

East Carolina University Standing Academic Committee
SERVICE LEARNING COMMITTEE

Service-Learning (SL) Designation Course Application Form

Course Information

1. Course number: THEA 3031 Department: School of Theatre and Dance

2. Course name: Youth Theatre II

3. Lead Faculty: Patricia Clark Email: clarkp@ecu.edu

Co-instructors: _____

4. Will all sections be designated service-learning? Yes X No _____

If no, please list the sections to be designated SL. _____

5. This course is for: Majors X Non-majors _____ Both _____

6. How frequently is this course offered?
Spring semester

7. What is the average student enrollment?
10

Faculty Signature Patricia Clark Date 9/4/13

Supervisor Signature John [Signature] Date 10/14/13

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Service-Learning Course Designation Questionnaire

Please answer the following questions regarding the course for which you are seeking service-learning (SL) designation.

1. Please describe how your course integrates service-learning with the course content. Specifically, how does the service component support the academic focus of the course?

Theatre 3031 – Youth Theatre II integrates service-learning through global linking with selected foreign countries whereby students communicate and gather children’s stories indigenous to those countries and develop performances and workshops which are then presented to students and faculty in Pitt County and Beaufort County Schools and community libraries and festivals. Storybook Theatre, the designated name for the touring company, serves at least 4-5 schools per semester through performances of stories, poetry and songs.

2. How does the service-learning component of your course involve students in meeting community needs? How are these community needs identified?
 - *The service-learning component addresses the needs of public schools and underserved populations by providing arts and literacy components through performances and workshops for children. The class becomes a touring company known as Storybook Theatre which presents global stories, poetry and songs.*
 - *Community engagement in the arts is further supported through the practicum component of the course. In the past, students in THEA 3031 typically perform for at least 3-5 schools per semester and 2-3 community functions, libraries or conferences.*
 - *The needs of the community are identified through school and parental requests for enrichment and data regarding underserved populations in the arts. For example, the schools and students served are unable to fund trips to ArtsSmart to see presentations.*
3. What kinds of structured reflection opportunities (such as writing, assignments, discussions, presentations, or journals) are required of your students?
 - *Students are involved in oral discussion following each performance and topics include: Impact of the performance, performance space, audience reaction, suggestions for improvement or strengthening of the performance, the performance pieces, how would the knowledge gained be used in future touring. Students further reflect on the impact of the project and performance on the community partner, student troupe member, and audience engagement and response.*
 - *Students are required to keep a two-part journal with Part I designated for reflection including story selection, what the student learned in the process, and how this information would be applied to future performances and community engagement opportunities as a professional. Further reflection includes responses to the learning experience in the areas*

of community engagement, collaboration and partnership experience. Part II requires the development of a resource/bibliography in youth theatre appropriate for school and community performance.

- *Students also develop a final project appropriate for performance in the schools and community and maintain a log and journal regarding the development of this project.*
- *Students develop a Theatre for Youth Portfolio which includes artifacts, photographs, recordings and reflection of their experiences in local and global community engagement through theatre arts or Storybook Theatre.*

4. While service is an integral part of the course, academic credit is given for demonstrated learning. With this in mind, how is student performance in the course graded in relation to both academic and service expectations?

20% = Attendance – Development of rehearsal of performance pieces is integral to the success of the touring repertoire, consequently, attendance and active engagement in the service-learning components of the course are paramount to the success of the troupe.

20% = Participation including in class and ensemble work/ service learning experience

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

10% = Audition or design portfolio

10% = Reflection papers on performances and service-learning engagement including impact of the project on the community partner, student troupe member, and audience

10% = Bibliography/Resource

10% = Final Project

5. Please describe the specific service-learning activities included in your course. What will the students do for their service-learning? Who will be your community partners?

- *Students will engage in service learning on multiple levels in this class, including locally and globally.*
- *Students will engage on service-learning global community partners by linking with at least one other country and gather children's stories indigenous to that country. Past linking sessions have included Russia, China, Mexico, Peru, and Japan. Linking sessions planned for the immediate future include Moscow, Russia and Shimane, Japan. During these sessions, students will provide service to the global community partner by collecting children's stories indigenous to the global partner and by sharing children's stories which originate from the student's culture. Additionally, students will provide theatre productions of the collected stories virtually to children from the global partners' home countries.*
- *Students will engage in service-learning with local community partners by transforming stories into productions for a Storybook theatre presentation local schools, thus promoting, theatre arts, global understanding, and performance literacy.*
- *Student service engagement includes the development and rehearsal of productions as well as the presentation of these productions to local community partners. Productions will be developed and rehearsed before presentation to the schools, conferences, and community events. Productions also include a participatory component for the audiences such as a repeated phrase, foreign language term, or song.*
- *Students tour the Storybook productions to the schools, conferences, and community events both locally and globally through virtual linking sessions.*

Community partners include both Pitt County and Beaufort County Schools, Professor Eleanor Kane at the University of Shimane in Shimane, Japan and Professor Alla Nazarenko, Moscow State University. Public schools request performances during the months of November and December for the spring semester by contacting the instructor. This class is scheduled to perform at the Librarian to Librarian Networking Summit at Joyner Library February 8th, 2014 and has done so for the past 4-5 years. Media specialists and teachers make contact during a discussion following each performance and either request materials or discuss Storybook Theatre traveling to their school to perform. For those schools located outside of the immediate traveling distance, Storybook Theatre has also Skyped (In the past, the class Skyped with a middle school located in Wilson.)

Submit along with course designation application form and syllabus to members of the Service Learning Committee via svc@ecu.edu. Please direct any questions to Professor Kylie Dotson-Blake, Chair of the Service Learning Committee at 328-5277.

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 (2nd or 3rd 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 8th, 2014 – 9th 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 4th – *Schoolhouse Rock Live!* Wright Auditorium

April 5th – *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 8th 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>

This syllabus represents a written contractual agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students' needs. I reserve the right to revise this syllabus if the need arises. Advance notification will be provided to you.

Theatre for Youth – Service Learning Reflection

Name _____ Date _____
Partnering organization (school, community organization, conference) _____ -

- 1 = Unfamiliar with this organization/location/partner
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 the Partnering organization? 1 2 3 4
Explanation:

2. How would you describe your knowledge of or exposure to the participants or clients in this location? 1 2 3 4?
Explanation:

3. What beliefs or ideas do you have about this partnering organization?

- Note: For post reflection include a narrative regarding how your beliefs and ideas have changed.

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: