Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

SCHOOL OF COMMUNICATION & THE ARTS

SCA 685 MAT
SEMINAR: THE MFA ARTIST AS TEACHER
FALL 2011
COM 152 – TUESDAYS 9:00A – 12:00N
AUG. 23 – DEC. 6

Dr. Norman Minto, LEAD PROFESSOR
757.352.4203
normmin@regent.edu
Monday, Thursday afternoons 2:00 – 5:00P
COM 240

THEATRE Student Labs: Dr. Michael Kirkland
757.352.4730
SSW Student Labs: Dr. Gil Elvgren
757.352.4271
CTV Student Labs: Prof. Doug Miller
757.352.4221

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructors.
**COURSE DESCRIPTION**

At Regent University, we consider our MFA artists’ growing track record of professional success within their disciplines as a badge of merit. Our actors, scriptwriters, directors and producers are called to bring the Light of the Gospel into their every professional endeavor. Artists are, by nature, both problem-solvers and life-long learners. Their work requires well-honed skills in creativity, imagination, innovation, discovery, and wonder. Education in the arts, taught by working artists, is a vital necessity in our society. Successful teaching artists provide the essential learning links for young and aspiring artists through deeper understanding and practice of the creative processes, developing cultural intelligence, and storytelling.

**PROGRAM OUTCOMES**

- To reclaim the power of "Story" and to weave Christian values and enduring truths in infinitely fresh and relevant ways.
- To allow students to explore and refine their craft through observation, intense study and practice.
- To grow artists who can create media infused with the Light to those with eyes to see and ears to hear.

**COURSE OUTCOMES**

The goal of this class is to awaken in the Regent MFA artist an awareness of the philosophies and practices needed for teaching the arts to help prepare aspiring actors, producers, directors, and writers. This class is designated SCA purposefully to be inclusive of all students in our various MFA programs who hope to teach in secondary or college/university levels in the future.

**Specific Student Learning Objectives:**

- A clear enunciation of a personal teaching philosophy to include a cogent rationale for Christian education and a clear understanding of future students: their behavioral and learning patterns, and how to best serve them as a leader in the classroom.
  - Assessed by successful completion of Philosophy paper
- Demonstrate an understanding of professional roles the artist as teacher in a classroom setting must play
  - Assessed by successful completion of teaching lab assignment(s)
- Develop a clear understanding of course and individual class session preparation
  - Assessed by successful creation of a syllabus and lesson plan
COURSE MATERIALS

Required Materials:
There is only one required text for this seminar. While the Davis text seems rather old (1993), its content is invaluable; this is a tome you’ll want to keep in your library and refer to from time-to-time over the years.


Additional readings provided as eHandouts (available on Blackboard site) excerpted from various textbooks will form the basis of our reading assignments. The full texts (and others) are listed below as recommended resources.

You will also be required to have a STUDENT LEARNING JOURNAL. This can be done electronically. It needs to be in a format that can be turned in at the end of the semester to Dr. Mintle.

Recommended Resources:

COURSE REQUIREMENTS AND ASSIGNMENTS

Extensions
Unless stated by the instructor in class, all assignments are due on the date stated in the syllabus at the beginning of that class period. Late assignments will be graded down one letter grade for each day they are late without an approved extension. Except in cases of emergency, requests for extensions must be made to the instructor, at least 24 hours before the assignment is due. Be prepared to defend your reason why you need the extension. Remember, deadlines in the media industries are taken very seriously. This class, in preparing students to work professionally, will take the same attitude.
Incomplete Grades
Students desiring an incomplete must submit their request to the course instructor and academic dean prior to the end of the term (typically, after at least 75% of the semester has been completed). An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor, including equipment breakdown and shortages, and not because of neglect on the student’s part. Incompletes require the final approval of the school dean or his/her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Registrar’s Office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP on pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar’s Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course. In progress grades can only be given for independent studies, internships, practica, portfolios, theses and dissertations.

Student Course Evaluations
Students will be given opportunity to provide the instructor, as well as the college administration with written feedback and evaluation of the course structure and its conduct. However, students should feel free to bring any concerns to the attention of the instructor at any time during the semester.

Academic Integrity
The Regent University Graduate Catalogue contains the following statement: “A community of teachers and scholars recognizes the principles of truth and honesty as absolutely essential. The expectation at Regent University is that these principles will be rigorously followed in all academic endeavors, including the preparation of class reports and papers, giving and taking of examinations, and in protecting the validity of assigned grades. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. Instructors will exercise due diligence in planning and supervising the academic program so that the principles of truth and honesty are encouraged.

Assignments
1. Paper – “Teaching Philosophy” (25%)
2. Lesson Plan (10%)
3. Syllabus (15%)
4. Lab Assignments (25%)
5. Creating your CV
6. Filling-out a job application
7. Class Participation – see Daily Assessments (below) (10%)
8. Personal Assessment Paper (based on Student Learning Journal) (15%)

Paper: “My Personal Philosophy of Pedagogy”: A ten-page think piece, based in part on in-class discussions, readings, and the student’s research. The purpose is to elucidate a personal philosophy of Christian higher education.
2. Creation of a workable LESSON PLAN: Students will prepare an appropriate lesson plan for the lab course to which they will be assigned.

3. Development of a semester-long Syllabus: Students will create a full semester’s Syllabus for a new course to which they will be assigned (fictionally).

4. In-Class LAB Work: During the semester, students will be assigned a discipline-specific faculty mentor. Students will have the opportunity to work in an actual existing course alongside the professor. Students may spend (at least) one week observing, one week assisting, and one week teaching. Assignments by that faculty member will vary depending on the course, subject matter, course level, etc.

   In Class Video Assessment: On the day that you teach, you will tape yourself. A small segment of this will be assessed in class by Dr. Mintle and your peers.

5. Creating your Curriculum Vitae: while no grade will be given for this assignment, every future academic must understand the vital components of a successful resume. We’ll also explore the secrets to a “can’t miss” cover letter.

6. Job Application: We’ll fill out a Regent University faculty application.

7. DAILY ASSESSMENTS:

   One Minute Paper: This paper will be started and completed in the first minute of the class. Students arriving late will not be allowed to complete the assignment. A question will be written on the board upon students entering. The question must be answered within a minute and turned in immediately. When it is returned, the one minute paper should be added to your Student Learning Journal.

   Muddiest Point Forum: This will be completed at the end of each class period. Dr. Mintle will ask a question and it will be discussed. It should also go into your Student Learning Journal.

   Learning Audit: There will be a question or questions on the board at the end of each class period. You may complete the questions at the end of class or as homework. Students will discuss their findings/answers during the next class session. The answers should go into your Student Learning Journal.

8. Student Learning Journal & Personal Assessment Paper: This will be comprised of your one minute paper, muddiest point, and learning audit for each week. This will help you keep track of what you have learned over the course of the semester. At the end of the semester you will take what you written in your journal and write a paper based on your own assessment of what you learned over the course of the class. You will use this assessment as a jumping off point to help you figure out how to teach your own students in the future. (Include your Journal as an Appendix to this paper.)
Grading Scale

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<td>A</td>
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<td>D</td>
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UNIVERSITY POLICIES AND RESOURCES

Please review the following links for important information on University policies:

- Academic Calendar/Registrar Information
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- Technical Support – University Helpdesk
- Student Course Evaluations - University policy requires that all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade.
- Disability Statement – the student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources
for faculty to become better informed of their responsibilities toward the disable students in their classes.

www.regent.edu/admin/stusrv/student_life/disabilities.cfm

At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.

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