



**University of Alberta
Department of Secondary Education
EDSE 322
LEC A1
CURRICULUM & TEACHING
FOR
SECONDARY SCHOOL
DRAMA MAJORS I**

COURSE OUTLINE - FALL 2012

**Monday & Wednesday 9:00 to 11:20
Room 4-104 Education North**

**Instructor: Dr. Diane Conrad
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Office hours: Wednesdays 11:30-1:30 or by appointment**

COURSE SCHEDULE

**IPT classes Wed. September 5 to Wed. October 31
Add & delete date Sept. 10
Fall Add/Delete Date: September 13, 2012
Fall 50% Withdrawal Date: September 26, 2012
Mon. Oct. 8 Thanksgiving (no class)
Fall Withdrawal Date: October 17, 2012
IPT Observation Days: October 12, 19, 26
Exams Nov. 1-9 (no final exams for this course)
No final exam for EDSE 322. In lieu of exam final assignment due Friday Nov. 2
Field experience EDFX 350 (5 weeks) Nov. 12 - Dec. 14**

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

INTRODUCTORY PROFESSIONAL TERM

The Introductory Professional Term (IPT) is the pre-service teacher's introduction to the integration of current educational theory, research, and practice. The term is organized around a coherent set of courses and an initial field based experience grounded in academic and scholarly rigor. The Introductory Professional Term provides the opportunity for pre-service teachers to begin to develop:

- pedagogical expertise;
- a professional identity;
- an awareness and beginning understanding of how diverse contexts affect students and teachers

- a preliminary competence in teaching through an initial field experience.

COURSE DESCRIPTION

EDSE 322 taught in the Introductory Professional Term focuses on curriculum and instruction at the Jr./Sr. high school level for Drama majors. The course serves as a bridge between the drama content learned in coursework in the Department of Drama, educational theory addressed in other Education courses, and the world of teaching drama in a Jr./Sr. high classroom. As part of the BEd. professional program, the course addresses content common across all IPT subject areas including the Alberta Education curricula (in this case the drama curricula), short-term planning, teaching contexts, classroom environments, assessment strategies, teaching philosophies and teacher identity, all of which are also part of the expectations for Alberta Education Interim Teaching Certification (see KSAs below). Coursework will contribute to preparing students for their introductory field experience, to some extent, but the focus will be on their future careers as drama teachers in as far as a university course can do so. The university's role is to help student teachers develop theoretical foundations to underpin their practice by critically examining past and current theory and research and integrating these into their practice. Students should recognize that their teacher education is ongoing. Their growth and development in the field of education will continue throughout their teaching careers. To this end, theory and research in drama education and curriculum studies as well as practical application of teaching strategies will be addressed. Through co-operative in-class activities and individual and/or small group graded assignments students will experience:

- a variety of drama education instructional approaches and dramatic forms,
- planning and implementing drama lessons (short-term planning)
- exploring their own teacher identities & teaching philosophies,
- and integrating them with the objectives of the relevant drama ed. curricula and general principles of curriculum and instruction.

In-class instruction will be based largely on experiential learning so that students can learn from each other and learn by doing – including taking leadership roles in the teaching/learning process. In-class and homework activities will also provide opportunities for reflection. Graded assignments are designed to be practical learning opportunities. The overall success of drama education, in a university class, as in a Jr./Sr. high school setting, depends on students' participation in class activities; as such students' commitment and contribution are expected. This course curriculum can, to some extent, be negotiated by the students and instructors, so the outline can only be tentative. Changes can take place in content and evaluation based upon class discussion and negotiation.

GENERAL COURSE OBJECTIVES

1. To further develop a personal teaching identity and teaching philosophy.
2. To practice short-term (lesson plans) planning for drama.
3. To become familiar with the Alberta Education drama curricula (Elementary, Jr. High, Sr. High) and other curricula (e.g. ICT program of studies) and implement them in the planning of lessons.
4. To become familiar with various instructional approaches or techniques used in teaching drama such as parallel action, tableaux, side-coaching, guided imagery, teacher-in-role, brainstorming, presentation, etc.
5. To become familiar with various dramatic disciplines or forms of expression such as creative movement, storytelling, improvisation, technical theatre/design, etc.

