

East Carolina University Standing Academic Committee
SERVICE LEARNING COMMITTEE

Service-Learning (SL) Designation Course Application Form

Course Information

1. Course number: THEA 3032 Department: School of Theatre and Dance
2. Course name: Constructing Performance Projects in Theatre for Youth
3. Lead Faculty: Patricia Clark Email: Clarkp@ecu.edu
- Co-instructors: _____

4. Will all sections be designated service-learning? Yes No
If no, please list the sections to be designated SL.

5. This course is for: Majors Non-majors Both
6. How frequently is this course offered?
Spring
7. What is the average student enrollment?
7-10

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Faculty Signature *Patricia Clark* 9/27/13

- See supervisor's signature below

Supervisor Signature _____ Date _____

Submit along with course designation questionnaire 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.

Faculty Signature Patricia Clark 9/27/13

Supervisor Signature John Shuman Date 10/14/13

Submit along with course designation questionnaire 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.

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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?

Students enrolled in THEA 3032 – Constructing Performance Projects in Theatre for Youth will work in designated community settings to design and implement performance projects in the area of theatre for children and youth. Projects may include The Young Playwrights Project in school and community settings, organization and implementation of a Theatre Workshop for Children and Youth, an after school theatre arts program, or a special approved project within a designated setting such as children’s hospitals or community centers.

Course objectives #2 and #3 are addressed through service learning experiences:

2. *Demonstrate skills in performance project development for youth, grade K-12*
3. *Implement a performance project for children and youth which serves the local community and/or schools*

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 of the course will be met through student involvement in designing and implementing theatre for youth projects in the areas of playwriting and performance for children.

Community needs for underserved populations in Eastern North Carolina have been identified through referrals, documented reports of low-income and depressed economic regions, and requests by local agencies such as Beaufort County Public Schools, Pitt County Schools, AmeriCorps and Third Street School Community Center and the James and Connie Maynard Children's Hospital at Vidant Medical Center, River Park North – Greenville Parks and Recreation.

3. What kinds of structured reflection opportunities (such as writing, assignments, discussions, presentations, or journals) are required of your students?

Course Assignments:

- Students will complete a **pre and post reflection survey**
- Students will keep an **observation and reflection journal** which documents their experiences in the preparation for touring and implementation of programming in the public schools and/or community setting. Students will include weekly reflections and self-evaluations regarding the internship experience.
- Students will submit a **portfolio** which documents the internship experience including a written explanation for each entry
- Students will participate in a **guided weekly discussion** during scheduled seminar meetings. Discussion will include weekly updates and reports regarding the activity, organization, and progression of each internship assignment.
- Students will complete a self-evaluation and ensemble evaluation for each production and/or project.
- Students will submit **weekly reports** (see attached) due at the beginning of every Tuesday class meeting.
- **Progress Reports**
A total of **3 progress reports** will be submitted throughout the semester which documents the progress of the project development experience.
See attached *Progress Report*.

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?

The following grade explanation is provided in the syllabus for THEA 3032 – Constructing Performance Projects in Theatre for Youth

Grade Explanation

10% - **Attendance** at community engagement meetings, planning sessions and implementation of service learning project

10% - **Research** – International Stories applicable to Theatre for Youth development and implementation/performance at the community partner location

40% - **Project Demonstration** at community partner location

20% - **Professional Portfolio** documenting the planning, development and implementation of the service learning experience

10% - **Reflection Journal**- including a pre and post reflection regarding the development, implementation and impact of the service learning project

10% - **Final Exam**

100%

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:

- Attendance – 1 Absence = A; 2 Absences = B; 3 Absences = C; 4 Absences = D; 5 Absences = F
- 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

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?

