Theatre Projects
THR 450.005

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Office: Miller 320  Office Hours: by appointment
Department: School of Theatre
Class meeting time and place: meetings, rehearsals and performances arranged individually by project

Course Description:
1-3 semester hours. May be repeated: Directing, Design, Technical Production, Stage Management, Stage Performance. No more than 6 hours may be included in the B.F.A. major block. Prerequisite: Lower-division theatre core and permission of instructor.

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 analyze a script to become prepared to direct it, design some aspect(s) of it, execute technical production values for it, stage manage it, perform in it, or serve as dramaturg for a production of it. (PLO #1)
2. 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)
3. The student will effectively collaborate with and/or lead other students in the creation, preparation, production and/or performance of the project. (PLO #3)
4. 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)
5. 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)
6. 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)
7. 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)
8. The student will complete and document the project using tools such as written analyses, prompt scripts, drafting/rendering/modeling, photographs or video- or audio-recordings, journals and self-evaluations, at a level appropriate for that student’s program and classification. (PLO #8)
9. 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)

Text and Materials:
Required texts and other materials vary widely by project. Please speak to the instructor individually for guidance.

Course Requirements:
Create, develop, produce and/or perform aspects of a theatrical production, as appropriate to the specific project undertaken. For student-directed productions, details are available in the School of Theatre Handbook and in the Student Productions Policies and Forms book available from the Student Productions Administrator or in the Theatre Office. For acting projects, specific requirements are listed in the addendum to this syllabus entitled “Theatre Project 450 – Acting.” For all other projects, the instructor of record and/or project advisor will specify requirements.
Course Calendar:
Schedules vary widely by project. A sample schedule for a 3-credit-hour project (directing a full-length play for public presentation) might be:

Week 1: Casting and staffing the production
Weeks 2-5: Analysis and design processes
Weeks 6-11: Rehearsal, construction, and assembling of props, sound cues, etc.
Week 12: Technical and dress rehearsals and performances
Weeks 13-15: Self-evaluation and documentation

Grading Policy:
The instructor of record and/or project advisor will use an evaluation sheet like the one appended to this syllabus. In general, ratings of “5” will contribute to a grade of “A,” ratings of “4” to a grade of “B,” and so on to ratings of “1” contributing to a grade of “F.” Written evaluations by students collaborating on the project may be used at the discretion of the instructor of record and/or project advisor. Rubrics for selected evaluation categories are also appended.

Attendance Policy:
Because of the nature of theatrical production, no absences or tardiness are permitted. At the discretion of the instructor of record and/or the project advisor, any pattern of absenteeism or tardiness may cause the project to be cancelled and a semester grade of “F” to be assigned. Any forgiveness of absences or tardiness is solely at the discretion of the instructor of record and/or project advisor.

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 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.

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/.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Diversity Inclusion Statement
This class may engage in material covering a diverse range of race, color, religion, national origin, sex, age, 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.