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<https://new.tamuc.edu/coronavirus/>

COURSE SYLLABUS: SPRING 2021
THE 514.01B Theatre Pedagogy in Higher Education
Tuesdays, 4:30 p.m. – 7:10 p.m.; ZOOM

INSTRUCTOR INFORMATION

Instructor: Dr. Carrie Klypchak
 Office Location: PAC 129 (virtual for Spring 2021)
 Office Hours: All office hours will be conducted virtually by pre-arranged appointment with the professor at least 24 hours in advance during Spring 2021
 Office Phone: n/a for Spring 2021; please contact via email
 University Email Address: Carrie.Klypchak@tamuc.edu
 Preferred Form of Communication: Email
 Communication Response Time: Under normal circumstances, less than 24 hours

COURSE INFORMATION:

“Hope begins in the dark, the stubborn hope that if you just show up and try to do the right thing, the dawn will come. You wait and watch and work: you don’t give up.”
~Anne Lamott

Required Texts:

Master Teachers of Theatre: Observations on Teaching Theatre by Nine American Masters edited by Burnet M. Hobgood

Steal Like an Artist: 10 Things Nobody Told You About Being Creative by Austin Kleon.

**Notes: Online retailers list new and used versions of these texts at very inexpensive prices. Master Teachers in Theatre should also be available in our university bookstore for your purchase. In addition to readings in the above texts you will also read journal articles and book chapters throughout the semester that will be made available to you via D2L. I will announce the availability of these readings during class meetings. Any additional materials/handouts needed during each class will be uploaded to D2L by 4:00 p.m. on the day of the class in question. Please be advised that you will have readings and assignments due almost every class period. If you have no desire to truly engage theatre pedagogy in higher education on an in-depth and intensive level, this is not the class for you!*

The syllabus/schedule are subject to change.

Course Description:

This course seeks to prepare students to teach theatre at the college/university level. As such, the course will explore the art, science, and profession of the collegiate theatre professor.

**Note: Although not a formal prerequisite for this course, if you did not complete an undergraduate major or minor in theatre, it is recommended that you wait to take this course until you have had sufficient experience in taking theatre classes.*

Student Learning Outcomes: By the end of this course, the student will be able to:

1. incorporate effective pedagogical principles into the development of undergraduate-level theatre curriculum and collegiate departmental planning.
2. articulate specific skills and competencies needed by professionals in collegiate theatre education.
3. effectively express themselves orally and in writing.
4. analyze and critically evaluate pedagogical ideas, arguments, practices, and points of view.

Required Special Supplies:

Computer with camera and audio with a secure internet access.

Please be advised that under normal circumstances, in this seminar- based graduate class, you are expected to stay on camera throughout the duration of each class session and actively contribute to discussions and/or activities.

Individual registration for a free Zoom account.

You will use this Zoom account for outside partner and/or group work.

Instructional / Methods / Activities Assessments (tentative):

ACTIVE PARTICIPATION (15%): Your Active Participation will play a *very* substantial role in acquiring your final grade – for good reason! This graduate course is structured to support a “community of learners.” In order to contribute to the community, you must come to class fully alert (not under the influence of any un-prescribed mind altering substance!), prepared, and ready to actively participate in discussions of assigned readings or engagement in determined activities, etc. Active Participation grades will be calculated daily and tabulated at the end of the semester. *Each student will begin with an Active Participation mid-point passing grade of 80.* Exceptional effort or lack of effort during each class and over the course of the semester as a whole will either raise or lower that grade.

Be aware that the “Active Participation” aspect of your grade requires more than simply being present or arriving to class on time (although absences and late arrivals/early departures will significantly reduce your Active Participation grade). *Please keep in mind that you must be present in order to participate.* Lack of demonstrable preparation will have a substantial negative impact on your course grade. *Please note that if for any reason I believe that students are not*

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completing assigned readings, I will begin requiring formerly written annotations of all readings from each member of the class; the graded annotations will then count toward your Active Participation Grade... you are in this together, folks!

As graduate students you should realize the importance of acquiring skills in voicing your opinions during discussion in positive and respectful ways. Realize that sometimes you will have to agree to disagree with other members of the class. As I know that you all can do: avoid “knee-jerk reactions” and frame your comments respectfully, with scholarly intelligence, and as a point of academic discourse. *Disrespect, rudeness, or offensive language of any kind has no place in the classroom. If such an instance occurs (either toward another student or the instructor), I will ask the student to leave and assign a zero for the day’s Active Participation grade (regardless of how long the student has been in class).*

**Measures Student Learning Outcomes 2, 3, and 4.*

DISCUSSION PROJECT (5%): You will be required to submit discussion questions prior to most classes via D2L regarding assigned readings. Your developed questions should be thought-provoking questions that will stimulate critical thinking, discourse, and reflection. It should be clear that in this way that *you* are driving much of the direction of the class discussion and learning how to truly develop effective discussion questions for your future students. So, you should really put great thought and effort into the framing of your questions. Remember, this is your education and your classmates’ educations – make it count! You will be graded on the depth of thought evident in your developed discussion questions throughout the semester and your ability to complete the assignment per the requirements. Further discussion regarding the requirements of this assignment will take place during class.

