



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DRAM 365: Theatre for Young Audiences I
Session: Spring 2022

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| Instructor Office Email Office Hours | Nathan Pronyshyn Nathan.pronyshyn@ucalgary.ca By appointment |
| Day(s),time(s) and location of Class | May 04 - 25 th , 2022 Monday, Tuesday, Wednesday, Thursday Sem: 8:00 a.m. - 9:45 a.m. Lab: 10:00 a.m. - 11:45 a.m. Location: CHE 107 |
| Learning resources: required readings, textbooks and materials | <p>1) van de Water, Manon. "Framing Children's Theatre: Historiography, Material Context and Cultural Perception." <i>Theatre, Youth, and Culture: A Critical and Historical Exploration</i>. 1st ed., Palgrave Macmillan, 2012, pp. 9-19, 38-39.</p> <p>2) ---. "Theory and Theatre for Young Audiences: Marginalization and Cultural Production." <i>Theatre, Youth, and Culture: A Critical and Historical Exploration</i>. 1st ed., Palgrave Macmillan, 2012, pp. 41-51.</p> <p>3) Reason, Matthew. "The Possibility of Theatre for Children." <i>Theatre for Young Audiences: A Critical Handbook</i>. Edited by Tom Maguire and Karian Schuitema. Institute of Education Press, 2012, pp. 23-33.</p> <p>4) Halpern, Emma. "You Know, for Kids: Transcending the TYA Stigma," <i>American Theatre Journal</i>, 21 Sept. 2018, https://www.americantheatre.org/2018/09/21/you-know-for-kids-transcending-the-tya-stigma/.</p> <p>5) Peter Kovac, Kim. "At the Core of Theatre for Young Audiences is Voicing Identity, Intersectionality, and Empathy." <i>Howlround Theatre Commons</i>, Mar. 2019, https://howlround.com/core-theatre-young-audiences-voicing-identity-intersectionality-and-empathy?fbclid=IwAR2x6tpoe6_qdc-f7TWFg7HYXK_vAf2zyobakgbXndwjFaZo0Bg3okS-zww.</p> <p>6) Assitej Italy. "What is TYA." Youtube, uploaded by Assitej Italy. 23 April. 2021, https://www.youtube.com/watch?v=U-rLhpGw0RY</p> <p>7) Imagineate. "Imagineate 30th Anniversary Film." Youtube, uploaded by Imagineate. 1 June. 2019, https://www.youtube.com/watch?v=3IPOCC2oSeg</p> <p>8) Adams, Elissa. "At Play in the Field - A Guide for the Uninitiated." <i>Howlround Theatre Commons</i>, 20 May, 2012, https://howlround.com/play-field-tya-guide-uninitiated</p> <p>9) Shaffeeullah, Nikki, Nevada Jane Arlow, Jenn Boulay, and Senjuti Aurora Sarker. "Manifesting the Future." <i>Theatre Research in Canada</i>, vol. 41, no. 2, 2020, pp. 278-82. UTP Journals, https://doi.org/10.3138/tric.41.2.f01.</p> |
| Learning Technologies and Requirements | There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). |

