oppressed” and Theatre for Social Change
 Lab Explorations
Assigned reading: Performative Inquiry in the Classroom (Fels and Belliveau, 15-38)

WEEK 3- Tuesday Sept 18 & Thursday Sept. 20

Boal (cont.)

Discussion/Lecture: Performative Inquiry in the Classroom

Lab Explorations

Assigned reading: Curricular Explorations (F&B, 39-57)

*Reflective Writing 1 Due

WEEK 4- Tuesday Sept. 25 & Thursday Sept. 27

Discussion/Lecture: Curricular Explorations

Introduction to Role Drama

Lab Explorations

Assigned reading: Choosing Role Drama (F&B, 57-72)

*Role Drama Project Assigned

WEEK 5 – Tuesday Oct. 2 & Thursday Oct. 4

Discussion/Lecture: Choosing Role Drama

Lab Explorations

Assigned reading: Designing Role Dramas (F&B, 171-203)

*Reflective Writing 2 Due

WEEK 6 – Tuesday Oct. 9 & Thursday Oct. 11

Discussion/Lecture: Designing Role Dramas

Lab Explorations

WEEK 7 – Tuesday Oct. 16 & Thursday Oct. 18

Designing Role Dramas (cont.)

Lab Explorations

Assigned Reading: Evaluating Role Dramas (F&B, 205-223)

*Reflective Writing 3 Due

WEEK 8 – Tuesday Oct. 23 & Thursday Oct. 25.

Discussion/Lecture: Evaluating Role Dramas

Role Drama Work Period

Lab Explorations

Role Dramas In-Class – Presentations for peer/instructor feedback

WEEK 9 – Tuesday Oct. 30 & Thursday Nov. 1

In-Class Role Drama De-Brief

Lecture: Popular Theatre

Lab Explorations

Final Paper Assigned

*Reflective Writing 4 Due

WEEK 10 – Tuesday Nov. 6 & Thursday Nov. 8 (No class)

Role Drama Work Period
Lab Explorations
*Reflective Writing 5 Due

WEEK 11 – Tuesday Nov. 13 (No Class) & Thursday Nov 15

Role Drama Work Period
Lab Explorations
Role Dramas in School or with Outside Participants (TBA)

WEEK 12 – Tuesday Nov. 20 & Thursday Nov. 22

Lecture: Drama Therapy
Final Research Paper Work Period
*Role Drama Portfolios Due
Assigned reading: Youth and Theatre of the Oppressed (TBA)

WEEK 13 – Tuesday Nov. 27 & Thursday Nov. 29

Lecture/Discussion: Youth and Theatre of the Oppressed
Lab Explorations

WEEK 14 – Tuesday Dec. 4 & Thursday Dec 6

Wrap Up
Final Research Paper Work Period
Lab Explorations
Final Paper Due

Lab sessions will begin with a "check-in" and physical warm-up. The session will then proceed with theatre games and/or exercises that reference topics explored during lectures and discussions. During the first two weeks of the course, the Instructor will lead the theatre exercises. For all the subsequent classes, students will take turn leading the lab sessions with games and/or exercises chosen from Boal's text and/or from other sources based on research. The theatre exercises may also be original.

Assignments

Five Reflective Writings: (25% - 5% each) The reflective writings (approx. 500 words) will be in response to an assigned question based on the assigned readings and lab work. (Criteria and due dates will be posted on Moodle).

Final Research Paper: (20%) The Final Research Paper will explore how drama and creative processes may be applied to enrich education and/or community work. The instructor will provide a list of potential topics with the assignment criteria. These topics might include the following: popular theatre, drama therapy, arts in education, and community-based theatre practice. The paper must be 5 to 6 pages long and written in APA style. (Rubric and criteria will be provided on your Moodle Companion Site).

Role Drama Project & Portfolio: (30%) Design and lead a Role Drama, with a topic of your choosing and using one of the Role Dramas in the text (Fels & Belliveau) as a template. You must research your topic and prepare a portfolio recording your work -- designing, leading, and reflecting on the role drama. Your grade will be based on the in-class role drama presentation, the community role drama lesson, and the portfolio documenting your research and development process. You must include the role drama "action plan", the learning objectives for the role drama, and an evaluation on any discoveries while leading the role drama -- questions, breakthroughs, challenges, etc. (Rubric and criteria will be provided on your Moodle Companion Site).

Participation: (25%) This is a lecture/lab course. Therefore, you will be engaging in both seminar-style discussion, as well as hands-on laboratory work. Active participation entails attending class regularly and on time with all required course materials (i.e. assigned readings, materials for lab exercises, appropriate clothing for movement, etc.), demonstrating engagement with the assigned readings, participating in class activities and discussions, and actively and respectfully listening to your peers. Your role as co-facilitator is also significant: we will share responsibility in leading theatre exercises and games from the Boal text or original exercises explored during lab sessions, rotating leaders during each class.

STUDENT RESPONSIBILITIES:

Students are expected to be fully prepared for class having done the reading assigned. Missing class will seriously impact student ability to succeed in the course. Students must come to Lab classes dressed comfortably and ready to move. (Work-out or yoga apparel is more conducive to theatre work than skinny jeans.) Cell phones must be turned off and stored away during class. Late assignments will be penalized by 5% per day.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>