Service-learning activities include Theatre Workshops for Children and Youth to be held in the surrounding community (for example, a continuation of the "Theatre in the Wetlands" workshop for children being held at River Park North fall 2013) , the Young Playwrights Project (either a continuation of previous projects at Eppes Middle School or Belvoir Elementary School or assignment to a new school) to be held at various schools, and theatre activities for children at the James and Connie Maynard Children's Hospital in Greenville, N.C. Students enrolled in the class would be responsible for meeting with key community personnel, planning, designing and implementing each project at the assigned location.

Community Partners include the following:

*Christopher Horrigan
Greenville Parks and Recreation
River Park North
Greenville, N.C.*

*Shifra Sered
NC Campus Compact AmeriCorps Vista,
Volunteer and Service- Learning Center
Third Street School Community Project
Greenville., N.C.*

*Andrea Croskery, Director
Smiles and Frowns Children's Theatre
Greenville, N.C.*

*Susan Sugg, MS CCLS
Child Life Manager
James and Connie Maynard Children's Hospital at Vidant Medical Center
Greenville, N.C.*

Beaufort and Pitt County Schools

Note: Partnerships with schools are developed during the semester through request from school administration, teachers and parents

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**THEA 3032 – Constructing Performance Projects in Theatre for Youth (3)
Spring 2014**

Class Meeting Time – Tuesday and Thursday 1:00-1:50*

***In addition class meeting time, additional Lab Hours working in the assigned project location are also required**

Office Hours

Monday & Wednesday – 11:00-12:00, Tuesday & Thursday 9:00-11:00

Others by appointment

Office phone 328-1196

3032 Constructing Performance Projects in Theatre for Youth (3) (F, S) (P: THEA 3030 and consent of the instructor) The development of performance projects and original scripts for children and youth. The study and analysis of international dramatic literature in children's theatre as it applies to current production practices.

Course Objectives:

Upon completion of the course, students will:

1. Demonstrate the skills and knowledge in analyzing international dramatic literature for children including cultural identification and production elements.
2. Demonstrate skills in performance project development for youth, grade K-12
3. Implement a performance project for children and youth which serves the local community and/or schools
3. Complete a total of three scripts/ project proposals, one each at the elementary, middle and high school levels.

Course Content Assignments:

1. Students will be required to submit a literature review of 20 plays for children which represent countries from around the globe. The literature review will include the title and author of the play, publication information, royalty and production information, cultural identification, synopsis and analysis. Reviews will also include ideas for production, audience participation and teacher study guides.
3. Students will submit original scripts for grades, K-2, 3-5, and 6-8 for a total of 3 original scripts which are no longer than 50 minutes in playing length.
4. Students will design and implement a performance project for children and youth examples of which may include a theatre workshop for children, or special assignments working with a community agency or school system.

Indicators for a successful intern are as follows:

1. Reports on time to the community partnership location
2. Is fully prepared for each and every day of the project and partnership meetings

3. Presents oneself in a very professional manner including positive interpersonal skills
4. Practices excellent communication skills both oral and written
5. Dresses appropriately as required of the partnership location
6. Is well-organized and has designated time in which to complete hours and work
7. Accepts suggestions in a positive and professional manner and acts on those suggestions when appropriate
8. Communicates with both the faculty supervisor and community partner on a weekly basis

Service Learning Component

- Note: Students will complete a pre and post reflection survey
- Students will attend all planning meetings with the partnering agency in preparation for the project assignment.
- Students will develop and implement a performance project for children and youth
- Students will attend weekly seminar meetings to discuss progress of the project activities
- Students will complete all written requirements including reflection/observation journals, progress reports, self-evaluation, and Theatre for youth Portfolio documenting the project experience.

Supervising Faculty Observation

- Supervising faculty will observe the student in the project setting at least 2 times during the assignment. Supervising faculty will meet with the director or appropriate personnel from the partnering agency to discuss the student's responsibilities, progress, and project implementation. Supervising personnel from the partnering agency will complete the *Supervisor Evaluation Form* (see attached) at the end of the project assignment.