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| | <p>In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> • A computer with a supported operating system, as well as the latest security, and malware updates; • A current and updated web browser; <p>Most current laptops will have a built-in webcam, speaker and microphone.</p> |
| Prerequisites | Drama 209 and 210 (or Drama 200) or permission from the School of Creative and Performing Arts. |
| Course description | <p>Theatre for Young Audiences I will give a theoretical overview of Theatre for Young Audiences (TYA) and a practical introduction to various approaches to TYA. Students will develop a contextual understanding of TYA in Canada and abroad, challenge commonly held preconceptions of the work, examine methods of creation and engagement, and will have the opportunity to explore how they might engage with the field. The course will require students to participate in both scholarship and artistic practice.</p> |
| Course learning outcomes | <p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of TYA's historical and contemporary cultural contexts. 2. Be familiar with different approaches to creating, performing, and producing TYA. 3. Understand TYA as it applies to children and youth of different ages. 4. Develop and articulate their own unique and informed artistic vision for TYA. |
| Course schedule | <p>Week 1</p> <ul style="list-style-type: none"> - Physical work - Examine notions of childhood and TYA - Origins, theoretical perspectives and trends in contemporary TYA. - Group work, presentations and discussions. <p>Week 2</p> <ul style="list-style-type: none"> - Examine TYA companies from around the world. - Script Readings/videos of work for different ages. - Approaches to creation and performance <p>Week 3:</p> <ul style="list-style-type: none"> - Presenting/Performing/Producing TYA - Rehearsals - Pitch Session Presentations |
| Assessment components | <p>Group Discussion Value: 15% Due Date: Monday, May 9 Description: Groups will be assigned readings offering perspectives on the history of TYA, Notions of Childhood, The Audience and Contemporary Trends in TYA. Groups will be required to familiarize themselves with the readings and work together to create and lead an informal presentation and discussion for the class.</p> <p>Case Study Value: 15% Due Date: Ongoing</p> |

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| | <p>Description: Students will choose a professional TYA company from a list provided and research the company. They will lead a class presentation on their findings and hand in an accompanying outline.</p> <p>Pitch Session Value: 25% Due Date: Tuesday, May 24 Description: Building on their contextual knowledge and creative processes, students will work in assigned groups to create either a “company,” a “festival” or “production” which they will pitch to the class and invited professionals. Elements of the pitch can include a reading of a script sample, short performance, technical demonstration or presentation that captures their creative vision and how it can contribute to the field of TYA.</p> <p>Reflection Paper Value: 15% Due Date: Monday, June 6 Description: A reflection paper on the learning successes and challenges of the course and peer evaluations. Approximately 750-1000 words.</p> <p>Participation Value: 30% 10% Play Reading unit, 10% Playwriting unit, 10% overall class participation Due Date: On-going Description: As part of the course, students are expected to actively participate in individual and group activities where grading is entirely engagement-based. Additionally, students will have opportunities to participate in conversation through the online discussion board and in class. Students are encouraged to actively participate. A description of opportunities and rubric are included as part of the detailed assignment sheet.</p> |
| <p>Assessment expectations</p> | <p><u>Guidelines for Submitting Assignments:</u> Students must submit assignments via D2L. Assignments must be received by the time specified on the arranged due date.</p> <p><u>Criteria That Must Be Met To Pass:</u> With successful completion of each assignment, a professional and positive attitude, and consistent in-class participation and attendance, students will pass this class without issue. Please note that all assignments must be completed in order to pass the course.</p> <p><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Guidelines for Formatting Assignments:</u> All written assignments in this class should be submitted in MLA (Modern Language Association) formatting, the standard format for</p> |

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| | <p>liberal arts and humanities courses. If you are unclear about MLA style and formatting, you can pick up the MLA handbook and style manual at the bookstore or visit online resources.</p> <p><u>Late Assignments:</u> Given the structured timeline of the course, extensions on group presentations will not be granted. The Instructor will accept late written assignments by one day - however, a penalty of a half grade will be taken from the overall score of the assignment. For example: assignment submitted would receive an A- for content, if turned in late, assignment then receives a B+.</p> <p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> |
| Grading scale | <p>For the course as a whole, letter grades should be understood as follows, as outlined in section F.1.Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html.</p> <ul style="list-style-type: none"> • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. |
| Academic Accommodation | <p>It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).</p> <p>Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.</p> |
| Academic integrity, plagiarism | <p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf and https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.</p> |
| Internet and electronic communication device | <p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be</p> |

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| | found at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf . |
| Intellectual Property | Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. |
| Copyright | All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html . |
| Freedom of Information and Protection of Privacy | Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. |
| Student Support | Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines |
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