

East Carolina University Standing Academic Committee  
**SERVICE LEARNING COMMITTEE**

**Service-Learning (SL) Designation Course Application Form**

**Course Information**

1. Course number: THEA 4141 Department: School of Theatre and Dance

2. Course name: Internship in Production and Performance in Theatre for Youth 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?

7

Faculty Signature Patricia Clark Date 9/4/13

Supervisor Signature [Signature] Date 10/14/13

Submit along with course designation questionnaire and syllabus to members of the Service Learning Committee via [svc@ecu.edu](mailto: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?

*Interns will serve in an approved internship location(s) for a minimum of 150 hours and complete all assigned requirements associated with the placement. Placements may include any of the following: children's theatre company, community centers or organizations associated with children's educational, artistic or recreational activity, children's hospitals, after school programs in public, charter or private schools. The academic focus of the course includes the development and implementation in the organization, production, and touring of theatre for youth in schools and community settings. Service elements are directly tied to course curriculum and academic content with clear opportunities to reflect on the impact of this service for students' professional growth and on community partners. Interns will meet course objectives in the specified setting through assessment of the needs of the location and the design, organization and implementation of touring theatre for youth and activities*

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 activities and performances for the community and school partners. 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.*

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

**Course Assignments:**

1. 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 and service-learning engagement.
2. Students will submit a **portfolio** which documents the internship experience including a written explanation for each entry
3. 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.

4. *Students will complete a self-evaluation and ensemble evaluation for each production and/or project. Students will complete a **pre and post reflection survey***
5. **Progress Reports** - A total of **4 progress reports** will be submitted throughout the semester which documents the progress of the internship experience and or/development of the internship materials. ( See attached Progress Report in syllabus).

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 is included in the course syllabus for THEA 4141:

### **Grading Explanation**

- 10% - Attendance at all meetings and service engagement requirements at internship assignment
- 10% - Completion of all Assignments
- 20%-Theatre for Youth Portfolio
- 40% - Completion of internship assignment including progress reports, self-evaluation, supervisor evaluation
- 20% - Observation Journal Theatre for Youth- including documentation of at least 150 hours of time on task activity

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100%

### **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?

*The specific service-learning activities for this course include the development and implementation of touring of theatre and activities for youth in schools and community settings. Students will develop programs in youth theatre and youth theatre activities that meet the needs identified collaboratively with participating agencies. Due to the diverse populations served in each of these partnering agencies, assessment for each internship assignment is determined through meetings with supervising faculty, the student, and the coordinator, administrator or director of each of the internship locations. Planning meetings with the cooperating partners becomes an integral part of the intern's experience in the development of programming in the area of touring and related theatre activities for youth.*

***Community Partners include the following:***

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

*Andera 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*

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

**Syllabus –THEA 4141  
Spring 2014  
Internship in Production and Performance in Theatre for Youth II  
Patch Clark  
Office Hours Spring 2014  
Monday and Wednesday 11:00-12:00  
Tuesday and Thursday -9:00-10:00  
Thursday – also 1:00-2:00  
Messick, 202 - Phone 328-1196, Clarkp@ecu.edu**

**Course Description:**

<p style="text-align:center"><b>4141 Internship in Production and Performance in Theatre for Youth II (3) (F,S) (P: Consent of the Instructor) Observation and supervised internship in touring and performance in school and community settings.</b></p>
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**Weekly Seminar Session Meetings  
Wednesday – 10:00-11:20**

**Additional individual student meetings and other times as needed and scheduled**

**Required Text:** Selected readings

**Course Objectives:** Students will develop and implement skills in the organization, production and touring of theatre for youth in schools and community settings. Students will be able to demonstrate knowledge and practical application of organizing a touring season, planning for production, publicity, rehearsal, and school/community relations. Students will implement knowledge and skills by completion of a touring schedule within the public schools and community setting.

**Internship and service-learning partners will be identified by the professor based on community needs in collaboration with community members, schools, and agencies.**

**Interns must complete a minimum of 150 documented hours of work in the assigned internship setting.**

**Indicators for a successful intern are as follows:**

1. Reports on time to the internship/ service-learning location
2. Is fully prepared for the internship/ service-learning job each and every day of the internship
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 internship/service-learning location
6. Is well-organized and has designated time in which to complete internship/ service-learning hours and work
7. Accepts suggestions in a positive and professional manner and acts on those suggestions when appropriate
8. Communicates with both the internship/service-learning supervisor and faculty 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 internship/service-learning assignment.
- Students will develop and implement a touring theatre for youth and activities appropriate for the internship/service-learning location.

- Students will attend weekly seminar meetings to discuss progress of the internship/service-learning activities
- Students will complete all written requirements including reflection/observation journals, progress reports, self-evaluation, and Theatre for youth Portfolio documenting the internship /service-learning experience.

### **Supervising Faculty Observation**

- Supervising faculty will observe the intern in the internship/ service-learning setting at least 3 times during the internship assignment. Supervising faculty will meet with the director or appropriate personnel from the partnering agency to discuss the intern’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 internship assignment.