Course Assignments:

- Students will keep an **observation and reflection journal** which documents their experiences in the preparation for and implementation and impact of the theatre for children and youth project in the public schools and/or community setting. Students will include weekly reflections and self-evaluations regarding the experience.
- Students will submit a **portfolio** which documents the experience including a written explanation for each entry.
- Students will participate in a **guided weekly discussion** during scheduled seminar meetings. Discussion will include weekly updates and reports regarding the activity, organization, and progression of each project assignment.
- Students will complete a **self-evaluation and ensemble evaluation** for each production and/or project
- **Project Demonstration**-Students will **organize and implement a project** which involves the development of skills in the area of theatre for children.
- Students will develop a culminating project which showcases an adaptation of researched materials, an original idea or a combination of both. Projects shall be presented before a community audience of children and may include such things as audience participation and a learning workshop to accompany the project. The project demonstration must also include a study guide for parents or teachers to accompany the project with at least 5 applicable activities.

- Students will **attend weekly meetings** with the supervising faculty
Notes from the meetings will be shared by faculty and students which give further details regarding the project. Students will also be responsible for completing assignments and tasks discussed during seminar sessions and included in the notes. Students will submit **weekly reports** (see attached) due at the beginning of every Tuesday class meeting.
- **Progress Reports**
A total of 3 progress reports will be submitted throughout the semester which documents the progress of the project development experience.
See attached *Progress Report*.

Grade Explanation

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F	0	64.99 – 0

Class Participation – Due to the participatory nature of the class, regular class participation and attendance are imperative. Members of the class will be exchanging ideas regarding their projects and research as well as sharing valuable peer review. Attendance will also include individual meetings with you advisor for discussions regarding research, project, and portfolio development.

Research – International Stories –

Students will be responsible for conducting research in the area of national and international stories to serve as a basis for present or future work in the adaptation of stories, poetry, and music. Students should compile an annotated bibliography of at least 15 stories which include the following information:

1. Title, author, nationality, summary, ideas for how this might be used in a storybook theatre project.
2. Students will also be responsible for describing how each story would be applicable to specific community engagement partner locations, audiences, and or participants.

Project Demonstration – Students will develop a culminating project which showcases an adaptation of researched materials, an original idea or a combination of both. Projects shall be presented before an audience of children and may include such things as audience participation and a learning workshop to accompany the project. Performance/demonstrations will take place at the community partner’s location. The project demonstration must also include a study guide for parents or teachers to accompany the project with at least 5 applicable activities.

Professional Portfolio – Students will develop a professional portfolio which documents their project and community engagement experience. The portfolio should include visual artifacts, documentation such as publicity notices, flyers, communication, planning, budget and organizational materials. Each page must be accompanied by a reflection which states: 1) A description of the project, 2) what the student learned in completing the project, including planning, designing, development of professional community partner relationships, and implementation, and 3) how this knowledge or experience will be applied in other community partnership locations, public schools, the professional world, or future venues.

Weekly Class Outline

Week #1 – January 14th and 16th

Focus:

- Complete pre-service learning survey regarding community engagement and service learning
- Introduction, syllabus, overview of the semester and requirements
- Preliminary work on projects in the community and beyond, and service learning component

Week#2 – January 21st and 23rd

Focus

- Discuss and collect weekly report
- Development of community partnerships in service learning -meetings, design, communication skills
- Project Organization – workshops, Young Playwright’s Project, After School Arts Program – community partners
- International children’s literature and theatre – selection, adaptation for community engagement

Week #3 – January 28th & 30th

Focus

- Discuss and collect weekly report
- Identifying community needs for theatre for youth projects in the area of community engagement
- Overview of existing and past community projects in theatre for youth
- Planning of Service Learning Project
- Development of communication skills with partnering agency or school

Week#4 – February 4th & 6th

Focus

Progress Report #1 Due

- Service Learning Project – Review of Plan
- Beginning implementation of service learning projects in the community

