



**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**SCHOOL OF CREATIVE AND PERFORMING ARTS**  
**Course Number and Title: Dram 365**  
**Session: Spring 2021**

Instructor Office Email Office Hours	Nathan Pronyshyn Remote <a href="mailto:Nathan.pronyshyn@ucalgary.ca">Nathan.pronyshyn@ucalgary.ca</a> By appointment
Day(s),time(s) and location of Class	May 05 – May 27, 2021 Mon, Tues, Weds, Thurs Seminar 12:00 PM – 1:45 PM Laboratory 2:00 PM – 3:45 PM Location – Web-Based Section - Synchronous
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) Junker, Beth. "What's the Meaning? "The Relations Between Professional Theatre Performances and Children's Cultural Life." <i>International Essays on Theatre for Young Audiences</i>, Edited by Manon van de Water. Peter Lang, 2012, pp. 13-16, 20-22.</p> <p>5) Halpern, Emma. "You Know, for Kids: Transcending the TYA Stigma," <i>American Theatre Journal</i>, 21 Sept. 2018, <a href="https://www.americantheatre.org/2018/09/21/you-know-for-kids-transcending-the-tya-stigma/">https://www.americantheatre.org/2018/09/21/you-know-for-kids-transcending-the-tya-stigma/</a>.</p> <p>6) Peter Kovac, Kim. "At the Core of Theatre for Young Audiences is Voicing Identity, Intersectionality, and Empathy." <i>Howlround Theatre Commons</i>, Mar. 2019, <a href="https://howlround.com/core-theatre-young-audiences-voicing-identity-intersectionality-and-empathy?fbclid=IwAR2x6tpoe6_qdc-f7TWFg7HYXK_vAf2zyobakgbXndwjFaZo0Bg3okS-zww">https://howlround.com/core-theatre-young-audiences-voicing-identity-intersectionality-and-empathy?fbclid=IwAR2x6tpoe6_qdc-f7TWFg7HYXK_vAf2zyobakgbXndwjFaZo0Bg3okS-zww</a>.</p> <p>7) Assitej Italy. "What is TYA." Youtube, uploaded by Assitej Italy. 23 Apr. 2021, <a href="https://www.youtube.com/watch?v=U-rLhpGw0RY">https://www.youtube.com/watch?v=U-rLhpGw0RY</a>.</p> <p>8) Imagineate. "Imagineate 30th Anniversary Film." Youtube, uploaded by Imagineate. 1 June. 2019, <a href="https://www.youtube.com/watch?v=3IPOCC2oSeg">https://www.youtube.com/watch?v=3IPOCC2oSeg</a>.</p> <p>9) Adams, Elissa. "At Play in the Field - A Guide for the Uninitiated." <i>Howlround Theatre Commons</i>, 20 May, 2012, <a href="https://howlround.com/play-field-tya-guide-uninitiated">https://howlround.com/play-field-tya-guide-uninitiated</a>.</p> <p>10) 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, <a href="https://doi.org/10.3138/tric.41.2.f01">https://doi.org/10.3138/tric.41.2.f01</a>.</p>

