



DEPARTMENT OF FINE ARTS

COURSE OUTLINE – DR3210 A2 FALL 2014

THE CREATIVE PROCESS OF DRAMA

INSTRUCTOR: Dr. Annie Smith

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OFFICE HOURS: T, R, 13:00 – 14:00

PREREQUISITE(S)/COREQUISITE: DR1490 and/or permission 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.

CALENDAR DESCRIPTION: This is a practical course for education majors and students who are interested in learning drama techniques to apply in various learning contexts. The course includes both theory and practice of the creative process in learning. The development of human resources and theatre art with the application to children and young people is the primary focus.

CREDIT/CONTACT HOURS: 60 (0-0-4)

DELIVERY MODE(S): Lab

OBJECTIVES (OPTIONAL): Class participants will learn and apply theories of participatory learning practice and performative inquiry in educational contexts. We will discuss and analyse ideas of creativity, performance, community building, and learning. We will explore different models of drama creation in contexts of different subject or topical curriculums, focusing mainly on role drama. Students will work with each other actively to explore different drama techniques. Class assignments will include a group project based on role drama, 1 research paper, weekly reflective writing assignments and a final reflective paper.

TRANSFERABILITY:

**** 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

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A ⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A ⁻	3.7	80 – 84	FIRST CLASS STANDING
B ⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B ⁻	2.7	70 – 72	
C ⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
C ⁻	1.7	60 – 62	
D ⁺	1.3	55 – 59	MINIMAL PASS
D	1.0	50 – 54	
F	0.0	0 – 49	FAIL
WF	0.0	0	FAIL, withdrawal after the deadline

EVALUATIONS: Individual Development (including discussion and participation in drama exercises and role dramas)

25%, research paper 20%, group project 30%, reflective writings 25%. There will be 5% per day penalty on late assignments unless an alternative deadline has been agreed to by both student(s) and instructor.

STUDENT RESPONSIBILITIES: Students will be responsible for providing costumes, props, and other materials for their group projects. Some costumes and props may be available in Drama storage. Students must realize that missing class will jeopardize success in the course. This course is based on human interaction and classes missed cannot be made up.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the College Policy on Student Misconduct: Plagiarism and Cheating at

https://www.gprc.ab.ca/files/forms_documents/Student_Misconduct.pdf

**Note: all Academic and Administrative policies are available at

<https://www.gprc.ab.ca/about/administration/policies/>

COURSE SCHEDULE/TENTATIVE TIMELINE:

Wk	Month	Dates	Reading	Assign. Due	Focus
1	Sept	8 10	handout, "We Are OneTribe"		Intro Class: drama games, discussion of course concepts. One Tribe handout. Discussion – "We Are One Tribe."
2		15 17	Boal 1-28 P L Theory handout		Discussion: Boal's Theatre of the Oppressed and theatre for social change – the Godrano performances. Lecture: Participatory Learning Theory Research Paper assigned.
3		22 24	P L Theory Readings	Reflective Writing 1	Discussion: Participatory Learning Theory examples. Attend Aboriginal Students' Welcome – Douglas J. Cardinal Theatre
4	Oct	29 1	Fels & B 15–39. F & B 39–57.	Reflective Writing 2	Discussion: Performative Inquiry in the classroom. Discussion: Curricular Explorations and Learning.
5		6 8	F & B 57-72.	Reflective Writing 3	Discussion: Setting Up a Role Drama. Group Project Assigned.
6		13,			Practice Role Drama: "The Vanishing Island".

		15			
7		20	F & B. 171-203.	Reflective Writing 4	Reflections on Role Drama Experience and participatory learning.
		22			Discussion: Role Drama troubleshooting.
8		27	F & B. 171-203.	Research Paper	Follow up: Setting Up a Role Drama.
		29			Group Project work in class
9	Nov	3		Reflective Writing 5	Guest Presentation – The Virtues Project
		5			Group Project work in class.
10	Nov	10		Reflective Writing 6	No Class – Fall Break
		12			Group Project work in class.
11		17, 19		Reflective Writing 7	Group Project #1. Portfolio due November 24.
12		24, 26		Reflective Writing 8	Group Project #2. Portfolio due Dec 1.
13	Dec	1 3	F & B 205–231.	Reflective Writing 9	Discussion: Evaluation ethics, ideas, and techniques.
14		8		Reflective Writing 10	Final Class

Class Routine

Each class will follow the same format. We will begin with a "check-in" and then do a physical warm-up. Then we will follow with 2 games and/or exercises. During the first 2 weeks of the course, the Instructor will lead the games. For all the subsequent classes, students will lead with games chosen from Boal's book, except for Weeks 6, 11 and 12 when we will be doing Role Dramas. Following the games/exercises, we will address the topic or exploration for that class. We will do this with discussion, group work, and other activities. The class will end with a "check-out".

Assignments

Reflective Writings: (25%). Each Monday as per the schedule, students will hand in a 300 to 500 word response to the topic assigned for that week. There are a total of 10 Reflective Writings. These are not due when the other assignments are due. Due dates are listed in the Class Schedule.

Research Paper: (20%). There is one Research Paper assigned for the course. The Research Paper will connect theory to practice to personal experience. The Paper topic is to research Participatory Learning and will be presented 5 weeks before the paper is due. The paper will be 10 to 12 pages and written in APA style. *****It is strongly recommended that you order your research articles early through interlibrary loans. You should also share articles with each other. Use the resources that will be given to you for this paper.*****

Group Projects & Portfolios: (30%). There will be 2 group presentations during the course, Weeks 11, 12. Each group will design and lead a Role Drama, choosing their own topic and using one of the Role Dramas in the text (Fels & Belliveau) as a template. There are 2 classes in which to lead the role drama. Each group will prepare a portfolio that is the record of their work in designing, leading, and reflecting on the role drama. The portfolio will contain the research required for the role drama topic, the role drama "action plan", the learning objectives for the role drama, and a group evaluation on what was discovered in leading the role drama: surprises, "stops", questions, successes, tough spots, tensions, and recommendations for what you would do differently next time.

Individual Development: (25%). The Individual Development mark is an evaluation of how students conduct themselves in the class, recognizing that they are operating as both co-learners and co-teachers. This course requires a high degree of collaboration and is, in fact, a microcosm of a potential school classroom. ***As members of this classroom, we have the opportunity to create the optimal classroom space in terms of cooperation, support, exploration, and risk-taking.*** As well as comportment, notice will be taken of contribution of ideas, of critical analysis in discussion, of leadership, of listening to others. Each student will have the task of leading the class in several games of their choosing, from the Boal text. Each student will also have the task of playing the roles assigned them by their classmates and of completing peer evaluations of the role dramas. Self evaluation is 1/2 of this mark.

There is no midterm exam or final exam in this course.