Week#5 – February 11th & 13th

Focus

- Discuss and collect service learning weekly report
- Discuss project progress reports

- Organization, development and writing of study guides applicable for service learning project

Week#6 – February 18th & 20th

Focus

- Discuss and collect service learning weekly report
- Sharing of community project experiences and progress
- Theatre for Youth Portfolio – Review #1

Week #7 – February 25th & 27th

Focus

- Discuss and collect service learning weekly report
- Scriptwriting for children and youth
- Examination of successful scripts and productions

Week #8 – March 4th & 6th

Focus

Progress Report #2 Due

- Community productions for children and youth
- Continue scriptwriting for children and youth

Spring Break March 10th-16th

Week #9 March 18th & 20th

Focus

- Discuss and collect service learning weekly report
- Review of project progress
- Theatre for Youth Portfolio – Review #2

Week#10 – March 25th & 27th

Focus

- Discuss and collect service learning weekly report
- Review of project progress

Week#11 – March 26th & 27th

Focus

- Discuss and collect service learning weekly report
- Review of project progress

Week#12 – April 2nd & 4th

Focus

- Discuss and collect service learning weekly report

Progress Report #3 Due

- Presentations of community engagement project

Week #13 – April 8th & 10th

Focus

- Discuss and collect service learning weekly report
- Continued presentations of community engagement project

Week #14 – April 22nd & 24th

Focus

- Presentation and discussion of original scripts for children for implementation at identified community partner locations and venues.

- Presentation of **Professional Portfolios** including documentation of service learning experience – planning, design, professional partner development, implementation and impact of the project

Week #15 – April 29th

Focus

- Complete post-service learning survey
- Due - **Reflection Journal**- including a pre and post reflection regarding the development and impact of the service learning project
- Exam Review

Final Exam: Thursday – May 1st 11:00-1:30

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

“East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department of Disability Support Services located in Slay 138. Phone (252) 737-1016 (Voice/TTY)”

Continuity of Instruction

In case of a university-wide emergency (i.e. weather-related or catastrophic closings) please consult Blackboard for further instructions regarding continuing with the academic requirements for the course.

Additional 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.

Constructing Projects / Weekly Report

Name _____ Date _____

Title of course reporting _____

1. What did you accomplish this week?

2. What are your goals for next week?

3. How many documented hours do you currently have towards this project?

4. Discuss your professional working relationship with colleagues involved in the project.

5. What areas do you need to strengthen? Explain how you will go about accomplishing this goal?

Theatre for Youth – Service Learning Reflection Survey

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 Internship Progress Report # _____

Name _____

Date _____

Internship location: _____

1. Describe the work you have accomplished thus far in the internship experience.

20 Points _____

Describe what you have learned thus far in the internship experience.

20 Points _____

2. Describe steps, preparations, or goals you have set for accomplishment before the next progress report is due.

20 Points _____

3. Describe how the internship experience has changed and developed during the process.

20 Points _____

The intern was organized in all paperwork, assigned tasks, schedules, and appointments and any other areas appropriate to the internship

Comments: _____

B. Completion of assigned tasks and duties

1 2 3

The intern completed all tasks and duties in a timely manner and fully executed all requests, requirements, and assignments.

Comments: _____

C. Professionalism

1 2 3

1. The intern presented himself/herself in a professional manner at all times including interaction with the supervisor, parents, children, teachers, administrators and other personnel.

1 2 3

2. The intern accepted all tasks and duties in a positive manner.

1 2 3

3. The intern was on time to all meetings, events, and/or rehearsals.

1 2 3

4. The intern came prepared to work, was focused on the tasks at hand and contributed to the process through ideas, dedicated work, or support of other personnel.

Comments: _____

D. Initiative

1 2 3

1. The intern identified areas which needed work, organizing, or strengthening and contributed the necessary skills to improve the situation or task at hand.

Comments: _____

Overall Strengths:

Suggestions for improvement:

Overall Recommendation

Signature _____

Date _____