

**PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS**

**CREATIVE DRAMA
THEA 2250**

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Fall 2010

Catalog Course Description:

Innovative methods of improvisational drama to develop creative thinking, improve oral and written communication and learn dramatic structure. An emphasis is on problem solving through playwriting. The techniques can be used in the fields of theatre, education, therapy, childcare and recreation.

Entry Level Standards:

The student must be able to read and write on the college level.

Prerequisites:

ENGL 1010

Textbook(s) and Other Course Materials:

Rike, Elizabeth Kerr. (2000). *Improvisation: Dramatic Structure and Language Arts*. Knoxville, TN. Three R's Press.
Rike, Elizabeth Kerr (1980) *Guiding Dramatic Play For Basic Skills and Concepts*; Rike, Elizabeth Kerr and Pribram, Karl. *Imaginative Play and the Neurology of Creative Growth in Infants through Adults: Exchanges between Elizabeth Rike and Karl Pribram*; Wilkinson, Joyce and Rike, Elizabeth Kerr (1993) *Symbolic Dramatic Play and the Literacy Connection*

I. Week/Unit/Topic Basis:

Week	Topic
1	Course Overview Creative Drama defined The importance of play
2	Strategies of Guided Symbolic Dramatic Play How the brain structures language and meaning
3	The 5 W's to build Sentence Structure
4	Dramatic Structure using Rike's 7 W System
5	Improvisational Strategies to stimulate ideas from personal and social concerns
6	The study of Language Arts
7	Imagination, sensory awareness and emotional expression
8	Group writing project integrating the arts

- Analysis of the Domain of each Art Form
- 9 Socio-drama strategies
 - 10 Transforming the script to production
 - 11 Theme oriented dramas
 - 12 Creative Drama for Preschool through grade 12
 - 13 Adaptation of Creative Drama in a variety of settings
 - 14 Applying Creative Drama in your profession
 - 15 Final Exam Period

II. Course Goals*:

The course will

- A. Extend students' knowledge of the elements of drama and the domain of each art form. I. 1, 3, 4, 6; II. 1, 2, 3, 4, 6
- B. Lead students to understand symbolic dramatic play as a link to literacy and creative thinking. I. 1, 3, 4, 5, 6; II. 2, 3, 4; III. 3, 4, 5; IV. 4; V. 3, 5; VII 1, 3, 4, 5
- C. Foster the students to apply the 7 W's as the building blocks of improvisation and writing. I. 1, 3, 4, 5, 6; II. 1, 2, 3, 4, 6; III. 3,4; IV. 2, 3, V. 5 VII. 3, 5
- D. Expand student understanding of the importance of play as an integral part of the learning process. I. 1, 3, 7; III. 4
- E. Expand the student's knowledge of how the brain encodes structure. I. 6, 7, III. 4, 5, 6
- F. Explore creative drama as a tool for the theatre student as actor and playwright. I. 1, 3, 4, 5, 6;II. 1, 2, 3, 4, 6; III. 3, 4
- G. Increase the capacity of students to guide others in developing social skills, understanding diversity and solving problems through the elements of drama and improvisation. I. 1, 3, 4, 6; II. 2, 3, 4, 6; III. 3, 4

*Roman numerals after course objectives reference goals of the general education program (Career Program Goals and General Education Goals are listed

http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/)

III. Expected Student Learning Outcomes*:

Students will be able to:

- 1. Study handouts and texts and analyze the methodologies of Elizabeth Rike, Brian Way, Dorothy Heathcote, Winifred Ward, Paul Sills, Viola Spolin, and Paul Baker and determine which approach will suit their individual need best. A, D, F
- 2. Participate in and contribute to imaginative play exercises for various ages. B, C, D, G
- 3. Implement Creative Drama techniques in theatre, education, therapy and recreation. B, C, D
- 4. Create original stories and scenarios from the exercises into a variety of genres. C, F
- 5. Write daily in a journal of the activities experienced in class and record personal responses

- to them. A, B, C, D
6. Develop a project that applies the techniques, skills and strategies learned. A, C, F, G
 7. Connect the imaginative “as if” thought (right brain function) to verbal skills (left brain function) with the overt body movement of dramatic play. B, C, E
 8. Explain how symbolic dramatic play is a link to literacy and creative thinking. B, C, E
 9. Develop verbal skills in oral interpretation and nonverbal communication through pantomime. C, D, G
 10. Demonstrate knowledge of Creative Drama techniques and strategies and be able to apply them. A, C, D, F
 11. Upload to a website a wellspring of theatre games and be able to implement them in the student’s field of study. C, D, E
 12. Identify the strategies for implementing “The Theatre Arts Curriculum Framework K-12” with the state mandated Language Arts goals K-12 and other interdisciplinary goals. B, C, D, E
 13. Integrate the elements of drama in its multicultural, social, and historical context. A, B, D
 14. Create lesson plans in the fields of education, theatre, therapy and recreation applying the elements of drama using Rike’s 7 WE System of Guided Symbolic Play. A, B, C, D, E.
 15. Create original stories through words, actions and artistic objects and guide others in doing so. B, C

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures: 40% of grade

Two tests will be given at a value of 20% each

B. Laboratory Expectations: 20% of grade

Students will be required to participate in the creative exercises in class

C. Field Work: 40% of grade

A student will keep a weekly journal of the activities done in class with responses and applications noted. Reports on observing Creative Drama classes when available will also be included. 10% A creative project implementing the techniques and strategies learned will be presented. The instructor must approve the topic. 20% Discuss in a paper how the brain learns according to the latest scientific findings and compare the information with the research of Karl Pribram and Elizabeth Rike. 10%.

D. Other Evaluation Methods:

N/A

V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75

percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.