### **Grading Explanation**

10% - Attendance at all meetings and internship/ service-learning assignment

10% - Completion of all Assignments

20%-Theatre for Youth Portfolio

40% - Completion of internship assignment including progress reports, self-evaluation, supervisor evaluation

20% - Observation Journal Theatre for Youth- including documentation of at least 150 hours of time on task activity in the service-learning location

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:**

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2. Students will submit a **portfolio** which documents the internship/service-learning experience including a written explanation and reflection for each entry.
3. 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 community engagement assignment.
4. Students will complete a self-evaluation and ensemble evaluation for each production and/or project
5. Students will organize and implement a project which involves the development of skills in the area of theatre for children.
6. Students will observe at least one professional children's theatre production and submit a written critique.
  - Please go to the Website for Family Fare or Arts Smart for information regarding available productions
7. Students will attend weekly and/or bi-weekly meetings with the supervising faculty.
8. Notes from the meetings will be shared by faculty and students which give further details regarding the service-learning project. Students will also be responsible for completing assignments and tasks discussed during seminar sessions and included in the notes.
9. **Progress Reports**  
A total of 4 progress reports will be submitted throughout the semester which documents the progress of the internship service-learning experience and or/development of materials. See attached *Progress Report*.

### Weekly Seminar Meetings - Course Content Outline

#### Week 1 – Wednesday – January 15<sup>th</sup>

##### Focus:

- Completion of pre-service learning survey
- Introduction to organizational skills and requirements for touring of theatre for youth and activities in public school and community settings
- Introduction to Service Learning Component including partnering organizations, professionalism, sensitivity to and awareness of partnering needs,

#### Week 2 - Wednesday -January 22<sup>nd</sup>

##### Focus:

- Planning for the development and implementation of internship/community engagement experience
- Assessment of internship/ service-learning location including population served, budget, facility and scheduling

#### Week 3 – Wednesday - January 29<sup>th</sup>

##### Focus:

- School and community relations

- Planning and discussion

**Week 4 Wednesday - February 5<sup>th</sup>**

**Focus:**

- Continuing development of community engagement project – **Progress report #1 due**
- Discussion of discoveries and progress in the internship/service-learning location and experience.

**Week 5 Wednesday - February 12<sup>th</sup>**

**Focus:**

- Discussion of discoveries and progress in the internship/ service-learning location and experience.

**Week 6 – Wednesday - February 19<sup>th</sup>**

**Focus:**

- Implementation of project
- Discussion of discoveries and progress in the internship/ service-learning location and experience.

**Week 7 – Wednesday - February 26<sup>th</sup>**

**Focus:**

- Implementation of project
- Discussion of discoveries and progress in the internship/ service-learning location and experience.

*Progress report #2 due*

**Week 8 – Wednesday – March 5<sup>th</sup>**

**Focus:**

- Implementation of project
- Discussion of discoveries and progress in the internship location and experience.

**Spring Break – March 10<sup>th</sup>-16<sup>th</sup>**

**Week 9 – Wednesday - March 19<sup>th</sup>**

**Focus:**

- Theatre for Youth Portfolio Development
- Preparation for internship/ service-learning artifacts and documentation

*Progress report #3 due*

**Week 10 – Wednesday - March 26<sup>th</sup>**

**Focus:**

- Theatre for Youth Portfolio Development
- Review of progress Theatre for Youth Portfolio

**Week 11 – Wednesday - April 2<sup>nd</sup>**

**Focus:**

- Discussion of discoveries and progress in the internship/ service-learning location and experience.

**Week 12 – Wednesday - April 9<sup>th</sup>**

**Focus:**

- Discussion of discoveries and progress in the internship/ service-learning location and experience.

*Progress Report #4 due*



### **Week 13 – Week of Wednesday -April 16th**

#### **Focus:**

- Review and evaluation of internship / service-learning experience

### **Week 14 – Wednesday - April 23rd**

#### **Focus:**

- Completion of post-internship/ service-learning experience

Final review and evaluation of internship / service-learning experience

**Exam: 8:00 A.M. – 10:30 A.M. – Wednesday , May 7<sup>th</sup>**

### **Observation/Reflection Journal**

Students are required to keep an observation/reflection journal which includes the following information:

#### **1. Time Log**

Date Time Location

Description of Task or objective

Description of accomplished work

Reflection regarding the internship/service-learning experience

2. **Observation and reflection** regarding the various stages in planning, organizing, rehearsing, and production.

### **Children’s Theatre Critique Paper**

Students are required to submit a critique of a children’s theatre performance

1. A summary of the play
2. Response to the quality of the reaction and response of the children to the performance
3. Value of the theme for children
4. Production qualities

The paper should be typed and should be 2-3 pages in length.

### **Professional Portfolio**

Students are required to submit documentation regarding the internship/service-learning experience including the following:

1. Visual documentation such as photos, brochures, publicity
2. Planning documents such as minutes from meetings, scripts, correspondence
3. Follow the same format as required for the Theatre for Youth Portfolio

### **Exam Presentation**

Students are required to make a presentation/demonstration of the work accomplished during the internship/ service-learning experience. The presentation should be at least 7-10 minutes in length and include visuals, the professional portfolio, and any other supporting materials.

### **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)** \_\_\_\_\_ -

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- 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?

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- 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 \_\_\_\_\_

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

20 Points \_\_\_\_\_

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

20 Points \_\_\_\_\_

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

20 Points \_\_\_\_\_

5. Describe your efforts towards the internship experience. Describe your areas of strength and areas in which you still need to work.

20 Points \_\_\_\_\_

**Total points:** \_\_\_\_\_

**Recommendations by supervising faculty:** \_\_\_\_\_

\_\_\_\_\_

**School of Theatre and Dance – Theatre For Youth Internship I & II  
THEA 4140 and 4141 - Supervisor Evaluation Form**

**Supervisor's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Organization** \_\_\_\_\_ **Intern's Name** \_\_\_\_\_

**1 = Improvement needed    2 = good    3 = excellent (circle one)**

**A. Organizational Skills**

**1                                  2                                  3**

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:**

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**Overall Recommendation**

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**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_