6. To develop lesson plans which demonstrate a practical knowledge of Alberta Education drama curricula, various dramatic forms/disciplines and various instructional approaches/techniques used in drama.
7. To develop lesson plans which demonstrate a practical knowledge of the appropriate subject matter and resource materials for grade level, lesson objectives, a variety of drama activities, sequencing of activities, management strategies, a variety of evaluation methods, opportunities for integration of technology, attention to student needs, student diversity and varying abilities.
8. To become familiar with issues related to the context of teaching drama including issues in relation to diversity in race, culture, gender, sexual orientation and ability.
9. To develop the habit of reflecting on one's practice and educational issues.
10. To understand creativity and use it to facilitate/lead artistic projects.
11. To become acquainted with and apply current drama education and curriculum studies literature and research of both a practical and a theoretical nature.
12. To develop one's personal, interpersonal and professional skills and translate these into one's own teaching practices including:
 - a) participation in group discussions: showing a willingness to contribute one's opinions without dominating the discussion and a willingness to listen to, respect and respond appropriately to the opinions of others
 - b) participation in individual or group activities: displaying sustained focus, concentration and effort to the task at hand towards its successful completion
 - c) preparedness: being present in body and mind and ready to work with preparatory work completed as the situation requires
 - d) team building: working towards a positive environment and a productive team both as participant and leader, contributing one's share and encouraging others, being fair, flexible and respectful in all interactions with others, offering and accepting constructive feedback in the spirit of mutual learning, becoming comfortable with the stress, uncertainty and complexity of working in a group
 - e) conflict resolution: displaying an understanding that conflict is natural, inevitable and resolvable, and implementing conflict resolution strategies as needed
 - f) citizenship: exercising one's rights and responsibilities in an appropriate manner, adhering to rules, protocols and codes of conduct as required.

Knowledge, Skills and Attributes Related to Interim Certification

According to Alberta Education, teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators. These are taken from the Alberta Education Teaching Quality Standard document, a link to which can be found on the class WebCT site. The chart below shows the degree of focus given to each KSA in EDSE 322.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:	Emphasis given to the KSA in EDSE 322	Comments
a) contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;	Minimally addressed	Contextual variables are addressed with the understanding that appreciation of their relative importance is best learned while actually teaching
b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as	Minimally addressed	There is some discussion of these topics, particularly as they pertain to the official

amended and their school authority's teacher's evaluation policy;		curriculum documents.
c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;	Major focus	This is one of the major outcomes for this course.
d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;	Minor focus	The prerequisite courses in Drama will have addressed much of this content background
e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;	Minor focus	Students will be introduced to a range of teaching methods and classroom structures and examine theories of learning appropriate to drama.
f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;	Major focus	The emphasis in this course is moving from planning individual lessons towards longer-term planning.
g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;	Minor focus	The emphasis here is on the creation of positive learning environments through activities that are relevant and engaging.
h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;	Minor focus	The Faculty of Education is committed to providing an environment of equity and respect for all people, qualities that are modeled in this course.
i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;	Major focus	This is one of the major outcomes for this course.
j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;	Minor focus	Students will be introduced to issues around integration of technology in drama.
k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyze the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;	Minor focus	Adaptations of general assessment strategies as they apply to teaching drama will be addressed.
l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;	Minimally addressed	Some discussion of engaging parents will occur.
m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;	Minor focus	Identification of a variety of resources is inherent in the process of planning for drama.
n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;	Minimally addressed	This is addressed through discussion, but is best learned while actually teaching.
o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments,	Major focus	The course is designed to support prospective teachers' efforts to

supervision and evaluations to select, develop and implement their own professional development activities;		become reflective practioners.
p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and	Major focus	This course will encourage the development of a personal teaching philosophy to guide one's practice.
q) they are expected to achieve the Teaching Quality Standard (http://www.learning.gov.ab.ca/educationguide/pol-plan/polregs/421.asp)	Minor focus	The above objectives work towards developing these professional standards.

