Theatre Projects

Instructor: Kristen Blossom
Pronouns: She/Hers
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Zoom Office Hours: MW 10a-1p or email for an appointment.

Class format: One quiz and one assignment will be posted each week on Monday at 8am and due each week by Friday at 11:59p. Details will always be on D2L. Please download the D2L Brightspace App onto your phone. It's called "Pulse."

Suggested Reading: Acting a Song by David Brunetti, Speaking Shakespeare by Patsy Rodenburg, The Second Circle by Patsy Rodenburg

Video Etiquette - When creating a video or chatting on Zoom, students are expected to:

- Wear proper attire.
- Be courteous to others, and not share information/pictures that are illegal or offensive.

Grading:
13 Quizzes @ 3 pts each = 39 pts
13 Assignments @ 4 points each = 52 pts
1 Final @ 9 points = 9 pts
39pts + 52 pts + 9pts = 100 pts total

Memorization is a base level expectation for actors. You must memorize early and be ready to work off-book.

Course Expectations:
- No assignments or quizzes or projects will be accepted late.
- Respect Diversity: Your virtual classroom—and academia as a whole—should be, without question, a safe space for people of all races, genders, sexes, ages, sexual orientations, religions, disabilities, and socioeconomic statuses. Derogatory and sarcastic comments and jokes that marginalize anyone are fundamentally unacceptable. Offensive language—or language that could be construed as offensive—should be avoided and defused.
Course Schedule:

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<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>8/24</td>
<td>Get to Know You</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>2</td>
<td>8/31</td>
<td>Choosing a Focus</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>3</td>
<td>9/7</td>
<td>Researching Your Focus</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>4</td>
<td>9/14</td>
<td>Developing Your Project</td>
<td>Quiz &amp; Assignment</td>
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<td>5</td>
<td>9/21</td>
<td>Share Week - Keeping the Vibe Alive</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>6</td>
<td>9/28</td>
<td>Extra Research for 3 Creditors</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>7</td>
<td>10/5</td>
<td>Extra Research for 3 Creditors</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>8</td>
<td>10/12</td>
<td>Midterm - Outline of Project</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>9</td>
<td>10/19</td>
<td>Share Week - Keeping the Vibe Alive</td>
<td>Quiz &amp; Assignment</td>
</tr>
<tr>
<td>10</td>
<td>10/26</td>
<td>Extra Research for 3 Creditors</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>11</td>
<td>11/2</td>
<td>Face to Face Zoom Check Ins w/ Kristen</td>
<td>Quiz &amp; Assignment</td>
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<td>12</td>
<td>11/9</td>
<td>Finishing Touches</td>
<td>Quiz &amp; Assignment</td>
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<tr>
<td>13</td>
<td>11/16</td>
<td>Share “Dress Rehearsals”</td>
<td>Quiz &amp; Assignment</td>
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<td>14</td>
<td>11/23</td>
<td>Off for Thanksgiving</td>
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<td>15</td>
<td>11/30</td>
<td>Dead Week - Prep on Your Own</td>
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<tr>
<td>16</td>
<td>12/7</td>
<td>Finals - Project Performances</td>
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Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise
obtained from an Internet source or another source; and (3) incorporating 5 the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Diversity and Inclusion
This class engages material covering a diverse range of race, color, religion, national origin, ancestry, sex, age, gender, marital status, familial status, sexual orientation, and disability. While I encourage you to formulate and express your thoughts and opinions throughout the semester, discriminatory remarks will not be tolerated and may constitute disruptive behavior under the student code of conduct.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Program Learning Outcomes:
Depending on the specific nature of the project undertaken, any or all of the School of Theatre program learning outcomes may be addressed by this course:
1. The student will be able to analyze a script in ways that are necessary to a theatre
practitioner or scholar/critic. (A, E, F)

2. The student will demonstrate an understanding of theatre history and a variety of theatrical styles. (A, E, F)

3. The student will demonstrate collaborative and/or leadership competencies appropriate to participate or take a leadership role in an effective theatrical production. (A, E, F)

4. The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study, and their interrelationships. (A, E, F)

5. The student will be able to form and articulate a critical analysis and evaluation of a work of theatre. (A, E)

6. The student will demonstrate intermediate to advanced competence in one or more theatre specialization(s). (A)

7. The student will be able to use an understanding of educational psychology and appropriate organizational skills to create a positive and disciplined learning environment for students of theatre. (E)

8. The student will be able to complete and document a major project as a stage manager, as a designer or technician, or as an actor or director, demonstrating advanced competence in the student's specialty. (F)

9. The student will be able to present an effective presentation appropriate to the student's specialization. (F)

Key:
A = BA (liberal arts) program
E = BA with teacher certification (theatre education) program
F = BFA program

Student Learning Outcomes:
Depending on the specific nature of the project, learning outcomes may include:
1. The student will use knowledge of theatre history to support the execution of the project at a level of effectiveness informed by this background. (PLO#2)
2. The student will effectively collaborate with and/or lead other students in the creation, preparation, production and/or performance of the project. (PLO #3)
3. The student will use an understanding of the component areas of theatrical creation, process, production and performance, and their interrelationships, to make the project effective. (PLO #4)

4. The student will use an ability to form and articulate critical analysis and evaluation of works of theatre to make decisions that contribute to the effectiveness of the project. (PLO #5)

5. The student will use competence developed in previous courses and productions in a specific area of theatrical endeavor to contribute to the effectiveness of the project. (PLO #6)

6. When the project places the student in a leadership role, the student will use an understanding of educational psychology and appropriate organizational skills to create a positive and disciplined learning environment for students collaborating on the project. (PLO #7)

7. The student will complete and document the project using tools such as written analyses, prompt scripts, drafting/rendering/modeling, photographs or video- or audiorecordings, journals and self-evaluations, at a level appropriate for that student’s program and classification. (PLO #8)

8. The student will be able to incorporate material from or documentation of the project into a presentation such as a portfolio review or audition, as appropriate. (PLO #9)