Moberly Area Community College
Common Syllabus

DRM160 Children’s Theatre

Instructor:
Office number:
Office Hours:
Contact information:
Classroom number:
Class days and time:

Catalog Description: DRM160 Children’s Literature (3-0-3)
This course introduces students to various types of theater for children, giving them an opportunity to develop theatrical skills especially appropriate for young audiences. Course includes units in storytelling, story theater, clowning, puppetry, and playback theater, and its use in conflict resolution. Public performances are required. (SP)

Prerequisite/Co-requisite: No prerequisite required

Texts: No text required.

Other Required Materials: Students will be required to purchase a gross of balloons and a balloon pump. They will be responsible of assembling a clown outfit. In addition they will need a deck of cards. Students may decide to purchase individual magic tricks but that is not required.

Purpose of Course: Children’s theatre will introduce students to three areas of performing for students- storytelling, clowning and puppetry. Each of these units will culminate in a community performance which allows students to polish skills in a performance environment. In this way, students will discover specific performance techniques necessary for young audiences.

Course Objectives: Upon successful completion of this course, students will be able to:

• Communicate emotions, characters and attitudes with vocal variety;
• Develop a narrative with a clear beginning, middle and end with appropriate message for children aged 4-10;
• Develop complete characters vocally, physically and emotionally as appropriate to the narrative;
• Develop a complete comic character with costume and makeup;
• Develop a comic scene with a clear environment and climax;
• Develop an entertaining persona able to entertain with balloons and magic;
• Develop a clear narrative appropriate for a puppet show;
• Develop a clear character through the use of a puppet;
• Demonstrate leadership and communication techniques appropriate to a group;
• Demonstrate the ability to adjust to specific audiences and age groups.

Course Content:
1. Group building and sensory awareness
2. Storytelling
3. Storytelling with participation
4. Balloon sculpting
5. Magic
6. Clowning
7. The basics of puppetry

Assessment of Student Learning:  per instructor’s policy

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments:

A. Storytelling- Students are required to choose or write a story appropriate for ages 4-10 and present it with appropriate vocal variety, characterization and physicalization. Should be 5-10 minutes long

B. Arrow story- Students are required to choose or write a story appropriate for ages 4-10 which involves student participation. Students will need to create a participation indicator appropriate to the story. Should be 5-10 minutes long

C. Clowning- Students are required to create a clown character complete with costume and makeup. Each clown will participate in a comic skit which involves a clear environment, plot and climax. Should be 5-10 minutes long

D. Magic and balloon sculpting- Students are required to master 3 balloon animals, one an advanced twist, 2 card tricks and 2 magic tricks, one a big trick.

E. Puppetry- Students are required to choose or write a puppet script performed with puppets. Students are expected to master basic puppet techniques so that the presentation is as professional as possible. This is a group activity that should be 8-12 minutes long, or 10 –15 minutes in groups of 4 or more.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.
Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook, M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by
the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<th>Course Type</th>
<th>Attendance Description</th>
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<tr>
<td>In Seat Course</td>
<td>Physically attending scheduled, face-to-face, class meetings</td>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course   | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
| Online Course   | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, I.090 & M.095)*

Tardiness:  per instructor’s policy

Make-up and late work:  per instructor’s policy
Extra credit: per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.