**ALS 6014**

**Theater Techniques for Enhancing Teaching and Public Speaking**

**Spring 2018**
- **Tuesday (sec 102)**
- **Wednesday (sec 101)**
- **4:30pm-6:30pm**
- **Jan 30 - Mar 16**
- **Kennedy Hall 101**

**Instructors**
- **Wednesday Sec101:** Andrea Beukema
  - beukema@cornell.edu
  - 118 CCC, 607-254-5017
- **Tuesday Sec102:** Colleen McLinn
  - colleen.mclinn@cornell.edu
  - 325 Caldwell, 607-255-2030

**Office Hours**
- Andrea: Thursdays 3:30-4:30pm
- Colleen: Mondays 4:00-5:00pm

**Course Website**
- [http://blackboard.cornell.edu](http://blackboard.cornell.edu)

**Participation**
Participation in class activities and discussions is vitally important as this class is primarily an experiential course. We are all in this together to learn and grow, neither of which is always comfortable. If you know in advance that your schedule will require you to miss two or more sessions, please defer taking this course.

**Credit Structure:** 1 credit hour, Satisfactory/Unsatisfactory grading

**Assignments**
- Each week you will be required to submit a short response to instructor-provided prompts through Blackboard's journal tool or complete a reading.
- Upon completion of the course you will give a presentation to demonstrate and apply what you have learned.

**Rationale**
Graduate students and postdocs who are currently teaching and/or preparing for teaching in higher education or who will need to deliver talks can benefit from research-based, practical techniques for enhancing instruction and presentations. This course can be taken before or concurrently with the Center for Teaching Innovation's other pedagogy courses, ALS 6015 and 6016.

**Course Outcomes**
- Identify theater strategies for enhancing classroom teaching and public speaking in formal and informal settings.
- Utilize and practice improvisational (improv) techniques to think creatively under pressure and to project confidence and respect for diverse perspectives.
- Apply storytelling techniques to communicate discipline-specific content more effectively, and in a more engaging manner.
- Design and present a short lesson or talk that addresses: rationale for how the lesson or talk was constructed around learning outcomes (or audience needs), improvisational theater or public speaking principles applied, and methods for assessing student/audience engagement and learning.
- Demonstrate evidence of practice and learning through a series of reflective essays.
- Describe how using theater techniques can help to build more inclusive classes.
Academic Integrity
All students are expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

Accommodations
In compliance with the Cornell University policy and equal access laws, we are available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for in unusual circumstances, so that arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Inclusivity Statement
We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community, we ask all members to:
- share their unique experiences, values and beliefs
- be open to the views of others
- appreciate the opportunity that we have to learn from each other in this community
- value each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community.

Course Readings
- Required articles available in Blackboard

Questions
Visit the Blackboard site, or contact Andrea or Colleen.