**Measures Student Learning Outcomes 3 and 4.*

READINGS PRESENTATIONS (20% - 2 @ 10% each): You will be responsible for developing oral presentations for two assigned readings during the semester. During these presentations, among other requirements, you will highlight the major concepts discussed in the readings for the class and critically evaluate and analyze these points. Additional in-depth criteria for this assignment will be discussed at a later date.

**Measures Student Learning Outcomes 2, 3, and 4.*

TEACHING MANIFESTO ESSAY PRESENTATION (10%): You will write and formally present one Teaching Manifesto Essay in this class via a well-rehearsed, formal reading for the class toward the end of the semester. There are three major goals for this assignment: 1) to require you to begin formally articulating personal beliefs regarding quality, collegiate-level teaching and to really explore why you believe such things; 2) to provide continuing analysis and discussion of readings during the class ; and 3) to begin introducing you to some of the practicalities associated with effective academic conference presentations (which proves an integral part of the university theatre professor’s professional requirements). We will have in-depth discussion about the requirements of this assignment during the first class session.

**Measures Student Learning Outcomes 2 and 3.*

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APPLICATION PROJECT (15%): You will research current available job openings for college theatre teaching positions via *ArtSearch*, *HigherEdJobs*, and/or *The Chronicle of Higher Education*. You will choose one for which you will soon be qualified and develop a hypothetical application packet which will include a professional cover letter (which, among other things, will require research about the institution and program in question), a detailed curriculum vita (which will follow the guidelines covered in class), and a detailed, one-page, written justification of job choice. Additional in-depth criteria for this assignment will be discussed at a later date.

**Measures Student Learning Outcomes 2 and 3.*

THEATRE SEASON PROJECT (15%): In assigned pairs/groups, you will develop a hypothetical theatre season appropriate for the TAMUC Theatre Department. You will approach the development as if the members of your group comprise the theatre faculty directors of the season. You must consider all dynamics for effective season selection as discussed in class. As a group, you will ultimately present your developed theatre season to the class and offer thorough justification of production selections; discussion will follow. You will also provide a written overview of your theatre season to the class via D2L. As you may already suspect, this will require you to read some plays throughout the semester! Start thinking about this now! Additional in-depth criteria for this assignment will be discussed at a later date.

**Measures Student Learning Outcomes 1 and 4.*

COURSE DEVELOPMENT PROJECT (15%): Each student will develop an undergraduate theatre course assigned by the instructor. The Course Development Project will include, but is not limited to: a detailed class schedule and in-depth overviews of all assignments, etc. (per the guidelines learned in class) and a formal presentation of the developed course. This is a very large project that takes significant research and time for development and revision – you should begin early! Additional in-depth criteria for this assignment will be discussed at a later date.

**Measures Student Learning Outcomes 1 and 2.*

ARTICLE ANNOTATION OVERVIEW (5%): Each student will locate a scholarly journal article to supplement the readings in this class via the library database, annotate the piece, and present the information to the class. Additional in-depth criteria for this assignment will be discussed at a later date.

**Measures Student Learning Outcomes 2, 3, and 4.*

Grading:

SEMESTER GRADING SCALE: The following grading scale will be used to determine all individual grades as well as the student's overall grade in the course:

A=90%-100% (Exceptional Quality Work); B=80%-89% (Good Quality Work); C=70%-79% (Average Quality Work); D=60%-69% (Below Average Quality Work); F=0%-59% (Fails to Meet Acceptable Expectations in Quality of Work)

Note: Numerical correlations for individual assignments receiving awarded letter grades in this class may be calculated as follows: A 95%; B 85%; C 75%; D 65%.

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STUDENT RESPONSIBILITIES

Virtual Attendance

Under normal circumstances, students are expected to attend all virtual class sessions during the semester. Should an unavoidable emergency circumstance arise that has been communicated to the professor in advance, a link to a recorded version of the missed virtual class will be shared with the student. While I will certainly work with extreme emergency circumstances as best as I can, please understand that it is truly impossible to make up a missed graduate class such as this in most instances. So, I expect you to do your very best to attend virtually each and every time.

Class Meeting - Modality

This class is a “Blended” class. All classes for the semester will be offered virtually via Zoomed attendance during regularly scheduled class time. Students should arrange for privacy during Zoom class sessions. The professor will email all students a Zoom invitation for all classes on the first day of the semester.

TECHNOLOGY REQUIREMENTS

Leomail

It is a course expectation that you have a working leomail email address that you check daily. There will be times that I need to contact you with important information and email is the speediest and easiest way of doing so.

Saving of Assignments

Be aware that it is a course expectation that you keep copies of your original and graded assignments until you receive your final grade for the semester.