Required Books

Available at the Bookstore

- Alberta Education. (1989). *Teachers resource manual Drama Junior high school*. Edmonton: Alberta Education.
- Alberta Education. (1989). *Teachers resource manual Drama Senior high school*. Edmonton: Alberta Education.
- Pura, T. (2002). *Stages: Creative ideas for teaching drama*. Winnipeg, MN: J. Gordon Shillingford.
- Sterling, S. (1992). *My name is Seepeetza*. Vancouver: Groundwood Books.

Available Online

- Alberta Education Drama Curricula (Elementary, Jr. & Sr. High) on Alberta Education website: <http://education.alberta.ca/teachers/program/finearts/programs.aspx>
- Alberta Education Information and Communication Technology (ICT) Program of Studies: <http://education.alberta.ca/teachers/program/ict/programs.aspx>
- Alberta Education. (1985). *Elementary drama curriculum guide*. Edmonton: Alberta Education: <http://education.alberta.ca/media/313001/elemdram.pdf>

Recommended

Copies ordered in to the Bookstore

- Boal, A. (1992). *Games for actors and non-actors*. (A. Jackson, Trans.). London: Routledge.
- Booth, D, & Lundy, C. (1985). *Improvisation: Learning through drama*. New York: Harcourt, Brace, Jovanovitch.
- Booth, D, & Lundy, C. (1983). *Interpretation: Working with scripts*. New York: Harcourt, Brace, Jovanovitch.
- Converse, T. J. (1995). *Directing for the stage: A workshop of 42 creative training exercises and projects*. Colorado Springs, CO: Meriwether Publishing Ltd.
- Duffy P. & Vettraino, E. (Eds.), (2010). *Youth and Theatre of the Oppressed*. New York: Palgrave.
- Neelands, J. (1990). *Structuring drama work*. New York: Cambridge University Press.
- Norris, J., McCammon, L. & Miller, C. (2000). *Learning to teach drama: A case narrative approach*. Portsmouth: Heinemann.
- Spolin, V. (1985). *Theatre games for rehearsal: A director's handbook*. Evanston, IL: Northwestern University Press.
- Spolin, V. (1986). *Theatre games for the classroom*. Evanston, IL: Northwestern University Press.
- Spolin, V. (1999). *Improvisation for the theater: A handbook of teaching and directing techniques*. Evanston, IL: Northwestern University Press.

REQUIREMENTS FOR DRAMA MAJORS

- Requirements are based on the student's year of application to Education. There have been changes to requirements in recent years.
- EDSE 322 must be taken during the Introductory Professional Term (IPT).
- Prerequisite: *9 in the Major subject area.
- Corequisite: Courses in the Introductory Professional Term for the Secondary Education Route.
- Successful completion of the on-campus portion of the IPT is expected prior to being granted permission to continue into EDFX 350.

Education Chart 2

Requirements for Major Teaching Subject in the Secondary Education Route

Drama (★36)

1. ★3 DRAMA 103
2. ★3 DRAMA 150
3. ★3 DRAMA 302
4. ★3 DRAMA 240
5. ★3 DRAMA 257
6. ★3 DRAMA 259
7. ★3 DRAMA 279
8. ★3 DRAMA 383

The above ★24 must be taken before registering in the APT. Another 12 are to be chosen based on the following:

9. Minimum of ★3 from DRAMA 208, 209, 301, 305, 308, 327, 409 (history/theory)
10. Minimum of ★3 from DRAMA 307, 331, 357, 361, 391, DANCE 340 (performer created)
11. Minimum of ★3 from DRAMA 454, 457, 459, 483 or another approved 400-level course in the practice of theatre. Note: Drama 391 is prerequisite for many 400 level courses. (400 level)
12. Another ★3 to be chosen from any of 9-11 above or EDSE 401 or 424 (sometimes offered in Spring or Summer).

Students must take EDSE 322 during the IPT*, which is normally offered in the Fall Term only.

Students must take EDSE 422 and 451 during the APT*, which is normally offered in the Winter Term only.