	<p>11) Christie, Sheila. "Youth as Subjects and Agents of Artistic Research: A Comparison of Youth-Engagement Models." <i>Theatre Research in Canada</i>, vol. 41, no. 2, 2020, pp. 308–12. UTP Journals, <a href="https://doi.org/10.3138/tric.41.2.f08">https://doi.org/10.3138/tric.41.2.f08</a>.</p> <p>12) Ouchi, Mieko. "No Assembly Required." <i>FOLDA</i>, 2020, <a href="https://www.folda.ca/no-assembly-required-a-reflection-on-what-it-means-to-be-making-theatre-for-young-audiences-during-a-time-of-social-upheaval-and-change/">https://www.folda.ca/no-assembly-required-a-reflection-on-what-it-means-to-be-making-theatre-for-young-audiences-during-a-time-of-social-upheaval-and-change/</a>.</p>
Learning Technologies and Requirements	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).</p> <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"> <li>• A computer with a supported operating system, as well as the latest security, and malware updates;</li> <li>• A current and updated web browser;</li> <li>• Webcam (built-in or external);</li> <li>• Microphone and speaker (built-in or external) or headset with microphone;</li> <li>• Current antivirus and/or firewall software enabled;</li> <li>• Broadband internet connection.</li> </ul> <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	<b>Theatre for Young Audiences I</b> 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, examining methods of creation and engagement as they apply to the very young through to work specifically created for teens.
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of TYA's historical and contemporary cultural contexts.</li> <li>2. Be familiar with different approaches to creating, performing and producing TYA.</li> <li>3. Develop and articulate an informed 'artistic vision' for TYA that can be applied to a personal area of interest within the field.</li> </ol>
Course schedule	<p>Week 1</p> <ul style="list-style-type: none"> <li>- Examine notions of childhood and TYA</li> <li>- Origins, theoretical perspectives and trends in contemporary TYA.</li> <li>- Group work, presentations and discussions</li> </ul> <p>Week 2</p> <ul style="list-style-type: none"> <li>- Examine TYA companies from around the world</li> <li>- Script Readings/videos of work for different ages</li> <li>- Approaches to creation and performance</li> </ul> <p>Week 3:</p> <ul style="list-style-type: none"> <li>- Presenting/Performing/Producing TYA</li> <li>- Rehearsals</li> <li>- Pitch Session Presentations</li> </ul>

<p>Assessment components</p>	<p><u>Assignment 1: Group Presentation</u>  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.  Weight: 15%  Due Date: Monday, May 10</p> <p><u>Assignment 2: Case Study</u>  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.  Weight: 20%  Due Date: Ongoing</p> <p><u>Assignment 3: Pitch Session</u>  Assessment Method: Rubric and Peer Review  Description: Building on the contextual knowledge and creative processes explored in class, students will work in assigned groups to create either a “company,” a “festival” or “production” which they will pitch to the class and possibly a panel of invited professionals. Elements of the pitch can include a reading of a script sample, a short performance, technical demonstration or presentation that captures their creative vision and how it can contribute to the field of TYA. Please refer to the detailed assignment sheet for details.  Weight: 25%  Due Date: Wednesday, May 26</p> <p><u>Assignment 4: Reflection Paper</u>  Description: A reflection paper on the learning successes and challenges of the course.  Approximately 750-1000 words.  Weight: 15%  Due Date: Wednesday, June 2</p> <p><u>Assignment 5: Participation</u>  Assessment Method: Rubric  Description: A significant part of your grade is based on participation. More than four (4) missed classes will result in a fail for the course. In addition to attending all classes, students are expected to actively engage in individual and group activities. Examples include: Contributing to class discussion, group work, play readings, devising and writing activities, and conducting peer assessment for the class Pitch Sessions. A description of opportunities for engagement and rubric are included as part of the detailed assignment sheet.  Weight: 25%  Due Date: Ongoing</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>Missed or 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>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>
Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Calendar: <a href="https://www.ucalgary.ca/pubs/calendar/current/f-1.html">https://www.ucalgary.ca/pubs/calendar/current/f-1.html</a>.</p> <ul style="list-style-type: none"> <li>• A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.</li> <li>• The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</li> </ul>
Guidelines for Zoom Sessions	<p>Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.</p> <p>To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.</p> <p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the <a href="#">Code of Conduct</a>). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g <a href="#">Student Non-Academic Misconduct Policy</a>). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <a href="https://elearn.ucalgary.ca/guidelines-for-zoom/">https://elearn.ucalgary.ca/guidelines-for-zoom/</a>.</p> <p>If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be</p>

	<p>prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).</p> <p>The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>
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 <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</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 (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf</a>). Students who require an accommodation in relation to their coursework 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 <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a>.</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: <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf</a> and <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf</a>. Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a>.</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 found at <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</a>.</p>
Intellectual Property	<p>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.</p>
Copyright	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf</a>) and requirements of the copyright act (<a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a>) 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</p>

	violation of this policy may be disciplined under the Non-Academic Misconduct Policy <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a> .
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: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a>