Minimal Technical Skills Needed

LMS: All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

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Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Contacting Dr. Klypchak

Please feel free to schedule a virtual meeting with me anytime during the semester. I am here to help! Communicate, communicate, communicate! If something is occurring that is presenting you with difficulties in this class, let me know. Don't be intimidated. I am here to assist you in success and will do my best to help you achieve it. Talk to me! The easiest and most reliable way to contact me is via email. I check it frequently. Please do not leave a message for me on my office phone or in the main department office during Spring 2021.

Student Resources

DEPARTMENT OF THEATRE
Performing Arts Center (PAC) #101
Phone: 903-886-5346 (Main Office)

TECHNICAL SUPPORT

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

LATE ARRIVALS: To foster a high level of commitment – and because the work we will be doing this semester will involve intensive focus – the class will adopt the following late entry policy for virtual attendance. Under normal circumstances, students should be on time for every class. Entering a class late or leaving early is disruptive to the flow of the class and indicative of a less-than-disciplined/committed artist. Please be on time out of consideration to your learning process and the processes of others. If you are late for class, your participation grade will reflect this. The class will begin promptly at 4:30 p.m.! Under normal circumstances, if you arrive after 4:40 p.m., you will not be virtually admitted into the classroom. If you arrive within the ten minute grace period, please do so discretely in order to avoid disrupting the class activities/discussions. Also, you are expected to stay until you are dismissed from class. A late arrival or early departure may significantly reduce your participation grade.

The syllabus/schedule are subject to change.

SUBMISSION OF ASSIGNMENTS: Written assignments and projects will be submitted via D2L.

CELL PHONES: Please turn off all cell phones upon entering the virtual classroom. Please do not check messages or engage in text messaging during class. This is disruptive to the flow of the course.

LATE WORK: Under normal circumstances, I do not accept late assignments or presentations in this graduate level class.

EXTRA CREDIT: As a general rule, there is no extra credit offered in this class.

ADAPTATION OF ASSIGNMENTS: Due to the fluid nature of this seminar-based class, some assignments/scheduling may need to be adapted. All changes will be announced prior to implementation.

FOOD, DRINK, GUM AND SMOKING/VAPING: Please do not eat, chew gum, or smoke/vape at any time during the activities of the class.

INCOMPLETES: Under normal circumstances, an Incomplete (I or X) will not be given for a final grade in this course.

SYLLABUS CHANGE POLICY: The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Face Coverings

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Missed Class Due to Communicable Disease

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

COURSE OUTLINE / CALENDAR

***Very* Tentative Schedule:** (subject to change at the discretion of the instructor)

Tues., Jan. 12

Introduction to the Course
Lecture/Discussion/Activities
"Qualities of a Theatre Professor"

Tues., Jan. 19

Lecture/Discussion/Activities
"Expectations of the College Theatre Professor: Understanding the Role"

Readings: TBA

Tues., Jan. 26

Theatre Season Project Research and Development Activities
Readings: TBA

Tues., Feb. 2

Lecture/Discussion/Activities
"Student-Centered"

Readings/Readings Presentations: TBA

Tues., Feb. 9

The syllabus/schedule are subject to change.

Lecture/Discussion/Activities
 “Planning, Developing, and Executing Your Theatre Course Part I”
 Readings/Readings Presentations: TBA

Tues., Feb. 16
 Lecture/Discussion/Activities
 “Planning, Developing, and Executing Your Theatre Course Part II”
 Readings/Readings Presentations: TBA

Tues., Feb. 23
 Lecture/Discussion/Activities
 “Negotiations of the Collaborative Theatre Professor”
 Theatre Season Group Project Presentations
 DUE: THEATRE SEASON PROJECT

Tues., March 2
 Lecture/Discussion/Activities
 “An Inclusive Classroom: Identities and Diversity Considerations”
 Readings/Readings Presentations: TBA

Tues., March 9
 Lecture/Discussion/Activities
 “An Introduction to Critical Pedagogy”
 Readings/Readings Presentations: TBA

Tues., March 16
 Lecture/Discussion/Activities
 “Preparing for the Position: Graduate Studies and Practical Professional Expectations of the College Theatre Professor”
 Readings/Readings Presentations: TBA

Tues., March 23
 “Putting Curriculum under the Microscope Part I”
 Course Development Project Presentations/Discussion
 Readings: TBA
 DUE: COURSE DEVELOPMENT PROJECTS

Tues., March 30
 “Putting Curriculum under the Microscope Part II”
 Course Development Project Presentations/Discussion
 Readings TBA
 DUE: COURSE DEVELOPMENT PROJECTS

Tues., April 6
 “Further Exploring the Art and Science of Teaching Part I”

The syllabus/schedule are subject to change.

Readings: TBA
DUE: ARTICLE ANNOTATIONS/DISCUSSIONS

Tues., April 13

“Further Exploring the Art and Science of Teaching Part II”

Readings: TBA
DUE: ARTICLE ANNOTATIONS/DISCUSSIONS

Tues., April 20

“A Call to Action”

Readings: TBA
DUE: TEACHING MANIFESTO ESSAY PRESENTATIONS

Tues., April 27

Final Exam Period – No Formal Class Meeting

DUE: APPLICATION PROJECT

(You should submit your final Application Project in D2L by 7:10 p.m.)

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