EVALUATION & GRADING

All assignments are designed to be learning experiences, which will expand your understanding of your personal held beliefs and the beliefs of others in the field. Each assignment should expand your awareness of issues in drama education and provide you with some possible directions for action.

The course is developmental, working in a spiral rather than a linear fashion. We will follow a cycle in which we plan, act, observe the action, reflect on its implications and formulate a new plan. This organic structure increases relevance, student co-ownership, flexibility and uncertainty. Note that a larger percentage of your assessment comes due closer to the end of the course. The structure of the course is developmental but it is also integrative. Many concepts need to be interconnected before a comprehensive understanding is reached. Much evaluation will take the form of informal, formative feedback along the way (oral and written comments) from peers as well as the instructor, but much of the “grading” will occur closer to the end when you are ready to provide quality work.

How your grade will be determined:

According to the University of Alberta Grading Policy, “Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgments are based on a combination of absolute achievement and relative performance in a class.” In this course, your work will be evaluated using the general grading descriptors established by the University, as well as the more detailed assessment criteria that will be provided for specific assignments. Your grade on each assignment will be in one of three formats: a descriptor (excellent, good, satisfactory, etc.), a letter (A, B, C, etc.), or a number. When necessary, descriptor and letter grades will be converted into numerical equivalents in order to weight them properly and average them into a final course grade. Conversions between descriptors, letters, and numbers will be made in accordance with the University’s grading policy and the table provided. Your final course grade will be reported as letter grade. It will not be official until it has been approved by the Department Chair and posted on Bear Tracks. GPA. See **Table A: Undergraduate Student Grading Scale**.

For EDSE 322:

a) An overview of assignments is included below. Detailed criteria for each assignment will be provided by your instructor. Each assignment will be marked based on the criteria given for that assignment on the following rubric corresponding to the U of A grading system:

General Grading Criteria

Grade distinctions within each category (e.g. B- or B or B+) will be made based on the specific quality of individuals’ work. Higher marks would normally only be achieved by a very small percentage of a class.

A+, A, A- (Excellent)	Excellent performance with respect to assignment learning objectives; exhibits original, creative thinking and demonstrates a capacity to analyze critically and synthesize information; finely focused and clearly written/crafted
B+, B, B- (Good)	Good performance with respect to assignment learning objectives; understanding/analysis is strong; well focused and clearly written/crafted
C+, C, C- (Satisfactory)	Satisfactory performance with respect to assignment learning objectives; understanding/analysis meets expectations; not consistently well focused or clearly written/crafted
D+ (Poor)	Poor performance with respect to assignment learning objectives; understanding/analysis is weak; not clearly focused or well written/crafted
D (Minimal Pass)	Minimal performance with respect to assignment learning objectives; minimal understanding/analysis evident; poorly focused and written/crafted
F (Failure)	Unsatisfactory performance with respect to assignment learning objectives; no understanding/analysis evident; very poorly focused and written/crafted

Each assignment will be evaluated based on the general grading criteria indicated above and the specific criteria set out for the assignment. For each assignment you will be assigned a letter grade corresponding to the U of A Letter Grading System (Table A). Letter grades for assignments will be translated into corresponding GPA equivalents for the purposes of weighting and weighted as indicated below (assignments overview) to determine a raw score. You will be assigned a final letter grade reflecting judgment of your achievement as made by the instructor

based on a combination of absolute achievement and relative performance in the class. Higher marks will be given for outstanding work.

Note: The assignment criteria and weighting of assignments are negotiable with unanimous agreement from all students in the class and the instructor.

There is no final examination in this course.

Table A: Undergraduate Student Grading Scale

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
Minimal Pass	D	1.0
Failure	F	0.0

Points Regarding Evaluation Procedures:

