

EDU-964: Asian American Plays

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 2 units
Target Audience: 6th-12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

This class will guide 6-12th grade teachers through a survey of Asian American plays, focusing on the Chinese and Japanese American experiences as represented through drama. The goals of this course will be to gain an empathy for these cultures by engaging five plays, studying themes within the required plays, and making comparisons to other Asian American media. Students will demonstrate professional application by creating vibrant lesson plans for students that make connections to the historical contexts of the plays and culture today and creating a survey that reflects on experience in relating to students and staff of a culture different than one's own.

Note: Required class materials must be purchased separately.

Required Texts and Course Materials

Book/Plays: The plays that will be studied should be easily accessible in libraries or online. Other required plays and resources are available through the course's learning management system.

1. [Houston, Velina Hasu. "Tea." 2007. New York, NY: Dramatist Play Inc. ISBN 13: 9780822221036](#)
2. [Lim, Genny. "Paper Angels." Unbroken Thread: Anthology of Plays by Asian American Women. Edited by Roberta Uno. University of Massachusetts Press. 1993. Pg 11-5](#)
3. [Nishikawa, Lane and Victor Talmadge. "The Gate of Heaven." Asian American Drama: 9 plays from the multiethnic landscape, edited by Brian Nelson. New York, NY: Applause Publishing. 1997. Pg 156-208.](#)
4. [Sakata, Jeanne. "Hold These Truths." 2018. Ageloff Books. ISBN 978-0997863956](#)
5. [Wong, Elizabeth. "Letters to a Student Revolutionary." 1989. Woodstock, IL: Dramatic Publishing Co. ISBN 9780871296450](#)

Note: Students are responsible for purchasing (or borrowing) their own plays, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, ebook, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://www.amazon.com/>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Common Core Arts Standards (NCCAS) nationalartsstandards.org

Responding/Reflect:

- TH: Re7.1.I. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Responding/Interpret:

- TH:Re8.1.II. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
- TH:Re8.1.III. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.
- TH:Re9.1.II. Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- TH:Re9.1.III. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices. Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.

Connecting/Empathize

- TH:Cn10.1.I. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

Common Core English Language Arts Standards; Reading Literature

- [CCSS.ELA-Literacy.RL.9-10.2](#)

Determine a theme or central idea of a play and analyze in detail its development over the course of the play, including how it emerges and is shaped and refined by specific details; provide an objective summary of the play.

- [CCSS.ELA-Literacy.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the play says explicitly as well as inferences drawn from the play, including determining where the play leaves matters uncertain.

- [CCSS.ELA-Literacy.RH.9-10.6](#)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Read plays written about Asian American experiences (specifically Chinese and Japanese American) and respond by demonstrating personal realization about cultural perspectives and understanding.	TH:Re7.1.I., TH:Re7.1.II., TH:Cn10.1.I., CCSS.ELA-Literacy.RL.9-10.2	CE 1, 2, 4, 5, 6
2. Analyze and understand drama as a literary form and demonstrate how the themes of Asian American plays are illustrated by script structure, setting, characters and plot.	NBPTS 1, 3, 4 CCSS.ELA-1, 2, 3, 4, 5, 6, 10	CE 4
3. Read and compare plays by two or more Asian American authors concerning the same historical event or themes.	CCSS.ELA-Literacy.RH.9-10.6 TH:Re9.1.III	CE 1, 2, 4, 6
4. Research other mediums of Asian American art and compare them to the required plays.	TH:Re9.1.III TH:Re9.1.II.	CE 1, CE 2, CE 4, CE 6
5. Develop lesson plans with the required plays that incorporate Common Core NCCAS Theatre and English Language Arts standards.	TH:Re7.1.I., TH:Re7.1.II., TH:Re7.1.III, TH:Re9.1.I. TH:Re9.1.III. TH:Cn10.1.I.	CE 2, CE 4, CE 6
6. Engage in collaboration with other teachers to share ideas and discuss elements of best practices.		CE 6

7. Evaluate his/her own current method of addressing diversity in the classroom or staff for making positive changes.		CE 3, 4, 5
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* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	• Introduction video • Course Syllabus • Introduce Yourself Forum	
Module 1 – Setting the Stage	• 1.1 Read/respond “How to Teach Plays” PDF • 1.2 Watch/respond Introduction to Script Analysis • 1.3 Read/Respond to Asian American Theatre History Article	10 pts 10 pts 10 pts
Module 2 – Chinese American Experience	• 2.1 Read <i>Paper Angels</i>, Journal Response • 2.2 Read <i>Letters to a Student Revolutionary</i>, Journal Response • 2.3 Create Lesson Plan • 2.4 Choice: Comparative Essay or Creative Option	10 pts 10 pts 30 pts 20 pts
Module 3 – Japanese American Experience: Solo Performer	• 3.1 Read/Listen to <i>Hold These Truths</i>, Write Character Analysis • 3.2 Create Lesson Plan • 3.3 Choice: Comparative Essay or Creative Option • 3.4 Forum	15 pts 30 pts 20 pts 5 pts
Module 4 – Japanese American Experience: Post-WWII Effects	• 4.1 Read <i>The Gate of Heaven</i>, Journal Response • 4.2 Read <i>Tea</i>, Journal Response • 4.3 Create Lesson Plan • 4.4 Choice: Comparative Essay or Creative Option	10 pts 10 pts 30 pts 20 pts
Module 5 – Film and Application	• 5.1 Watch film and respond • 5.2 Create and administer a survey • 5.3 Create action plan for future interactions with those of a different culture than your own	20 pts 20 pts 20 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist	
	TOTAL POINTS	300 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.

- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are

encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.