- **Written Assignments:** All written assignments **must be word processed** (12pt. Times New Roman font & double spaced unless otherwise indicated). Writing ability/style will be assessed along with the content. Particular details on assignments will be communicated throughout the course.
- **Late Assignments:** The expectation is that assignments will be handed in on the due date. Deductions will be made for assignments handed in late. After 5 days, a grade of zero will be assigned. Exceptions can be negotiated with the instructor in advance.
- **Attendance and Punctuality:** Since this is a pre-professional course, and due to the condensed time frame and the collective nature of drama, attendance and punctuality are seen as fundamental. All absences must be negotiated with the instructor in advance. In case of illness the student should notify the instructor by phone prior to class. 3 absences or persistent lateness will trigger a Course Concern Notice sent to the Associate Chair of the Department of Secondary Education.
- **Final Grades:** Approximately 5 working days after the end of term students can access their course grades online via Bear Tracks (go to 'For Students', then 'Registration', then 'Your Class Timetable'). Students will need their CCID and password in order to access this service.
- For more information on the U of A grading system see <http://www.grades.ualberta.ca/>
- Information on grade appeals can be obtained from the Director of Student Support in the Undergraduate Student Services office (ED North 1-107).

COURSE ASSIGNMENTS

Assignment #1 Reading & Reflection complete/incomplete total **10%**
 a) Questions for Readings (Sept. 10, 17, 24, Oct. 1, 10)
 b) Critical Incident Synopsis (Oct. 29)

Assignment #2 My Teaching Credo **20%**
 Due: Submissions flexible by Oct. 21
 Online discussion Oct. 24

Assignment #3 Dramatic Form Resource (7-10 pages) **25%**
 Due: Wednesday Oct. 3

Assignment #4 Planning and Teaching
 a) Peer Teaching complete/incomplete **10%**
 Mon. Oct. 15 - Mon. Oct. 29
 b) Draft Lesson Plans
 Due on the day of peer teaching complete/incomplete **10%**
 c) Revised Lesson Plans
 Due Friday Nov. 2 **15%**

Class Participation **10%**

Ongoing, active participation in all class activities is vital. Each individual has a responsibility to make positive contributions to the group experience. A participation component will be included in the grade based upon the following criteria:

- participation in all class activities
- collaboration with classmates and instructor
- thoughtful contributions to classroom discussion
- constructive feedback to instructor and classmates

A final participation grade will be determined based on mid-term (Oct. 5) and final evaluations (Nov. 2) by the instructor with consideration of input from self and peers.

Bibliography of course readings:

Ayers, W., Michie, G. & Rome, A. (2004). Embers of hope: In search of a meaningful critical pedagogy. *Teacher Education Quarterly*, 31(1), 123-130.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.proquest.com/docview/222881310?accountid=14474>

Conrad, D. (2007). Drama, role theory & youth: Implications for teacher education. *Theatre Research in Canada*, 28(2), 1-10.
<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ibh&AN=36117441&site=ehost-live&scope=site>

Davis, S. (2011). Digital drama – toolkits, dilemmas, and preferences. *Youth Theatre Journal*, 25(2), 103-119.
<http://login.ezproxy.library.ualberta.ca/login?url=http://dx.doi.org/10.1080/08929092.2011.618365>

Heathcote, D. & Herbert, P. (1985). A drama of learning: Mantle of the expert. *Theory into Practice*, 24(3), 173-180.

<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bsh&AN=73033212&site=ehost-live&scope=site>

Weiss, B-Z, (2002). The anti-racism radio show: Steps to an ecology of culture. *Research in Drama Education*, 7(2), 221-233.

<http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ibh&AN=7303439&site=ehost-live&scope=site>

IMPORTANT REMINDERS

Equity Statement and Inclusive Language Policy

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background.

Code of Student Behaviour

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca>, listed under "Codes of Conduct and Residence Community Standards") and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Professional Conduct

In addition to upholding the University of Alberta Code of Student Behaviour, students in the Faculty of Education are expected to conduct themselves according to the Alberta Teachers' Association Code of Professional Conduct (online at <http://www.teachers.ab.ca/>, listed under "Information on..."). While enrolled in the IPT or APT, they are also subject to the guidelines described in the Practicum Intervention Policy (online at <http://www.governance.ualberta.ca>, listed under "Student Appeals").

Personal or Academic Difficulties

Students experiencing academic or personal difficulties may contact Undergraduate Student Services (ED North 1-107, email: educ.info@ualberta.ca, phone: 780-492-3659) for support services.

Recording Class Lectures

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.